

Unit-5

**EDUCATIONAL ADMINISTRATION
IN PAKISTAN**

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INTRODUCTION

“Education is power. Education is a ‘sine-qua-non’ in the development itself”. There are no two opinion about these words. In this revolutionary world, the system of education needs to be revolutionalized and revitalized so that it could successfully meet the changing demands of the society. The social pressure, the economic needs of the country, the growing demands of the globalization, necessitates re-structuring and re-orientation of the education system in Pakistan. But unfortunately, the education system in Pakistan is suffering from its perennial problems of inadequacy, irrelevance, at the dangling position of its pyramid, standing on weak and fragile foundation.

In this unit, the present education system in Pakistan has been thoroughly examined. All the underlying problems and issues have been pin-pointed. Suggestions have been placed to correct the situation. Moreover, all the initiatives of the Government of Pakistan towards the achievement of the goal of providing education opportunities to the people of Pakistan at all levels, bringing about qualitative improvement and innovating the system have also been discussed so that students could get a critical view and understanding of the prevailing situation of education in, Pakistan. The material provided in this unit is subject to change, revision and modification because educational development is a dynamic process and life of a nation is not static.

OBJECTIVES

The objectives of this unit are to enable the student;

- a. to understand the structure, scope and functions of the Federal and Provincial Ministry of Education and other departments.
- b. to learn about the structure and functions of the provincial Departments of Education and other related units of education in region.
- c. to understand the functions and, interrelationship of various directorates, boards, bureaus and other organizations with the provincial Department of Education.
- d. to know about the educational institutions in Pakistan, their multifarious functions/relationships, the problems and issues, they are facing.

1. EDUCATION AFTER 18th AMENDMENTS

1.1 After 18th amendments (Article N/A) education is the responsibility of the provincial government. At Federal level now Capital Administration and Development Division (CADD) is responsible to look after the educational institution under its jurisdiction. Similarly the higher education commission has also been developed at provisional level and in very near future they will start their functions.

1.2 Autonomous Bodies/Organizations

There were a number of various autonomous bodies/organizations which are now attached with (CADD).

- The Inter Board Committee of Chairmen
- The National Book Foundation
- The National Book Council,
- The National Education Equipment Center.
- Museum of Science and Technology.
- The Educational Advisory Board.
- The Inter-University Board.
- The Historical Record and Documents Council.
- The Museum of Natural History.
- The National Science Foundation.

These organizations/bodies hold meetings from time to time and discuss problems and issues confronting them. They conduct research on various problems. They bring about coordination in their activities.

1.3 Special Programmes/Projects of the Formal M/o Education (CADD)

The formal M/o Education has been writing in different areas. Following is the higher of special programmes/projects introduced and executed by the M/o education.

- Literacy and Mass Education Commission.
- Allama Iqbal Open University.
- Teaching kit.
- A Video Cassette Text Books.
- Literacy-cum-Industrial Centers.
- Teacher Training Project (TTP).
- Institute for Promotion of Science Education and Training (IPSET).
- Educational Career Guidance (ECG)
- Primary Education Project (PEP)
- Integrated Rural Education and Development Project (1READP)
- National Institute of Communication in Education.
- Institute of Science and Technology of Pakistan.
- National Academy of Higher Education
- National Academy of Educational Planning and Management.

- National Education Council.
- Summer Schools for talented science students.

The Ministry of Education has also formulated curriculum and some learning package for teachers in:

- Population education.
- Environmental education.
- Drug education.

2. PROVINCIAL DEPARTMENT OF EDUCATION AND OTHER RELATED UNITS

2.1 General Nature

The job of administration and management of educational institutions in the provinces is the responsibility of Provincial education Departments. Every Province has a Minister of Education who is assisted by the Provincial Education Secretary. The organization and functions of the Provincial Education Department mainly include:

- Planning.
- Administration.
- Direction.
- Coordination.
- Teacher Training.
- Budgeting.
- Overall supervision of educational programmes/activities.
- Building linkage between the Federal and Provincial Governments.

To maintain effective control and supervision over working of the educational institutions, there are Directors of Education appointed at Provincial and Divisional levels as well as District and Sub-divisional Education Officers at district and sub-divisional levels, respectively.

2.2 Important Organs of the Provincial Education Department

- The following are the important organs, functioning under the Provincial Education Department.
- Directorate of Primary Education.
- Directorate of Secondary/Higher Secondary Education.
- Directorate of Colleges:
- Directorate of Technical Education.
- Bureau of Curriculum Development.
- Board of Intermediate and Secondary Education.
- Text Book Boards
- Board of Technical Education
- Directorate of Non-Formal Education.

- Directorate of Education of FATA.

2.3 Provincial Education Secretariat

The provincial education secretariat is responsible for the planning, organization, administration, control, direction and coordination of all educational programmes and activities carried out through various bodies and institutions in the province. The Provincial Ministry of Education is headed by a Minister of Education who is assisted by a Provincial Secretary of Education who enjoys the same powers, which are vested in Federal Secretary of Education. He is the executive head of the Provincial Education Secretariat. He is assisted by the following officers in the secretariat.

- Additional Secretary/Secretaries
- Deputy Secretary (Administration),
- Deputy Secretary (Education I)
- Deputy Secretary (Education II). OR
- Chief Planning Officers (in case of KPK)

The following officers are working under Deputy Secretaries/Chief Planning Offices:

Section Officer (General)

- Section Officer (Policy)
- Section Officer (Schools)
- Section Officer (Colleges)
- Section Officer (Universities)
- Section Officer (Scholarships)
- Section Officer (Budget and Account)

The following officers are working under Deputy Secretary Planning or Chief Planning Officers.

- Planning Officer (Schools)
- Planning Officer (Colleges)
- Planning Officer (Statistics)
- In every secretariat Educational Management information System (EMIS) has been established which collects data compile store data and retrieve it as and when it is required.
- A Management Unit for System and Training (MUST) has also been established in KPK, which provides training to officers and college teachers and principals in the strategic areas of teaching, planning and administration.

All the above officers as revealed from their status and designation are busy collectively in development of education and implementation of education policies at provincial level and providing direction to the sub-ordinate directorates, boards and bodies that are functioning under their respective jurisdiction and authority. Implementation of policies, brining about integration in all educational activities of the province come under the prime responsibilities of the Provincial Secretariat.

2.4 Directorates of Education

The provinces have been divided into various divisions at provincial level. There are Directorates of Primary, Secondary Colleges and Technical Education and at divisional level, there is Divisional Directorate of schools in large provinces of Pakistan. In case of KPK there are separate Directorates of Primary, Secondary, a Colleges and Technical Education. Divisional Directorates of schools, had been established earlier, in each division, but these have been abolished now.

2.5 The Directorate of Secondary/Higher Secondary Education

The Directorate of Secondary/Higher Secondary Education is headed by Director of Education. In case of large Provinces, it is headed by Director of Public Instruction.

The Director of Secondary/Higher Secondary Education is assisted by the following officers.

- Deputy Director (Administration)
- Deputy Director (Planning)
- Additional Directress (Female)
- Deputy Director (Training)

The above officers are further assisted by officers such as:

- Assistant Director (General).
- Assistant Director (Science).
- Assistant Director (Instructional Material).
- Assistant Director (Statistics).
- Assistant Director (Extension).
- Assistant Director (Equipment).
- Assistant Director (Budget & Accounts)
- Assistant Director (Planning).
- Personal Assistant to Director.

All the above officers are assisted by a large number of Superintendents, senior assistants and junior assistants and other supporting staff in their respective sections.

The Directorate is responsible for organization, management and supervision of schools in the context of implementing the policy and the directions of higher authorities.

2.6 The Directorate of Primary Education

The structure and functions of the Directorate of Primary Education has been discussed with setup prevailing in the country.

- i. Justification for the Establishment of Directorate of Primary Education. The burden on the whole education structure had increased manifold in the provinces which had obviously resulted in comparative neglects for primary education sub-sector in favour of other sub-sectors of education, therefore in order to eradicate such weakness of the Education Department. Other reasons were to isolate recourses and development requirements of primary education from other sub-sectors. Moreover

the curriculum development, teacher's training and construction of schools at primary level required different logistical planning and coordination as compared to other sub-sectors.

- ii. Expected outcome of the Directorate of Primary Education. It was expected that a separate Directorate would not only focus more attention on Primary Education problems but would foster its development. This would also increase efficiency and administration of Primary Education.

2.7 Structure of Directorate of Primary Education

- Director of Primary Education.
- Two Additional Directors.
- Four Deputy Directors.
- Nine Assistant Directors.
- Seven Superintends.
- 14 Assistants.
- 4 Computer Operators.

A large number of other supporting staff was proposed for main directorate of Primary Education in the Province.

2.8 Directorate of Colleges

There, is a separate Directorate of Colleges in the province. It is headed by a Director of Colleges working under the control of the respective Department of Education of the region. The structure of the Directorate is as under.

- Director of colleges.
- Deputy Director/Directors of colleges.
- Assistant Director / Directors (General).
- Assistant Director (Planning).
- Assistant Director (Statistics).
- Superintends and Assistants and other supporting staff.

The Director of colleges in close collaboration with other officers plan, administer, manage, organize, control, direct, and coordinate the academic and co-curricular activities of the colleges under his/her jurisdiction.

In case of KPK there is separate Directorate of FATA which has similar structure and functions.

2.9 Directorate of Technical Education

There is a separate Directorate of Technical Education in each province functions under the headship of Director of Technical Education. He/She is assisted by similar number and cadres of staff already discussed in cases of other Directorates. The Director of Technical Education of the region performs responsibilities like planning, organization, managing, directing,

controlling and coordinating all the related activities of technical education in the Province.

2.10 Board of Technical Education

In each region, there is a separate Board of Technical Education which carries major responsibilities like examination/evaluation, revision of curriculum, conducting research, collecting relevant data and holding workshops, seminars for their teachers and administrators.

2.11 Departmental Examination Unit

In each province there is a separate Unit of Department of Examinations, which supervise and conduct departmental examinations at PTC, CT and Drawing Master level. This unit is headed by Controller. He is assisted by a Deputy Controller and Assistant Controller of Examinations.

2.12 Bureau of Curriculum Development

In every region, there is a separate Bureau of Curriculum Development, headed by Director of Bureau of Curriculum who is assisted by Deputy Director, Assistant Directors and other subordinate, officials. The prime responsibilities of a Bureau are to bring about improvement in the existing curriculum at primary level and in the teacher training programmes in the elementary colleges. The Bureau is also responsible for coordinating the training activities at lower level in the province. The Bureau also conducts research and academic programmes when new subject are introduced in schools and in teacher training institutions of the province.

2.13 Education Extension Centers

Almost in every province, an Education Extension Centers have been established to provide in service training to Working administrators, planners and teachers of schools and colleges in the province. When courses are revised or when new courses are introduced, Education Extension Centers arrange orientation programmes for teachers. The Centers also hold seminars, conferences, and workshops on new trends issues, and problems, relating to the development and improvement of education. A center is headed by a Director, who is assisted by Subject Specialists and other supporting staff.

2.14 Text Book Boards

Text Book Boards are functioning in every province which are responsible for writing, printing, revision, and improvement of text books in primary schools and some at secondary level. These Boards infact, are in need of enlarging their facilities so that their efficiency could be improved and the production, distribution and revision of textbooks could be increased and its services could be expanded in future.

A Text Book Board is headed by a Chairman who is assisted by a few members, subject specialists' superintendent, assistants, libertarian and other supporting staff.

2.15 Board of Intermediate and Secondary Education (BISE)

At provincial level and at divisional level, Boards of Intermediate and Secondary Education (BISK) have been established which supervise the academic state of

secondary/higher secondary, intermediate colleges. At secondary schools, higher secondary schools/intermediate colleges are affiliated with the Boards in their respective jurisdiction. The main responsibility of the board is to conduct examinations at secondary and higher secondary/intermediate levels and award certificate to the successful candidates. They are also conducting research, arranging short courses for teachers and preparing item Banks in different subjects for use of teachers.

2.16 Executive District Officers (EDO)

District set up of Education and Literacy Department after devolution plan and 18th amendments has emerged at district level.

The Education and Literacy Department at district level is headed by Executive District Officer Education and Literacy (E.D.O. Ed. & Literacy) in G-19. The EDQ (E+L) is assisted by six District Officers (D.Os) in G-18 such as C.D.O. Pry. Ed, D.O. Dev. P.E.& L) D.O. Literacy, D.O. Secondary Education (M), D.O. Secondary Education (F) and D.O. (Adman & Development) secondary education.

These D.Os, are assisted by one Deputy District Officer (G-17) and 19 Assistant District Officer in G-16. Their respective positions are as under,

- a. The D.O. (Pry. Ed.) is assisted by A.D.O. (EST & TS-M) A.D.O (EST & TS-F)
- b. The D.O. (Adm. Dev.) PE & L. is assisted by A.D.O (Dev.), A.D.O. (M & E), B&A.D., Supdt. (Admn. & Audit),
- c. The D.O. (Literacy) is assisted by A.D.O (Lit Camp),
- d. The D.O. Secondary Education (M) is assisted by A.D.O. (Insp. &T.S), A.D.O. (ESTT) and A.D.O. sports/ Private schools,
- e. The. D.O. Secondary Education (F) is assisted by A.D.O. (Insp. & T.S.), A.D.O. (ESTT) and A.D.O. (Sports/P, school),
- f. The D.O. (Admn. & Dev. Secondary Education) is assisted by A.D.O. (Dev.) B&AO, and Supt. Adm. & Audit.

The structure also indicates the provision of a Deputy District Officer (G-17) for primary education who is assisted, by A.D.O. (Insp), A.D.O. (Teacher Training) and Supt. in G-16. All these officers have been brought under the control of District Officer (D.O) primary education.

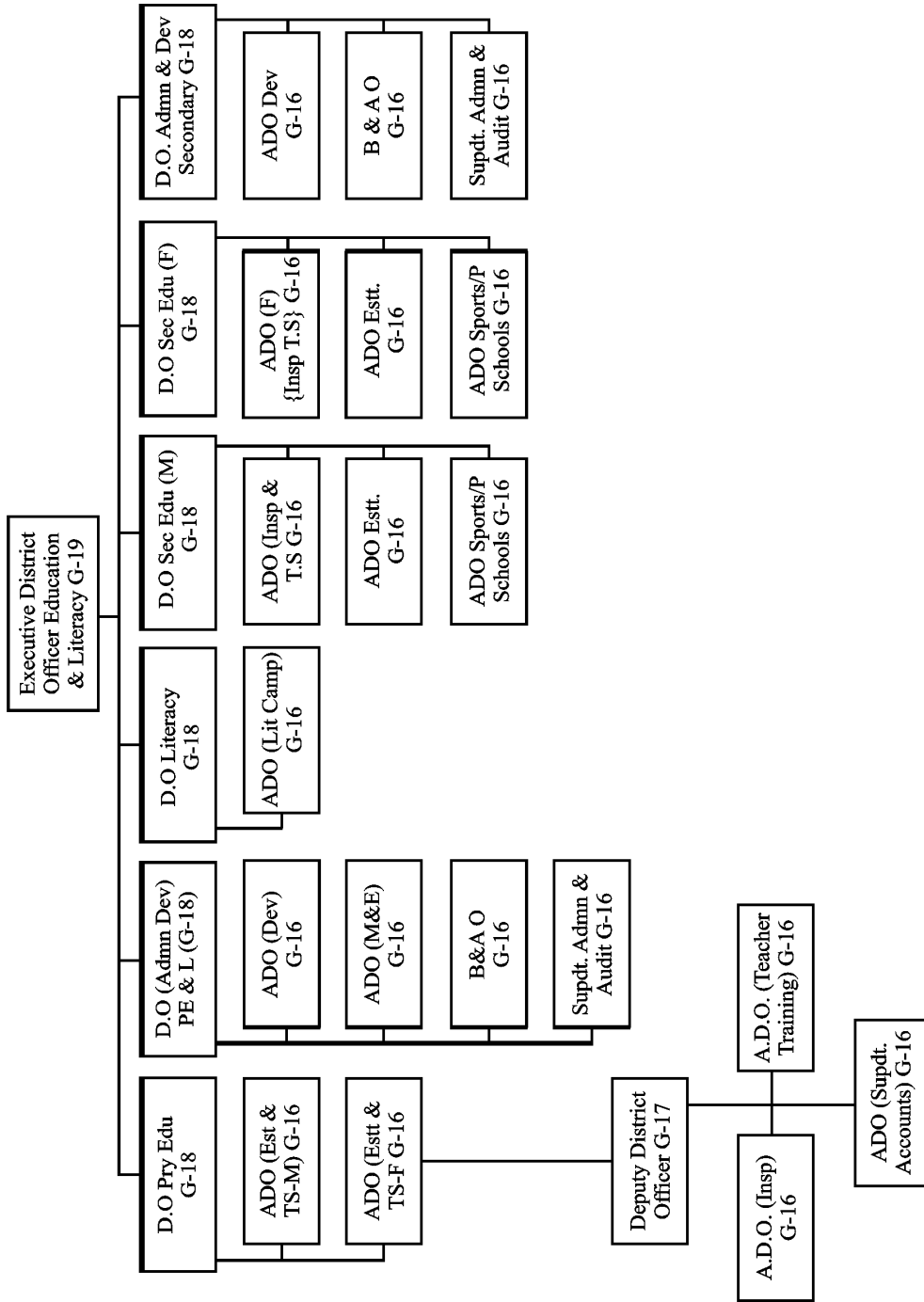
From the above structure distribution of the Officers is as under:

- i. Officer G-19(F) = 4.0 percent.
- ii. Officer G-18 (B) = 22.0 percent.
- iii. Officer G-17 (I) = 4.0 percent.
- iv. Officer G-16 (F9) = 70.0 percent.

The situation shows that 22 percent officer of 18 grade 4 percent of 17 grade and 70 officers of 16 grades have been inducted in the system and have been brought under the control of one officer in grade 19. The situation, however, looks anomalous and in balanced.

The new structure of education for schools at district level is shown in the chart below:

DISTRICT SET-UP OF EDUCATION & LITERACY DEPARTMENT



Role of EDOS under Devolution Plan

EDO education is a new position at the district level that is responsible for the entire education sector at district level. He is assisted by District Education Officer Elementary (Male, Female), Secondary, Special Education, District Supports Officer, Assistant Director (Planning and Budget) and Deputy DEO. However, there is variation in district management structure among provinces. The main functions of EDOs (Education) include the implementation of government policies, supervision, coordination of the entire sub sectors of education at district level, formulation of district Annual Development Plan and its implementation, collection and compilation of education data. Now the EDO is authorized to allocate resources for any developmental or non-developmental activity in education sector. However, in the changed scenario the role of the Head of the Secondary and Higher Secondary School has remained unchanged. He has to discharge his duties in the same spirit under EDO. The new system has not devolved any more powers to Heads of schools as the process of the devolution of powers at the institution and village level still needs to be decided by the government. The systems hold the DCO responsible to coordinate and supervise activities of EDO. In this way EDO are now accountable to DCO at the district level but their service matters like their appointment and transfer are still being dealt by the provincial government. Under the devolution plan the district educational management and its entire supporting staff i.e. teaching and non-teaching staff is the liability of the provincial government. This was the reason that in the coming year after devolution they were paid salaries by the provincial governments. (Local Government Plan, 2000)

The major changes in the education sector for evolving a mechanism for transferring responsibilities for recruitment, salaries and management of teachers and administrators from province to district level have been introduced. Under the new system, the existing functional offices in the education sector at the district level have been regrouped and placed under the authoritative control of EDO. Similarly creation of some new offices was proposed to deal with the changing need of the community. The main focus is to make the education system and its managerial set up so strong that it can provide efficient and quick services to the community through close coordination with the community and its representatives.

In the Devolution Plan all the educational managerial issues and accountability have been discussed for providing guidelines to the implementing officials and bodies. However, the role of EDO has specially been focused being the head of education system at district level. Under the devolution plan, the educational management working at Tehsil level has been empowered to decide financial and managerial matters; particularly, salary matters, budgets of the schools, appointment of the staff etc. EDOs not only supervise and coordinate all these activities at district level but also supervise the execution of the above activities by his supporting staff at Tehsil level (World Bank, Report 2004).

According to MSU (2001), some important functions of EDOs (Executive District Officer) as reported in the report are:

1. Implementation of government policies, directives and orders
2. Supervision and coordination of functioning of all wings of education in the district
3. Distribution of budgetary grants

4. Internal audit and supervision of settlement of external audit paras
5. Supervision of curricular and co-curricular activities, expansion, extension of services, increase enrollment and decrease drop-outs
6. Supervision of proper working of school councils and mobilization of the community
7. Sanctioning all kind of leaves, pension and retirement notifications of officer BS-18 and BS-19
8. Provision of information to the monitoring committees of the District, Tehsil, Union Councils and Citizen Community Boards.
9. Taking appropriate corrective action based on the information received from Monitoring Committees and Citizen Community Boards.

The district educational authorities have a crucial role. The devolution plan has considerably categorized all the roles of the Executive District Officer, District Education Officer and other responsible officials. The purpose behind this is to empower EDOs as well as DEOs in all the educational matters at the district level. But political involvement has a negative impact on the working of these officials. There is a need to minimize the political interference and to improve the working of the district educational officials.

3. EDUCATIONAL INSTITUTIONS IN PAKISTAN

The educational institutions from lower to higher levels are run by the provincial government, local bodies and private management. The discussion in this section will be confined to the institutions run by provincial government. In government schools, tuition fee is not charged at primary and secondary levels. However, fee is charged from higher secondary level to university level, which is not very high but affordable. However, provision of scholarship, free-ship and financial support has been made for deserving students at these levels.

3.1 Pre-Primary Schools

Long before the Education Conference 1947 has recommended that private sector be encouraged to establish pre-primary institutions. All the Education Policies (with the exception of policy 1972-80) envisaged that private sector be encouraged to share, equally the burden of providing educational facilities to the people, not speaking of pre-primary education level, but at all levels of education. With the result of this policy, large numbers of private schools, particularly at preschool stage have been opened in every street of the country. These schools as indicated earlier are privately managed, charging heavy fee and funds hiring teachers at lower grades and introducing western-oriented curriculum, and books and claim English as the medium of instruction. These schools in the beginning had been in urban areas and only well to do people could avail such education for their children but now, in rural areas the tradition of opening private schools is getting strength day by day because of social pressure and the craze for 'English' and 'quality' education. Though the government has framed strict rules and regulations for the registration and recognition for such schools and it has also established "Education Foundation" to provide these institutions financial and material assistance but still there is a problem of an effective control,

supervision and coordination of these institutions by the government. The limitation of the government to provide pre-school education to children is purely financial. It is however, desirable that the government should at least establish a few "Model-Pre-Schools" in urban as well as in rural areas free of charges for the talented poor children.

3-2 Primary Schools

i. Nature and structure of primary schools

Formal schooling in Pakistan begins at the age of 5 plus in the first grade of primary schools. The curriculum for primary classes is practically same throughout the country. Instruction is given in local/regional language and in some areas Urdu is the medium of instruction. Classes are held six hours a day (including a break of an hour, at midday) and Schools are working for five and half days in a week. Where schools operate in double shift basis, class hours are slightly shorter. The primary courses extend over five years.

Beginning generally at the age of five, promotion from grade to grade depends upon the result of annual examination oral and written conducted by supervisors (ESDEO, EASDEO, LC).

ii. Curriculum of Primary Schools

The following type of curriculum is offered in primary schools.

- a. Languages
 - First language
 - Second language
- b. Mathematics
- c. Science
- d. Pak/ social studies
- e. Health at Physical Education
- f. Islamiyat
- g. Arts
- h. Manual work
(Practically arts are not taught and manual work is not done).

Now efforts are being made to introduce integrated curriculum at primary level. Such curriculum, (in case of KPK) has been prepared and two integrated books for grades I and II have been produced and introduced at primary, level. There are Mosques Schools in the country which provide formal education from grades I to grade III mostly located in the rural areas.

These schools (in case of KPK) are gradually merged into regular, primary schools. There are (in case of KPK) a dozen Mohallah Schools which provide education to women and girls who had not availed the Opportunity of enrolment in formal primary schools. These schools have not been further expanded since their inception.

a) Problem of urban primary schools

- Urban primary schools are overcrowded.
- Children are accommodated in old and dilapidated buildings.

- Inadequate furniture.
- Inadequate basic amenities.
- Teacher student ratio is high
- They are in congested and crowded areas.
- Inadequate instructional material.
- Weak, and ineffective supervision.
- Instances of dropout are common,
- Lack/absence of play grounds and sports equipments.

b) *Problems of rural primary schools*

The problems of rural primary schools are more serious as compared to urban primary schools. Some of the common problems are:

- In most cases, schools are single teachers,
- Poor and inadequate building.
- In most cases, buildings are of one room
- Buildings are in dilapidated condition,
- There are shelter less schools
- Inadequate furniture (tats, chairs, tables).
- Inadequate instructional material.
- Inadequate but in most cases missing basic amenities
- Absence of boundary walls.
- Absence of sports equipment and play grounds.
- The instances of dropout are high.
- Poor scholarship of children
- Presence of untrained teachers
- Ineffective supervision.
- Adjustment problems faced by, teachers who do not belong to that village.
- Teacher's absenteeism.
- Poor/absence of transportation facilities.
- Poor/absence of intra-structure of the villages
- Absence of residential facilities for teachers.

iii. *Obstacles in the Achievement of Free and Universal Primary Education*

Free and compulsory/universal primary education could not be achieved because of various political, social, and economic reasons. Some of these are:

- Low priority accorded to primary sub-sector in the distribution of financial resources.
- Unrealistic plans and their targets. .
- Poor implementation of innovative programmes.
- Unattractive environment of schools.
- Un-stimulation teaching-learning situation in the class rooms.
- High dropouts and repetition.
- Other geographical situation and socio cultural factors.

- Weak political will,

The Universalization of primary education is a formidable task for the government and if these conditions persist, there would be a long way to achieve the goals of universal primary education.

3.3 Secondary Schools

i. General Nature

The secondary education consists of three stages, middle (grades VI-VII) high/secondary (grades VI-X) and higher secondary schools (grades VI-VII). Higher Secondary classes XI-XII are gradually linked with selected secondary schools and are converted into Higher Secondary Schools both for male and female. These Higher Secondary Schools are run by Principals and Higher -Secondary classes (XI-XII) are taught by "Specialists" a new cadre created for this purpose. Anomaly still exists in the system. Intermediate classes (XI-XII) are still part and parcel of degree colleges. However, new Intermediate Colleges are not established.

The medium of instruction is the language of the province concerned (in case of Sind). However, in most cases Urdu is the medium of instruction. Subjects like Urdu, English Pakistan Studies and Islamiyat are taught as compulsory subjects. Other subjects are grouped as Science and Humanities and are opted by students according to their interest.

Attempts are being made to diversify secondary education curriculum through inclusion of such options as agriculture, industrial arts, commerce and domestic sciences for those who want to study them. But the trend from scientific subjects and arts has not been favorably shifted to technical and vocational subjects. Besides Secondary and Higher Secondary Schools there are "Special Schools" such as Public Schools and "Cadet Colleges" in the country, these institutions are unique in many respects. They provide residential facilities, attractive physical, social, and academic environment in which students are groomed to play leadership role in the country in future. Only elite class can afford such quality of education for their children. The presence of such institutions is criticized and it is not clear to what extent these institutions provide free education to 25 percent poor and talented children as envisaged in previous policies.

ii. Criticism Leveled Against Secondary /Higher Secondary Schools

One serious criticism leveled against Secondary/Higher Secondary schools is that they have been unable to produce good qualities of character, balance personality and disciplined habits. This is why the tradition of establishment of "Public Schools" and "Cadet Colleges" as indicated earlier, which lay emphasis on the development of qualities of leadership, still perpetuates. These "Special Institutions" cannot meet the needs of the people and they are very costly and only affluent people can afford them for their children. Therefore, efforts should be made to raise the quality of the ordinary secondary and higher secondary schools through improvement of their physical and material facilities and instructional environment. Such sincere attempt has once been made through the introduction of "Comprehensive Schools" to

provide good and multipurpose education under one roof but the scheme was later on discontinued for unknown reasons. Now, the latest education policy again picks up the strings and recommends the establishment of "Model Secondary Schools" at district levels. Another criticism which is leveled against secondary / higher secondary schools is that they provide general education. They have not been developed as "terminal stage" or they have not been treated as institutions of a "complete stage in itself. As they provide general education and are almost preparatory institutions for higher education, therefore, they put pressure on colleges and universities ultimately lead to educated unemployment.

iii. *The General State of Secondary/Higher Secondary Institutions*

The general state of Secondary/Higher Secondary Schools in their quality of education is not better than what has been said about primary schools. Most of the institutions are deficient in respect of staff, equipment, material, and buildings. The majority of teachers are not satisfied with their job and lack competence and enthusiasm. In large number of cases, the buildings are in advanced stage of dilapidation due to lack of repair and proper maintenance. There is acute shortage of classrooms in the face of swelling enrolment. Equipments are scant and are of poor quality. The secondary schools in Pakistan are often criticized for their purely academic character and their failure to make adequate provision for individual's difference on account of age ability and aptitude. Moreover, the class room work is very academic, bookish consisting largely of parroting the least obviously with little thought on the part of teacher that the work should have some relationship with the life needs of the people.

3.4 Higher Education (Colleges)

i. *Structure and Direction*

Higher education consists of two stages. Intermediate (grades XI-XII) and Degree (grades) (XIII-XIV) and for B.A/B.Sc. Honour Degree (grades XIII-XIV). English had been the medium of instruction at graduate level. In most of colleges particularly, at intermediate level Urdu, has been adopted as medium of instruction. After three year of (excluding intermediate stage) successful study, students get the degree of Baccalaureate (Bachelor) of. Arts/Science Honour course take three years as indicated earlier.

ii. *The State of Higher Education (Colleges)*

There is a general complaint that the academic standard in colleges have rapidly deteriorated. The major reason for this deterioration of quality of higher education is the inadequately qualified teachers with overcrowded classes of ill-prepared students. Other causes responsible for the decline of quality in education are the inadequacy of buildings, libraries and scientific equipment. The teaching of science is particularly poor. Hostel facilities are also either missing or inadequate, which deny students opportunities for developing esprit-de-crops and discipline for living in a kind of environment conducive to academic work. Private colleges are flourishing in the country because of the encouraging policy of the government to open educational institutions in the private sector. These private colleges both for male and female enroll

significant number of students because of social and demographic factor. Most of these colleges cannot provide adequate physical material and instructional facilities. They also hire the services of academically and professionally untrained teachers. Though they are charging heavy fees. There has been tremendous increase in the enrolment of students at the college stage because of the expansion in secondary and higher secondary education and because of rapid growth in population, such situations have necessitated a rapid expansion at higher level.

In spite of substantial increase in allocations of funds for education by the government, the educational programme at college level remains always under financial constraints. Other pressing priorities of the government such as universalization of basic education also affect budgetary provision for college education. However it is most desirable for the provincial government to consolidate college education for bringing about quality improvement. More-over no new admission be made at intermediate level in the existing colleges so that the degree level be fully concentrated and consolidated for quality improvement in future.

3.5 Higher Education (Universities)

i. The State of University Education in Pakistan

In a developing country like Pakistan, universities are the institutions of higher learning, have a key role to play, Higher level expertise of the country is located in these institutions. Therefore, they are expected to develop, design, and implement development programs in the country. At the time of independent, there was one established university. In 2011 the number raise to 118 universities. Universities in private sector are gradually increasing. The thrust of these universities is on Instructional Technology (IT) and Business Education. Moreover agricultural colleges and medical colleges are up-graded to the status of universities.

ii. Problems and Issues in University Education

Some perennial problems in the past faced by universities were mainly related to:

- Financial constraints/deficits.
- Absence of coordination in academic programmes.
- Consolidation/improvement of university institutions.
- Modernization of curriculum in university.
- Diverting the trend from general education towards more technical and scientific and Job-oriented education.
- Consolidation of Research Institutions in university.
- Staff development of the university.
- Buildings, linkage, collaboration of Pakistani universities with foreign universities.
- Bringing about national integration through higher education.
- Bringing about qualitative improvement in higher education institutions,
- Improving the state of corporate life and welfare of students in universities.

iii. Strategies Forwarded for the Solution of the Problem

The following strategies have been adopted for the solution of the above problems. For achieving the above objectives government had been making continuous efforts to bring about desirable changes and improvements in these important institutions through initiating various policies and plans.

- a) The first step in this direction was that universities had been financing by the Federal Government. Since 1980.
- b) The University Grant Commission which had been established in 1974 expanded the scope of the activities. Presently it disburses recurring and development grants and provides funds for many approved projects.
- c) The Commission also floats a number of senior and junior Fellowships and has established chairs in various Languages.
- d) It organizes pre-service and in-service training programmes, seminars, conferences which are participated by eminent scholars.
- e) The Commission lays down standard of education and periodically reviews the syllabi and courses of Studies in various subjects taught in university institutions,
- f) Providing grants for equipment and libraries in the universities.
- g) An Information Service regarding high education for use of government departments, universities and research institutions.
- h) In order to improve and coordinate activities in universities, Centers of Basic Science (COBs) has been established at the University Grant Commission:
- i) A similar organization for Social Sciences and Humanity has been established.
- j) A computer training center has also been setup at University Grants Commission under the aegis of UGC.
- k) In addition to the various activities undertaken by UGC, other innovative programmes have also been launched by the government to improve, develop and strengthen the instructional programmes of higher education and to build the professional capabilities of the administrators, planners and teaching personnel of the universities in Pakistan. Some of such institutions are worth mentioning.
 - Institute of Science and Technology.
 - Centers of Excellence
 - National Academy of Higher Education
 - National Academy of Educational Planning and Management.
 - National Education Council
 - Area Study Centers
 - Pakistan Study Centers

3.6 Teacher Education/Training Institutions

Since independence, there had been substantial expansion in teacher education institutions. In 1998, there were 90 elementary colleges and 30 Training. Units in selected high schools which were offering Teacher Training Programme for PTC, CT teachers and Drawing Masters. There were 18 Colleges of Education, 5 "Institute of Education and Research" and 2 Departments of Education which offered different teacher training programmes. The "laissez-faire policy" of the government, has led to the opening of such Training

Colleges in every region, where large number of students take admission on self financing basis. Classes on self financing basis have also been started in I.E.Rs. One can get impression that teacher training programme too has been commercialized at the cost of quality. It is a crucial issue which needs separate detail discussion.

Allama Iqbal Open University (AIU) Islamabad, is also contributing substantially to the training of teachers at various levels. It offers P.T.C. C.T. B.Ed., M.Ed. M.A. Education, M. Phil and Ph.D. programmes through non-formal approach in various areas of distance learning, educational planning, and management and teacher education, thousands of students are enrolled in various programmes except in M. Phil and Ph. D. which are highly selective.

3.7 Issues in Teacher Education/Institutions:

There are issues in teacher education/institutions which are briefly stated. These Issues influence the polity of the government for the development; and improvement of teacher education in the country,

- a. In view of the (trained) graduate teachers from various training institutions, the government will have to work out the actual requirement on short and long term basis and will have to restrict admissions in training institutions accordingly,
- b. the training institutions prepare professionals of general nature while they are required to concentrate on specialized nature of training, particularly in educational administration, curriculum development,, evaluation and research at M.A, M.Ed. M.Phil and Ph.D levels.
- c. Effective measures need to be taken to strengthen in-service training institutions in Pakistan.
- d. Special arrangements should be made for the training of teacher-educator's and for this purpose, the services of the proposed National Institute of Teacher If education (NITE) is fully utilized.
- e. The Academy of Higher .Education in the UGC should be strengthened to provide in-service training programme to the newly appointed teachers of colleges and universities.
- f. The Provincial Institute for Teacher Education (PITE) as established earlier, in each region, should be activated and revitalized to impart intensive training in management and supervision to administrates and supervisors and other key personnel of supervisory cadre,
- g. In order to universalize primary education in the country, it is necessary to provide suitable number of teachers to the disadvantaged institutions i.e. female primary schools in the rural areas through provision of an attractive package of incentives i.e. stipend/scholarship special pay/allowance, residential facilities and opening of day care centres for the children of female teachers.
- h. Technical and vocational institutions are in a sorry state. They face shortage of material, inadequate and poorly trained teachers, poorly equipped workshops, and inadequate administrative structure. All these factors lead to both infernal inefficiency and ineffectiveness of the programme. Therefore, the plight of these institutions should be improved on priority basis.

4. SELF ASSESSMENT QUESTIONS

Please thoroughly study the content of the unit and answer the following questions.

- Q. 1 What are the major responsibilities of the Federal Ministry of Education in Pakistan?
- Q. 2 What special programme have been launched by the Federal Government for the development and improvement of education in Pakistan?
- Q. 3 What are the reasons that primary education has not been universalized go far in Pakistan?
- Q. 4 Discuss the structure and functions of the Directorate of Secondary Education?
- Q. 5 What are the problems and issues in the institutions of higher learning in Pakistan?

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