**EDUCATION IN PAKISTAN**

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Value of education had never been underestimated in the history of mankind. Universal recognition of education prevailed that it raised standard of living and quality of life and it bring change in attitude and behavior. All nations of the world had unanimously agreed that education was the fundamental human right and extremely an ethical enterprise. Education was the most influential and the only tool for social and economic empowerment widely recognized and appreciated around the globe (UNESCO, 2010; GOP, 2009).

1. **Objectives of Education in Pakistan**

To reestablish the existing education system with a view to provide social, political and spiritual need of society. On the basis of National Education Policies following are the Educational objectives of Pakistan

* 1. To preserve the ideology of Pakistan within the Islamic ethos ensured in the 1973 constitution
  2. To promote unity and patriotism and the desire for the welfare state
  3. To preserve and promote cultural and ethical norms and religious toleration
  4. To provide equal educational opportunities to all citizens of Pakistan
  5. To create responsible members of society and global citizens
  6. To develop democratic and moral values
  7. To review confidence in public education systems by raising the quality of education in government institutions
  8. To improve services of education governance and management
  9. To improve the quality of education particularly relevant to the need of the economy
  10. To eradicate illiteracy within the shortest possible time through different illiteracy programs
  11. To enable the individuals to earn their livelihood through skills which further contribute to the national economy
  12. To encourage planning have been undertaken by the government but without taking the ground realities into account and without participation of the community and proper implementation of these policies (Iqbal, 1981). research in higher education institutions that will contribute to economic growth of the country
  13. To organize a national process for education development that will reduce disparities across the country (Zaki, 1989).

**2. Schooling Structure**

Pakistan follows centralized system of education and there is statutory requirement for all schools and colleges to follow a national curriculum. The system has adopted three-tier mode (8+4+4) with following distinct stages:

**2.1 Pre-school education**

The preschool education contributes towards the time-bound development of child. The young child is more flexible in the earlier years. It helps to lay foundations of child’s basic cognitive, social, emotional and personality structures. It is usually said that once these psychological structure are shaped, it becomes difficult to change them later. The early childhood is a developmental period that extends from the end of infancy to about five years. A child of 3+ years is usually considered suitable for preschool education.

There are four types of developments that are considered during pre schooling:

* 1. Social
  2. Emotional
  3. Physical
  4. Cognitive

The major objectives of preschool education are as under:

1. To help the child develop his or her potential to learn and grow.
2. To provide an appropriate environment to ensure his or her safety and holistic development.
3. To use play way method and concrete experience in teaching and learning.
4. To prepare a child for formal schooling.
5. To develop awareness of basic cultural values and norms.

In Pakistan early childhood education is facing following problems:

“Malnutrition and ill health especially in sub- Saharan Africa and South Asia is undermining progress of universal primary education. If current trends continue Millennium Development Goals will never met. In 2006 pre-primary gross enrollment ratio averaged 14% in sub- Saharan, 36% in developing countries and 79% in developed countries. EFA targets could not meet due to inequalities of government on the basis of gender, income, location, ethnicity, language. Better governance can break these inequalities” (UNESCO, 2009).

1. One of the biggest shortcomings in the ECE sector has been the **lack of networking and coordination** between agencies and institutions implementing and developingECE programs. Many agencies have developed material and resources that are not being shared, resulting induplication in research and development efforts. A further gap related tocoordination is that many donors are also not familiar with the efforts that have beenmade in this field (Khizar, 2012).
2. **Lack of adequate documentation** ofexisting experiences (Khizar, 2012).
3. **Missing database** that programs implementedincluding training, materials developed, and other information on the ECE sector (Khizar, 2012).
4. Another limitation in the ECE is the **experience and programs of the NGO/private sector**, although dynamic and innovative, are **restricted in scope and scale.** NGOs and private sector do not have thefinancial and human resources required to implement a program at the scale as thepublic sector (Khizar, 2012).
5. A further major gap in the ECE sector exists in the **public sector context – the paradigm of policy versus practice**. ECE has not been defined as a sector that builds the foundations for life-lon**g** learning in the child’s progress through schooling. It has been confined to th**e***katchi* class framework, which itself has been seen as an extension of Class 1 ratherthan a year for pre-primary education (Khizar, 2012).
6. **Capacity in the public sector**, particularly at district level is also an issue to be flagged. The proposals for ESR funds are also being developed, approved and implemented entirely by the district staff (EDO-Education, EDO-Finance, EDO Planning, along with their support officers, and DCO play critical roles in this process). While capacity to undertake the process of planning and budgeting is a wider issue and will be addressed by district capacity building programs in the coming years (Khizar, 2012).
7. Last but not least, one of the most important gaps that exist is that of the **poor quality and non-availability of appropriate and** **adequate learning material** that is available in the public sector for *katchi* class. This is yet to be seen in the schools where young children are enrolling and later dropping out (Khizar, 2012).
8. Another issue is that of **the lack of integrated programming** for ECD. In Pakistan, integrated ECE/ECCD programs have not yet taken root. Many organizations are implementing programs in just health or just education. Public sector, donor agencies and NGOs are not undertaking joint planning in Pakistan (Khizar,2012).
9. One of the improved curricula is written for Early Childhood Education. The main reason was the malfunction of the Federal Ministry to disseminate the concept adequately. Secondly, the resource requirements for an effective ECE programme would need a long term strategy for implementation. In the classroom, teachers do not use it, focused on the single textbooks and assessments are not the curriculum based (Khizar,2012).
10. Balochistan and NWFP recognize Katchi as a formal class and textbooks are prescribed. Even the matter of effectiveness of books at this level is not considered. The primers are quite substantive and depictions are unfamiliar to the children. The textbooks at the basic level have minimum local context (Khizar,2012).
11. Lack of realization and awareness about the importance of the benefits of preschool education.
12. Absence of well-defined policy for preschool education and lack of its recognition as preprimary stage and subsequent facilities such as teachers and classrooms.
13. Lack of capacity at the provincial, district and school levels to plan, implement and monitor preschool education programs.
14. Shortage of trained teachers

# 2.2. ELEMENTARY EDUCATION

The elementary education comprises two distinct stages- Primary and Middle.

**2.2.1 Primary Stage**

The primary stage (Grades: I-V) extends over five years (age 5+ to 9 or 10+). Net primary enrolment rate is 66%. The medium of instruction in most of the schools is Urdu- the national language. There are English-medium schools as well. However, the curriculum for primary classes is almost the same throughout the country. The major focus of this stage is on basic mathematical and literacy skills, appreciation of traditions and values, and socialization. Promotion to next class depends on the result of the school examinations. Primary schooling is being made compulsory through appropriate legislation.

**Progress towards Primary Enrolment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | **National** | **Punjab** | **Sindh** | **Khyber**  **Pakhtunkhwa** | **Balochistan** |
| Net Primary Enrolment Rate  (5-9 Years) | **Total: 57**  Male: 61  Female: 54 | **Total: 62**  Male: 64  Female: 60 | **Total: 52**  Male: 56  Female: 48 | **Total: 54**  Male: 59  Female: 48 | **Total: 45**  Male: 54  Female: 35 |
| Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2012-13 | | | | | |

**2.2.2 Middle Stage**

The Middle stage (Grades: VI-VIII) is of three years duration and is offered in schools either having primary or secondary classes. The curriculum is common for males and females as well as for urban and rural dwellers. The focus of this stage is to strengthen foundations of first and second languages, mathematics and science and developing understanding of family, community, environment, health and nutrition. Provincial Education Departments as well as schools conduct terminal examination at this stage. Middle level enrolment rate is 47.5%.

**Number of Schools, Enrolment and Number of Teachers in Primary and Middle Schools**

|  |  |
| --- | --- |
| **Level** | **2010-11** |
| **Primary**  Total Schools  Total Enrolment  Total Teachers | 154,641  16,894,233  436,928 |
| **Middle**  Total Schools  Total Enrolment  Total Teachers | 41,591  5,576,434  334,984 |

# 2.3 SECONDARY EDUCATION

Secondary Education consists of two stages- Secondary and Higher Secondary.

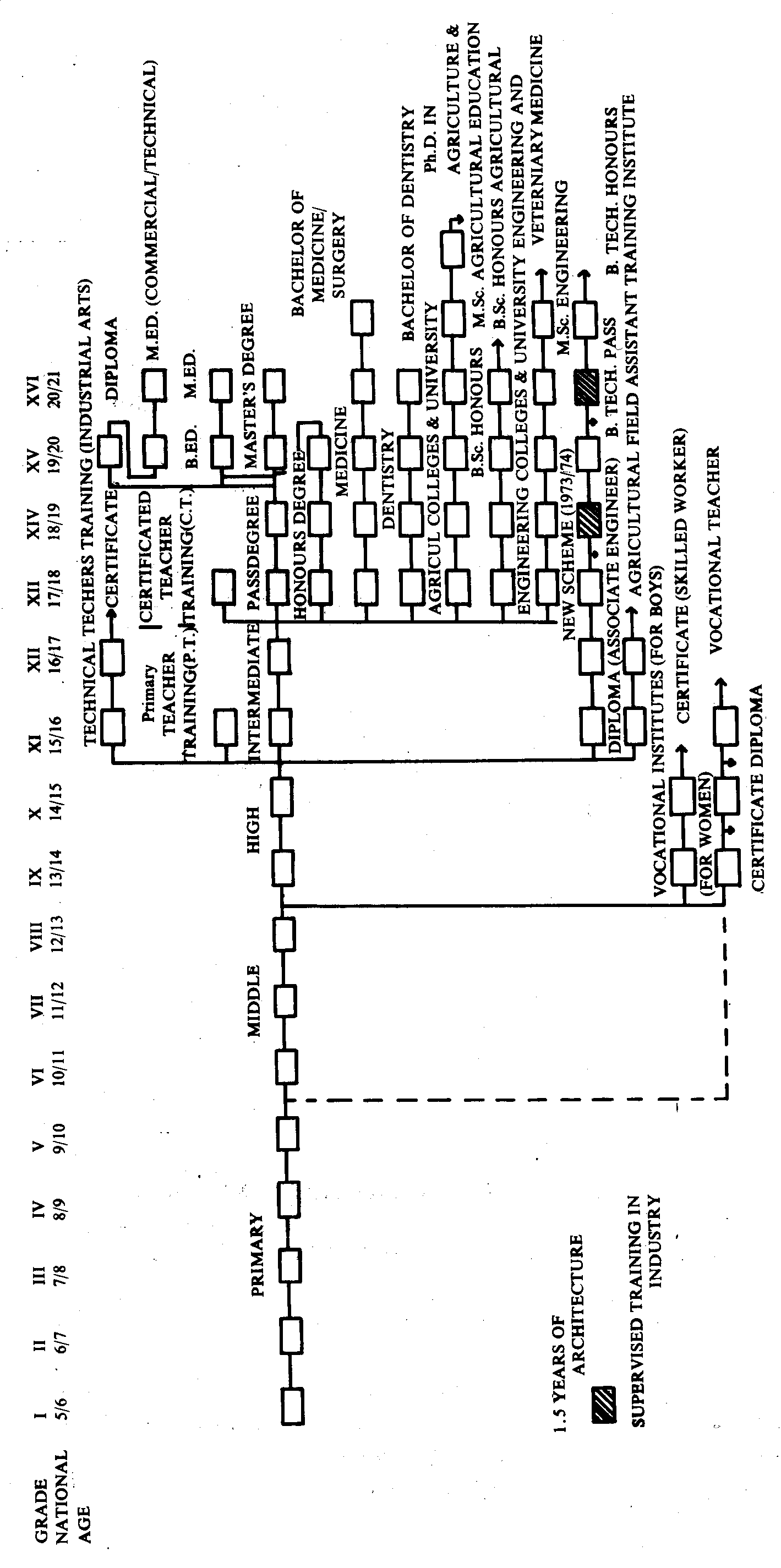
**1.3.1 Secondary Stage**:

The secondary education is of two years duration comprising Grades: IX-X. It covers 13-15 years cohort of children. There is a Secondary Schools Certificate (SSC) examination at the end of the tenth class and is conducted by the Boards of Intermediate and Secondary Education throughout the country. The medium of instruction in most of schools is Urdu, except in English medium schools. Streaming of children starts at this stage. Students opt for a group of their choice such as Science, Humanities, and Technical. Urdu, English, Pakistan Studies, Islamic Studies and Mathematics are compulsory subjects. A group of three elective subjects determines the specified stream.

**1.3.2. Higher Secondary Stage**:

The higher secondary education (Grades XI-XII) is imparted at both Intermediate Colleges and Higher Secondary Schools. The students follow two years program of study at higher secondary level, which lead to the Higher Secondary School Certificate (HSSC) and is a pre-requisite for entrance to university or an institution of higher education. The medium of instruction in science subjects is mostly English. The Boards of Intermediate and Secondary Education at the end of 11th & 12th grades conduct the examinations for higher secondary school certificates.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level/Stage** | **Class** | **Duration** | **Age on entry** |
| **Elementary** | | | |
| Primary | I-V | 5 years | 5 years |
| Middle | VI-VIII | 3 years | 10 years |
| **Secondary** | | | |
| Secondary | IX-X | 2 years | 13 years |
| Higher Secondary | XI-XII | 2 years | 15 years |
| **Tertiary** | | | |
| Undergraduate | XIII-XIV | 2 years | 17 years |
| Postgraduate | XV-XVI | 2 years | 19 years |



**STRUCTURE OF THE EDUCATIONAL SYSTEM (Formal only)**

Division of students takes place at various levels of school education. After the middle stage students can follow either academic courses in secondary schools or a trade course at vocational institutions. After secondary school stage students can enter Intermediate Colleges or Higher Secondary Schools for pre-university courses or they can join polytechnics to take up there-years diploma course in a particular branch of technology or trade. After Higher Secondary School Certificate (HSSC) one can either join general universities or professional institutions such as commerce, IT, agricultural, engineering and medical.

# 1.4 TERTIARY EDUCATION

Recognizing the significance of human resources the Government of Pakistan has reorganized the higher education in the country. To meet the challenges and devising policies Higher Education Commission (HEC) has been set up. Accordingly foci of higher education have been determined and institutions of higher learning are being strengthened academically as well as financially. New specialties and sub-specialties have been planned and are being implemented. Special incentives have been provided to professional growth and research. Universities in Pakistan offer undergraduate, graduate and postgraduate programs of studies in general and professional education. Bachelor degree programs in arts and sciences (B.A. and B.Sc.) are of two years. All efforts are underway to reorganize degree programs and extend them to three years and honors degree programs to four years. The curriculum is being reviewed continuously to meet the challenges of time to come.

There are more than hundred universities and degree awarding institutions in the country. Of them about 50% are being managed by private sector. A bachelor degree is a requirement for admission to postgraduate courses in the general universities. The Master degree programs in arts and sciences (M.A./M.Sc.) are of two years and courses are offered by universities and affiliated institutions. The universities also offer M.Phil and Ph.D. programs. The minimum duration of Master of Philosophy (M. Phil) is two years. The Doctor of Philosophy (Ph.D.) degree is offered by research as well as by course work cum research. The degrees of Doctor of Literature (D. Lit.), Doctor of Science (D.Sc.) and Doctor of Law are also awarded by some universities.

**Number of Mainstream Institutions, Enrolment and Teachers by Level (In thousands)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Enrolment** | | | **Institutions** | | | **Teachers** | | |
| **Year** | **2011-12** | **2012-13**  **(P)** | **2013-14**  **(E)** | **2011-12** | **2012-13**  **(P)** | **2013-14**  **(E)** | **2011-12** | **2012-13**  **(P)** | **2013-14**  **(E)** |
| **Pre-Primary** | 9513.5 | 9284.3 | 9468.6 | - | - | - |  |  |  |
| **Primary\*** | 18667.4 | 18760.1 | 18756.3 | 154.6 | 158.6 | 159.0 | 427.4 | 427.7 | 423.1 |
| **Middle** | 6020.2 6 | 6188.0 | 6444.1 | 41.9 | 42.1 | 42.4 | 351.4 | 362.6 | 373.9 |
| **High** | 2753.0 | 2898.1 | 3015.7 | 28.7 | 29.8 | 31.9 | 458.7 | 489.6 | 505.1 |
| **Higher Sec./**  **Inter** | 1294.1 | 1400.0 | 1493.7 | 4.5 | 4.9 | 5.6 | 97.6 | 130.1 | 159.8 |
| **Degree Colleges** | 497.1 | 634.8 | 773.1 | 1.4 | 1.5 | 1.5 | 40.2 | 47.9 | 56.8 |
| **Technical &**  **Vocational**  **Institutes** | 289.8 | 302.2 | 313.2 | 3.3 | 3.3 | 3.3 | 15.8 | 16.1 | 16.4 |
| **Universities** | 1319.8 | 1594.6 | 1969.1 | 0.139 | 0.139 | 0.141 | 70.0 | 77.6 | 86.4 |
| **Total** | **40354.9** | **41062.1** | **42233.8** | **234.539** | **240.339** | **243.841** | **146.1** | **1551.6** | **1621.5** |
| Source: Ministry of Professional & Technical Training, AEPAM, Islamabad  E: Estimated, P: Provisional, \*: Including Pre-Primary & Mosque Schools | | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students enrollment and number of degree awarding institution (Number)** | | | | |
| **Year** | **Number of degree awarding institution** | | | **Student Enrollment** |
| **Public** | **Private** | **Total** |
| **2000-01** | 37 | 22 | 59 | 276,274 |
| **2004-05** | 57 | 53 | 110 | 471,964 |
| **2008-09** | 70 | 57 | 127 | 803,507 |
| **2012-13** | 87 | 66 | 153 | 1,080,00 |
| **2013-14** | 87 | 69 | 156 | 1,230,000 |
|  | | | | |

**Exercises**

**1.** Explain major features of structure of schooling in Pakistan? Discuss strengths and weakness of new model of schooling (8+4+4)?

2. Describe major objectives of pre-school education and suggest measure to improve pre- school education in Pakistan?

3. Explain major features of secondary school education? Why do need to promote secondary education?

4. Discuss university education in Pakistan and its role in the development of the country?

5. Explain religious Madrassa education and suggest measures to mainstream this education in Pakistan?

**Chapter 2**

**Management**

**ADMINISTRATION**

There is centralized system of education in Pakistan controlled by the Federal Government through Ministry of Education. However, education is a provincial subject and hence provinces are responsible for education in their areas.

The administration and management of school education in Pakistan is undergoing significant change with the implementation of decentralization. Educational administration of schools is devolved from Provincial governments to the district governments. Most of the educational planning and decision-making will now take place where the action is. Local governance will replace centralized system and distance planning, which is people and learner centered. Under devolution program major responsibility of education has been shifted to the district governments. Therefore there are three main levels of administration of education in Pakistan- Federal Ministry of Education, Provincial Department of Education and District Government Education Department.

* 1. **Federal Ministry of Education and Training**

Federal Minister of Education heads the Ministry of Education and training who is assisted by the Secretary of Education. Before 18th amendment in the constitution of Pakistan the Ministry of Education has five Wings: Curriculum Wing, Policy and Planning Wing, Project Wing, Training Wing, Administration Wing and Monitoring and Evaluation Cell. The Joint Education Advisor heads each Wing. Besides wings the Ministry of Education has a number of bodies for its assistance. After the 18th amendment in the constitution Ministry of Education and training has been created which is still to earn a constitutional position through approval of parliament. The major functions of the Ministry of Education and training are as under:

* + 1. To formulate national education policy and to ensure its implementation.
    2. To coordinate with provinces and other organizations in educational matters.
    3. To formulate curriculum and ensure uniformity in education throughout the country.
    4. To coordinate with foreign governments and international agencies for the development of education in the country.
    5. To award scholarships for professional growth of students and teachers.
    6. To look after the development of education in the country and provide necessary funds to the provinces.
  1. **Provincial Departments of Education**

All provinces have Departments of Education headed by provincial Ministers of Education. The Department of Education is responsible for the administration of elementary, secondary, technical and higher education in the province. The provincial Secretary of Education who assists the Minister of Education looks after the provincial structure of administration. Each provincial department of education has many bodies such as curriculum bureau, provincial institute of teacher education, textbook boards, boards of intermediate and secondary education, etc. to carry out its functions.

* 1. **District Administration**

Under the devolution plan some functions have been decentralized and the district governments have been given responsibility to look after the educational affairs of the district. The Nazim and executive district officer (education) run the administration at district level. The functions of Executive District Officer (EDO) dealing education include planning transfers/promotions, control of budget, coordination, supervision and implementation of policies.

* 1. **Curriculum and Textual Material Development**

In Pakistan the curriculum is centralized. It means that there is one curriculum prepared by the Ministry of Education for all schools. The schools are supposed to follow the curriculum as such without any change.

According to the constitution of Pakistan, Education is a provincial subject. Being a significant and vital component of nation building, harmony, integration and preserving of the ideology of Pakistan certain educational responsibilities still rest with the Federation. The Federal Government is responsible for curriculum, syllabus, policy formulation, planning and maintaining educational standards.

The 1976 Act of the Parliament authorized Ministry of Education to appoint competent authorities to supervise curriculum and textbooks development and maintain curriculum standards in the country. Subsequently, the Ministry of Education entrusted this responsibility to Curriculum Wing (Bureau of Curriculum and Textbooks) of Ministry of Education from primary to higher secondary levels and to University Grants Commission now Higher Education Commission beyond grade-12.

This decision was followed by the establishment of four Curriculum Centers/ Bureaus one in each province at Lahore, Hyderabad, Quetta and Abbottabad. Similarly, four Provincial Textbook Boards one in each province were also established at Peshawar, Lahore, Quetta and Karachi.

* 1. **Curriculum Wing, Federal Ministry of Education**

In Pakistan the Curriculum Wing of the Ministry of Education is responsible for curriculum and maintenance of standards of education. It is the central authority to develop curricula of all subjects those are followed in the country.

The functions of Curriculum Wing include preparation of scheme of studies, formulation of curricula, guidelines and schedule for its implementation, textbook manuscripts, approval of textbook manuscripts produced by other agencies, etc. Usually manuscripts of textbooks are prepared by Textbook Boards.

**1. Provincial Curriculum Bureaus/Centers**: All the provinces have curriculum bureaus to look after the implementation of the curriculum. They evaluate the curriculum in their province and provide feedback to the Curriculum Wing.

The functions of Curriculum Bureaus/ Centers include collaborating and coordinating in all activities falling in the purview of Curriculum Wing.

**2. Textbook Boards:** In Pakistan there are four textbook boards one in each province. Their function is to develop textbooks.

Textbooks in Pakistan are based on the curriculum planned and developed by the Central Authority represented by the Curriculum Wing of the Ministry of Education. The Curriculum Wing defines the objectives and determines course outline or syllabus of each subject. The textbook boards follow the prescribed syllabus and invite writer or group of writers to develop a textbook. The script of textbook is submitted to the Curriculum Wing for examination and approval. Then textbook boards print the textbook and make it available to students. Now private publishers have also joined under multiple textbooks scheme.

* 1. **STAFF DEVELOPMENT**

Various organizations are involved in staff development at various levels both pre-service and in-service:

* + - 1. **University of Education:** A University of Education has been established at Lahore and all the colleges of education and elementary colleges of education of Punjab province have been made its campuses. It is running various programs to prepare teachers and for the enhancement of professional growth of teachers leading to even Ph. D. degree.
      2. **Training of Secondary School Teachers:** The institutions preparing secondary school teachers are called colleges of education. They mainly offer one-year program leading to B.Ed. degree. The course includes wide variety of subjects to develop necessary knowledge and skills. There are 11 colleges of education in public sector. Private universities also offer B.Ed. programs.

There are also university-based institutions that offer advanced training programs leading to M.A. B.Ed., M.Ed. and Ph.D. degrees. These include Institutes of Education and Research or Departments of Education. There are four Institutes of Education and Research and four departments of education in Public Sector. Private universities also offer these programs.

There are two Colleges that offer three-year program after H.S.S.C. leading to BS.Ed. degrees.

* + - 1. **Training of Elementary School Teachers:** The institutions that prepare teachers for elementary level (grade I-VIII) are called colleges of elementary education. They offer two kinds of programs- Primary Teaching Certificate (PTC) and Certificate of Teaching (CT). The PTC program qualifies a teacher to teach primary classes (I-V) and CT program prepares teachers to teach subjects up to 8th grade. Both PTC and CT programs are of one-year duration.
      2. **Allama Iqbal Open University:** The Allama Iqbal Open University also offers PTC, CT, B.Ed., M.Ed., M.Phil. and Ph.D. programs in education through distance learning.
      3. **Provincial Institutes of Teachers Education (PITE):** In order to reorganize in-service training of teachers, professional institutes have been established in every province. There are 13 in-service teachers training centers in the country that conduct in-service training and refresher courses.
  1. **Examinations**

Examinations are important part of the curriculum. At elementary level, schools conduct the examination. However District Education Authorities also conduct terminal examinations after grade V and VIII. At secondary level grade X and grade XII are terminal stages requiring certification. At these levels there are public examinations. Boards of Intermediate and Secondary Education conduct these examinations in parts.

1. **Boards of Intermediate and Secondary Education**: There are 22 boards of intermediate and secondary examinations in Pakistan. They conduct examinations and offer Secondary School Certificate after grade X and Higher Secondary School Certificate after grade XII.
2. **Boards of** Technical **Education**: There are three boards of technical education in Pakistan. These boards conduct examinations in technical education and offer diplomas and certificates in different trades.
3. **Armed Forces Examination Board:** There is one board of examination for only in-service people of armed forces.
4. **Private Examination Boards:** Recently government has changed its policy and has allowed the establishment of examination boards in the private sector. Agha Khan Board has been established as a private examination board.
   1. **SCHOOL MANAGEMENT COMMITTEES (SMCs)**

The emphasis of devolution program is on community participation. A devolved school management system has been introduced by making School Management Committees (SMCs) functional for seeking more community involvement. This will make school more responsive to the local community. On the other hand, it will eliminate top-down approach, thereby creating a broad base for decision-making to enhance community participation and accountability.

Idea of school management committees is recent and getting off the ground. The community participation is now-a-days considered essential to involve local people in the affairs of education. It is intended to ensure involvement of representatives of the community to resolve the problems of quality, construction, repair and maintenance of buildings, management of day to day problems of schools, teacher absenteeism, and purchase out of non-salary recurrent grants. It is being hoped that resource position of education sector will improve through social mobilization and community participation. The major role of communities is to focus on the enrolment of females in rural areas.

**EXERCISES**

1. Describe three tiers system of administration of education in Pakistan?

2. Discuss devolution of power in Pakistan and its impact on education?

3. Explain system of inservice education including organizations in Pakistan?

4. Describe examination system in Pakistan? Discuss its strengths and weaknesses?

5. What is school management committee? State their major roles? Suggest measures to make them effective?

**Chapter 3**

**Education in Pakistan: Historical Perspective**

**Major characteristics of Muslim Education before British Period**

Following were the major characteristics of the Muslim system of education in Indo-Pak before British rule:

1. Islamic Madrasah was the center of education system and all components of education were predominantly religious.
2. Mosques and Madrasah were the main educational centers which had libraries attached to it.
3. In addition to religious education other subjects were also taught to prepare individuals for worldly affairs. To meet the needs of the time knowledge and skills were offered to prepare them for different types of jobs.
4. Education spread throughout the country. During King Tuglik’s regime there were many Islamic schools in Delhi. The king paid the teachers. Some schools had great buildings and their enrolment was quite large.
5. The system of education was for all people and not for specific classes as in Hindu schools. There was a mechanism of supervision of schools in order to meet the educational needs.
6. Schools enjoyed freedom in determining curriculum and teaching.
7. Muslim rulers gave priority to education. They built schools and mosques and financed education on greater scale.
8. Student-teacher relationship was exemplary. Teachers were much concerned about the education and welfare of students and students used to pay respect to their teachers.
9. Education system did experience changes with the emerging needs of the society. So the system was not stagnant.

The British step foot in India as traders and became rulers. The East India Company was formed in 1600 A.D. It was basically a trading company but with the time involved itself in politics. In 1757 it emerged as a ruling power and ruled India up to 1857. Later on British Government took over and ruled India till 1947.

**1. BRITISH EDUCATION SYSTEM**

In the beginning the East India Company allowed the indigenous system of education to continue. In India Charles Grant initiated the idea of introduction of “Superior” English knowledge in 1779 to serve their interest. He abused the native Indians as dishonest, lazy and immoral and presented the Europeans as superior nation in all respects. The British Government continued the educational policies announced by the East India Company.

**1.1 CHARTER ACT- 1813**

The foundations of British Education System were laid down in India by the Charter Act 1813. The important aspects of the Act were as under:

* + 1. Education in India will be the responsibility of East India Company.
    2. Western education and science will be promoted along with Arabic and Sanskrit.
    3. The missionary organizations will be patronized and have full freedom.
    4. The medium of instruction for western education will be English.

Later on English was declared as official language in place of Persian. Eastern education ceased to be patronized. The English language was declared the medium of instruction. In 1935 the famous Macaulay proposed system of education based on this Charter Act 1813. In 1836 Persian was replace by English as official language.

1.2 **WOOD’s DESPATCH 1854**

TheWood’s Dispatch was the first document from the British Parliament on education. Some reforms in education system of India were madethrough Wood’s Despatch in 1854. A separate department of education was created. New schools, colleges and universities were opened. Formal teacher training institutes were established.

The Despatch had four main Objectives:

1. Education was the duty of the State.
2. Besides intellectual growth, moral character building was also stressed.
3. To supply work force for East India Company.
4. To secure raw material for British Industry and market to sell their goods in India.

In 1882 Indian Education Commission was establish and progress of education was reviewed. The Commission proposed different education reforms to improve education at primary, secondary and university levels.

* 1. **SERGEANT REPORT – 1944**

In 1944 Sir John Sergeant studied post-war educational development and submitted a comprehensive report. The main recommendations of the report were as under:

1. There should be provisions for universal, compulsory and free education for the children between the ages of 6 and 14.
2. Diversified courses should be provided at Middle stage.
3. At high school stage, two types of courses—Academic and Technical—should be provided.
4. For technical and vocational education full-time and part-time institutions should be set up. These may be of three types—Junior technical schools, technical high schools and senior technical institutions. Commercial education should also be included.
5. The education of the physically and mentally handicapped children should be encouraged and promoted.
6. Adult Education should be promoted for the liquidation of illiteracy.
7. The report recommended that teachers’ training should be further improved and service conditions of the teachers should be made better.

The British education system was a system designed and implemented by the alien government for the people of different origin and place. A review of the progress during British period reveals the following major features:

1. The idea of universal education was not given serious consideration and thus was never pushed forward.
2. The emphasis on English led to the neglect of Indian languages.
3. The educated class adapted style that made them alienated from local people.
4. The literacy content of education made the education a passport to government service.
5. There was no relationship between educational aims and social needs.

**Muslim Education Movements: Pre-Independence**

The British after taking over the power in the sub-continent established their education system. The major function of this education was to promote western culture in India and to produce workers to run their government. In the words of Macaualy (1835) “We must at present do our best to form a class of persons Indian in blood and colour but English in taste, in opinion, in morals and in intellect.” The Muslims were suspicious that English education was designed to spread Christianity. The Muslims resented against the British education system and refused to send their children to these schools to get them westernized. They began to lag behind the Hindus in education and jobs. This situation gave rise to the Muslim Education Movements during British Raj. The situation of downfall produced different reactions among different classes of Muslims.

Two aspects are prominent in the Muslim education movements.

* + - 1. **Islamic Traditionalism**: Preservation of Muslim Education System and cultural heritage and non-cooperation with British System of Education ----- **Deoband Educational Movement**
      2. **Islamic Modernism**: Reconstruction through acceptance and participation in British Education System----- **Aligarh Educational Movement**

The establishment of two separate schools of thought created a cultural gap between graduates of these two institutions dividing the educated class of the Muslim community into two groups of Mawlana and Mister.

* 1. **DEOBUND EDUCATIONAL MOVEMENT**

Darul-ulum was established at Deoband in 1866 for the welfare of people through education. The founders of the Deobund believed that the salvation of the nation rest with the acquiring knowledge and preserving religious traditions and culture. They viewed that the cause of downfall of the Muslims is lack of knowledge of their religion. In their opinion religious awakening, religious education and religious sentiments could help the Muslims to reconstruct the world according to their likings.

Deoband movement is associated with Mawlana Muhammad Qasim. He has simple life style. He was devoted to his work and was exemplary for the teachers and management. The first school was started under a tree and later on a school was built attached to a mosque. The same old syllabus of Darse-e-Nizamia was followed. The graduates of Deobund got the degree of Fazil and could add after their names Deobund.

Mawlana Mahmud-ul-Hasan headed the Deobund Darul-ulum from 1888 to 1920.

The preservation of Muslim identity took shape of strong rejection of modernization, colonialism and every thing western. The major purpose was to preserve Islamic culture and to protect the children against the onslaught of Western culture. He believed that it was difficult for a child to learn both the religious and the modern sciences at one and the same time. The main emphasis was to revive old social order of Islam in the modern times.

Education in the Darul Ulum emphasized the formation of specific character. It does not concern itself with academic excellence alone but also upbringing of the students. The education has two aspects- academic and practical. It is to be noted that the education in the Darul Ulum was largely influenced by the ideas of Shah Waliullah.

The curriculum of the Darul Ulum was based on the Arabic and Persian courses. Among the courses Dars-i-Nizami was very popular which included Hadith, Tafseer, Fiqah Usul-i-Fiqah and Fara’id. Each year students had to complete books prescribed for that year. Sanad-i-Alim, Sanad-i-Fazil and Sanad-i-Kamil were the main degrees.

The teaching process was book oriented and teacher enjoyed important position. Students were asked to read the book in class. Then teacher used to explain the passage read by the student for the comprehension of the students. Students were allowed to ask questions. The teacher used to speak most of the time during discussion.

The major features of Deoband Educational movement are as under:

1. Rejection of Western secular education.

2. Presentation of Islam as the only truth and goodness.

3. An anti-modern science attitude.

4. Opposition to liberal and democratic government.

* 1. **ALIGARH EDUCATIONAL MOVEMENT**

1. Islamic modernization movement is associated with Sir Syed Ahmed Khan. He opened a high school at Aligarh that became the birthplace of Aligarh movement. He established this school on the lines of Western Education System. He was of the view that the reconstruction and modernization of the nation was not possible without introduction of Western education among them. He has praise for Western education as it has scientific knowledge that enabled Western people to make progress in the world. He went to England. After his return he made his mind to set a university for the Muslims on the lines of English universities. In 1875 he established a school. He resigned from his service. He wrote Tafseer of the Holy Quran with a realistic approach for young generation. In 1877 the school became a college. He was awarded Knighthood in 1888 and in 1889 he died.
2. Aligarh represents Muslim modernism. The institution was secular where English held the position of privilege. It was pro-British from the outset as a matter of policy. Aligarh movement differs from Deobund in almost all major aspects related to education and political life. But there were some basic points common to both. Both of them responded to the same challenge that was posed by the Western knowledge and culture. Secondly, both established educational institutions for the educational and cultural upbringing of Muslim youth.
3. Education to him should help to eliminate prejudices and unscientific outlook of life. It should help to develop understanding and scientific outlook of life focusing both individual and society. He emphasized learning of subjects, which are useful in life. He struggled hard to motivate people to learn English. At that time all the scientific knowledge was in English and on the other hand, it was necessary to get an official job. When he opened the college he introduced English and other scientific subjects in the curriculum. His movement ultimately resulted in tolerance of new ideas and modification in the attitudes of people towards life. He developed awareness among Muslims about the position in the society and awoke their hidden potentials.
4. Aligarh tried to make English education and culture acceptable to Muslims and to bring the British closer to the Muslims. It was suggested that all modern subjects should be taught through English language. Like Deobund Aligarh too had faith in the principle of self-help. With the passage of time the amount of contribution increased due to confidence in the usefulness of the institution. Aligarh had even no reservation about financial help from the government. In their view the backwardness of Muslim could be removed through education and not through participation in politics and it would be a mistake to divert the energies of people into political channel.
5. The Islamic modernism movement has following important features:

* Adoption of Western ideas, rationality and lifestyle
* A scientific attitude
* Belief in progress, modernity and enlightenment
* Acceptance of superiority of European knowledge, thought and institutions.
* Reconciliation with Colonial domination
* Belief in modern education
* Presentation of Islamic thought and culture as compatible with modern knowledge and life.

Sir Syed Ahmed Khan tried to make Urdu as the language of Muslims. This trend led to the bases of two-nation theory that Muslim League adopted. He formed the Scientific Society in 1864, the Aligarh College in 1878 and the Muhammadan Educational Conference in 1886. He also established several modern schools with English as medium of instruction and modern knowledge as content. To him these were the means to train ruling class of Muslims. He tried to present Islam as rational, scientific and modern to the British. A long line of Muslim scholars such as Ameer Ali, Mohsin-ul-Mulk, Allama Iqbal and Quaid-e-Azam Mohammad Ali Jinnah followed Sir Syed Ahmed Khan.

* 1. Anjamane Himayat-e-Islam
  2. Nadwatul Ullema
  3. Jamia Millia Islamia

**Chapter 4**

**DEVELOPMENTAL MODEL of CURRICULUM**

Unlike traditional and contemporary curricula, the education program is considered appropriate if based on a developmental curriculum approach. The developmental curriculum represents an important aspect of progressive education designed to infuse science accordingly into all levels of schooling. However, this approach also sets a direction to be transformed into a comprehensive model for all disciplines and whole education. The model as proposed emphasizes rethinking and formulation of education structure based on developmental nature of scientific concepts, learning theories, relevance to the developmental stages of the child and facilitating a comprehensive framework for a vertically progressive educational program. Ultimate goal is to foster progressive education based on the developmental nature of scientific concepts. Research studies are evident that there is a continuous loss in communication from planning to implementation of curriculum. The developmental curriculum model ensures to minimize the loss in communication and exploits developmental nature of scientific concepts. It also provides sufficient reference in order to interpret the posh statements of aims and objectives into behavioral terms more clearly at school. The developmental curriculum model has following major features:

The model is based on the view that the whole education can be divided into vertically progressive developmental curriculum stages in relation to the levels of schooling.

It holds that the whole curriculum development activity can be divided into manageable parts that continue to relate progressively to that whole.

The model considers the child as centre of interest and focuses the essential areas of individual's growth by relating curriculum to developmental stages of the learner.

It views that science education has identifiable developmental concepts and can provide direction to the curriculum planners and developers for stage-wise curriculum framework.

It is based on the view that if the structure of education is divided into stages, educational elements of the individual's developmental growth are defined and learning experiences activities are broken down into manageable parts. Moreover, the communication between planners and teachers (implementers) can be facilitated more appropriately.

These components prompt systematic thinking and are vital for comprehensive framework and directions for a developmental science curriculum. In this model, five different developmental curriculum stages are proposed with respect to our levels of schooling as under:

|  |  |
| --- | --- |
| **Level of Schooling** | **Developmental**  **Curriculum Stage** |
| **Elementary**  Primary (Class I-V)  Middle (Class VI-VIII) | Awareness  Orientation |
| **Secondary**  Secondary Class IX-X)  Higher Secondary  (Class XI-XII) | Exploration  Pre-preparation |
| **Tertiary** (Beyond Class XII) | Preparation of professionals |

4.1 **DEVELOPMENTAL CURRICULUM STAGES**

The developmental curriculum stages as identified correspond to specified levels of schooling and specification of each stage focuses desired goals. Following are the developmental stages of curriculum:

4.1.1 **Awareness Stage**

There is a wide-spread recognition and acceptance by educationists and psychologists that science education program can be introduced from the earliest level i.e. Class-I. Children start their formal education when they enter into school at primary level (Class I-V). The developmental curriculum model considers this level as first educational developmental stage of the child and is named as Awareness Stage. At this early stage children begin to form concepts which are mainly based on their concrete experiences. These characteristics help to form bases for the teaching -learning process and lay foundations for higher concepts to be followed in other grades. Hence, the children at this stage needs to be exposed to the meaningful ingredients of concept i.e. concrete properties of the objects and their inter relationship. This exposure enables the children to evolve precise, stable and complete conception. The awareness stage predominantly focuses on the surrounding environment, its major components and their relationship to facilitate children in perceiving the real world. The requirements for the curriculum imply involvement and encouragement of children in science activities based on their familiar surroundings and its relevance with self, home and society.

4.1.2 **OrientationStage**

|  |  |  |  |
| --- | --- | --- | --- |
| UNIVERSITY AND PROFESSIONAL EDUCATION | 16 |  | PREPARATION |
| 15 |
| 14 |
| 13 |
| HIGHER SECONDARY | 12 |  | PRE-PREPARATION |
| 11 |
| SECONDARY | 10 |  | EXPLORATION |
| 9 |
| MIDDLE | 8 |  | ORIENTATION |
| 7 |
| 6 |
| PRIMARY | 5 |  | AWARENESS |
| 4 |
| 3 |
| 2 |
| 1 |
| School Levels | Grade | | Curriculum stages |

**DEVELOPMENTAL CURRICULUM MODEL FOR SCIENCE EDUCATION**

The second stage of the developmental curriculum model is the "Orientation Stage" which corresponds with the middle level of schooling (Classes VI-VIII). This stage focuses on the characteristics of children ranging from 10+ to 12+ years when they start longing for the feelings of real world and direction. At this age the child progresses from concrete to formal operational thinking and has the ability to think back mental operations(reflection). The orientation stage addresses the child with these characteristics and focuses to cater the needs by providing a wide variety of experiences and activities. Learning by doing and first hand experiences remain central in terms of the long-term progression of specified understandings, skills and attitudes.

The science program for Classes (VI-VIII) can be based on a thematic approach. At this stage science is not broken up into separate subjects but presented as a whole. The learning experiences are selected and integrated into a unified theme e.g. Our Environment. It includes conceptual schemes and scientific processes as considered essential for orientation and inculcating the true spirit of science about the real world. Science activities play pivotal role in this program, which enable the children to develop a good knowledge and understanding of science and scientific processes, and much emphasized scientific or process skills. The real life learning experiences enable them to develop positive attitudes, interest, values and appreciations.

4.1.3 **Exploration Stage**

The exploration stage of the developmental curriculum model corresponds with the secondary level of schooling i.e. classes IX-X. During this stage the children tend to advance their operational skills further and are more capable of thinking abstractly. They can examine the consequences of various combinations of factors in a systematic way. At this stage children needed to be exposed to different sub-stages of exploration i.e. search, experimentation, investigation and trials. They also tend to find out reaction of various experiences in terms of liking and disliking on the basis of their interests, abilities and potentials.

These stages prompt systematic thinking and directions for the development of science education curriculum for each level. Science education has identifiable developmental levels of concepts, which can help curriculum developers and teachers to define purposes of science education and desired outcomes with reference to the developmental stages of the curriculum.

**CURRICULUM DEVELOPMENT IN PAKISTAN**

**Legislation**: -Supervision of education and maintenance of standard Act-1976

Under this Act Ministry of Education is responsible for school curricula and Higher Education Commission (HEC) for higher education beyond grade 12.

-18th Amendment- Education is provisional subject

**School Education Curricula**

**Level**: Federal- Centralized

**Infrastructure**: Curriculum Wing, Ministry of Education and Curriculum Bureaus at provincial levels

**Administration**:

* National Curriculum Advisory Board
* National Curriculum Council
* National Curriculum Committees- (subject experts, provincial representatives) formulate curriculum

**Curriculum Revisions**: 1977, 1985, 2005

**Development of Textbooks**:

-Both public textbook boards and private sector are involved in the development of textbooks since 2005

**Procedure for textbook development**: National curriculum published by the Ministry of Education is followed to develop textbooks. The textbook boards and private publishers appoint author or team of authors to develop draft textbooks following the guidelines and prescribed syllabus. These draft of books are sent to Curriculum Wing, Ministry of Education. The Ministry appoints National Review Committees on each subject which reviews the draft of books and approves the textbook. If the committee finds it inappropriate it can reject the draft. It can also recommends changes and draft is approved after desired amendments. After this process textbook boards or private publishers published the book for students.

**Chapter 5**

**EDUCATION POLICIES**

Ever since Pakistan came into existence the successive governments have announced several Education Policies. Since education is of direct concern of most the people, it affects their lives in a variety of ways. Therefore it has been a continuous concern and matter of interest of all. During 60 years of Pakistan’s existence the Government of Pakistan has announced the following Education Policies and Reports:

1. Pakistan Educational Conference –1947

2. National Education Plan - 1951

3. The Report of the Commission on National Education - 1959

4. Report of National Commission on Students Problems-1966

5. Recommendations for Education Policy - 1969

6. New Education Policy - 1970

7. The Education Policy – 1972-80

8. National Education Policy -1979

9. National Education Policy –1992-2002

10. National Education Policy – 1998-2010

11. Education Sector Reforms- 2001

12. National Education Policy- 2009

The problem of education has been addressed from various angles such as the question of quality, the problem of relevance, improvement of curricula, textbooks, teachers, facilities etc. The issue of ideological moorings of education, medium of instruction, access and equity, growing illiteracy, female education, financing, the problem of wastage and educated unemployed, have mostly been the foci of interest.

The literature and information on the subject of education can be divided into three major categories. The first category includes various reports and publications which either evaluate or review past and existing education policies or attempt to put together the views and perceptions of individuals and groups on various aspects of policies such as priorities in policy formulation, trends in existing and past policies and/or evaluation of implementation. This group of publications is generally produced either by individuals of the Ministry of Education/Provincial Education Departments or by some semi government or autonomous bodies such as the Academy of Educational Planning and Management, University Grants Commission/Higher Education Commission, Curriculum Bureaus etc. Generally, the purpose of such publications is to update information of the political leaders or some international agencies on educational matters and therefore they are designed to suit specific needs of the related agency or prospective reader.

Each of the above listed documents can be graded as policy but some of these do not strictly fall into the category of Education Policy. For example, the 1951 Plan strictly speaking is not a policy because it sets a plan, spelling out details of the implementation of the decisions of the 1947 Education Conference. The Report of the National Commission on Students Problems (1966) again, while addressing the issues related to students unrest really looks at the Commission Report on National Education (1959) and investigates the problems that surfaced during its implementation. As a result certain punitive recommendations of the Commission Report (1959) in its implementation such as withdrawal of degrees as a punishment caused commotion amongst students, were withdrawn. The 1969 draft policy, which had some punch in it, was widely circulated for comments, but finally abandoned in view of more serious issues mainly the political turmoil in the country. It was never seriously considered or implemented. The 1970 New Education Policy was announced but before its implementation the political disturbances started in former East Pakistan, which resulted in the emergence of Bangladesh. This policy, which in any case, is a document full of compromises leaving everything to the provinces, was never taken seriously, least of all, implemented. The Education Sector Reforms originating from the Education Policy, 1998-2010 were announced in 2001. It was, in real terms, an implementation plan of nine major components of the policy.

If the above review is accepted we are left with the following Education Policies for an in-depth analysis and discussion.

- Pakistan Educational Conference - 1947

- Report of the Commission on National Education - 1959

- The Education Policy – 1972-80

- National Education Policy -1979

* National Education Policy – 1992-2002
* National Education Policy – 1998-2010
* Education Sector Reforms- 2001-2005
* National Education Policy- 2009

Focus of all educational policies is given below:

* Islamic ideology and character building
* Literacy and primary education
* Science education
* Quality education
* Equality in educational facilities
* Curriculum development
* Medium of instruction
* Exam reforms ( Bhatti, 2009 in Provincial Seminar on Gender Disparities in Education , Lahore, AEPAM).

The second category of literature does not necessarily address the question of policy but basically looks at the specific aspect of education e.g. Curriculum, Technical Education, Basic Education, Teachers, or, some particular level of education e.g. secondary education, higher education, etc. There are a fairly sizeable number of publications, reports, and articles in this category.

In this study the effort has been made to look at the question of education policy from another dimension which will, hopefully, differentiate it from the contexts in vogue as mentioned earlier. It pertains to the major determinant factors, which not only greatly influence the policy itself but are also critical in its implementation. It is believed that Education Policy is the outcome of the major trends and concerns in society and world at large. The formal education itself is and has been in serious difficulty for some decades and at present it is hydra-headed in dimensions but too weak a sector either to transform it or to effectively influence and respond to the trends in society at large. Let us undertake circuitous and bumpy journey of exploration what can we learn at the end of it.

**POLICY FORMULATION IN PAKISTAN**

The government always initiates the process of policy formulation. In each case, the government with a definite mandate and angle starts the process and guides it all the way through. For example, the 1947 Conference was government sponsored and guided. Similarly, in 1959 policy-making was initiated by the then President himself. A Commission was appointed with clearly defined terms of reference. The 1972 policy again was the outcome of a clear guideline given by the then government and was entirely government sponsored. The Education Policy 1979 again was developed under the specific instructions and guidelines given by the President himself who gave the terms of reference. The 1992 policy was not significantly different i.e. Conference of educators and public representatives was held and the views expressed were put together by a team of ‘experts’ in the Ministry of Education. The same government initiated the Education Policy 1998-2010 after a gap of six years though earlier policy had not lapsed. It was obvious expectation that 1992 Education Policy be owned and implemented instead of embarking on the new one. However, a task force was formulated for the purpose, which conducted meetings/seminars at national and provincial levels.

Policy formulation in Pakistan occurs in two ways. Either the government holds a conference of eminent educationists and leaders and hears their views and opinions on different aspects of education e.g. curriculum, teacher training, examinations, the question of quality, vocational and technical training, Pakistan ideology, etc. The topics/themes also include different levels of education e.g. Primary, Secondary and Tertiary. These Conferences are usually of two-three days duration in which sessions on different themes are organized which often run parallel and are deliberated by groups. At the end of the conference the groups present the reports and their views are summarized into a coherent policy outline. These are later processed by the Ministry of Education and put into a policy document.

The other method is to appoint or commission eminent educationists with clearly defined terms of reference. The Commission elicits the views and opinions of educators, thinkers, opinion leaders etc. through interviews/focus groups. It sometime also develops questionnaires and other instruments, which are circulated to obtain the views of different segments of the population. The responses in both cases i.e. Interviews/focus groups or response to questionnaires are considered, processed and put together in a coherent document. Of course, all the views and opinions are not necessarily reflected in a policy document. Basically only those opinions/suggestions find their way into the policy, which are considered appropriate by those who are putting them together or the panel of commission members who have the mandate to produce the policy. Even the commission members have to see and decide if the views fall in line with the terms of reference given to them and, more importantly, in accordance with wishes of the ruling government.

To what extent and in what way formulation of the policy is a participatory process is a question hard to answer. In theory, policy formulation is participatory because it involves the participation, either in the form of a Conference or through an expert commission or through eliciting views of different population groups in a variety of ways as indicted earlier.

**EDUCATION POLICIES OF PAKISTAN**

Following are the major education policies along with their salient features:

**2.1 FIRST EDUCATIONAL CONFERENCE- 1947**

The All Pakistan Educational Conference was convened in 1947 under the directions of Quaid-e-Azam Muhammad Ali Jinnah. His message to the Conference laid down foundations of education in Pakistan. He provided the direction and basic guidelines for the future educational developments. He emphasized that the system of education should suit the genius of our people. It should be consonant with our history and culture. It should inculcate the highest sense of honour, integrity, responsibility and selfless service to the nation. It should also provide scientific and technical education for the socio-economic development of the country.

The Conference made three basic recommendations:

Islam should inspire education.

Free and compulsory education in Pakistan.

Emphasis on technical education.

Due to displaced persons and families because of partition of India and Pakistan, there was a substantial increase in enrolments at all levels. This expansion continued at the cost of quality. About half of the teachers were untrained. The classes were overcrowded and facilities highly insufficient to meet the needs. The pressure of quantitative expansion resulted in the increase of numbers. As regards qualitative improvements no significant milestone was achieved and the pre-independence colonial pattern of education continued without much structural changes and strengthening.

**2.2 REPORT OF THE COMMISSION ON**

**NATIONAL** **EDUCATION- 1959**

The Commission on National Education is a milestone in the educational history of Pakistan. The Commission on National Education reviewed the education system comprehensively and made following major recommendations:

Character building through compulsory religious instruction.

Compulsory schooling for age group 6-11 within ten years and for 11-14 within fifteen years.

Diversification of curricula to introduce technical/vocational subjects in secondary stages and enhancement of middle level technical (polytechnics) education.

Extension of degree programs from two to three years.

With the recommendations of the Commission financial allocation to the education was enhanced as a whole. The primary and technical education became the areas of interest. However the targets for primary education and technical education remained unachieved. The curriculum revision was made to emphasize ideology of Pakistan. Modern concepts in science were proposed in the curricula. But all efforts failed to achieve the desired results due to the lack of proper planning and implementation. The recommendation of the Commission to increase the duration of degree programmes created students’ unrest through out the country and subsequently its implementation was withdrawn.

**2.3 EDUCATION POLICY- 1970**

The Education Policy 1970 was formulated having following salient features:

1. Emphasis on ideological orientation.
2. Emphasis on scientific and technical education.
3. Decentralization of educational administration.
4. Eradication of illiteracy and emphasis on elementary education through National Education Corps.

This policy was not implemented due to political disturbance in Pakistan.

**2.4 EDUCATION POLICY- 1972-1980**

Important features the Education Policy 1972-80 are as under:

1. To promote ideology of Pakistan and national cohesion.
2. To build overall personality of individuals and leadership.
3. To eradicate illiteracy through universalization of elementary education and massive adult education programs.
4. To equalize access to education in all areas in general and the backward areas in particular.
5. To design curricula relevant to the changing social and economic needs.
6. To provide comprehensive program of studies by integrating general and technical education and opting purposeful agro-technical education.
7. To provide academic freedom and due autonomy to educational institutions.
8. To ensure active participation of teachers, students and parents in educational affairs.
9. To promote the welfare, dignity and sense of responsibility among teachers and students.

The Education Policy- 1972-80 was similar to the Education Policy of 1970. Its key point was nationalization of the privately managed institutions. The implementation of nationalization program put severe burden on the national exchequer. Although there were increase in the enrolment at all levels yet the following major goals could not be achieved as Policy envisaged:

1. Universal basic education
2. Shift towards Agro-technical studies.
3. Ideological orientation
   1. **2.5 NATIONAL EDUCATION POLICY AND IMPLEMENTATION PROGRAMME- 1979**

With the change of Government in 1977, a National Educational Conference was convened in October 1977 for reviewing the education system and evolving recommendations for a new education policy.

The major aims of the Education Policy 1979 focused on:

1. Fostering deep and abiding loyalty to Islam,
2. Creating awareness that a Pakistani is also a part of Universal Muslim Ummah,
3. Character building in accordance with Quran and Sunnah,
4. Providing equal opportunities to all citizens for cultural and religious development,
5. Development of creative and innovative faculties of students,
6. Functional literacy for all citizens,
7. Fostering discipline,
8. Promotion of scientific and technical education much needed for socio-economic development.

To achieve these aims the Education Policy proposed following strategies:

1. Curricular revisions with a view to reorganizing the entire content around Islamic thought,
2. Merging the traditional Madrassah education with modern education,
3. Use of National Language as medium of instruction,
4. Training for productive work,
5. Mobilization of community resources such as mosques, civic buildings, factories, etc. for educational purposes; effective participation of community in literacy/education programs,
6. Linking scientific and technical education with production,
7. Emphasis on quality improvement and consolidation and opening new institutions only where demand is reasonable, Separate educational institutions for female students up to highest level with specially designed curricula.
8. In accordance with the Education Policy – 1979 the curricular revision was undertaken and the efforts to Islamization of contents at all levels were initiated. Islamic studies and Pakistan studies were made compulsory up to degree levels including professional institutions. Streamlining of Madrassah education with formal system could not accomplished as desired. It was decided that by 1989 all the institutions of the country would switch over to Urdu medium of instruction but it was withdrawn. The enrolment targets at primary level could not be achieved. The quality aspect of education lagged behind. There was a shortfall in the technical and vocational targets. The agro-technical scheme failed due to lack of proper planning and implementation. Mosque schools were established in some areas but this scheme also could not achieve the desired results.

**2.6 NATIONAL EDUCATION POLICY- 1992-2002**

The National Education Policy 1992-2002 was announced in December 1992. It was formulated with the consultation of teachers, parents, scholars, lawyers, journalists, students, representatives of public, etc. on the one hand and on the other, the Planning, Finance and Education Ministries and provincial Departments were also involved to discus bench- marks, targets and implementation plans.

The conceptual framework and the objectives of the Policy emerged from the following issues and concerns:

1. Promotion of Islamic social, political, economic and ethical order in society through education,
2. Emulate the principle of equity, quality and efficiency vis-à-vis urban and rural disparities,
3. Emphasize women education,
4. Identify the pivotal role of the teacher in the quality of public instruction,
5. Shifting the bulk of activities for educational development to provinces,
6. Diversifying secondary education into general and vocational streams,
7. Expanding the span of courses at the graduate and post-graduate levels,
8. Making education from supply to demand oriented,
9. Reforming the examination system,
10. Identifying a role for universities for community development and economic progress,
11. Making curricula to satisfy the needs of learner in the modern scientific and technological world,
12. Creating competitiveness in society for meeting the challenges of the twenty-first century, and
13. Open up avenues for the participation of the private sector in educational development.

The reforms proposed in the Education Policy 1992-2002 aimed at bringing about the following changes:

1. Structuring the society as dictated by the teachings of Islam;
2. Universalizing primary education, eliminating drop-out, and fulfilling the basic learning needs, by the year 2002;
3. Raising the literacy ratios to 70% by the year 2002, through extensive adult education programs of functional literacy;
4. Rationalizing the problem of medium of instruction;
5. Tackling women education, and the education of the urban and rural poor through special programs for equal access to education and for bringing them within the fold of literate and productive citizens;
6. Improving the quality of education by reasserting the role of the teacher in the teaching-learning process, by modernizing curricula and textbooks, by improving physical facilities, and by introducing activity- oriented new sciences at all levels of school education;
7. Using educational technology and mass media for enrichment and dissemination of education in formal and non-formal sectors;
8. Giving a new dynamism to education for preparing the type of work-force needed for industrial growth of the country;
9. Ushering in a new era of the promotion of sports and games in educational institutions;
10. Starting new programs for the welfare of students through scholarships and institutionalizing the process of student guidance and counseling;
11. Introducing a mandatory community service for students;
12. Making education demand-oriented by diversifying curricula especially at the degree level;
13. Ensuring equitable distribution of technical and vocational institutions and trade schools to rural areas and diversifying their curricula;
14. Intensifying vocationalization of general education, and introducing a new stream of technical education in middle and high schools;
15. Inviting the private sector for participation in educational programs, and allowing progressive disinvestments of educational institutions;
16. Initiating procedures leading to depoliticization of campuses and enforcement of discipline;
17. Introducing administrative reforms in the universities;
18. Strengthening of graduate study programs, and expanding research base in the universities;
19. Increasing the resource generation by the universities, and gradually leading them to financial self-sufficiency, including creation endowments;
20. Institutionalizing the interaction between universities, R and D organizations, industry and communities;
21. Giving teachers a prominent status in society, but at the same time subjecting them to accountability based on performance evaluation,
22. Streamlining the examination system and establishing merit-based valid admission procedures to be devised by the National Testing Service;
23. Removing the limitation of educational equipment by promoting education industry in the private sector;
24. Keeping under constant review the progress and performance of educational institutions, with a view to ensuring their efficient functioning;
25. Creating an overall operational framework, which would enable the Provinces to ensure effective translation of, agreed policies into action and, in particular, leading to improvement of delivery of services at the institutional level, thereby attaining the ultimate goal of enhanced quality.

**2.7 NATIONAL EDUCATION POLICY- 1998-2010**

Following concerns and issues formulated the basis of the National Education Policy 1998-2010:

* The ideology of Pakistan lays down two important obligations for the government. Firstly, education will be accessible to all citizens. Secondly, it shall enable them to prepare enlightened and civilized individuals.
* The government accorded full recognition to the above fundamental responsibility set goals as guiding principles of its policy that include; (i) attaining respectable level of literacy by universalizing basic education; (ii) making arrangement for providing quality education and reducing the gender disparities at all levels; (iii) encouraging private investment; (iv) making education purposeful and job oriented; (v) upgrading the quality of higher education by encouraging internationally recognized research in universities; (vi) reforming the examination system; and (vii) evolving an efficient decentralized ;management structure.
* The first major thrust of the policy is on the eradication of illiteracy. The policy stipulates to use all possible formal and non-formal means for expansion of basic education. Providing double shift in existing schools and by the promulgation and enforcement of Compulsory Primary Education Act.
* Diversification of education is the corner stone of this policy at the secondary level. These distinct streams will now be available at the secondary level. The successful students of basic education, who want to join a profession, will be able to opt for vocational schools. A separate stream of Matric (Technical) will be added to general education for those who plan to pursue higher education.
* Higher education is responsible to supply highly trained manpower for the country. The policy, therefore, envisages increase in the participation rate from below 3% to 7%. The policy, therefore, proposes to tap the intellectual resources for economic and technological development and linkages between university and industry.
* Technological and scientific knowledge is expanding at an unprecedented rate. The 21st century is referred to as the century of information technology. The policy takes care of this need by introducing computer education as a subject at secondary levels. Proper laboratories and trained teachers will be provided for this purpose.
* The ideology of Islam forms the genesis of the State of Pakistan. The country cannot survive and advance without placing the entire system of education on sound Islamic foundations. The policy has adequate provisions for this transformation, such as integration of society and upgrading the quality of education in Deeni Madaris. Nazira Quran has been introduced as a compulsory component from grade I-VIII, while at the secondary level, translation of selected verses from the Holy Quran will be offered.
* The teacher is the backbone of an educational system. The policy seeks to create a relationship between supply and demand of teachers. The existing capacity of teacher training institutions shall be fully utilized and using teaching outposts to be established under Teacher Education Project and strengthening the capacity of Allama Iqbal Open University shall meet surplus demand.
* For raising the quality of teacher education programs, the policy stipulates to raise minimum educational qualifications for primary teachers from Matric to Intermediate. Two parallel programs of F.A./ F.Sc. education and B.A./ B.Sc. education will be launched. The contents and methodology parts of teacher education curricula will be revised. Institutionalizing in-service programs through school clustering and other techniques will increase the frequency and depth of in-service training courses.
* The private sector virtually disappeared from education as a consequence of nationalization in 1972. It re-appeared in 1979 as a result of an amendment in the nationalization enactment. The government has recently established Educational Foundations for providing financial assistance to the private sector for opening non-commercial institutions especially in rural areas. The re-entry of the private sector in education needs to relate itself to the overall objectives of the policy. The Educational Foundations shall further be strengthened and the unplanned growth of the private sector be regulated so that it is brought in line with the overall national objectives.
* The policy also place great emphasis on the quality of education. At the elementary level, a system of continuous evaluation will be adopted to ensure attainment of minimum learning competence. The National Education Testing Service will be established to design and administer standardized tests for admission to professional institutions. Likewise, standardized tests shall be introduced for admission to general education in universities. The curricula at all levels of education will be reviewed. The library services will be strengthened to provide increased opportunities of self-learning.
* Quality of textbooks has been a continuous source of concern. Sole-textbooks, which are prescribed up to secondary level, are causing a number of problems in teaching, learning and evaluation of students. To solve this problem, a competitive system of multiple textbooks is being introduced at the secondary level. The availability of multiple textbooks instead of sole-textbooks is expected to broaden the knowledge base of students and minimize the chances of rote learning.
* To implement this policy in true spirit, almost 100% increased resource will be required. The total expenditure of the government on education will be raised from its present level of 2.2% to 4% of GNP. Therefore, resources will be available to implement the policy.
* Lack of political commitment, centralization of authority and absence of public participation has been identified as the main reasons for the failure of any policy or program. The policy has devised a comprehensive program to solve these problems. A comprehensive monitoring and evaluation system has been envisaged from grassroots to the highest level. A District Education Authority will be established in each district.

The **objectives of the National Education Policy 1998-2010** are as under:

1. To make the Quranic principles and Islamic practices as an integral part of curricula so that the message of the Holy Quran’s could be disseminated in the process of education as well as training. To educate and train the future generation of Pakistan as true practicing Muslims who would be able to enter the next millennium with courage, confidence, wisdom and tolerance.
2. To achieve universal primary education by using formal and non-formal approaches to provide a second opportunity to school dropouts by establishing basic education community schools all over the country.
3. To meet the basic learning needs of children in terms of learning tools and contents.
4. To expand basic education qualitatively and quantitatively by providing the maximum opportunities for free access to every child. The imbalances and disparities in the system will be removed to enhance access by increasing the number of middle and secondary schools.
5. To ensure that all the boys and girls, desirous of entering secondary education, get access to schools.
6. To lay emphasis on diversification so as to transform the system from supply-oriented to demand-oriented. To attract the educated youth to the world of work at various educational levels so that they may become productive and useful citizens and contribute positively as members of society.
7. To make curriculum development a continuous process and to make arrangements for development a uniform system of education.
8. To prepare the students for the pursuit of professional and specialized education.
9. To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators. To upgrade the quality of pre-service teacher training programs by introducing parallel program of longer duration at post-secondary and post-degree levels.
10. To develop a viable framework for policy, planning and development of teacher training programs, both in-service and pre-service.
11. To develop technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry.
12. To improve the quality of technical education so as to enhance the chances of employment of Technical and Vocational Education (TVE) graduates by moving from a static, supply-based system to a demand-driven system.
13. To popularize information technology among children of all ages and to prepare them for the next century. To emphasize different functions of computers as a learning tool in the classroom. To employ information technology in planning and monitoring of educational programs.
14. To encourage the private sector to take a percentage of poor students for free education.
15. To institutionalize the process of monitoring and evaluation at all levels. To identify indicators of quality and to adopt corrective measures during the process of implementation.
16. To achieve excellence in different fields of higher education by introducing new disciplines/emerging sciences in the universities, and transform selected disciplines into centers of advanced studies, research and extension.
17. To upgrade the quality of higher education by bringing teaching, learning and research process in line with international standards.

# 2.8 EDUCATION SECTOR REFORMS 2001

The Education Sector Reforms (ESR) originate from Education Policy and focuses on the development of human resources in Pakistan as pre-requisite for global peace, progress and prosperity. It has three fold purposes: quality education enabling all citizens to reach their maximum potentials; produce responsible, enlightened and skilled populace and integrate Pakistan into the global framework of human-centered economic development. It suggests following strategies:

* Sector-wide reforms based on efficiency and equity;
* Political will to boost education as the anchor for economic revival;
* Poverty reduction strategy program;
* Resource mobilization from all channels;
* Decentralization through Devolution Plan ensuring grass-root level participation in educational planning and implementation;
* Encouraging and supporting Government- Private Sector partnership to meet the challenges;
* EFA Action Plan and Ordinance for compulsory Primary Education; and
* Outcome based planning, budgeting and auditing.

**NATIONAL EDUCATION POLICY- 2009**

The Ministry of Education has adopted following vision for the national education policy- 2009:

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

**AIMS AND OBJECTIVES**

1. To revitalize the existing education system with a view to cater to social, political and spiritual needs of individuals and society.

2. To play a fundamental role in the preservation of the ideals, which lead to the creation of Pakistan and strengthen the concept of the basic ideology within the Islamic ethosenshrined in the 1973 Constitution of Islamic Republic of Pakistan.

3. To create a sense of unity and nationhood and promote the desire to create welfare State for the people of Pakistan.

4. To promote national cohesion by respecting each others faith and religion and cultural and ethnic diversity.

5. To promote social and cultural harmony through the conscious use of the educational process.

6. To provide and ensure equal educational opportunities to all the citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.

7. To develop a self reliant individual, capable of analytical and original thinking, are responsible member of society and a global citizen.

8. To aim at nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it emerges from the objective study of reality.

9. To raise individuals committed to democratic and moral values, aware of fundamental human rights, open to new ideas, having a sense of personal responsibility and participation in the productive activities in the society for the common good.

10. To revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs and institutionalizing the process of

monitoring and evaluation from the lowest to the highest levels.

11. To improve service delivery through political commitment and strengthening education governance and management.

12. To develop a whole of sector view through development of a policy and planning process that captures the linkages across various sub sectors of the education system.

13. To enable Pakistan to fulfill its commitments to achieve Dakar Framework of Action EFA Goals and Millennium Development Goals relating to education.

14. To widen access to education for all and to improve the quality of education,particularly in its dimension of being relevant to the needs of the economy.

15. To equalize access to education through provision of special facilities for girls and boys alike, under-privileged/marginalized groups and handicapped children and adults.

16. To eradicate illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programs.

17. To enable an individual to earn honestly his/her livelihood through skills that contributes to the national economy and enables them to make informed choices in life.

18. To lay emphasis on diversification from general to tertiary education so as to transform the education system from supply-oriented to demand-oriented and preparing the students for the world of work.

19. To encourage research in higher education institutions that will contribute to accelerated economic growth of the country.

20. To organize a national process for educational development that will reduce disparities across provinces and areas and support coordination and sharing of experiences.

In order to achieve above aims and objectives the national education policy proposed following sector wise major policy actions:

**EARLY CHILDHOOD EDUCATION (ECE)**

**Policy Actions:**

1. Improvements in quality of ECE shall be based on a concept of holistic development of the child.

2. ECE age group shall be recognized as comprising 3 to 5 years. At least one year pre-primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.

3. Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.

4. For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement.

5. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas.

**ELEMENTARY EDUCATION**

**Policy Actions:**

1. All children, boys and girls, shall be brought inside school by the year 2015.

2. Official age for primary education shall be 6 to 10 years.

3. Government shall make efforts to provide the necessary financial resources to achieve the EFA goals.

4. Wherever feasible, primary schools shall be upgraded to middle level.

5. International Development Partners shall be invited through a well-developed plan for expanding school facilities.

6. High priority shall be paid to reducing the drop-out rates.

7. Food based incentives shall be introduced to increase enrolment and improveretention and completion rates, especially for girls.

8. Schools shall be made more attractive for retaining the children by providingattractive learning environment, missing basic facilities and other measures.

9. Government shall establish at least one “ApnaGhar” residential school in each province to provide free high quality education facilities to poor students.

10. Every child, on admission in Grade I, shall be allotted a unique ID that will continue to remain with the child throughout his or her academic career.

**SECONDARY AND HIGHER SECONDARY EDUCATION**

**Policy Actions:**

1. Provision shall be expanded, particularly in the rural areas and of schools dedicated for girls. Priority shall be given to those locations where the ratio of secondary schools is low.

2. Student support shall be increased to prevent students from dropping out of school for financial reasons.

3. Schools shall introduce more student-centred pedagogies.

4. Counselling facilities shall be made available to students from the elementary level onwards.

5. Life Skills-Based Education (LSBE) shall be promoted.

6. Sports activities shall be organized at the Secondary and Higher Secondary Levels.

7. Counselling at higher secondary level must also address the career concerns of young students.

8. Schooling shall also be made more attractive by adding community service programs.

9. Grades XI and XII shall not be part of the college level and shall be merged in to the school level.

10. A system for ranking of primary and secondary educational institutions across the country shall be introduced in order to encouragehealthy competition between schools.

11. To create an order for excellence in the country, a “National Merit Program”shall be introduced to award bright students

**LITERACY AND NON-FORMAL LEARNING**

**Policy Actions:**

1. Literacy rate shall be increased up to 86% by 2015.

2. Sustainability of adult literacy and NFE programs shall be ensured.

3. Government shall develop a national literacy curriculum and identify the instructional material, teacher training modules and professional development programs to support the curriculum.

4. Government shall develop and enforce minimum quality standards for organizations involved in literacy in the form of literacy.

5. A system shall be developed to mainstream the students in non-formal programs into regular education system.

6. Provinces and district governments shall allocate a minimum of 3% of education budget for literacy and non formal basic education (NFBE).

7. Linkages of non-formal education with industry and internship programs shall be developed to enhance economic benefits of participation.

8. Horizontal linkages between schools and vocational/skills training centres shall be established.

9. Government schools shall initiate Non-Formal Education (NFE) stream for child labourers.

10. NEF programs, currently in practice up to grade 5 shall be expanded up to grade10, where required.

11. Special literacy skills programs shall target older child labourers, boys and girls(14 to 17 years). Special educational stipends shall be introduced to rehabilitate child labourers.

12. International Development Partners, community and private sector involvement unawareness programs, content, design and availability of facilities, shall be mobilized.

**IMPROVING TEACHER QUALITY**

**Policy Actions:**

1. A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018. PTC and CT shall be phased out through encouraging the present set of teachers to improve their qualifications.

2. Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.

3. Teacher education curriculum shall be adjusted to the needs of the school curriculum and scheme of studies.

4. A separate cadre of specialized teacher trainers shall be developed.

5. All teachers shall have opportunities for professional development.

6. Provincial and Area Administrations shall develop effective accountability mechanism.

7. Institutionalized and standardized in-service teacher training regime shall be established in those provinces where it has not already been done.

8. In-service training shall cover a wide range of areas.

9. Governments shall take steps to improve social status and morale of teachers.

10. Incentives shall be given to teachers in rural or other hard areas.

11. The voice of teachers associations shall be given due consideration in decisions on collective issues affecting teachers.

12. Governments shall aim to draw upon resources from the private sector through public-private partnerships.

13. International Development Partners’ resources shall be harnessed within a broad national program of teacher improvement for the country as a whole through inter-tier collaboration.

14. Maximum age limit shall be waived off for recruitment of female teachers.

**CURRICULUM REFORM**

**Policy Actions:**

1. Curriculum development shall be objective driven and outcome based. It shall focus on learing outcomes rather than content.

2. The curriculum development and review process, as well as textbooks review process, shall be standardized and institutionalized within the framework of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act,1976.

3. Professional Councils shall be involved in consultations for relevant curriculum development.

4. Curriculum shall emphasize the fundamental rights guaranteed to the citizens of Pakistan.

5. Use of Information Communication Technologies (ICTs) in Education shall be promoted.

6. Emerging trends and concepts shall be infused in the curricula and awareness and training materials shall be developed for students and teachers.

7. School Health Education and School Safety shall be infused within the curricula and learning materials.

8. Entrepreneurial Studies shall be introduced to develop entrepreneurial and business skills in students of general education to make them productive and self oriented citizens.

9. There shall be an ongoing feedback and evaluation mechanism so that a continuous improvement process is institutionalized.

10. Matric-Tech scheme shall be re-introduced at secondary level.

**QUALITY IN TEXTBOOKS AND LEARNING MATERIALS**

**Policy Actions:**

1. A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.

2. Textbook Boards shall be transformed into competent facilitating, regulating and monitoring authorities.

3. Federal and Provincial Governments shall arrange for the Textbook Boards to provide

assistance in capacity development.

4. Federal and Provincial / Area Governments shall increase investments in school libraries and supplementary reading, teacher guides, teachers’ training and learning materials.

5. An “Inter-Provincial Standing Committee on Textbook Policy” shall be established.

6. Special textbooks shall be prepared to cater to multi-grade environments.

7. In order to promote a reading culture among youth, libraries equipped with modern facilities, including internet connectivity for online library services shall be established in elementary, secondary and higher secondary schools in a phased manner.

8. The network of public libraries shall be extended up to the level of union councils.

9. Mobile library services for rural areas shall be introduced.

10. National Library Foundation shall be established to provide resources for libraries onan ongoing basis.

11. Provision for continuing education of library professionals shall be made.

**IMPROVING STUDENT ASSESSMENT**

**Policy Actions:**

1. Education system needs to be internationally competitive and Pakistan shall make efforts to offer itself for international level academic assessments by 2015.

2. Student performance shall be based on assessing competence in specialized areas. There shall be periodic reviews of the assessment system.

3. Multiple assessment tools in addition to traditional examinations shall be explored

4. National standards shall be developed to reduce the differences in quality across regions.

5. The Examination boards shall be responsible for capacity building of paper setters and examiners.

7. A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations including addressing social attitudes towards the issue.

8. A quality cycle management shall link the various systems of assessment and institutions involved in assessment.

**ATTAINING STANDARDS IN THE LEARNING ENVIRONMENT**

**Policy Actions:**

1. A framework setting out the basic standards for school facilities and teaching aid materials shall be established by 2012 and shall form the basis for allocation of funds.

2. Federal government shall provide necessary resources to less developed areas for provision of missing basic facilities in all education institutions.

3. All schools shall establish a school mission.

4. A concept of service to the society shall be introduced.

5. Student-teacher ratios shall be standardized and enforced at school level.

6. Multi-grade teaching shall be eliminated.

7. An awareness campaign against corporal punishment shall be initiated and teachers shall be held accountable for violations.

8. A study for analyzing the impact of modern media on children with shallbe undertaken.

9. A code of conduct shall be established which shall enable student unions to participate in healthy activities without affecting the environment of the educational institutions.

**MATCHING WITH THE LABOUR MARKET**

**Policy Actions:**

1. Courses at the secondary and higher secondary level shall be reviewed.

2. A study shall be conducted to evaluate the impact of technical matriculation and explore ways of introducing an improved system of technical and vocational education.

3. Approaches shall be found to provide students with a window to the world of work.

4. Career guidance and counselling shall be introduced at secondary and upper secondary levels, if not in each school, at least for school clusters.

**TECHNICAL EDUCATION AND VOCATIONAL TRAINING**

**Policy Actions:**

1. Inputs of all stakeholders shall be institutionalized to ensure their inclusion in all current and future reforms of TVE to enable the sector to meet market needs.

2. Skills Standards and Curriculum should be developed and standardized at National Level.

3. The TVE curriculum shall be developed in standardized modules for each trade.

4. TVE shall be extended according to the need of the area i.e. Tehsil, District and Division.

5. Skills-based vocational training courses, relevant to local labour market, shall be offered to the graduates of literacy programs.

6. Level-wise prerequisites for entry as a teacher in TVE shall be defined and Teacher professional development shall be focused as an ongoing process.

7. Terms and conditions of service for TVE teachers shall be compatible with market demand of their services and skills.

8. Local conditions and requirements must be considered while making any recommendation for replication of TVE model, implemented in other countries.

9. A study to evaluate failures of vocational training intervention at school level shall be commissioned.

10. Technical & vocational education institutions shall particularly focus on agro-based vocational skills to deal with both agriculture and livestock.

11. Curricula for vocational education shall allow flexibility for adaptation as per requirements of local market including absorption of future changes in the market.

12. Technical education institutions, if start offering degree program, shall also seek clearance from Pakistan Engineering Council before launching such program.

13. Governments shall take practical measures to remove social taboos attached to TVE and promote dignity of work in line with teachings of Islam.

**Higher Education**

**Policy Actions:**

1*.* Steps shall be taken to raise enrolment in higher education sector from existing 4.7% to 10% by 2015 & 15% by 2020.

2. Investment in higher education shall be increased to 20% of the education budget along with an enhancement of the total education budget to 7% of GDP.

3. A two-fold strategy for R&D promotion at universities shall be pursued - focus on building the capacity and knowledge mobilization.

4. Competitive research grants for funding must be available to ensure that the best ideas in area of importance are recognized, and allowed to develop.

5. Opportunities for collaboration with the world scholarly community should be provided for both post-graduate students and faculty alike.

6. Tenure Track system of appointment of faculty members will be institutionalized.

7. Additional television channels should be dedicated to the delivery of high-quality distance education programs.

8. Faculty development doctoral and post-doctoral scholarships shall be awarded to meritorious students for pursuing their studies both in Pakistan and abroad.

9. A continuous professional development (CPD) program shall be designed for College and university teachers.

10. Universities shall develop quality assurance programs, which include peer evaluation including foreign expertise.

11. Ranking system of the universities shall be made more broad-based including parameters that directly point to the quality of learning.

12. Need-based scholarship programs shall be developed and instituted to enhance equitable access to higher education.

13. Campuses of existing universities shall be established in second and third tier cities to facilitate the spread of higher education.

14. Recognizing the importance of social sciences in developing better social understanding, transmission of civic and cultural values and the potential to reduce conflict, universities shall pay greater attention to this area in their research function.

15. Universities shall introduce integrated four-year Bachelor degree programs.

16. Existing standardization of libraries and library professionals shall be reviewed.

17. The lecturers selected through the Public Service Commissions shall be required to get at least six month pre-service training.

18. Universities shall develop standards for colleges affiliated with them.

19. Accreditation councils will be established to allow accreditation of undergraduate programs in the respective disciplines for which these councils are established.

20. Science based education at the bachelors level, including professional degree programs, shall contain subjects in social sciences to allow the graduates to develop a more balanced world view.

21. Research linked to local industry, commerce, agriculture etc. shall be encouraged.

22. In order to ensure adherence to minimum standards of quality by all universities/ degree awarding institutions, the HEC shall develop a process for periodic re-assessment.

23. Universities shall be encouraged to develop split-degree programs in collaboration with foreign universities of good repute.

24. Universities of technology should be established to produce technologists required by industry.

25. National Centers in areas of economic importance should be identified and strengthened to contribute and compete at an international level.

26. Institutions of higher learning should be encouraged and supported to generate intellectual property that is duly protected.

The National Education Policy- 2009 has unique feature that it has been formulated with the consensus of all provincial governments, all stakeholders particularly at grass-root levels and even development partners. The major thrust areas of this policy include access, equity, quality and management.

* 1. **Chapter 6**
  2. **TECHNICAL AND VOCATIONAL EDUCATION(TVE)**

Technical and vocational education is considered as a vital component to realize the ultimate shift to knowledge-based economy. Though every policy document have emphasized technical vocational education as a major thrust area but the targets of this sub-sector could not be achieved. History about vocationalization of general education is known to all. For the purpose comprehensive schools, pilot schools and model schools were introduced into the system but these movements could not bring any change and these schools now are serving as a traditional high schools. The agro-technical scheme and introduction of metric (tech) stream could not bare fruits in spite of many efforts. Most of the technical high schools inherited/established earlier are now serving as traditional high schools.

The education sector reforms projected technical education as a thrust area and advocated its promotion throughout the country. The reforms focus qualitative and quantitative improvement of technical education. The reforms proposed to initiate and strengthen following aspects:

* Establishment of one polytechnic at each district headquarter for boys and one polytechnic for girls at each divisional headquarter.
* Development of textbooks and manuals.
* Construction of workshops.
* Training of teachers.
* Revision of curricula and introduction of new emerging technologies.

Major initiatives taken by the Government for the promotion of technical education are as under:

* Introduction of technical stream at secondary level.
* Introduction of new traits and technologies in polytechnics.
* Development of TLR for polytechnics and technical stream.
* Construction of workshops in schools.
* Establishment of National Vocational and Technical Education Commission (NAVTEC)
* Vocational school at each tehsil and industrial clusters. All dropouts from schools to be encouraged to enroll in these vocational schools.
* Establishment of polytechnic institutes at district level for matriculates to produce technicians and supervisors.
* Establishment of 4/5 technical colleges in each province for F.Sc. qualified students to produce technical graduates.

**The situation analysis of TVE**

Yet, there is no common understanding of the types of structured learning activities that come under the umbrella of ‘learning and life-skills programmes’. With the 2015 target year quickly approaching, it is increasingly important to examine more systematically the learning and life-skills programmes available to young people and adults, using more interpretive monitoring tools that reflect an understanding of the diversity and fragmentation of goals 3 and 4. Such an analysis also provides an opportunity to look at links between formal and non-formal education and learning (UNESCO, 2006)

“Governments are not giving priority to youth and adult learning needs in their education policies. Meeting the lifelong needs of youth and adult stronger the political commitment and more public funding. It will also require more clearly defined concepts and better data for effective monitoring (UNESCO, 2008).

Most of the training emphasis is on theory and certification rather than skill and professional training. Old- fashioned training equipments, curriculum, deficiency of interface between industry and training centres are some factors that minimize efficiency of TEVT education (26.3.2012, The News). The situation analysis of TVE reveals that :

* + TVE lacks vision- training does not mach current and future needs.
  + Information and projections on the current and future needs of the economy is not available for policy formulation and planning.
  + Students observe rather than participating in activities.
  + More expansive than general education.
  + TVE always lagging behind technological changes at world of work.
  + Suffer from low social status and lack proper image in society.
  + Training is viewed as cost of production rather than investment

The UN thematic working group (2007) highlights following major factors for minimal development of TVE:

* TVE is still largely perceived as a ‘second-class’ education normally pursued by students from lower income brackets and lower classes.
* Delivery of TVET (Technical and Vocational Education Training) is fragmented without any curriculum standard, skills standard, and capacity issues of training institutes. There is still no Policy on TVET.
* There is still a large divide between acquisition of ‘skills’ and acquisition of ‘knowledge’.
* In terms of organizational set up, secondary stream and technical stream of education need to be brought together.
* There is a need to merge education horizontally and vertically between the secondary education and TVE.
* The types of education offered in both secondary and TVE needs to match both individual and economical needs especially those driven by industry/local economic demand.
* There needs to be ‘a shift from education for employment to education for employability’.
* There is a need to focus technical education towards more agro-based industries such as livestock, diary etc. Women can play a major role in this area.

**Table 20 : Number of Mainstream Institutions, Enrolment and Teachers by Level (In thousands)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Enrolment** | | | **Institutions** | | | **Teachers** | | |
| **Year** | **2011-12** | **2012-13**  **(P)** | **2013-14**  **(E)** | **2011-12** | **2012-13**  **(P)** | **2013-14**  **(E)** | **2011-12** | **2012-13**  **(P)** | **2013-14**  **(E)** |
| **Technical &**  **Vocational**  **Institutes** | 289.8 | 302.2 | 313.2 | 3.3 | 3.3 | 3.3 | 15.8 | 16.1 | 16.4 |

**Table 24 : Student/Teacher; Student/Institution and Teacher/Institution Ratios of Technical & Vocational Education in Pakistan (2005-06)**

|  |  |  |  |
| --- | --- | --- | --- |
| Institution Type | Student/Teacher Ratio | Student/Institution Ratio | Teacher/Institution Ratio |
| Tech. & Vocational | 16 | 78 | 5 |

Source: EFA-Mid Decade Assessment- 2008, Ministry of Education

**KEY ISSUES AND CHALLENGES**

**3.4.1 Implementation of National Policy**

National Policy and Plans advocate promotion of TVE in the country. However the major bottleneck is implementation. The policy spells out implementation strategies which are not followed in full letter and spirit which obviously results into gap between policy and implementation. The major factor in this context is the unawareness regarding the role of related institutions and personnel in the implementation. Provincial and district planners and managers do not properly comprehend the policy statements and thus actions desired on their part remain unattended. Budget allocations and its timely availability is another crucial factor.

**Recommendations**

* + Policy and plan documents should be widely disseminated.
  + Roles of every institution and their personnel involved in implementation need to be spelled out fully.
  + The capacity of provincial and district bodies needs to be upgraded to ensure implementation of the policy.
  + Cost estimates of all aspects need to be carefully worked out. Proper budgetary provisions and timely availability of funds has to be ensured.

**3.4.2 Coordination**

National Vocational and Technical Education Commission has been set up for policy formulation, integrated planning, coordination, standard setting, regulating, facilitating etc. Being a new body it requires some time to make its mark. However there is visible weak coordination, partnership and linkage among the apex organizations such as Ministry of Education, Provincial departments of education, HEC, NCHD, provincial and district TVE bodies, industry, society and economy.

**Recommendation**

* Develop and foster coordination, cooperation, linkage and partnership between all stakeholders.
* Enhancement of managerial and leadership skills at all levels.
* Adoption of ICT for planning and management.
* NAVTEC should develop appropriate strategies in consultation with all stakeholders for strengthening of administrative and management structures of TVE in the country, much needed industry linkage and updating TVE in conformity with the demand/requirement of the employers, industry, society and the economy.
* Identification and introduction of new programs of skill development to enable learners to adapt to rapidly changing world.
* Social marketing promotion of value of TVE for the country.

**3.4.3 Empowering females and removing gender disparity in TVE**

In Pakistan females constitute almost 50% of the population. In 2005-06 the participation of females was only 38% of the total TVE enrolment which in itself was about 3% of secondary level education. As a result females are deprived of facilities for empowerment.

**Recommendations**

* There are a number of vocations and technical fields where females even do better than their male counterparts. These vocations and technical areas need to be identified in cooperation with industry, business, agriculture and commerce sectors.
* Provision of adequate facilities for girls TVE in the country.
* Increasing the access of females to TVE and establishment of new TVE institutions.

**3.4.4 Linkage and cooperation between TVE and industry**

TVE system in Pakistan is working almost in complete isolation from industry, agriculture, business and commerce. The TVE activities such as policy development, curriculum development, planning and implementation remain indifferent from the industry. There is no balance between theory and practices. Due to this non cooperation the out put of TVE does not match with the expectations of employers who has to reinvest in the training of employees.

**Recommendations**

* Industry can provide not only assistance but also a professional boost to all programs of TVE. For this cooperation of industry must be encouraged to effectively participate in this new role and function starting from policy formulation, curriculum development, proper planning and implementation, delivery of the programs, employment generation and absorption of TVE graduates.
* Creation of cooperative environment that facilitates opportunity of practical experience and enrichment of teaching.
* TVE institutions can provide technical expertise to industry and industry can provide forecast of needs, practice base for students, training of teachers, funding and in kind assistance, feedback of the programs, close linkage of curriculum to practice and productivity in work place.

**3.4.5 Mechanism for sharing experience through shared data bank and information netwoks**

One of the main objectives of UNESCO’s UNEVOC program is to assist and facilitate in the establishment of databases for TVE and its use. Database on TVE in Pakistan is almost non-existent. There is very little relevant information available about institutions, teachers, students, job market requirements, teachers competencies, learning material, manpower projections etc.

**Recommendation**

* Establishment of database for TVE in Pakistan is need of the hour to facilitate policy formulation, integrated planning, coordination, monitoring and implementation.
* The network should link all boards, polytechnics and monotechnics, vocational institutions and in-service training institutions.
* Maintenance of database on the availability and required manpower in different sectors.
* Development of institutional capacity to maintain information system of labour market and surveys for sound bases for updation of curricula.

**3.4.6Market reorientation and standardization of TVE Curriculum and courses**

Generally the courses offered by TVE are very traditional and non-standardized which are generating sometime an oversupply of poor quality graduates. Obsolete syllabuses of courses contribute to mismatch with the market requirements. The rapidly changing and emerging technologies demand introduction of new courses.

**Recommendations**

The programs and courses need revisiting and most urgent requirement is the market orientation of all the courses in TVE. There should be a continuous updating on the basis of need assessment future projection of the economy. Following areas can be addressed in this regard:

* + Flexibility in curriculum to ensure articulation`
  + Evaluation of the DAE curriculum to include on the job training component
  + Rationalization of existing courses according to labor market demands
  + Introduction of new courses, including courses for women and rural youth
  + Standardization of course structure in terms of contents, duration, entry levels, vertical and horizontal mobility and flexibility of delivery, recognition of prior learning and equivalency, accreditation
  + Introduction of competency-based modular training in skill-based courses and entrepreneurship training for self-employment and micro-enterprise development
  + Review of existing TLRs and development of training standards related to course syllabi, manuals, textbooks, facilities, cost of training and staffing

**3.4.7 Improving the Quality of Teaching**

The teaching methods of TVE institutions are not diversified but traditional i.e. teacher-centred. Students observe rather than participating in activities. Facilities in the TVE institutions are not adequate and on the job training is non-existence. Students are not exposed to real life situation of the world of work. There is shortage of quality teaching learning resource material to support the effective delivery and training.

**Recommendations**

* + Training and re-training of teachers of polytechnics/technical and vocational training institutions on contents and skills-upgrading in the in-service institutions and industry.
  + Improving of teaching cum practical skills and interim qualification of polytechnic and vocational teachers who are DAE holders.
  + Raising of qualification of TVE teachers to B Ed (Technical) degree or B Engineering with Diploma in Teaching.
  + Strengthening of existing staff including provision of highly-qualified teacher trainers, researchers and other technical staff for the TEVT clearinghouse.
  + Strengthening of existing facilities for teacher training, office and laboratory and workshop equipment.
  + Acquisition of major equipment for technical and vocational training institutions based on market-driven courses and set training standards.
  + Formation of industrial liaison and job placement services at the institutional level.
  + Upgrading of training facilities to improve the TVE access by rural youth and women
    1. **Quality Assurance Systems in TVE**

There is no system of accreditation for TVE institutions and the courses. Therefore there is no quality control resulting into wastage of resources. In the examinations emphasis remain on theoretical learning rather than practical training. The test instrument/papers are usually criticized for being text based rather than competency based. There is no national competency based skill certification system and hence no standards for skills to qualify for diploma or certificate in a specific trade or technology.

**Recommendations**

* + Introducing internal evaluation in TVE to ensure competencies.
  + Improving examination system in order to make it competency-based.
  + Improving accreditation system of institutions and programs.
  + Developing a national system of skills-standardization and certification.
    1. **Public-Private Participation in TVE**

Private sector can play important role in the promotion of TVE in the country. Therefore there is a need to enhance the participation of private sector.

**Recommendations**

* + Enhancing private sector participation through tax incentives for involvement in TVE
  + Setting of standards and regulation for the private sector for quality TVE.

**3.4.10 Reorganization of Vocational and Technical Education**

The system of vocational and technical education in vogue does not allow vertical mobility along the educational ladder. This is one of the major reasons for its comparatively least attraction. There are no or very little provisions to enhance educational qualifications in the existing vocational and technical education track.

**Recommendations**

* + Specific bands of courses or certificates system can be introduced to determine the equivalence to a level.
  + There is a need to reorganize the vocational and technical education to facilitate up-gradation of educational qualifications as and when one desires.

**Chpater 7**

**PRE SERVICE TEACHER EDUCATION IN PAKISTAN**

**1. INTRODUCTION**

Since the independence of Pakistan, the education system is continuously improving and expanding. The number of institutions and their enrolment has increased manifold. According to survey (2005-06) there are more than 2, 51 thousand institutions, 36 million students and 1.3 million teachers. At the time of independence (1947) there were only 2 universities now the number is over two hundred. The enrollment is increasing and the present trends indicate further growth. Six million children are out of school and efforts are being made to enroll them. This population pressure obviously remains a prime impetus for the rapid expansion of education system in the years to come. Teacher education sectoris an integral part of the education system as well as an indicator of quality. This sector has also expanded since 1947 and is sure to expand further to cater the emerging needs. These trends and subsequent efforts for quest of qualitative and quantitative improvement have been projected in all the national education policies and developmental plans.

The main emphasis of this study is to review the pre-service teacher education in Pakistan with special reference to science education and compare the teaching competencies being developed in the prospective teachers during pre-service educational programs and required competencies as per prescribed national science curriculum. National education policies with respect to teacher education and science education have also been visited.

Teacher is a key factor in any education system and is a major implementer of educational programmes and reforms in the institutions. The teacher remains a major source of the delivery system and a determinant of the success and failure of the system. These aspects are largely dependent on the quality of teacher education which obviously needs continuous thinking and follow up to cope with the developments in the field as well as the demands of the society.

The quality of education in the country is directly related to the quality of teacher in the institutions/classrooms. This fact draws attention to the significance of instruction and ultimately to the standards of education. Teacher is instrumental for better instruction. Thus quality of instruction is directing related with the effectiveness of inputs, processes and products of teacher education.To evaluate the effectiveness of instruction one must look into what is happening in the classroom and most of all, the behavior of teacher in the teaching learning situation. The performance of a teacher in this process is related to the set of knowledge and competencies which he or she possesses. For teaching learning process to be effective, a sound professional education and training is inevitable.

Many factors are determinants of shaping the teacher education in the country. These range from ideological and socio-economic needs to the structure of education system and theories and practices of teaching and learning. The national education policies view changing and articulating role of teachers with the changes in curricula, textbooks, teaching methods, evaluation techniques etc.

The general assumption and expectations underlying the quality of teacher education depend upon the production of a well oriented professional having adequate knowledge, skills and understanding of teaching and learning processes as well as mastery over contents An analysis of teacher education indicates that Pakistan in at par with other Asian countries in terms of ideas, concepts and goals but is lacking in actual achievements of these goals and ideas. The knowledge and skills of a teacher which he/she possesses and brings to teaching situation can be a reflection of what is going on in the teacher educational institutions. The teacher educators obviously enjoy pivotal role and are major implementers of teacher education programs. A key determinant of the effectiveness of teacher education system is the teacher educator and his or her related traits, competencies and performance. The teachers, product of the system, carry these competencies and skills to the teaching learning environment. The assumption remains more the effectiveness of teacher education, better the performance of teachers in teaching learning environment.

The major factor in the effectiveness of teacher education is its curriculum. Curriculum development is not only a continuous process, it is also important what it spells out such as aims and objectives, scheme of studies, contents, delivery system, instructional materials, examination procedures, educational technology and provision of resources, both physical and human. Furthermore its relevance with the society and harmony between school curricular reforms and teacher education curricula are also important.

Teaching skills are erroneously being considered as synonymous to teacher training skills which results into crisis of identity. A teacher trainer can be a teacher but every teacher cannot be a teacher trainer. Teacher education in itself is a professional discipline but it has yet to earn appropriate recognition in Pakistan. The current policy regarding staffing of teacher training institutions imply that any teacher can be posted as a teacher trainer is questionable.

The quality of teacher education implies assessment of all the inputs and processes as well as the products. The impetus is to take into account both qualitative and quantitative aspect of inputs and processes which included curriculum of various training programmes (PTC,CT, B.Ed.): aims and objectives, scheme of studies, instructional materials, teaching methodologies, evaluation procedures, training in teaching aids and educational technology and other related components. Teacher educator being a center of interest in the instructional situation enjoys special consideration in the study to determine the effectiveness of teacher education. The outcome of effectiveness of teacher education has been referred to as an effective teacher who is able to use the set of knowledge, abilities and skills which he/she bring to the teaching situation for the achievement of desired goals. (Siddique& Shami,1997).

The pivotal point of education is the ‘teacher’. Teaching is a challenging profession and only those teachers can shoulder the heavy responsibility of nation building that are adequately prepared and have sound professional knowledge and skills.(Arshad, 1982). The basic purpose of pre service education is to prepare prospective teachers to meet challenges that they have to face in the future in the classroom (Arends, 1994).

In Pakistan education is on the concurrent list and thus both federal and provincial governments can do the legislation in collaboration. Teacher education is primarily a provincial responsibility. However, the federal government of Pakistan also plays its role in teacher education through its Curriculum Wing, which is also responsible for teacher education.

The critical determinants of teaching are the subject matter, pedagogical skills and motivations to teach. All available evidences indicate short falls in these areas in Pakistan. IPSET report 1997 has pointed out related comments of UNESCO & World Bank regarding existing conditions and some suggestions as under:

UNESCO(1990) quoting a number of examples has emphasized that in developing countries where education is expanding, there is a need for more and better teachers especially in rural areas. Low teacher competencies and poor motivation reflect the problems encountered by the teachers in teaching profession in many countries.

World Bank (1990) has suggested that improving primary and secondary school education in developing countries requires effort on at least three fronts; enhancing the learning environment, improving the preparation and motivation of teachers and strengthening the educational management.

Zaki (1992) observed that in Pakistan inadequately qualified teachers along with their lack of motivation on account of their status and working and living conditions make schools attendance repulsive.

All the policies certainly realize that quality of education depends on the quality of teacher and deliberate on the measures both qualitative and quantitative imperative of teacher education such as development and management teacher education programs, provision of infrastructure, pre-service and in-service education of teachers and teacher educators, curriculum contents and methods. These policies ahs expressed vide range of issues and concerns. However, the teacher education in vogue is being considered inadequately responsive to the demands for quality education in the education system. Some of the major problems and challenges are yet to be addressed. The profession of teaching has been flocked with non-committed and unmotivated teachers. Various policies ensure improvement of in-service structures and offers incentive but not tangible results are achieved. The quality of teacher training programs has an imbalance as they lack harmony with the school system. However, there is no effective relationship between the demand and supply of teacher as it is being carried out without a viable planning. At one stage Punjab Government withheld the admission in PTC and CT programs for over two years. At national level meetings the concern has been expressed to the extent to stop PTC and CT programs being offered through distance learning. The experts of teacher trainers remains questionable due to the lack of standardize procedures for their appointment. The admission polices of the teacher training institutions are not considered the subject-wise demands which is effecting the science and mathematics education in schools. In-service training programs for teachers and teacher educators are not catering the needs properly. The provision of facilities remains much to be desired as a teacher gets in-service training opportunities once in his/her service life. (Shami, 2005).

**2. POLICY PERSPECTIVES**

**2.1 TEACHER EDUCATION**

At the time of independence in 1947, Pakistan inherited an education system with very small number of teacher training institutions. Recognizing the importance and need for a well developed education system, the then government set priorities and developed educational plans and policies for action. The message of Quaid-e-Azam Mohammad Ali Jinnah in the Education Conference, 1947proves a milestone and provides directions for the future structure and nature of education emphasizing both academic and scientific and technical education to buildup the new nation. During this conference, it has also been recognized that a properly trained and reasonably well-paid teaching profession is essential for educational development in Pakistan. The most important implications have been the proper training of teachers and provision of adequate salary to them. Since then various plans and policies have been formulated to improve education both qualitatively as well as to bring teacher education more in line with the developmental aspirations of the country.

In this regard the recommendations of various policies and commission reports are as follows;

The commission on National Education (1959) can be graded as backbone, which has given future directions to the educational system along with suitable measures for development of teacher education. It emphasizes not only review and improvement of teacher education curricula but also proposes restructuring of teacher education curricula but also proposes restructuring of teacher education. The recommendations of the commission include framing admission requirements for various courses for teachers. It prescribes strategy of two years training courses for middle and secondary level teachers. It provides general guidelines for the teacher training programs to ensure:

* A sound grasp of the subject,
* Knowledge of child psychology and insight into the growth and behavior of Children at various stages of their lives.
* The methodologies of teaching and skill to use updated techniques, and
* A high sense of professional ethics.

The Commission also recommends that the staff of training institutions should be seconded periodically to serve as teachers in schools. The national education polices which follow, stressed the need for qualitative and quantitative improvement of teacher education and have been supported with respective education plans.

The New Education Policy 1970 highlights that “the preparation of teachers in Pakistan leaves much to be desired. There is need for higher basic education and professional training”. This policy proposes to enhance the academic entry qualifications for ensuring the adequate preparation and professional training

The Education Policy 1972-80 again emphasizes revision and improvement of teacher education curricula along with expansion of institutions and increasing enrollments. It proposes to replace male primary teachers with female teachers gradually. Moreover, measures are suggested to institutionalize3 the curriculum development efforts in education along with Teacher Education Curricula. In order to facilitate the purpose the National Bureau of Curriculum and Text Books (Curriculum Wing) has been set up at the center as well as network of curriculum Bureaus/CRDC, in the provinces. The National Bureau of Curriculum and Textbooks enjoys legislative support to handle the task of teacher education along with other areas of education.

The National Education Policy, 1979, recognizes teacher as a pivot of the entire education system. It emphasizes consolidation and qualitative improvements through up gradation and enrichment of the teacher education programs. It proposes to evaluate curricula of the pre-service teacher education programs of PTC, CT, B.Ed and M.Ed and subsequent suitable modification. It also suggests that the teacher training should be brought in line with Islamic faith and ideology of Pakistan.

The National Education Policy 1992-2002 views changing articulate role of teachers with the changes in curricula, textbooks, and teaching method and evaluation techniques. It emphasizes as under.

“The training of teachers will emphasize the acquisition of practical skills. The role of teachers will be redefined. A system of punishment and rewards for teacher, based on performance evaluation, shall be introduced. The teaching learning process will be strengthened through various types of inputs such as a delivery of educational services will be improved by reexamination and training of personnel on the use of instructional resources”.

The National Education Policy 1998-2010 recognizing that the quality of education is directly related to the quality of instruction in the classrooms and teacher as the most crucial factor in implementing all educational reforms at the grassroots levels.

In conclusion the general assumptions and expectations underlying quality teacher education as communicated in various documents remain as under.

1. A Broad based and organized program of learning experiences to produce an overall well oriented professionals, teachers and educationists.
2. The teacher education program should contribute and enhance necessary required personal growth and professional competencies and skills among perspective teachers
3. The teacher education should contribute to develop mastery of the subject matter.
4. The teacher education program should provide opportunities and experiences of working with various groups of children and in variety of situations.
5. The training program should develop competencies in the management of a variety of services and activities.
6. The program should inculcate positive attitudes and commitment towards teaching as profession and continued professional growth.
7. The center of interest of the training program should be the children of corresponding age group and desired change in the behaviors (set aims and objectives) with special reference to surrounding realities.

(Source: Shami:2005)

**3. OVERVIEW OF TEACHER EDUCATION IN PAKISTAN**

Teacher education and Training is bifurcated into two categories i.e. pre-service and in-service. The pre-service teacher education programs are conducted by differentcolleges of education and universities (public and private) in Pakistan. The preservice training is necessary to qualify for teaching in primary, middle and secondary schools.

**3.1 TEACHER TRAINING INSTITUTION**

In Pakistan following types of institutions are playing major role in teacher education/ training:

* Govt.College of Elementary Teachers (PTC, CT)
* Govt.College of Education (B.Ed., M.Ed.)
* University Department of Education (B.Ed., M.Ed., M.A., M.Phil., Ph.D.)
* Institute of Education and Research
* NGOs / Private Organizations
* In -service Training/Learning Outposts
* Provincial Institute of Teacher Education

There are 29 universities which offer degree programs in education. Out of these 21 are in public sector and 8 are in private sector.

There are more than two hundred institutions of teacher education and training in Pakistan. However data of 169 institutions is available which include 146 in public and 23 in private sector. The total enrollment in these institutions is 596592 including 592371 in public and 4221 in private sector. In Punjab, there are total 55 institutes, in which 1684 teachers are training 27449 students. In Sindh, the number of institutes are 43 and 5458 students are being trained by 855 teachers. The number of institutes in N.W.F.P. is 32 while total enrolment is 7590 and teachers appointed are 855.In Balochistan, there are 12 institutes in which 11222 students are being trained by 121 teacher trainers.

**Table 1.1. Enrollment in Teacher Education Programmes in Pakistan**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Provinces/ Regions** | **Institutions** | | | **No. of teachers** | | | **Enrollment** | | |
| **Govt.** | **Private** | **Total** | **Govt.** | **Private** | **Total** | **Govt.** | **Private** | **Total** |
| Punjab | 51 | 04 | 55 | 1617 | 67 | 1684 | 26067 | 1382 | 27449 |
| Sindh | 31 | 12 | 43 | 700 | 155 | 855 | 4127 | 1331 | 5458 |
| NWFP | 27 | 05 | 32 | 127 | 83 | 210 | 6430 | 1260 | 7590 |
| Balochistan | 12 | 00 | 12 | 121 | 00 | 121 | 1122 | 00 | 1122 |
| ICT | 7 | 00 | 07 | 489 | 00 | 489 | 553398 | 00 | 553398 |
| FATA | 4 | 00 | 04 | 32 | 00 | 32 | 460 | 00 | 460 |
| FANA | 3 | 00 | 03 | 24 | 00 | 24 | 223 | 00 | 223 |
| AJK | 11 | 02 | 13 | 99 | 10 | 109 | 544 | 248 | 792 |
| **Total** | **146** | **23** | **169** | **3209** | **315** | **3525** | **592371** | **4221** | **596592** |

Academy of Educational planning and management, 2007

**3.2. TEACHER EDUCATION PROGRAMS**

The pre-service teacher education programs which are being followed in the country are as follows:

* Primary Teaching Certificate (P.T.C)
* Certificate in Teaching (C.T)
* Diploma in Education(Dip. Ed.)
* Bachelor of Education (B.Ed)
* Bachelor of Science Education (BS.Ed)
* Bachelor of Education(Hons)
* Master of Education (M.Ed)
* Master of Science Education (MS.Ed)
* Master of Arts in Education (MA.Ed)
* Master of Philosophy(M.Phil)
* Doctor of Philosophy (Ph.D.)

Following are teacher training programs in Pakistan with required qualifications and duration of training.

**Table 1.2.**

| **Training**  **Programs** | **Qualification for Admission** | **Duration of Training** | **Grade to Teach** |
| --- | --- | --- | --- |
| P.T.C | Matriculation | 1 Acad. Year | Primary |
| C.T | Intermediate | 1 Acad. Year | Elementary |
| B.Ed | Intermediate | 1 Acad. Year | VI-X |
| BS.Ed | F.Sc | 3 Acad. Years | VI-X |
| B.Ed/(Hons) | Intermediate | 4 Acad Years | VI-X |
| M.Ed | B.Ed | 1 Acad. Year | VI-XII + Supervision |
| M.S.Ed | B.Sc.B.Ed/ BS.Ed | 1 Acad. Year | VI-XII + Supervision |
| M.A. Ed | B.A/B.Sc. | 2 Acad. Years | VI-XII + Supervision |

**3.2.1 Primary Teaching Certificate (PTC)**

The Scheme of studies for PTC comprises four professional and six academic courses, each carrying equal weight. These courses are:

* Principles of education and methods of teaching
* Child development and counseling
* School organization and class room management
* Health and physical education
* Language and methods of teaching
* Mathematics and methods of teaching
* Science and methods of teaching
* Social studies and methods of teaching
* Islamiyat/ Islamic history and methods of teaching
* Arts and practical Arts and methods of teaching
* Teaching Practice

**3.2.2 Certificate in Teaching (CT)**

The Training courses for middle school teacher is called certificate in teaching (CT) which focuses on professional subjects, academic subjects and teaching practice. There are six compulsory subjects and four elective which are to be selected from a list of twelve. The Compulsory subjects are:

* Theory and History of education
* Child development
* School-community development
* General methodology and preparation of teaching aids.
* Counseling, testing and evaluation
* Organization of elementary school and management

The 4 electives are selected from the following list of subjects:

* Mathematics
* Science
* Social studies
* Languages
* Art and craft
* Islamiyat/Islamic studies
* Fundamental of agriculture
* Agricultural education
* Fundamental of industrial arts
* Industrial Art education
* Fundamental of Home economics
* Any other approved subjects
  + 1. **Bachelor of Education (B. Ed)/Bachelor of Science Education(B.S.Ed.)**

There are two models being followed for the training of secondary school teachers:

* B.Ed: One year program (14+1)
* B.S.Ed: Three years program (12+3)

Most of the colleges of Education offer one year B.Ed. program. Training of secondary school teachers is subject-biased as each teacher specializes in 2 subjects. The programme consists of five professional courses, two courses in teaching methods including contents, one project and teaching practice. The purpose of three years programme is to train teachers having thorough knowledge of educational theory and practice, broad based subject back ground and skills and competencies in teaching.

Scheme of studies (subject to local variations) comprises ten courses which, with the exception of two carry equal weight.

These courses are:

* Perspectives of education in Pakistan
* Human development and learning
* School organization and management
* Evaluation and Guidance
* Society, school and teacher
* Individual projects
* Two special courses (double weightage)
* Teaching practice in each of two special methods courses

**Quality of Teachers**

**Student Performance at Primary and Secondary Levels (%)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Subject** | **2004** | | **2005** | | **2006** | |
| **Primary** | **Public** | **Total** | **Public** | **Total** | **Public** | **Total** |
| **Math** | **46** | **48** | **45** | **47** | **44** | **49** |
| **Urdu** | **60** | **64** | **57** | **58** | **54** | **57** |
| **Science** | **59** | **60** | **52** | **53** | **48** | **49** |
| **Secondary** |  |  | **42** |  | **59** |  | **66** |

**Source: AEPAM, 2006**

**General assumptions and expectations of quality teacher education**

Teacher education and training should:

1. Be organized and broad based having varied meaningful learning experiences to produce an overall well oriented professional teachers
2. Contribute and enhance required personal growth and professional competencies
3. Develop mastery of subject matter and its delivery
4. Provide opportunities and experiences of working with different age-groups of children and in variety of situations
5. Develop competencies in the planning and management of services and activities of institution
6. Inculcate positive attitudes and commitment towards teaching profession and continued professional growth
7. Consider a child as the center of interest with special reference to surrounding realities.

**International Trends in Teacher Education**

**Duration**:

* Primary school teachers- three to five years
* Secondary school teachers- three to seven years

**Curriculum**

Common courses:

* Human growth and development
* Educational Psychology
* Introduction to teaching

-Increase in school experiences

-Increase in teaching practice

-Internship

-Shift to more practical Activities-based courses

-Introduction of ICT in teacher training programs

-Use of international researches in programs

-Action research

**Others**

-Consultation with teachers’ unions

-Public institutions main providers of in-service training

## Problems, Issues, Concerns in Teacher Training

## Pre-Service Education

1. Curricula are theory based. It should be revised especially in teaching practice.
2. To assimilate all major aspects one year duration for pre-service teacher training is very short.
3. Improper preparation of teachers due to:

* Weak content
* Improper pedagogical and andragogical skills
* Poor motivation for teachers
* Less physical facilities

1. Inadequate budget
2. Poor quality control and supervision (Shami, 2007).

## (b) In-Service Teacher Education Deficiencies

* Programs are less effective due to less need assessment
* The 3 stage cascade model has inherent learning losses/gaps among the intermediate trainers from one stage to next.
* Different educational policies emphasized the need of in-service teacher training course once during 5 years but lack of funds only few teachers are getting training under this policy.
* Generally poorly arranged, structured short duration courses on ad-hoc basis are delivered by untrained, unmotivated teachers.
* Monitoring and evaluation system is not systematic (Shami, 2007).

## (c) Management and Coordination of Teacher Training

* For coordination no single agency is available
* Lack of proper management de motivate and create frustration among concerned people especially in foreign funded projects.
* Lack of proper feedback for good and bad performance.
* Poor management, leadership qualities among heads of teachers training institutions (Shami, 2007).

**Major New Trends in Teacher Education Curriculum in Pakistan**

* Educational Management
* Instructional Technology
* Quality of Research
* Activity based courses
* Sharing with students
* Reasoning in addition to three Rs
* Sensitization of Gender linked repelling factors
* Democratic
* Inclusion of ICT
* Lesson Planning (Intel)
* Up-gradation of entry qualification (new draft Policy)

**MAJOR ISSUES AND CHALLENGES IN PAKISTAN**

**Standards**

Standards for education and standards for teacher education yet to be defined

**Quality Control**

System of accreditation of institutions and programs

**Management**

Planning for teacher education weak

Quality of leadership in institutions

Rigid admission policies

Poor coordination among institutions

No linkage between programs- PTC, CT and B Ed

Availability of qualified teacher educators

Development programs for teacher educators

**Duration**

Enhancement of duration of programs and entry qualification

**Curriculum**

Relevance of teacher education curriculum

Revision and updation of programs and courses

Quality and availability of textbooks

Emphasis on theory

Practical activities lacking

Teaching practice separated from academic courses

Weak harmony with school curriculum

**Facilities**

Facilities: inadequate; underutilized; poor state of maintenance; budget

Environment: Non professional- building, libraries, laboratories, resource rooms

**Examination**

Examination memory based and not competency based

**Chapter 8**

**Statistical overview of education in Pakistan**

**MAJOR INDICATORS OF EDUCATION For All (EFA) IN PAKISTAN**

**Goal 1: Development from 2001-02 to 2010-11 in Punjab**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspects** | **2001-02** | **2010-11** | **Increase(+) or decrease (-) percent** |
| **Gross enrollment in ECCE (%)**  **Male**  **Female**  **Total** | 40  39  40 | 127  126  127 | +87  +87  +87 |
| **Percent of new entrants to grade 1 with ECCE (%)**  **Male**  **Female**  **Total** | 60  83  70 | 59  58  58 | -1  -25  -12 |
| **Private schools enrollment (%)**  **Male**  **Female**  **Total** | 42\*  42\*  42 | 53  53  53 | +11  +11  +11 |
| **Trained teachers in ECCE**  **Male**  **Female**  **Total** | 187\*  853\*  1,040 | 199  906  1,105 | +12  +53  +65 |
| \*2005-06 | | | |

**Goal-2:** **Development from 2001-02 to 2010-11 in Punjab**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspects** | **2001-02** | **2010-11** | **Increase(+) or decrease (-) percent** |
| **Gross Intake Rate (GIR) in Primary Education (%)**  **Male**  **Female**  **Total** | 111  91  102 | 77  85  80 | -34  -6  -22 |
| **Net Intake Rate (NIR) in Primary Education (%)**  **Male**  **Female**  **Total** | 89  73  81 | 76  85  80 | -13  +12  -1 |
| **Gross Enrollment Rate (GER) in Primary Education (%)**  **Male**  **Female**  **Total** | 84  67  76 | 91  87  89 | +7  +20  +13 |
| **Gross Enrollment Rate (GER) in Secondary Education (Class 6-12) (%)**  **Male**  **Female**  **Total** | 28  23  26 | 38  30  33 | +10  +7  +7 |
| **Net Enrollment Rate (NER) in Primary Education (%)**  **Male**  **Female**  **Total** | 67  54  61 | 86  123  104 | +19  +69  +43 |
| **Net Enrollment Rate (NER) in Secondary Education (Class 6-12) (%)**  **Male**  **Female**  **Total** | 22  19  20 | 60  51  55 | +38  +32  +35 |
| **Repetition Rates (RR) by Grade 1 in Primary Education (%)**  **Male**  **Female**  **Total** | 2.7  2.3  2.5 | 2.5  2.7  2.6 | -0.2  +0.4  +0.1 |
| **Repetition Rates (RR) by Grade 2 in Primary Education (%)**  **Male**  **Female**  **Total** | 3.0  2.6  2.8 | 2.2  2.6  2.4 | -0.8  0.00  -0.4 |
| **Repetition Rates (RR) by Grade 3 in Primary Education (%)**  **Male**  **Female**  **Total** | 3.2  2.6  3.0 | 2.2  2.7  2.5 | -1  +0.1  -0.5 |
| **Repetition Rates (RR) by Grade 4 in Primary Education (%)**  **Male**  **Female**  **Total** | 3.1  2.5  2.8 | 2.9  3.0  2.9 | -0.2  +0.5  +0.1 |
| **Repetition Rates (RR) by Grade 5 in Primary Education (%)**  **Male**  **Female**  **Total** | 3.0  2.4  2.7 | 1.2  .89  1.0 | -1.8  -1.51  -1.7 |
| **Survival Rate to Grade 5 (%)**  **Male**  **Female**  **Total** | 51  69  58 | 69  65  67 | +18  -4  +9 |
| **Pupil-Teacher Ratio at Primary Education (%)** | 39 | 50 | +11 |
| **Public Expenditures on Primary Education as Percent of Total Public Expenditures on Education (%)** | 23.5 | 39.2 | +15.7 |

**Goal-3: Development from 2001-02 to 2010-11 in Punjab**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspects** | **2001-02** | **2010-11** | **Increase(+) or decrease (-) percent** |
| **Youth Literacy Rate (15-24 Years) (%)**  **Male**  **Female**  **Total** | 74  57  63 | 79  64  72 | +5  +7  +9 |
| **Gross Enrollment Rate in Technical and Vocational Education and Training (TVET) at Secondary Level (%)**  **Male**  **Female**  **Total** | 0.4  0.2  0.3 | 0.9  0.6  0.7 | +0.5  +0.4  +0.4 |
| **Transition Rates Between Primary and Secondary Levels (%)**  **Male**  **Female**  **Total** | 72  74  73 | 94  89  92 | +22  +15  +19 |
| **Transition Rates Between Lower Secondary and Upper Secondary Levels (%)**  **Male**  **Female**  **Total** | 69  85  75 | 71  68  70 | +2  -17  -5 |

**Goal-4: Development from 2001-02 to 2010-11 in Punjab**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspects** | **2001-02** | **2010-11** | **Increase(+) or decrease (-) percent** |
| **Adult Literacy Rate (15 Years old and Over) (%)**  **Male**  **Female**  **Total** | 57  32  44 | 75  52  64 | +18  +20  +20 |
| **Youth Literacy Rate (15-24 Years old) (%)**  **Male**  **Female**  **Total** | 74  57  63 | 79  64  72 | +5  +7  +9 |
| **Gender Parity Index for Adult Literacy** | 0.56 | 0.69 | 0.13 |

**Goal-5: Development from 2001-02 to 2010-11 in Punjab**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspects** | **2001-02** | **2010-11** | **Increase(+) or decrease (-) percent** |
| **Gender Parity Index for Youth Literacy** | 0.77 | 0.81 | +0.04 |
| **Gender Parity Index for Adult Literacy** | 0.56 | 0.69 | +0.13 |
| **Gender Parity Index for GER in ECCE** | 0.98 | 0.99 | +0.01 |
| **Gender Parity Index for GIR in Primary Education** | 0.82 | 1.10 | +0.28 |
| **Gender Parity Index for NIR in Primary Education** | 0.82 | 1.11 | +0.29 |
| **Gender Parity Index for GER in Primary Education** | 0.80 | 0.95 | 0.15 |
| **Gender Parity Index for GER in Secondary Education** | 0.84 | 0.79 | -0.05 |
| **Gender Parity Index for NER in Primary Education** | 0.80 | 1.4 | +0.6 |
| **Gender Parity Index for NER in Secondary Education** | 0.84 | 0.85 | +0.01 |
| **Gender Parity Index for Survival Rate to Grade Five** | 1.34 | 0.94 | -0.4 |
| **Gender Parity Index for Transition Rate between Primary and Lower Secondary Education** | 1.02 | 0.94 | -0.08 |
| **Percent of Female Enrollment in Primary Education of Punjab** | 43 | 47 | +4 |
| **Percent of Female Enrollment in Secondary Education of Punjab (%)** | 44 | 43 | -1 |
| **Percent of Female Enrollment in Vocational or Technical Education (%)** | 25 | 36 | +11 |
| **Percent of Female Teachers in Primary Education (%)** | 53 | 59 | +6 |
| **Percent of Female Teachers in Secondary Education (%)** | 57 | 66 | +9 |
| **Percent of Female Teachers in Vocational or Technical Education (%)** | 27 | 32 | +5 |
| **Percent of Repetition of Girls in Primary Education (%)** | 37 | 48 | +11 |

**Goal-6:** **Development from 2001-02 to 2010-11 in Punjab**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspects** | **2001-02** | **2010-11** | **Increase(+) or decrease (-) percent** |
| **Percent of Primary School Teachers having the Required Academic Qualification (%)**  **Male**  **Female**  **Total** | 100  100  100 | 87  57  69 | -13  -43  -31 |
| **Pupil-teachers ratio (PTR) for Primary level (%)** | 39 | 50 | +11 |
| **Pupil-teachers ratio (PTR) for Secondary level (%)** | 17 | 10 | -7 |
| **Public Expenditures on Education as Percent of Total Government Expenditure (%)** | 9.55\* | 10.90\* | +1.35 |
| **Public Expenditures on Education as Percentage of GNP (%)**  **Total** | 1.76\* | 2.11\* | +0.35 |
| **Public Expenditures on Primary Education as per Pupils as Per cent of GNP (mp) per Capita (%)**  **Total** | 4.04\* | 7.59\* | +3.55 |
| **Public Expenditures on Secondary Education as per Pupils as Per cent of GNP (mp) per Capita (%)** | 6.36\* | 8.86\* | +2.5 |
| **Percentage of Schools with Improved Water Sources and Adequate Sanitation Facilities (%)**  **Total** | 79.3 | 89.9 | +10.6 |
| **Achievement of 4th Grader in Math** | 38\*\* | 40\*\*\* | +2 |
| **Achievement of 4th Grader in Urdu** | 43\*\* | 39\*\*\* | -4 |
| \*2008-09,\*\*2005,\*\*\* 2008 | | | |

# Chapter 9

# EDUCATION IN PAKISTAN- Issues and Challenges

The education system in Pakistan is facing various issues and challenges such as:

**1. Efficiency and Quality**

Teachers are perhaps the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude and a host of other factors, not the least of these being the environment and management structures within which they perform their role. Schwille et al. (1991) presented a detailed causal model to explain grade repetition. They hypothesized that student characteristics such as gender, family influence, place of residence, age, prior repetition, national policies regarding language, school entrance, quality of instruction, and school characteristics such as management policies, coverage of syllabus, etc. act to influence repetition. They observed that these in turn affect student learning, student motivation, and self-esteem, the examination success rate, the enrolment rate, the dropout rate and the mean time required to produce a graduate.

1. **Relevance of Education**

Policy makers in Pakistan have been preoccupied in seeking ways of making the content of education more meaningful and the methods of delivery more cost-effective within the context of nation building and economic development. The attention has been on the role of education in preparing children to participate actively and productively in national building. The literature is full of such attempts at making education more relevant. The lack of social demand for education is related to the fact that families and communities do not value or are ambivalent about formal education. Serpell (1993) pointed to the parental disillusionment with the present education systems and expressed support for more relevant curricula; more closely related to the daily lives of students and providing practical skills for students. Odaga and Heneveld (1995) contended that the problem is even more acute with girls where gender bias in subject choices together with cultural factors limits girls’ chances of progress.

**3.Inadequate Research Activities**

Research gives rise to curiosity and a desire to look for, and find, better solutions to our everyday problems or better explanations for whatever happens. Over the years, numerous manuscripts have written about a lack of research in Pakistan. The issue is discussed frequently in academic institutions too. In nearly all such discussions, lack of funding and of adequate facilities are presented as the major reasons that research has not been conducted. Perhaps the single most significant impediment in Pakistan to research, and also quality higher education, is the near-zero tolerance for dissent in educational institutions. We have in place a hierarchical system, which operates at every level of society — at the home, school, college, university and workplace. Research thrives best where there is a group with which one can interact — a 'critical mass' of critical thinkers. Ideally, the group should not comprise people from the same narrow field but from different areas. This promotes cross-fertilization of ideas. This is where universities have an edge over single-discipline institutes. Now that the government is providing substantial research funds to public-sector universities, a major hurdle has been removed. The step is long overdue and thus commendable. It is now up to the universities to produce the desired results.

1. Pakistan like other countries in the developing world has set the direction of education through their Education Policy documents, Five-Year Plans or Annual Development Programs (ADP). These policies and plans spell out set targets for quantitative and qualitative expansion and coverage. What has happened that over the years since independence, we have failed to shake off the colonial era ethos, structures and traditions and to introduce an indigenous system dictated by our specific post-independence national needs and requirements.
2. Pakistan has a long record of failure in achieving universalization of primary education.
3. Pakistan is spending on education far less than the required. It is spending 2 to 3% annually as compared to the recommended by UNESCO i.e. 4 to 5% percentage of GNP.
4. Lack of efficiency and existence of wastage in the education systems have contributed to the educational malaise.
5. Discipline among students has been conspicuous by its absence in the education scene.
6. Management of educational system has left much to be desired.
7. The quality of education has deteriorated to the extent that any progress or improvement among students has become dubious. This is attributed to the defects and shortcomings in the syllabi and curricula, examination system and preparation of teachers.
8. While the educational institutions in the public sector have not come up to the expectations of the people and have low standards of education, those in the private sector have demonstrated their superiority of quality and standards through their rigorous admission requirements, high user-charges, quality teachers, improved facilities and better institutional discipline.
9. Education is being blamed for its irrelevance to the socio-economic and socio-cultural needs of the people. Graduates from educational institutions consider themselves alien to and feel a sense of detachment from their soil and society.The majority of our people are, at least, a century behind times. Their skill, tools, art and craft and methods of work are out mode and perpetuate misery and ignorance. They are nowhere near the present day progress in science and technology. **Aimless Education:** Education develops the roots of any nation. Any nation prepares their generation according to their ideological, cultural, social and religious norms through education but the education system of Pakistan is entirely aimless. It would probably be more correct to say that its sole aim is to produce manpower for running the administration which inherited by Pakistan from colonial system (Quddus, 1990). Our education system is producing goods for no means and use. Socially culturally and politically unrest is caused by improper education of our new generation, who can play a role of weapon for the developing of country. Our education system did not preserve our social cultural and religious norms (Qurashi .1975).in 21st century where western countries have made huge advancement towards science and technology we are still lagging behind in them in respective field. Our system is not imparting knowledge rather preparing parrots. Development of thinking, reasoning and talent creation is missing. (Hayes, 1987)
10. **Secularization of Education**: Any nation prepares their generation according to their ideology, culture and religion through education. Pakistan is an ideological state based on Islamic ideology but it is still unclear that what should be the Islamic content of our curriculum. Our system of education is not able to protect our religious norms and guide our new generation according to Islam. Despite highlighting technological and literal knowledge backwardness, government is concentrating on abolishing Islamic norms and values and hinders patriotism of Pakistani people (Hayes, 1987)
11. **Lake of professional teachers**: Over the years since independence public have seen various political parties in action, various reforms about education, various declarations on paper but nothing has been fulfilled in prosperous way. The main reason of the failure of our educational system is grooming of less technical faculty. Our methods have been stereotyped and new techniques of teaching and materials to make lessons more interesting to the students have not been adopted. Most of our teachers joined teaching just as a job to earn their livelihood. Cramming is part and parcel of our academic calendar, students are asked to spoon feed the technical terms instead of perceiving their fundamental concept, emphasize is given on amount then on logic. Over these years education department have hardly spend any funds on advance coaching of their faculty staff which still stuck in the old age teaching techniques and are unaware of modern methods of teaching and convincing students thorough sheer knowledge. Students are not able to lose library and other modern educational facilities nor are they able to get helped from their teachers. Rote learning is common practice both because of the educational tradition and because of lack of teaching material. Teachers relay mainly on lecture method. (Iqbal, 1981).One of the chronic problem of our education system is the shortage of teachers due to which merit criteria is ignored though the number of teachers has been gradually increasing but it does not match favorably with the number of students and there is a gap between the students and teachers ratio. (Qurashi 1975) *Flaws in Pakistan’s Education System Abasyn Journal of Social Sciences; Vo. 4 No.1*
12. *Hina Rehman & Dr Nushad Khan 75*
13. **Dropouts**: The provision of providing basic education has been a goal since independence and enrolment have been increasing but percentage of student completing primary school has been falling. Only 30 percent of those who enroll in primary education ever reach to their matriculation exam. The major problem in our education is the large number of dropouts. It is estimated that it is mostly due to economic reason and unattractive school environment. Thus our school going children cannot even acquire the basic skill of learning and a number of them fall back in to the category of illiterates. (Quddus, 1990)
14. **Poor examination System:** Examinations are conducted to test the ability of a student and find out his standard of academic learning and knowledge. By the use of illegal practice in our examinations have become very widespread and spoiled its objectives. The problem of illegal practices concern the examiners the invigilators, the students, the parents and examination board. The students look upon a degree as a passport to employment in a commercial commodity which can be purchased if you pay the price. Unfortunately, some parents also share same views and have actively helped their children in using unfair means to pass the examination but the most tragic part of the story is that our educationists has also been contaminated by the poison of this evil. Our poor examination system encourages rote learning and cramming. This system is criticizing for its tendency to define education as the pursuit of high marks and not the development of intellectual power through learning. Our examination system is not regarding as an accurate measure of actual achievement and future performance. This poor system spoiled our education standard. (Qurashi, 1975)
15. **Inadequate Facilities**: According to several reports, most of the public sector educational institutions remain in a state of disrepair and lack even basic facilities resulting in substandard education. Overt crowded classroom, low standard and over worked teachers in adequate teaching material ill-equipped laboratories having poor staff , shortage of diaries with lack of modern books verities, lack of physical facilities and virtually crippled children under the dead weight of their curriculum are some of the usual site in educational institutes of Pakistan. Under such condition they cannot be expected to achieve the standard expected from them. (Hayes, 1987)
16. **Low Enrollment Rate**: Though Pakistan has made some effort and improving the enrollment rates at the primary level, the achievement at present in this regard is still far below than other countries in the region. The present enrollment rate at Pakistan is 54 percent for males and 30 percent which is very low and comparison to other countries of the region which have by and *Flaws in Pakistan’s Education System Abasyn Journal of Social Sciences; Vo. 4 No.1*
17. *Hina Rehman & Dr Nushad Khan 76*
18. large crossed the 100 percent mark for both male and female. Teacher absenteeism, untrained teachers, inadequate materials and obsolete teaching methods are the main reasons for low enrolment in schools**.** Most of the public schools are poorly managed, impart education of poor quality, use poorly written textbooks and use curricula that are not relevant for the needs of the 21st century.
19. **Out -dated Curriculum**: Pakistan emphasize is given on quantity not on quality which will make things more worse for our future generation. The curriculum of our education system is not based on its objectives to create the power of reasoning in a child. It has no direct connection with the practical life which the students will have to face, when he becomes a mature person of the society. Our curriculum is not updated to compete with the rest of the world in modern education. Our national survival both in term of economy and defense potentials depends entirely on the kind of education we provide to our children. The basic problem is that our curriculum is not promoting the interest of the student towards practical work and scientific knowledge. (Hayes, 1987)
20. **Administration and Supervision**: Most of our educators are not trained and experienced enough in the skill of organization and the art of administration. Supervision in our government institution in particular and many private ones in general is totally lacking. This may be due to the complacent attitude of supervisor are due to their incompetence. Usually in efficient supervisor are often introduce in academic in there is relatively little incentive for them to improve their skills in the relive field. It is mostly concerned with procedural ensued such is controlling the teachers rather than giving direction. Supervisor are generally overburden with a wide variety of tasks. All education institution need to be efficiently supervised and administer in order to ensure quality of education. There for an effective efficient system of checks and balances is required otherwise we will keep on grouping in the dark in our aim to become in enlightened will never reach.
21. **Political Interference**: Educational planning and administration suffered from a lack of in effective feedback. Regular input enquiry from the bottom is lacking because our educational planning in administration is regularly effecting by unnecessary and uncalled political and bureaucratic intervention. A lot of political interference is noted in the appointments transfer and violation of merit. (Husain. 2011) Pakistan has not been able to develop basic administration and *Flaws in Pakistan’s Education System Abasyn Journal of Social Sciences; Vo. 4 No.1*
22. *Hina Rehman & Dr Nushad Khan 77*
23. infrastructure for an effective planning, is it exists; planning is based too much on the idea of political official and little gross root enrollment. (Hayes, 1987)
24. **None free Compulsory Education**: Seeking of knowledge is the religious duty of every Muslim to get it is the religious duty of every Muslim. To get it done is the biggest responsibility of the state. In our education system is there is no free and compulsory education for the entire citizen available on equal bases. In the other countries of the region there is free and compulsory basic education in order to create discipline and feelings of common identity and integration, irrespective of their social and economic background. (Hayes, 1997)
25. **Educational Policies**: A number of educational policies were introduced from time to time by various regimes in the history of Pakistan for reforms but due lack of implementation and inconsistency, it showed no result. Major policies decisions are made under threats from strongest pressure group or by the political leaders for their own political slogan rather than in keeping with the overall needs of the country. Little are no research is done on the implication of these policies and there long term costs. Similarly, there is hardly any harmonization between the federal and provincial governments which leads to poor policy implementation. There are also complaints that the government’s consultation with the non-state sector does not necessarily result in action. Teachers have also been generally ignored in the policy making process (Zaki, 1989)
26. **Insufficient Budget Allocation**: The share of public education expenditure in national budgets increased in many regional countries but it has declined in Pakistan. According to the International Crisis Group, Pakistan is one of only 12 countries in the world that spends less than 2 percent of its GDP on education. Less than fifty percent of the funds allocated for development expenditure of the Ministry of Education at the federal level are actually utilized**.** A major reason for this underutilization of funds is their complex financial allocation and release system. The province lack the finical resources to achieve the goal of universally primary education (Sayan, 2008)
27. **Centralization:** The problem with the education in Pakistan is that we don't make academic decision, we make political decision in academic areas Pakistan is normally federal system under which the authority over education as centralized. The province has no independent authority in all institution of education but share it with the central government. In addition all specific important institution of education department e.g. budget, policy making etc are control by centre. (Hayes, 1987) *Flaws in Pakistan’s Education System Abasyn Journal of Social Sciences; Vo. 4 No.1*
28. *Hina Rehman & Dr Nushad Khan 78*
29. **Corruption**: Corruption is one of the major contributing factors for failure of educational policy. It is due to lack of accountability and transparency along with low salaries of the staff. Similarly a large number of schools are operating in the records but do not actually exist, rose in record by some corrupt officials. There is also political, social cultural and moral corruption found in our education system. Teachers poorly paid in the best of circumstances, made extra money by tutoring and payment of bribes. The ultimate corruption was the outright sale of bogus certificate and degree. For transferring and posting often required payment of bribes to government agencies. (Hayes, 1987)
30. **Gender Discrimination and Regional Inequalities**: The adult female illiteracy rate in the country was twice as high as for males. The illiteracy rate was 23.3% for males and 46.9% for females. The number of educational institutions, the literacy rate among both males and females, the number of private educational institutes and the available educational facilities are not equally provided all over the country.(Quddus,1990)

**Following are the major educational problems in Pakistan:**

* + Population growth
  + Low enrolment and high drop outs
  + Low literacy
  + Indiscipline
  + Female education
  + Economic and social conditions
  + Physical conditions of institutions
  + Quality of education
  + Investment in education
  + General attitudes towards education

Let’s study some of the problems in detail:

**1. POPULATION GROWTH**

Population growth considerably affects the economic and social standard of the people as well as the quality of social services. As long as the population of a country is within control, the established social order and quality of services face no threat. In our country the too much increase in population over the five decades has inflated the economic and social circles and shakes up the delivery of services.

Population growth is one of the most fundamental human problems. It affects every aspect of human life- individual, national and international. It affects health, wealth and other basic needs of individuals and families. Pakistan is over populated country having more than 140 million people and such affects are being seriously felt.

The major problems of Pakistan due to over population growth are:

1. Over population growth is constant threat to economic growth of the country. Most part of the economy goes to the consumption of growing population leaving little to invest for economic progress of the country.

2. Providing food to such a huge population is another problem. In our country we have improved the production of food but the demand has increased many folds. Thus food problem is an issue keeping in view the higher rate of growth in population.

3. Over population has affected the living standard of common man. About 30% of population is living below the poverty line.

4. Population growth leads to other social problems such as environment, pollution of water and air, transport, housing, health, etc.

5. Educationally, over-crowded classes and shortage of schools are the result of population growth. Low quality of education and shortage of trained teachers is evident in our schools. Instead of contributing towards the development and progress, this aimless education is responsible for high rate of unemployment of the educated. Due to over population growth we are facing a lot problems in educating the masses which is essential for the development of the country.

**2. LOW ENROLMENT AND HIGH DROP OUTS**

Dropouts are those students who leave who leave formal schooling without completing it. In Pakistan it mainly applies to those who leave primary education. At present, only half of the children who enroll in grade one complete primary education- grade V. Female completion rate are 46% and of boys is 54%. Premature withdrawal of children from school at any stage before the completion of education and retention of a child in the school are the major constraints.

Following are the major causes of low enrolment and dropouts in the education system:

### Economic Factors

1. Low level of economic development of the country.
2. Low per capita income of the people
3. Inadequate provision of physical facilities in schools.
4. Shortage of funds especially to meet the recurring expenditure.
5. Poor standards of health and nutrition.
6. Costly text-books/exercise books.
7. In-adequacy of audio-visual aids.
8. Poor condition of school buildings.
9. Poor motivational level of parents to send children to schools.

**B. Physical Factors**:

* 1. Punitive measures adopted by the teachers and loss of self-respect.
  2. Non-conducive atmosphere of schools.
  3. Heavy load of school bag.
  4. Practice of forcing children to repeat classes.
  5. Induction of formal education from the very first day in school.
  6. Learning problems of children.
  7. Unattractive/unfamiliar environment of the school.
  8. Over-crowded classes.

**C. Geographical Factors:**

1. Scattered pattern of population in large parts of the country.
2. Long distances of schools from homes.
3. Natural calamities in the hilly areas.
4. Poor communication facilities.

**D. Administrative Factors:**

1. Lack of supervision and weak administration.
2. Indifferent attitude of administrative and supervisory personnel towards teaching community.
3. Teacher’s absenteeism.
   1. Curriculum/Educational Environment Related Factors:
4. Curriculum not in harmony with the needs and cognitive abilities of children.
5. Lack of relevance of curriculum to the needs of the community.
6. Poor quality of education.
7. Rigid system of examinations.
8. Non-availability of textbooks on time.
9. Rigid formal system of education
10. Efforts will be made to eliminate gender bias in textbooks.
    1. **Teacher Related Factors:**
11. Shortage of teachers.
12. Hesitation of female teachers to go to schools located in remote areas.
13. Inadequate/improper residential facilities especially in far-flung areas compelling them to remain absent from school to attend to family problems.
14. Low morale of primary school teachers and harsh treatment of pupils.
15. High student-teacher ratio especially in urban schools.
16. Inadequate knowledge of child psychology.

**3. LOW LITERACY**

Literacy beyond doubt is a right of every human being and is also across the world accepted as such. Literacy is involved in giving shape to the social and political structure of any country and at the same time it helps achieving the ideals of economic prosperity and strong democratic values. Literacy is the first step towards education and provides basis for the higher education. It is also considered a primary indicator of education and its continuous enhancement improves socioeconomic conditions of a country by improving the potential of human resource. It empowers individuals, groups and nations enabling them to participate effectively and positively in the socio-economic growth of a country. The progress of a country thus largely depends on the number and quality of its literate population (UNESCO, 2010).

According to National Educational Policy 2009 equal attention should be given to curriculum, methodology, evaluation and objectives to improve teaching learning process. Teacher training was also emphasized. Access, equity, quality, and management are major targets of the policy. Policy emphasized the access of education to all boys and girls all over the Pakistan as well as equity in admission, enrollment, transition and dropout rate. It also emphasized quality of education by improving teacher qualification, teaching learning process, student’s performance, curriculum and managing the education system by improving its efficiency (NEP, 2009).

The developed countries have made progress not on the bases of money but they have literate society. The literacy rate in Pakistan is one the lowest in the world. The low literacy is one of the major bottlenecks in the development of the country. If we consider province wise and rural-urban situation, it appears that:

1. The literacy rate in urban areas is greater than the rural areas.
2. The literacy rate among the male is higher than the females.
3. Punjab is the most literate province followed by Sindh, NWFP and Balochistan.

In every single policy announced by the government, the question of literacy and universal primary education has been addressed very emphatically. For example in 1947 the Education Minister in his policy speech at the Conference on Education, emphasized the concern for the literacy and universal basic education.

The same issue has been highlighted in the Report on National Commission on Education (1959) where the question of universal primary education and literacy has been addressed in the objectives but it recognizes the practical difficulty of resource constrains in achieving this objective.

The Education Policy 1972-80 highlights the problem of illiteracy and universalization of elementary education.

The Education Policy 1979 maintains the same instance but at the same time emphasizes the need to improve quality and reduce the heavy drop out rate. The policy again highlights the question of literacy and universal enrolment in the statement of objectives.

The Education Policy 1992-2002 again includes universal enrolment and universal literacy in its objectives as under:

“To ensure 100% participation of children in education at primary level by the year 2002 and to eradicate illiteracy through formal and non-formal methods. Special attention will be paid to the development of female education and literacy through formal and non-formal methods”.

The Education Policy 1998-2010 addresses the relevant article of the constitution of the Islamic Republic of Pakistan i.e. “To remove illiteracy and provide free and compulsory education within minimum possible period”.

Several experimental programs were designed and launched. The hope was that if the government accord priority, the country would take leap and come closer to the threshold of universal literacy. This unfortunately did not happen and the outcome is that Pakistan is now among the nine populous countries of the world facing severe problem of literacy and high population growth rate.

At the moment there are varying estimates of the national rate of literacy ranging from 35% to 53% based on different sources. In 1981, according to the national census, literacy was 26 per cent and in 1998 census it was reported 46%. In 2003-2004 it has been reported as 51.6% and in 2004-2005 as 53%. There is progress but not enough to feel proud.

It seems that literacy is bottomless pit. Providing reading and writing skills to an estimated 60 million people, living in the ghettos of big cities, behind the mountains, in the deserts, inside the four walls of homes mostly poor and deprived population groups, and surrounded by problems of day-to-day survival, is no way an easy task. We have a consistent history of failure in this field and if an effort has to be made it should be given the priority it deserves.

We are confronted with two options regarding literacy: First, just don’t do it, it is no use wasting money. Divert the money to primary education. Second, do it properly with full mutual cooperation through the organization with its entire infrastructure, setting decentralized time-bound targets.

**4. INDISCIPLINE**

Individual faces the fact that he cannot adopt or develop those practices that are seen as bad for the teaching learning process and the institution. This means that he has to conform as closely as possible to the norms of the institution. The defiance of these norms and traditions is called indiscipline. This behaviour produces destructive results on the individual who follows it too far. The individual following institutionally acceptable patterns is appreciated and prized by the teachers as well as parents and even in the society at large. The continuous behaviour of indiscipline forms an encasing on the personality of the child that influences his performance and future life.

Lack of discipline among students causes problem not only for them but also disturbs the environment of the institution and classroom. The indiscipline is behaviour in a situation where a student exhibit unacceptable pattern.

Following are the major behavioural patterns that relate to indiscipline in the institution:

1. Absence from classes for no valid reasons.
2. Unpunctuality of students.
3. Boycott of classes and participation in demonstrations.
4. Fights and quarrelsome behaviour among students.
5. Undesirable activities of students.
6. Disobedience of teachers.
7. Creating disorder in the classroom and in examination hall.
8. Teasing students and teachers.
9. Smoking and using drugs in the institutions.
10. Not paying attention to homework.
11. Violation of rules and regulations of the institution.

Following are the major causes of indiscipline:

1. Lack of proper educational facilities in schools.
2. Inappropriate and unethical behaviour of teachers.
3. Lack of effective school administration.
4. Favoritism and biased treatment of teachers.
5. Irrelevant and uninteresting curriculum.
6. Lack of parents’ attention in resolving children problems.
7. Influence of political parties.
8. Uncertain future of the students in the society.

**5. FEMALE EDUCATION**

Pakistan’s overall track record in promoting and delivering gender equality is a weak one. There are, however, areas in which some progress has been made and indicators point to a steady though slow improvement:

* + - * The ratio of girls to boys at all levels of education has improved
      * The ratio of literate females to males has risen
      * The share of women in urban employment has improved marginally
      * The role of women in national decision-making has improved significantly.

According to the 1998 census, female literacy rates remain low at 32.6%. In 2003-2004 the total literacy rate is reported as 51.6% of which female literacy rate is 39.2% and male literacy rate is 63.7%. The gender gap is 24.5%.

Although enrolment of girls has increased at a higher rate at all levels, their participation rate is much lower, so that gender gaps continue to persist. Participation rates of girls in urban areas have increased due to a policy of co-education at the primary level. High drop out rates beyond primary level persist as a result of lack of opportunities, mobility issues as well as traditions and cultural norms constraining the access of girls (especially in the rural areas) to middle, secondary and higher education. The ratio of girls to boys in primary education is 0.72, which means that for every 100 boys, 72 girls are enrolled.

The indicator shows biases across categories—male literacy rate being higher than female in both urban and rural settings. The difference is more marked in rural areas as compared to urban areas. The literacy rate has shown a slower growth for rural than for urban areas.

The literacy rate of rural women is among the lowest in the world. It is estimated that 8.2 million children are out of school, 6 million of them are girls. About 75% of rural girls drop out at the primary school level. The gender gap in overall literacy rate has not narrowed at a satisfactory pace. An accurate analysis of how the public expenditures benefit boys and girls is worth probing.

Research reveals that low female enrolment at all levels of education and continuing large male-female differences have resulted from the following root causes:

1. Poverty, illiteracy and conservatism of the parents, which generate negative attitudes towards girls’ education.
2. Low base of female education at time of independence.
3. Poor preference given by parents, planners and community leaders to the education of girls.
4. Inhibiting role of uneducated parents and attitudinal barriers to girls’ education.
5. Non-existence of female schools.
6. Availability of schools at inaccessible distances.
7. Shortage of facilities for separate female education.
8. Lack of incentives for female teachers to take up teaching duties with commitment and devotion.
9. Burden of household work in poor and large families is shifted on female children.

The Government is committed to achieving the objectives of gender mainstreaming and gender equality in all spheres of society. This commitment is formalized through a number of policies, strategic and institutional measures adopted by the Government to promote gender equality. The National Plan of Action (NPA) and the National Policy for Development and Empowerment of Women provide the framework for the implementation of 188 actions addressing women’s social, economic and political empowerment.

Government of Pakistan announced the first ever National Policy for Development and Empowerment of Women in March 2002. The policy contains key guidelines and policy directions for ensuring women’s participation in socio-economic and political empowerment and forms the basis of all women development programs. The key objective is to remove inequities and imbalances in all sectors, protection of women rights and ensure equitable benefits to and participation of women in national development and decision-making processes.

In education, the Government has undertaken the following projects to enhance female education and gender parity:

* + - * “Girls Primary Education Project” under Primary Education Development Projects.
      * “Women Empowerment and Literacy” under Primary Education Development Projects
      * Universalizing Primary Education for removing gender disparities in primary and secondary education by 2015.
      * Scholarship for girls.
      * Incentive for female teachers.
      * Tawana Pakistan Program.
      * Free Textbook Scheme.

**6. ECONOMIC AND SOCIAL CONDITIONS**

In Pakistan economic growth is highly inadequate especially in relation to population growth. The major effect of this situation is that it has created unemployment problem in the country. The unemployment problem is more serious among the young people with degrees and diplomas. 33% of the population is living in poverty. The education system offers general education and not employable skills. Even students follow education for white-collar jobs, which are not there. The contents of curricula have little relationship with vocational needs.

Following are the major social and economic factors, which are causing problems in the promotion of education in Pakistan:

* + - * 1. Poverty, illiteracy and conservatism of parents.
        2. Inhibiting role of uneducated parents particularly in rural areas.
        3. Heavy population growth rates and financial and household burden in large families.
        4. Low level of economic development in the country.
        5. Low per capita income of the people.
        6. Inadequate financial resources to open new schools and for making provision of physical facilities.
        7. Shortage of funds to meet the day-to-day needs of the schools.
        8. Poor standard of health and nutrition.
        9. Cost of education is higher for majority people.
        10. Poor motivational level of parents to send children to schools.

**7. PHYSICAL CONDITIONS OF EDUCATIONAL INSTITUTIONS**

The physical conditions in most of the government institutions are generally inadequate. The available space either too short as compared to enrolment or remain unutilized due to low enrolment. The schools usually lack proper funds for the repair and maintenance of building. It results in delay of repair work and when the educational authorities attend it the situation become beyond the scope of repair. A small proportion of schools have proper playgrounds for students where a large majority of schools have no such facility. There is a substantial proportion of shelter less school in rural areas.

The quality of education along with other factors is linked with equipment and physical facilities. Physical facilities such as classrooms, laboratories are comparatively better in institutions of higher learning as compared to schools. Colleges are better equipped than schools. Nevertheless, shortage of facilities is visible at every level and everywhere in the country. There are a small percentage of schools where the facilities are barely adequate. Schools lack proper accommodation facilities. Desk space is in short supply. Students often do not have a proper surface for writing. Many schools do not have all the required equipment and consumables items for science and other subjects. Therefore, conducting experiments is generally missing in the teaching learning process. The basic amenities such as toilets, potable water, play grounds, electricity, and boundary walls are all most non-existence. On the whole lack of well designed and well equipped classrooms and laboratories hinder the proper teaching and learning.

In order to improve the physical facilities in the institutions, following measures are being undertaken:

1. Well-equipped laboratories for biology, physics and chemistry shall be provided in all schools and colleges, the rural schools and colleges receiving a special treatment.
2. Separate Federal funds shall be created for this purpose.
3. Science laboratories shall be provided in all middle schools.
4. Science kits will developed with emphasis on new and modern experiments; and shall be provided to all middle schools
5. Arrangements may be made for computer education at all levels through a phased program starting with secondary schools.
6. The college laboratories shall be modernized with assistance from `public and private sectors.
7. Liberal grants shall be provided for books and journals.
8. Substantial grants shall be provided for consumable materials to facilitate practical work.
9. Science kits shall also be introduced in classes IX to XII.

**8. QUALITY OF EDUCATION**

Inequalities exist in regions, communities, schools, and classrooms. Within each country student background, education system, school environment, explain learning disparities. Large disparity among pupil teacher ratio and poor infrastructure is also cause of low quality (UNESCO, 2009).

It is a recognized fact that there is a quantitative increase in the education system of Pakistan. Enrollment has increased at all levels, number of female students is increasing, new schools have been established and the number of teachers has increased as well. These things do not show the quality of education. The quality of education depends on what is being taught in schools (textbooks and supplementary material) and how it is being taught (teaching methods), student-teacher ratio, examination system, training of teachers, performance of students and teachers, etc. In Pakistan curriculum is revised after ten years and thus textbooks do not include new developments in the fields. Moreover school situation is not considered regarding the implementation of curriculum inside the school. Therefore, what is planned does not produce desired results. All things in the education system have experienced some changes except the teaching methods in schools. This is a major aspect that is deteriorating the quality of education in the country. The student-teacher ratio at primary level has increased from 29 to 50 in urban areas. It is not possible for a teacher to pay individual attention to all students. It is being strongly felt that ten years schooling of primary teacher is not sufficient. Pre-service teacher training programmes have lost their impact. Teachers are not provided need-based training. All these factors are affecting the quality of education in Pakistan.

The following situation exists in education, which poses obstacles in achieving the desired quality:

1. Low levels of participation at the primary and middle levels, especially of girls.
2. Primary schools lack physical facilities including buildings, furniture, tats/mats and even very basic necessities like blackboard, chalk, and charts.
3. Shortage of teachers, especially local female teachers in certain rural areas. Primary schools were opened and teachers were posted in remote rural areas but many of these schools are still not functioning because either the teachers, especially females, have got themselves transferred to more convenient locations, or are working on loan basis in, schools of their choice. The result of this situation is that the children of far-flung areas are still out of school.
4. Factors such as low salaries, low status of teachers and weak supervision have contributed towards absenteeism of teachers, particularly in rural areas.
5. Inadequate pre-service and in-service training and lack of dedication and motivation in most of the teachers, especially when they are appointed on political basis.
6. Lack of proper school mapping has made it difficult to identify the appropriate location for establishing new primary schools.
7. On the demand side, some parents, and even children, are not interested in education since they do not understand its benefits. To them, education is only a means to employment. When parents see many educated persons still un-employed the rest of them lose their interest in sending their children to schools.
8. The curriculum is mostly urban-oriented and hence not relevant to the daily life of rural children.
9. Un-attractive school environment has resulted in poor retention and a high dropout rate.
10. Efforts, with limited coverage, have also been made to extend primary education through Non-formal Basic Education Schools (NFBE) in areas where government primary schools are non-existent; separate schools for girls are not available; girls’ participation rate at primary level is low; and drop-out rate is high.
11. At the middle school level (Class VI-VIII), there, too, is a shortage of school facilities; and enrolments rates are much lower than primary enrolments, with wide gender and geographical (urban/rural) disparities.

The National Education Policy 1998-2010 places a great emphasis on the quality of education. It asserts that at the elementary level, a system of continuous evaluation will be adopted to ensure minimum learning competencies. The National Testing Service will be established to design and administer standardized tests for admission to professional colleges. This mechanism is expected to check the incidence of malpractices in examinations. The curricula at all levels of education will be reviewed for creating a relationship between education and environment. The library services will be strengthened to provide increased opportunities of self-learning. To have quality textbooks a competitive system of multiple textbooks is being introduced at secondary level.

All the policies certainly realize that quality of education depends on the quality of teacher and deliberate on the measures both qualitative and quantitative imperative of teacher education such as development and management teacher education programs, provision of infrastructure, pre-service and in-service education of teachers and teacher educators, curriculum contents and methods. These policies has expressed vide range of issues and concerns. However the teacher education in vogue is being considered inadequately responsive to the demands for quality education in the education system.

**9. INVESTMENT IN EDUCATION**

Educational planning is frequently handicapped by an arbitrary fiscal policy and dictates a specific amount of money available within which the educational program must function. A more meaningful approach to the problem should be to analyze educational needs, adjust programs toward greater productivity, consider normal economic growth, compare investment with similar countries and then plan a realistic investment for education. This approach is not being followed thus we are unable to secure maximum growth and results.

Pakistan has a very large population. Every citizen has right to get education. On the other hand, the country has limited financial resources to spend on education. At present government is spending about 3% of the gross national product (GDP) and 8% of the budget on education. Keeping in view the size of population this investment is not sufficient to meet the need. Moreover, most of allocated money goes into salaries, stationery and building maintenance. A small amount is left for the development of education itself. The private sector is also contributing by opening schools and colleges and educating students. But their major aim is to earn money and not purely a social service. The people who have money can only educate their children.

Tide-up with the question of financial allocations is a bigger and more formidable question of defense and harmony borrowing which has lead to a major set-back in availability of

**COMPARATIVE STATEMENT OF FINANCIAL ALLOCATIONS FOR EDUCATION BY PERCENTAGE OF GDP**

|  |  |
| --- | --- |
| **Country** | **% of GDP for Education** |
| Mongolia | 8.5 |
| Maldives | 8.1 |
| Iran | 5.4 |
| Malaysia | 5.1 |
| South Korea | 4.2 |
| Thailand | 4.0 |
| India | 3.7 |
| Sri Lanka | 3.1 |
| Nepal | 2.9 |
| Afghanistan | 2.3 |
| Bangladesh | 2.3 |
| Pakistan | 2.2 |

**Source:-National Education Policy 1998-2010**

**Expenditure per student by province and levels (2005-06)**

|  |  |  |
| --- | --- | --- |
| **Country/Province** | **Level** | **Average per student cost (in Rs.)** |
| **Pakistan** | Primary |  |
|  | Middle |  |
|  | Secondary & higher sec. |  |
| **Punjab** | Elementary | 3,641 |
|  | Secondary & higher sec. | 17,412 |
| **Sindh** | Primary | 3,233 |
|  | Middle | 3,036 |
|  | Secondary & higher sec. | 28,567 |
| **K Pukhtonkhwa** | Primary | 4,228 |
|  | Middle | 3,909 |
|  | Secondary & higher sec. | 14,239 |
| **Balochistan** | Primary | 6,833 |
|  | Middle | 16,935 |
|  | Secondary & higher sec. | 58,333 |

Source: P & P Wing, Ministry of Education, 2008

resources for education. It is perhaps not possible to go into the details of this intricate question but it is enough to so that all successive policies have recognized the low investment in education. The spending of education according to an optimistic system has been about 2% of our GDP, which is very small in size anyway and even much lower than other Asian countries. While defense and debt servicing consume about 70% of the budget only 30% is left for other sectors from which education is allocated a much smaller share.

In order to substantiate the financial resources, the Education Policy 1972-80 initiated an Iqra Fund in the shape of tax and government complied with the policy. It is commonly being criticized that it is being spent on activities other than education. On the whole spending on education has not existed 2% of the DGP although allocations may marginally appear higher in plans. The analysis of the excessive plans allocation and expenditure indicates that spending has been significantly lesser then allocations. Most often it has been observed that allocations are subjected to cuts either the announcements due to one reason or the other which has obviously taken its toll regarding the accomplishment of targets of the pans and policies.

**10. GENERAL ATTITUDES TOWARDS EDUCATION**

While all Education Policies have most recommendations in common, the areas of emphasis and the foci of interest are however not quite the same. For example the Education Conference (1947) being the first policy document smells of the freshness and enthusiasm of a new nation with all its high goals and aspirations. The policy has an air of optimum hope. It spells out all the major issues that need to be addressed, and directions for the future development of education. The document covers most aspects that need to be addressed in the context of a developing country. The National Commission Report (1959) provides for devices and mechanisms to reduce the pressure on higher education by diversification of secondary curriculum to divert the bulk of students to vocational and technical education, and providing opportunity to a chosen few who were being trained to form a group of leaders to run the affairs of the state. On the whole the policy has an air of elitism and tends to herald the need for discipline and respect for authority providing mechanisms for those in authority to penalize the common for deviant behaviour leaving little room for dissent. It goes to the extant of providing for withdrawal of degrees. One can say that in the 1959 Report the pendulum has swung to the extreme limit of elitism, authoritarianism and conformism. The extension of a degree course from two to three years to improve quality without expanding the two-year curriculum to include new subject matter is a typical example of touching the limits of absurdity in the name of excellence.

The Education Policy 1972-80, indicates a swing of the pendulum in the opposite direction towards egalitarian repealing the university ordinances, restoration of senate, the syndicate, participation of students and teachers in management, a major thrust towards expansion of basic education/universal enrolment, incorporating the diversification of secondary curricula of the previous policy into the general steam and making it compulsory for all nationalizing private schools and opening the doors for higher education to anybody who wants an entry by establishing a People’s Open University. For improvement of science and technology it proposed establishment of centers of excellence in the universities. The thrust of this policy was more in the direction of expansion of education because the political philosophy of the government included participation of the masses in the development process through an educated citizenry.

The Education Policy 1979 emphasizes Islam and Islamic ideology as one of its corner stones. There is a parallel stream for revival of indigenous institutions, e.g. the Mosque Schools and Mohallah Schools, for purposes of achieving universal education. There is considerable interest in higher education to the extent that the Federal Government decided to pick up the total cost of higher education to ensure better funding of universities on the condition that the resources thus saved by the Provinces could go to the funding of primary education a strategy that did not work.

The 1992 Education Policy is really a mix of the previous policies, basically developed on the insights and experiences gained in the previous education policies. It has to, of necessity, include the broad objectives highlighted in the previous policies i.e. ideology of Pakistan, science and technology, universalization of basic education and diversification/ vocationalization of secondary education. It spells out in detail the implementation mechanism and methods for each policy decision.

Two major issues that surfaced after 1972 are one the nationalization/privatization of education and the second is the question of medium of instruction. The two issues put together lead us into a third issue i.e. of foreign curricula, syllabi and examinations, which have found entry into our system. They are there, an outcome of the interests of the elite, and some where along the way they have to be addressed, particularly the last two i.e. the medium of instruction and the foreign courses of study and foreign examinations.

The education policy 1972-80, following socialistic references, nationalized all the private institutions. This again hampered the participation of private sector on the one hand and on the other added to management problems. The policies, which followed, adopted to denationalize the institutions.

The Education Policy 1979 propagates Islamiat and Pakistan Study as compulsory subjects from Class-I to Degree levels programs even in professional colleges. The impact of this strategy, which is still in vogue, has left much to be desired.

**In addition to the above educational problems in Pakistan following are the universal problems:**

* + - 1. **GLOBALIZATION**

Globalization broadly defined as the free movement of goods, services, people and information across national boundaries has become a widely debated topic in recent years. Globalization i.e. the increasing inter-nation interaction affects standards, learning, import and export of education, recognition and mobility.

“Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world.” ([www.globalization101.org](http://www.globalization101.org/))

Globalization is one of the major issues that have affected the education in the world. The recent advancement in information technology has reduced the world to a global village. It means that there are no boarders for all kinds of activities including education. In education it is concerned with quality of education. The quality of our system of education is not up to the standard. This is a challenge for the educationists to tackle to make education system comparable to other countries.

**2. DECENTRALIZATION**

Pakistan has largely decentralized the education system through devolution program. Now the district governments are responsible for administration and development of education in their respective areas. In this program local representative are the decision-makers. These motives range from the desire to improve administrative processes to increase the participation in decision making by involving those who are closer to the field.

In our country the decentralization is quite extensive. The management of all the schools has been devolved to the districts. However, the federal government maintained some key functions including financing of education, the development of curricula guidelines, the monitoring of the system and achievements, etc.

This decentralization is slowly gaining the ground as it is facing many problems. Despite of all this, disparities among districts are visibly large. On the one hand, most decisions still remain under the control of central authority and on the other, trained people are not available to handle the responsibilities. The people in the field lack professional skills and therefore, are unable to handle the tasks. As they have no proper vision they either spend money on irrelevant areas or being spent half-heartedly.

**RECOMMENDATIONS**

Following are some suggestions to improve the education system in Pakistan:

**Appropriateness of Curriculum:** The curriculum is usually inappropriate or at least inadequate for the set goals in many disciplines. There should be an integrated system in which one step leads to the next to enable a student to develop a truly sound base for the discipline he or she is interested in .curriculum should be made updated to compete he the modern world. Computer education should also be introduced gradually. Religious education should be incorporated in curriculum. At the proper stage, Arabic language should also be introduced for greater unity in the Ummah, and for better understanding of Islam. True understanding of Islamic teaching can only be achieved if the people of Islamic ideology are given due important in the teaching of Islamiyat, Pakistan studies and Arabic language. Curriculum should be made interesting by institutions as museums, internet clubs, libraries, etc. Interesting and informative documentaries and activities should also be design. Contributions from the public can also be sought for this purpose.

**Uniformity of Educational Systems**: There are many systems working here, resulting in social division and conflict. For example we have English medium schools, Urdu medium schools, and religious *madrasas*. There for a uniform system of education for all the citizens should be introduced. One medium of instruction should be introduced, for which English is suggesting which the demand of the modern world is.

**Declare Educational Emergency**: The present government should declare a national educational emergency and involve the whole nation, including the army, in waging a war against illiteracy. For this it is suggested that it should be made a mandatory requirement for various degree programmes that the candidates, after taking their exams, shall spend a specified period of time in teaching at assigned institutions which should be given in a judicious and practical manner, Ask for volunteers with specified qualifications to contribute their services in their areas of work or residence under organized bodies of the government. Ask the public to contribute voluntarily for this purpose financially.

**Improve Teacher's Selection Process and Teaching methods:** We can improve quality of our education through teachers training because the education can only be good as the teachers. Teaching is not an as much easy profession as much it is considered in our country. Hence while hiring teachers there should be very critical process. In our country most of teachers hired due to their relationships with local MNAs. And in most places teachers hired but they do not attend schools in remote places. Some time teachers put any one else on their place and enjoy their pay while sitting in home and give some percentage to their substitute teachers. Hiring process should include written test, interview and demonstration .Teaching is an art and everyone could not teach, it should be checked through demonstrations. Government should compare its training mode with training of elite schools teachers. Or government should train trainers from elite school’s trainers to improve whole training menu. Introduce high quality selection procedure for higher level teachers and introduce modern teaching techniques by use of A.V aids. Stress should be given to develop basic skills because usually even our postgraduates lack basic skills. Poor teaching is the most prominent problem, so various teams of experts should be involve in performing the improvement teaching methods by introducing and implementation of various trainings. Modern techniques should be adopted. Instruction in science, history and social studies should be incorporated in language teaching at the primary and secondary levels through activities and projects.

**Facilitate the Teachers :** Teaching job is not attractive in Pakistan. Most of girls and boys do teaching just for time pass in their study gaps. The teacher’s job has no respect and status in or country, that’s why we have lot of low standard and unqualified teachers. The hiring process, facilities and pay packages of teachers also shows that teacher job is a poor job and professional people do not prefer it. Government should make this job attractive by announcing number of income packages especially for those who hired in remote areas. Remote area teachers should be facilitated by resident and transport facility along with additional pay. Attractive salaries pakage should be introduced for the teachers and other officials to minimize the chances of corruption. Another problem with Pakistan is brain drain. Capable and outstanding professionals prefer foreign jobs instead of serving in their own country. This is due to the low financial output and indifferent attitude of go. By facilitating them we can restore our outstanding professionals. Award system should also be introduced in shape of medals and increments for good performance.

**Scholarships Programs:** Students should be given more scholarships and government should support the intelligent and outstanding students. Higher education commission should send position holder students of intermediate under their strict observations and conditions, to foreign developed countries for studies with full facilities and contracts to return after completion of studies. China adopts the same strategy to meet the global competitiveness. Banks should be encouraged to give student loans on easy bases.

**Parents training Institute and Adult Literacy Schools:** In developed countries besides teacher’s training there is strong concentration on parents training. Children passed only 8 to 6 hours with teachers and remaining 16 hours with parents. Children learn from all sorts of activities and experiences in their life therefore there is a dire need to improve their all teachers (parents are real teachers). Parents should be trained that how should they behave with their children in different matters, how could they create tolerance and democratic attitude in their children

**Formation of Book Banks:** Book banks mostly exist within schools; they should be developing officially like other banks. Elite people and foreign donors along with government and NGOs should donate books, copies, stationary, uniform and bags in the bank for poor people in the country. Moreover there should be special branch for student’s fee, where fee for poor children could be submitted by rich people. The bank should be advertised in media and Internet and people should encourage in supporting poor people for education.

**Make Annual Reports Compulsory:** For better monitoring and evaluation all schools should bound to submit annual reports to complaint desks. Then compliant desk should compare reports with complaints and manipulate progress of each. Members from complaint desks should also visit suddenly to schools for strict check and balance. Annual reports should contain all sorts of statistics on students along with number of parents meeting in the school and views complaints and problems of parents. These reports should be utilized to check improvement in whole system and to establish new policies to new issues

**Promote Research:** The research is the key to the solution of many problems and has basic significant in bringing above qualities and improvement in education. In recognition of this fact national institute of educational research should be establish to conduct research, facility and communication, provide gelidness and counseling. Universities professors should be facilitated to conduct research. We are just allocating less than two percents of GDP. Educational budget should be increased at par with international limited to research related activities. The standard of Universities should be research centers only and must not be allowed to conduct graduate or post-graduate examinations. High priority should be given to research and development and technology, in order to solve practical problem.

**Educational Administration:** Existing administrative in supervision has never been equating the tasks of a society. There for the federal ministry of education, provisional department of education and directives of education plus other agencies should be managed by qualified and experienced educationist.

**Free and Compulsory Education:** Free and compulsory education should be provided on equal bases up to metric. Primary education should be made compulsory and free of cost; it is already free of cost but not compulsory.

**Provision of Necessary Funding:** Lack of funding is also a problem. According to UNO standards a country should allocate 4 percent of its GDP towards education but in Pakistan a very low spending on education is found, only about 1.7 percent of the GDP. Moreover it is very clear that if existing funds utilized fairly then there could be no shortfall of funds.

**Implementation of Policies:** Implementation of policy should be insuring instead of introducing new policies. There should consistency in these policies which can provide gradual steps for one another for better implementation. Teachers professors and other educationist should be consulted in the policy making process.

**Examination System: T**o show good result in educational reforms great stress should be given examination system. Education ministry should try their best to conduct pure examination system. It is suggested that equal important should be given to external as well as to internal assessment, to eliminate the chances of corruption and illegal promotion.

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