

CHAPTER—3

MAJOR EDUCATIONAL POLICIES and COMMISSIONS

On 14th August, 1947, Pakistan became a sovereign nation / state. At independence, the nation was thrown into competition with the rest of the world, and its future status depended upon how well it would meet this competition with the skills of its own manpower. Education for the masses is one of the basic needs for the development of manpower, and without Education, no country can achieve socio-economic development or compete in this rapidly developing world. Keeping this in mind various governments in the last fifty four years have framed Education Policies from time to time, emphasizing the importance of Education, and suggesting ways and means of imparting quality Education to the masses.

PAKISTAN EDUCATIONAL CONFERENCE 1947 ⁽¹⁾

The first effort in this regard was "*The Pakistan Educational Conference*" which was held from 27th November to 1st December, 1947, with the aim of assisting the Education Division in determining the future educational policy and chalking 'out a programme of action. The Quaid-i-Azam, in his message, emphasized that in order to build the future economic life of the country, it is essential to impart scientific and technical education to the people in a manner which instils in them the highest sense of

honour, integrity, responsibility and selfless service to the nation.

Various recommendations were made in the conference. Some of the important recommendations are as below:

1. An Advisory Board of Education for Pakistan be formed. The purpose of this Advisory Board would be to seek advice on all educational matters and to provide an effective link between the government and the public as far as education is concerned.
2. It was recommended to the Constituent Assembly by the Conference that Urdu should be recognized as the lingua franca of Pakistan.
3. Urdu must be taught as a compulsory language in schools.
4. The Educational system in Pakistan should be inspired by Islamic ideology, emphasizing among many of its characteristics those of universal brotherhood, tolerance and justice.

5. Religious instructions should be made compulsory for Muslim students in schools and colleges, and same facilities should be provided for other communities in respect of their religions.
6. Physical training should be made compulsory at the school stage, with special emphasis on activities such as scouting, military drill, mountaineering, swimming, etc. Provision of compulsory military training should be made in the universities and colleges.
7. Students should be selected according to their aptitude, and should be advised to pursue the type of education for which they would be found suitable.
8. Efforts should be made in introducing literacy among the masses.
9. Free and compulsory primary education should be introduced for a period of five years, which should be gradually raised to eight years.
10. It was also resolved in the conference that universities be requested to consider the question of starting a University Officers Corps for Women and a University Nursing Training Corps.
11. A proposal for establishing a Council of Technical Education in Pakistan was recommended.

12. Education departments of provinces/states were directed to have a comprehensive survey of possibilities of educational uplift of tribal people.

13. Contacts with foreign countries and their institutions should be established through Pakistan's Embassies and Universities, in order to ascertain the type of books, periodicals and other literature which each country would like to take from Pakistan in exchange of their own literature and periodicals.

REPORT of the COMMISSION on NATIONAL EDUCATION, 1959 ⁽²⁾

Since independence, efforts have been made to bring the Educational System in consonance with the ideological, social, economic and national needs of an independent state. The Report of the Commission on National Education in 1959 was another effort in this regard. The Commission was appointed by a resolution adopted by the Government of Pakistan on 30th December, 1959. The main objective for appointing the Commission was to evolve a National System of Education which could reflect the spiritual, moral and cultural values of an independent state, and at the same time, to reorganize the Educational System, so that it would be able to meet the challenges of the growing needs of the nation, by assisting development in the fields of agriculture, science and technology. The National Commission on Education discussed in detail the Education System and made various recommendations. This section would give a brief overview of the important recommendations which were made with regard to Higher Education, and Professional Education.

It was highlighted in the report that civilized societies have for many centuries looked to their Institutions of Higher Learning for the training of leaders in government and the professions. It was recognized that Higher Education in the modern world must provide training in a larger number of specialities and for a larger number of students. It must offer education of quality. Higher Education has a responsibility which goes beyond the training of persons to engage in specialized or professional work; it must also assist students to become educated men in a general sense. Higher Education must be concerned with the formation and development of character, as well with the acquisition of knowledge. The importance of Higher Education was greatly recognized, as it was held in the report that: "*No country has ever been able to make rapid progress without a well developed system of higher education*" (para 8, P.16).

It was mentioned that although since independence there has been a quantitative expansion at the higher level, it has been greatly at the expense of quality which had deteriorated in the last 10 years. Hence a series of reforms were suggested. The following are some of the important recommendations:

- a) Higher Education should be recognized as a distinct stage, and the present intermediate classes should be transferred from the jurisdiction of universities to that of Boards of Secondary Education.
- b) The courses of study of the Bachelor's Degree in Arts and Science should be extended from two to three years.

- c) Courses and curricula should be revised and improved, so as to make them up-to-date, and to provide for the growing needs of the country, particularly in the sphere of scientific and technical studies.
- d) Examinations should be an assessment of the student's ability and achievement, and not of his memory and data-retention capacity.
- e) The existing university Acts should be revised, in order to simplify administration and to strengthen academic functions.
- f) An University Grants Commission should be established for developing higher education on sound lines, and for coordinating the programmes of universities and colleges, within two or three years.
- g) A programme of counseling and guidance should be developed, through which each teacher should be responsible for a small group of students.
- h) Students should not be allowed to participate in politics, or to serve the interests of groups outside the academic community.
- i) The proceedings for recruitment, evaluation and promotion of teachers should be improved.
- j) The primary task of teachers should be to stimulate the interest of the student in his field of study and to awaken a spirit of inquiry. In order to perform this, teachers should be present in the university or the college throughout the working hours, and should be engaged in teaching, research and personal study both for professional

competence and class preparation and student guidance, on a continuous basis.

- k) Teaching and guidance at the Honours, Master's and Doctorate levels should be done by individuals who possess adequate research qualifications or experience.
- l) Each university should develop a programme of community service in those areas in which it is competent to operate, on the basis of an intensive survey of the community and its needs.
- m) Universities should lay down definite rules governing affiliation of colleges, and it should be their duty to enforce them strictly.

PROFESSIONAL EDUCATION

The Commission on Education made various recommendations regarding different fields of professional education, i.e., Engineering, Agriculture, Legal, Commerce and Medical. Some of the important recommendations are as below:

A) ENGINEERING EDUCATION

- a) The objective of engineering education should be to give students competence in applying Mathematics and Physical Sciences to the solution of engineering problems. To educate students in a sympathetic understanding of the economic and social conditions and ways of life in the country. To develop among students a creative and imaginative approach to the chosen profession, and professional consciousness and qualities of community leadership.

- b) Qualifications for admission should be intermediate science along with aptitude tests, which should be developed to supplement examination results.
- c) The minimum duration of the degree courses in all engineering colleges should be 4 years.
- d) New courses such as metallurgy, mineralogy, ceramics, petroleum and particularly those which deal with exploitation of local resources, should be introduced.
- e) Curricula should include courses in social studies and the humanities, to the extent of 15% of the total subject matter.
- f) Practical training in the field and industries should be a pre-requisite to the award of degrees.
- g) The examination should be an assessment of student's ability and achievement and not of his memory and data retention capacity. The examination system should be reorganized, and degrees should be based on the performance of the students and a final comprehensive examination conducted by the university, with a weightage of 75% and his record in periodical tests and class works with a weightage of 25%.
- h) Post-graduate courses should be started in engineering colleges, as soon as possible.
- i) Engineering colleges should undertake research in projects which may lie on the border-line between fundamental and applied research in industrial processes. Also in construction and in the material used in them.

- j) The existing deficiencies with regard to laboratory equipment should be removed.
- k) Efforts should be made to recruit qualified foreign teaching staff. For this purpose the pay scales, particularly the starting salary, should be raised. Employment procedures should be simplified, and the staff who show promising results, should be sent abroad for higher studies on study leave, after 5-7 years of service.
- l) Engineering colleges should appoint members of staff as "career" officers in order to advise students.
- m) Engineering colleges should be detached from departmental control, so that teaching and research could be conducted in a university atmosphere.
- n) A Technical University or an Institute of Engineering and Higher Technology should be established both in East and West Pakistan. The new universities should be established either as entirely new centres, or through the expansion or reorganization of some existing colleges.

B) AGRICULTURE EDUCATION

- a) Improvement should be made in the field of Agriculture Education, because Pakistan is essentially an agricultural country, and there is an urgent need for reforms in this field.
- b) The aim of Agriculture Education should be to produce graduates with a high sense of dedication and a determination to employ modern knowledge to the

present agricultural problems, with the qualities of leadership, imagination and personal integrity.

- c) The duration of the courses in agriculture should be five years after Matriculation.
- d) Courses and curricula should devote the first two years to basic sciences, the third and fourth year to advanced studies of professional subjects, and the fifth year to specialization.
- e) The duration of M.Sc. courses should be for a minimum of two years, and Agricultural Colleges should start Ph.D. courses with a minimum duration of two years after the M.Sc. degree.
- f) Research should be given higher priority, and all teaching staff should conduct or supervise research. A Council of Agricultural Research should be set up, to coordinate and develop programmes of research. Universities should be closely associated with the work of this Council.
- g) An Agriculture University should be established both in West and East Pakistan.

C) LEGAL EDUCATION

- a) The minimum qualifications for admission to Law Colleges should be Bachelor's degree from any faculty.
- b) Legal Education should aim at producing graduates of professional competence and character, capable of administering justice, developing and

maintaining a responsible government and contributing to the learning of Law.

- c) The duration of the LL.B. course should be extended from 2 to 3 years.
- d) Provision should be made for advanced courses leading to the Master's degree of two years duration, and a programme of three years leading to a Doctorate in at least one university in each Wing of Pakistan.
- e) The faculties and obligations of whole-time teachers in Law Colleges with regard to the hours of working, conduct of tutorials, guidance and research should be the same as laid down in the chapter of Higher Education.

D) COMMERCIAL EDUCATION

- a) The course work for a Bachelor's degree should last for three years, and the Master's degree course should extend over a period of two years.
- b) Students of Commerce should be provided with an opportunity to become familiar with practical problems of management, and they should be made to spend a period during each vacation in commercial employment.
- c) Boards of Commercial Examination should be established in Karachi, East-Pakistan and West Pakistan, with the task to frame suitable curricula, to conduct examinations and cooperate with professional organizations.
- d) At least one Commercial Institute should be established in East Pakistan and one in West Pakistan for training of teachers in commercial courses.

E) MEDICAL EDUCATION

- a) Admission to Medical Colleges should be after 12 years of successful study, and by merit, which should have a weightage of both H.S.C. results as well as an aptitude and oral test.
- b) Syllabus of Pre-medical courses should be revised, to give greater emphasis to certain subjects such as Bio-chemistry.
- c) Feasibility of including Pre-clinical Sciences in B.Sc. course should be examined.
- d) Efforts should be made for improving the standards of existing institutions, and arrangements should also be made for Post-graduate Training of specialists of the highest standards.
- e) The status and pay scales for nurses should be improved. Courses of practical nursing should be provided in secondary schools, in order to promote the interest of girl students in the nursing profession.

IMPLEMENTATION AND ACHIEVEMENT:

The report of the Commission on National Education was introduced with the aim to match the values and aspirations of society with the role and objectives which this system of education should meet. The major theme underlying the recommendations of the Commission was the recognition of the fact that Education is a vital national

investment; a productive activity essential for the development and progress of the nation. It was rightly recognized that Education is an activity which can raise the country to a position of high economic, technical and scientific achievements. This concept was also endorsed in the corresponding second Five Year Plan (1960-65). (1)

The above-mentioned recommendations were made by the Commission with an attempt to reform the Education System, so that it can meet the individual as well as collective needs and aspirations of the people of Pakistan. A very comprehensive exercise was carried out before the formulation of the Report, and people from all walks of life from both West Pakistan and East Pakistan were involved in it. As a result of the efforts of the members of the Commission, a comprehensive report was submitted on August 26, 1959, with a plan to reorganize the prevailing Education System. Its recommendations were accepted by the government on April 6, 1960. But when it came to actual implementation, all the recommendations of the Commission could not be implemented, either due to the lack of appropriate funds, or over-ambitious targets, lack of appropriate implementing machinery, massive growth of population and lack of national will to give Education its due place. Very few of the recommendations were actually implemented. The major achievements in various sub-sectors of education are as below:

- a) Curricula for primary and secondary education were revised, and new syllabi were introduced in 1961.
- b) Islamic Studies and religious education were made a compulsory subject for classes I-VIII, and an optional subject in classes IX and X.

- c) Greater emphasis was laid on Technical Education. Short-term evening classes were started in Polytechnics and other Technical Institutions.
- d) A number of Engineering Colleges were established in the country, and two Engineering Colleges were raised to the status of Universities.
- e) Intermediate education was separated from Universities, and Boards of Intermediate and Secondary Education were established.

An appraisal of the implementation of the recommendations made by the National Commission on Education 1959 shows that the majority of the recommendations were ignored.

Lofty targets were laid down in the beginning to have a completely new System of Education. However, to implement these recommendations, an allocation of only Rs. 1323 Million was made in the corresponding Second Five Year Plan. (Rs. 815 Million for development expenditure, and Rs. 508 Million for recurring expenditure). This allocation was not enough to meet the high targets laid down in the report. One of the basic draw-backs of this report was that the targets were not realistic. For example, it was recommended to have five years compulsory schooling within a period of 10 years and eight years compulsory schooling within a total period of 15 years, but nowhere was the financial implication mentioned. The implementation mechanism was also not thought out. The framers of the report should also have worked out the expected number of students which the schools would be required to cater to in different parts of the country.

Another shortcoming was that the report lacked appropriate political support. A recommendation was made to extend the duration of the Bachelor's degree from two to three years. This recommendation was implemented in the beginning of the academic year 1961-62. But within a year thereafter in early September, 1962, a general strike was called against the Education Commission's reforms, and in particular against the three-year degree course. The government was not able to take a firm stand on this reform, and the recommendation was withdrawn. Hence it could be said that the reforms recommended in the report were not realistic, when compared with the availability of resources and lack of political will.

THE NEW EDUCATION POLICY 1970 ⁽⁴⁾

The New Education Policy 1970 was adopted by the Cabinet on March 26, 1970. This policy was announced on November 28, 1969. On this day, the President of Pakistan had also announced the dissolution of the one unit in West Pakistan. This policy regarded educational development as a dynamic and continuous process, which implied an evolutionary exercise and periodic appraisals of policies and programmes on the part of the state, the community and all others concerned with it.

In the New Education Policy 1970, the following five major areas of reform were suggested:

- a) The role of Education in the preservation and inculcation of Islamic values as an instrument of national unity and progress.
- b) Reorientation of educational programmes in the light of the economic needs of the society, particularly by shifting the emphasis to scientific, technical and vocational education.
- c) The role of education as an instrument of social change and development. It was recognized as an important factor in the creation of a democratic social order, by ensuring equal access to opportunities of education.
- d) The paramount importance of quality in education, and the crucial role of teachers in the improvement of educational quality; and
- e) Decentralization of educational administration, to ensure academic freedom and administrative and financial autonomy required for the healthy and efficient growth of educational institutions, particularly at the higher level.

The New Education Policy 1970 laid great emphasis on universal enrollment up to class V, by 1980. This policy also proposed to decentralize the administration of educational institutions, in order to allow community participation. For this purpose, it was proposed that the Provinces should consider the desirability of setting up autonomous district school authorities, autonomous zonal college authorities and also education service boards. Similarly, it was proposed in the Policy that all institutions from secondary school upward, should have their own governing/advisory bodies which have representatives of government, parents, teachers and founders. The major recommendations of the Policy specific to Higher Education were as under:

- a) Post-graduate teaching and research should be greatly strengthened, and Ph.D. and other research programmes instituted. For this purpose, Universities should develop Centres of Excellence in carefully selected disciplines, and in a coordinated manner, so as to avoid unnecessary duplication of facilities.
- b) A National Research Fellowships Scheme was instituted. A fund to finance research by individual scholars, or teams of scholars, was created. It was also proposed to introduce a scheme of National Professorships. These schemes were to be financed by the central government.
- c) An immediate reorganization of courses of study and curricula would be undertaken, to bring them in line with the national needs.
- d) Modern techniques of language teaching would be adopted in Language Departments. The central government should establish two National Institutes of Modern Languages.

- e) The establishment of new universities should be undertaken with careful planning, to meet the demand for additional places, and a more equitable distribution of university facilities in various regions of the country.
- f) A central university should be set up in East Pakistan, like the Islamabad University.
- g) New colleges should be established to meet the growing needs of higher education, with emphasis on science education, and to extend facilities of college education to all regions.
- h) Universities should continue to affiliate colleges. But colleges with long traditions of quality should increasingly become self-governing institutions, and in exceptional cases, may be empowered by the parent university to prescribe courses of study and conduct their own examinations on behalf of the parent university. Selected colleges in a city should be allowed to open post-graduate departments, if necessary, on a co-operative basis.
- i) As an important measure towards raising the quality of education, the pay-scales and service conditions of the teaching staff would be improved. As an incentive to academic and professional development, higher pay-scales should be tied to qualifications and research out-put.
- j) A system of sabbatical leave should be introduced. Teaching posts should have the benefit of Contributory Provident Fund along with Benevolent Fund and Group Insurance facilities, as in the case of government servants. Steps should be taken to provide or subsidize residential accommodation.

- k) The efficiency and discipline rules for university teachers should be reviewed, and clauses, if any, empowering arbitrary action, eliminated.
- l) Necessary legislation should be enacted by Provincial Governments for (a) the restoration of the Senate, (b) introduction of the elective principle in the various bodies of the universities, with fair representation to all sections of the academic community, (c) repeal of provisions for the withdrawal of degrees, and (d) development of universities as centres of learning and nurseries of values and ideals, in an atmosphere of academic freedom.

The programme under the New Education Policy for implementation during the Fourth Plan_e period was estimated to cost Rs.892 crores. The break-up of the total cost is as below:

Rupees in crores

	Recurring	Capital	Total
East Pakistan	232	195	427
West Pakistan	305	115	420
Centre	15	30	45
Total	552	340	892*

* excluding an allocation of Rs.69 crores for education in agriculture sector (including agriculture universities) health sector (including medical colleges) and industry sector (including Pakistan Council of Scientific and Industrial Research)

Out of the total recurring cost of Rs.552 crores, Rs.100 crores were exclusively earmarked for meeting the cost of higher salaries of teachers, the share of East Pakistan and West Pakistan being Rs.68 crores and Rs.32 crores, respectively.

The announcement of the New Education Policy 1970 coincided with political instability in the country. Political disruptions did not even allow the Fourth Five Year Plan (1970-75) to be implemented, and the policy was abandoned. A new policy was evolved by the name of Education Policy 1972-80, under the new management in the country.

THE EDUCATION POLICY (1972-1980) ⁽⁶⁾

The Education Policy (1972-80) made recommendations similar to the 1970 Education Policy, but its keynote was the nationalization of the privately managed institutions. The implementation of the nationalization programme put severe constraints on the national exchequer. The non-development expenditure rose by about six times. The Education Policy (1972-80) was formulated with the aim of achieving the following general objectives:

1. Ensuring the preservation, promotion and practice of the basic ideology of Pakistan, and making it a code of individual and national life.

2. Building up national cohesion, by promoting social and cultural harmony compatible with our basic ideology, through the conscious use of the educational process.
3. Building up and nurturing the total personality of the individual; dynamic, creative and capable of facing the truth, as it emerges from the objective study of reality.
4. Mobilizing the youth for leadership roles, through participation in programmes of social service and environmental, improvement and by inculcating in them the dignity of labour.
5. Eradicating illiteracy within the shortest possible time, through universalization of elementary education, and a massive adult education programme.
6. Equalizing access to education through provision of special facilities for women, under-privileged and adults in backward areas.
7. Designing curricula relevant to the nation's changing social and economic needs.
8. Providing a comprehensive programme of studies through the integration of general and technical education.
9. Providing academic freedom and due autonomy to educational institutions within the framework of national objectives and requirements.
10. Ensuring active participation of teachers, students and representatives of parents and the community at large, in educational affairs.

11. Generally, promoting the welfare, dignity and sense of responsibility of teachers and students.

Recommendations Specific to Higher Education are as below:

1. Limit increase in enrollment in arts to 5% per annum, and increase enrollment in sciences at the rate of 10% per annum.
2. New universities would be established at Multan, Saidu Sharif and Sukkur.
3. Convert Jamia Islamia Bahawalpur into a full-fledged university.
4. Raise the Agricultural College, Tandojam, NED Engineering College, Karachi and Engineering College, Jamshoro to the status of a university.
5. Add new faculties to the Agriculture University, Faisalabad.
6. Add a Medical College to the University of Balochistan.
7. Add under-graduate faculties to the University of Islamabad.
8. Develop a collaborative programme between the PINSTECH and the University of Islamabad.
9. Establish the University Grants Commission, so that it can act as a buffer between government bureaucracy and university administration.
10. Replace ill-famed university ordinances by progressive legislation to democratize the working of universities.
11. Establish Centres of Excellence in Universities in the fields of Chemistry, Physics, Mathematics, Oil and Gas, Science, Silinity, Water-Logging, Irrigation, Drainage, Fisheries, Fertilizers, Pesticides, Tropical Architecture, etc.

12. Establish Area Study Centres for research in general universities.
13. Establish a National Institute of Pakistan Studies at the Islamabad University.
14. Add science education stream in degree colleges.
15. Set-up professional councils to lay-down minimum standards in professional fields.
16. Institute a programme of National Professorships, so that highly qualified scholars and scientists may continue as teachers and research workers.
17. Institute National Research Fellowships at Universities, and other appropriate institutions be financially supported, so that they are able to provide physical and other facilities for the work of outstanding scholars.

The implementation of the above-mentioned recommendations required a 70% increase in the total expenditure on Education, from Rs.70 crores in 1971-72 to Rs.120 crores in 1972-73. This meant an increase of 100% in capital expenditure from Rs.20 crores to Rs.40 crores, and a 60% increase in recurring expenditure from Rs.50 crores in 1971-72 to Rs.80 crores in 1972-73. In the subsequent years, the annual rate of increase in the total expenditure on education would have been about 15%.

The Education Policy (1972-80) was implemented to a certain extent. The recommendations regarding the nationalization of privately managed institutions was implemented. The implementation of the nationalization programme put severe constraints on the national exchequer.

Similarly, during 1971-78, there were expansions of enrollments at all levels, yet goals of (i) universal basic education (ii) shift towards agro-technical studies and (iii) ideological orientation could not be met, due to unrest in educational institutions and unprecedented political activity in them.

In the sector of Higher Education, six new Universities were established, increasing the number from 6 to 12. Campus colleges of engineering at Nawabshah and Taxila were also established. Enrolment of universities increased from 15475 (3298 female) to 24149 (5742 female), i.e., a 56% increase.

NATIONAL EDUCATION POLICY 1979 ⁽⁷⁾

The National Education Policy 1979 was presented on February 1979. The basic aim behind the implementation of this policy was the harmonization of education in Pakistan with the concepts of Islam and the ideology of Pakistan. The basic change which was introduced through this policy, was that the National Language would be used as the medium of instruction, in order to strengthen the ideological foundation of the nation and to foster unity of thought, brotherhood and sense of patriotism.

Recommendations regarding the Higher Education Sector are as below:

- a) As a result of the proposed change in the educational structure from the 4-tier system to the 3-tier system, degree colleges would include classes XIII, XIV, XV and XVI, a 4 year degree course as a part of higher education.

- b) The minimum strength of a degree college would be fixed.
- c) Where there were more than one degree colleges in the same town offering instruction in science disciplines, teaching of science subjects would be consolidated.
- d) Co-curricular activities such as inter-collegiate debates, sports meets and other cultural events would be encouraged.
- e) Guidance and counseling services would be organized in colleges. Placement centres would be established in order to facilitate students in getting suitable employment.
- f) Adequate educational and scientific equipment and laboratory facilities would be provided to a maximum number of colleges.
- g) No new university would be established within the next five years, except the women's universities.
- h) The existing Centres of Excellence would be further strengthened, and five more Centres of Excellence in important disciplines would be established.
- i) Certain departments of universities possessing the required research potential would be developed as Centres of Advanced Studies for doctoral and post-doctoral programmes.
- j) Post-graduate classes would be introduced in selected Girls Colleges in provinces.
- k) The curriculum at the tertiary level would be reviewed by the UGC, and changes would be introduced to link it with the future needs of the country.
- l) The libraries of the universities would be strengthened.

- m) A national testing system for admission to higher education would be developed and launched.
- n) Pre-service and in-service teachers training programmes would be organized by the National Academy of Higher Education at the University Grants Commission.
- o) University teachers would be allowed to render consultative services to other organizations and agencies.
- p) The University Act would be suitably amended for the better management of universities.
- q) Close collaboration would be established between engineering institutions and their employers. The Advisory Committees and Syndicates of the Engineering Universities would have representatives from industry.
- r) On-the-job training would be necessary for engineering and agriculture graduates.

FINANCING the POLICY

The proposals of the National Education Policy 1979 were assessed and their financial implications were worked out. The financial implications were estimated within the basic framework of the 5th Five Year Plan. (a) On that basis, the total developmental allocation for the period 1978-83 was Rs.10281.3 million, whereas the non-developmental expenditure allocation on Education was Rs.18617.0 million. The total financial allocation was Rs.28898.3 million.

The National Education Policy aimed at giving the desired ideological direction to Education. Hence, it was estimated that an additional provision of Rs.255.57 million would be required, apart from the Fifth Plan allocations, in order to undertake extensive experimentation of alternative approaches designed with special reference to the local environment and conditions.

The funding of universities was proposed to be through the Federal Government. Therefore, the Federal Government will have to provide for the recurring expenditure of Rs.1307.3 million. As a result of this, the provincial government would annually save Rs.261.46 million, which could then be diverted to other sectors.

Implementation on the proposals/recommendations of the policy started in 1979. The medium of instruction was switched over to Urdu in government schools. On the other hand, the private sector was encouraged to open schools, and the policy of nationalization was reversed. Private schools were allowed to have English as the medium of instruction, since they were to ultimately prepare students for foreign examinations. This led to the operation of two different systems of education within the country, i.e., for the elite, and for the rest of the nation. It was totally ignored by the planners that this would ultimately give birth to a differential system of education. The funding of universities was made through the Federal Government, instead of the Provincial Governments.

NATIONAL EDUCATION POLICY 1992 ⁽⁹⁾

The participation rate at various levels of education has always been very low. Policy initiatives for quality education reforms were proposed as early as 1947. After that, there were comprehensive documents on the restructuring of education in 1959, 1972 and 1979. These reforms have appeared in four areas; educational, social, economic and institutional. However, the limitation of financial resources, low priority to education and population pressures have never allowed a full expression of the desired change. As an instrument of social change, Education has not been able to assure a good life for the individuals and society as a whole. The National Education Policy 1992, was another attempt to streamline the process of Education, which has fallen victim to both external and internal inefficiencies. This policy was initiated in December, 1992, by the then Minister for Education, Syed Fakhar Imam, with the hope that the managers of Education will be able to enrich the educational process and concentrate on quality education.

The basic objective of the policy was to restructure the existing educational system on modern lines, and to bring a Social Change as dictated by the teachings of Islam. This was to be achieved by universalizing primary education, improving the quality of education, unleashing energies for participation in the nation building process, inculcating high moral ethical and civic values among students, streamlining the management of educational programmes, shifting Higher Education from supply to demand oriented study programmes. It was also envisaged to create an operational framework which could improve quality by ensuring effective translation of policy

principles into concrete action at the level of educational institutions. This policy also aimed for a higher participation of the private sector in educational development.

This policy was prepared for a period of 10 years (1992-2002). Like all previous policies, this policy also aimed to ensure 100 % participation of children in education at the primary level by the year 2002. The major recommendations of the policy regarding the Higher Education Sector are as under:

- a) Science and engineering laboratories in universities and colleges shall be strengthened through increased inputs of modern sophisticated equipment, and manpower trained in modern disciplines of science and technology.
- b) More liberal grants shall be provided for books and journals.
- c) Information retrieval centres shall be established in all universities linked with the UGC.
- d) Special funds shall be allocated for research.
- e) Many university departments shall be raised to centres of advanced studies in new disciplines.
- f) Linkages of good university departments with international institutions will be established.
- g) The performance of Area Study Centres, Pakistan Study Centres and Centres of Excellence shall be reviewed, and new inputs will be provided, where needed, in order to speed up M.Phil. and Ph.D. programmes.
- h) Centres of research on problems related to community development will be established in universities.

- i) The restriction of No Objection Certificate will be lifted for the participation of teachers in international conferences.
- j) More funds shall be allocated for supporting the participation of university researchers in international conferences.
- k) Liberal funds shall be provided for holding national and international seminars, conferences and workshops in important disciplines of social sciences, natural sciences and technology.
- l) Professional associations in various disciplines shall be encouraged and given substantial financial support for holding professional conferences and for publication of research journals.
- m) Those researchers who generate information and processes for the development of new technology, shall be appropriately rewarded.
- n) The library at the Quaid-e-Azam University will be raised to the status of a national library of science and technology.
- o) Provinces will be encouraged to set up institutes of higher science and technology.
- p) Sizable endowments will be progressively provided to universities to enable them to achieve financial self-sufficiency and financial autonomy.
- q) Competitive grants will be provided to research institutions doing high quality basic and applied research.
- r) The University Acts shall be revised and appropriate changes shall be made, to ensure efficient management of universities. All university administrators will be required to undertake training in management of higher education.

- s) The research fund placed at the disposal of the National Scientific Research and Development Board (NSRDB) by the government, shall be gainfully used for promoting research related to economic development of the country. For this purpose, a higher education research policy will be formulated.
- t) All curricula will be modernized, in order to accommodate new knowledge and new disciplines.
- u) The Act of the UGC will be amended, to facilitate its role in raising the academic standards in institutions of higher education, and in the financial management of universities.
- v) University teachers doing research and producing M.Phil. and Ph.D. students will be granted a research allowance.
- w) Universities may offer a package of incentives in the form of better salaries and research grants to highly qualified teachers, if appointed on contract basis, for the advancement of new and emerging disciplines of science and technology.
- x) The teachers shall be subjected to a strict regimen of accountability through performance evaluation, on the basis of which rewards and punishments will be awarded by review boards established for the purpose.
- y) Degree level education will be restructured and diversified. The diversification will be aimed at introducing such courses in a three-year Honour's degree programme which may enhance employability of students.
- z) A separate Funding Council for Colleges (FCC) may be set up in each Province.

- aa) A National Council of Academic Awards and Accreditation may be established, to regulate the academic affairs of such institutions in the private and public sectors, which are given degree awarding status.
- bb) The feasibility of setting up Provincial Councils of Academic Awards and Accreditation (PCAAA) in each Province, for colleges working under autonomous management boards, may be undertaken.
- cc) Special programmes will be launched to promote the entrepreneurial role of the university. A committee comprising industrialists and educationists will be set up to prepare a plan for enhancing industry-university relationship.
- dd) Science parks will be set up in selected universities, for the development of industrial processes, jointly by the private sector and universities.
- ee) The principal of zero-based budgeting will be introduced by the UGC, in the allocation of funds to departments and institutes in universities.
- ff) A ten-year programme for Higher Education development will be prepared by the UGC, in collaboration with universities, keeping in view the manpower needs for a growing industrial base in areas of high science and technology.
- gg) Community development centres will be established in each university. A feasibility study will be undertaken by the UGC, in consultation with Vice-Chancellors.
- hh) Twenty new universities, four in the Public Sector and 16 in the Private Sector, will be opened, to meet the rising demand for Higher Education.
- ii) In consultation with study groups, steps will be taken to introduce measures for improving the internal efficiency of the system.

- jj) Competitive grants will be provided to institutions demonstrating high level of external efficiency.
- kk) Centres of advanced studies will be opened in universities and institutes of education, in vital areas of social sciences.
- ll) At graduate and post-graduate levels of education, compulsory teaching of elementary mathematics, statistics, computers, and philosophy, will be introduced for those majoring in social sciences subjects.
- mm) National Awards will be instituted for creative research in social sciences.
- nn) Area Study Centres and Pakistan Study Centres will be further strengthened, so as to enable them to undertake Ph.D. Programmes. Programmes of Central Asian Study Centres will be expanded.
- oo) An Information Retrieval System will be set up at the University Grants Commission, for facilitating the flow of information to researchers.
- pp) A Dean of Students Affairs will be appointed in each educational campus, for promoting and regulating the co-curricular activities of students. He will also act as an Ombudsman to deal with the complaints of students.
- qq) Placement Services will be established on each campus, for providing information and guidance related to job opportunities and career planning.
- rr) A Campus security force will be established at each campus.
- ss) Teachers will be vested with powers to deal with acts of hooliganism, and impose penalties on culprits, without recourse to the discipline committee.
- tt) Such Student Clubs which could enhance academic excellence, sharpen intellectual activities and promote creativity, will be encouraged.

- uu) Parents Bodies and Alumni Associations will be organized on each campus, for seeking periodical advice about maintaining discipline on the campus.
- vv) The Vice-Chancellor will be vested with full authority to expel a student, if he is not satisfied with his conduct and behaviour. No appeal will lie against the decision of the Vice-Chancellor.
- ww) The rule of 80% attendance of classes will be strictly enforced.
- xx) Interaction between the university and community will be encouraged, for projecting the common problems and seeking assistance from the academic community for their solution, and
- yy) Assigning college and university students, individually or in groups, to community service.
- zz) The Community Development Centres of the university will organize a network of community development units in the colleges under the control of the university.

Conclusion:

The different Education Policies clearly bring out that there has been concern regarding the need to reform education. The reforms have also been clearly spelled out. However, the implementation has never matched the fine words of the policies. Financial allocations have been inadequate. The result is that in Pakistan, Education generally and Higher Education, in particular gives the looks of an abandoned child.

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