



THE EDUCATION POLICY

1972—1980

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
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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: an individual able to comprehend fully the nature of technical and social change and having deep concern for the improvement of society.

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 groups and mentally-retarded and physically-handicapped children and adults in all areas in general and the backward areas in particular.

7. Designing curricula relevant to the nation's changing social and economic needs compatible with our basic ideology and providing a massive shift from general education to more purposeful agro-technical education.

8. Providing a comprehensive programme of studies through the integration of general and technical education and by keeping options open for transfer from one course of study to another.

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

1. FREE AND UNIVERSAL EDUCATION

1.1. Education will be made free and universal up to Class X for all children throughout the country. However, due to our limited resources, this will be achieved in two phases.

1.2. In the first phase, from 1st October, 1972 education up to Class VIII will be made free for boys and girls in both Government and privately-managed schools. Private schools will be suitably supported for the loss of fees incurred by them.

1.3. In the second phase, starting from 1st October, 1974, free education will be extended to Classes IX and X in all schools.

1.4. Depending on the response and reciprocity, it is anticipated that primary education upto Class V will become universal for boys by 1979 and for girls by 1984. In a further period of three years, it is anticipated that elementary education will become universal up to Class VIII, that is, for boys by 1982 and for girls by 1987.

Compulsory Education :

1.5. Whether education should be made compulsory and, if so, up to what stage and in what manner are questions of a serious nature: Compulsion places a direct responsibility on parents to send their children to school on pain of punishment. Simultaneously, it entails an immediate obligation on the part of the Government to provide facilities for their schooling. On account of its far-reaching implications in the socio-economic structure as constituted today, this issue is left for debate and decision by the Assemblies.

2. ELEMENTARY EDUCATION

(CLASSES I—VIII)

2.1 From 1st October, 1972 education in Classes I—VIII will be free in all schools, both Government and privately-managed, throughout the country.

2.2 It is anticipated that primary education will become universal for boys by 1979 and for girls by 1984. This will mean an increase in enrolment in primary classes of approximately 50 lakh children by 1980, raising the total enrolment from the present 46 lakhs to an estimated 96 lakhs over the period.

Percentage of children in schools :

2.3. The proportion of children of primary school-age attending schools is estimated as under :

Category	1972		1980	
	Enrolment	% of age-group	Enrolment	% of age-group
	Lakhs	%	Lakhs	%
Boys	35	70	58	100
Girls	11	25	38	70
Total	46	48	96	85

2.4. In middle schools, that is, Classes VI—VIII, the expected enrolment increase over the period is 23 lakhs. This will raise the total from the present 10 lakhs to an estimated 33 lakhs by 1980.

2.5. The proportion of children of the middle school-age attending middle classes (VI to VIII) is estimated as under :

Category	1972		1980	
	Enrolment	% of age-group	Enrolment	% of age-group
	Lakhs	%	Lakhs	%
Boys	7.5	30	22	70
Girls	2.5	11	11	40
Total	10.0	20	33	55

Buildings :

2.6. To accommodate the increased enrolment, 38,000 additional classrooms for primary classes will be constructed to provide schools within easy walking distance from the children's homes. In addition, approximately 23,000

additional classrooms will be constructed for pupils in classes VI to VIII. The primary schools which have potential for growth will be developed into elementary schools.

2.7. In order to keep the rate of investment in bricks and mortar within limits, new school buildings or additional rooms will be constructed only where absolutely necessary. As a rule, maximum possible use will be made of non-conventional and innovative methods such as the use of school buildings on a double shift basis. Union halls, community centres and other suitable buildings will also be used for school purposes.

2.8. In providing school facilities, priority will be given to rural and backward areas and to the education of girls.

2.9. Standard designs and specifications for low-cost buildings for various types and sizes of schools will be prepared, keeping in view the local conditions and the construction materials available in the neighbourhood.

Teachers :

2.10. The universalization of elementary education will require about 2.25 lakh additional teachers. The existing teacher training institutions will turn out about 75,000 teachers during the eight year period ending 1980. An additional 75,000 teachers will become available from the general stream of education where a new optional subject of teacher education is being introduced at the high stage and the college level. The remaining 75,000 teachers will be provided by the establishment of a National Literacy Corps drawn from :

- (a) locally available unemployed persons, retired civil servants, ex-servicemen, etc ;
- (b) university and college students through the proposed National Service Corps.

2.11. The proportion of women teachers in primary schools will be progressively increased even if this involves lowering the minimum academic qualifications in certain areas. This will enable boys and girls to study together in a single school staffed exclusively by women teachers.

Textbooks and Instructional Aids :

2.12. Textbooks and writing materials will be provided free to primary school children according to a phased programme.

2.13. Adequate library books, educational toys and other audio-visual aids will be provided to all schools. Radio sets will be provided to all schools and T.V. sets will be installed in those covered by telecasting facilities.

2.14. Curricula, syllabi and textbooks will be revised to eliminate overloading, to emphasise learning of concepts and skills, and to encourage observation, exploration, experimentation, practical work and creative expression.

Dignity of Labour :

2.16. Efforts will be made to develop such attitudes in the students of elementary stage as will create in them motivation for productive service for the welfare of the community. This will be done by organizing student squads for various tasks under the supervision of their teachers.

2.17. Dignity of labour will be emphasised and school studies will be made relevant to individual and social needs. Workshops will be provided progressively in all middle schools so that pupils may engage in activities such as weaving, book-binding, wood-work, black-smithy, leather-work, food-preservation, child-care, home management, etc, related to the local agricultural/industrial environment.

2.18. The system of elementary education will be so designed that the knowledge and skills imparted, attitudes implanted, and the learning methods employed will ensure that those not proceeding to secondary education can be usefully absorbed into the economy of the local community. For those leaving school after class VIII, special courses of training in the skills of their vocational interest will be provided in the school workshops. It is essential that children who drop out after class VIII should carry with them enough skills to return to their local or ancestral vocation as better farmers or craftsmen.

2.19. A country-wide motivational campaign to persuade parents to send their children to school will be launched. In this, full use will be made of voluntary agencies, and mass media such as radio, television and the press.

SECONDARY AND INTERMEDIATE EDUCATION

(CLASSES IX—XII)

3.1. Education in Classes IX and X will be made free in all schools from October, 1974. This will provide ready access to secondary education to children from less-privileged families, particularly those of peasants and workers.

Percentage of Youth Enrolled :

3.2. At present, only 8% of the youth of secondary and intermediate age attend secondary schools and intermediate colleges in Pakistan. Comparative figures for some other countries of the world are :

USA	..	..	..	100%	UAR	..	..	..	30%
Japan	..	..	..	86%	Turkey	..	..	..	24%
U.K.	..	..	..	72%	Iran	..	..	..	21%
USSR	..	..	..	67%	India	..	..	..	15%

3.3. The present rate of increase in enrolment at secondary and intermediate levels is about 10% per annum. By 1980 it is estimated that the enrolment will more than double, rising from 4 lakhs to 8.5 lakhs in Classes IX to X, and from 1.6 lakhs to 3.6 lakhs in Classes XI and XII. The proposed programme provides for an increase in total enrolment in Classes IX to XII from 5.6 lakhs to an estimated 12 lakhs. This will cover 15% of the age-group by 1980. It is possible that with the introduction of free education up to Class X, the rate of enrolment growth may become still higher.

3.4. While expanding education, it should also be related, in its form and content, to the nature and scope of our economic development. Education should not be an abstract endeavour. On the contrary, it must be closely related to employment opportunities.

3.5. It is essential that a boy who leaves school after matriculation/intermediate is ready to accept social responsibility by getting absorbed in our socio-economic framework as a trained, middle-class technician or worker. For this purpose, vocational and occupational subjects are being added to general education at this stage.

Shift towards Science and Technology :

3.6. The expansion of science and technical education will result in the progressive integration of general and technical education in secondary schools and colleges. In the past the general tendency has been to establish separate institutions for technical education. These institutions have not always produced efficient industrial workers. The education given in them also lacked the necessary cultural content and, in practice, they catered for the rejects of the general stream and a certain stigma was attached to their programmes. The new programme will provide for progressive integration of general and technical education.

3.7. At present, 60 to 70% of students in secondary schools and general colleges are enrolled in arts subjects. There will be massive shift from enrolment in arts towards enrolment in science and technical subjects; from an aimless general education to a more purposeful agro-technical education. To this end, the enrolment in arts subjects will be maintained more or less at the present level while significant increases will be made in all high schools and general colleges in the provision of facilities for science and technical education. By 1980, one third of the total enrolment will be in each of the three main streams, Arts, Science and Technical/Occupational subjects. This will mean an increase in enrolment in technical subjects from the present 5% to 33% and science subjects from 23% to 30% by 1980.

3.8. For science teaching, 2200 additional units at the matriculation stage and 700 units at the intermediate stage will be established. Each unit will have facilities for 80 students at the rate of 40 in each class and will consist of two classrooms and a science laboratory. The additional places for teaching science to be created during the period come to 175,000 at high stage and 56,000 at the intermediate stage.

3.9. Additional places will be created for technical/occupational students by establishing 3,500 additional units at the matriculation stage and 1,600 units at the intermediate stage for the teaching of these subjects. Each unit will have facilities for 80 students at the rate of 40 in each class. It will consist of 2 classrooms and a workshop. The additional places to be provided will be as under :

Vocation/Occupation	Places to be provided	
	High Classes	Intermediate Classes
	In thousands	
Industrial	56	28
Business	56	14
Agriculture	56	28
Home Economics	56	28
Education	56	28
Total	280	128

Integration of General and Technical Education :

3.10. The integration of general and technical education will equip secondary and college students for gainful employment, including self-employment, in industry, agriculture, business, home economics and education in addition to

providing them a programme of general education. The areas of vocational occupational studies for which facilities will be developed include :

electronics ; auto-electricity ; plumbing ; household electrical appliances ; dairy farming ; poultry farming ; vegetable farming ; sericulture ; crop and livestock production ; shorthand, typewriting, insurance and estate broking ; clearing, forwarding and shipping practices ; home management ; cooking and baking ; first aid and home-nursing ; food production and preservation ; etc.

3.11. Education will be introduced as an elective subject at the matriculation, intermediate and degree levels. In this way, a major part of the vocational training of teachers will be conducted in institutions of general education.

Integrated Science Course :

3.12. An integrated science course, including mathematics, biological and physical sciences, will be introduced at the High and Intermediate stages with a view to giving students a more comprehensive and diversified preparation enabling them to have a wider choice at the time of entry into higher institutions of professional and general education.

Teachers :

3.13. The proposed programme of diversification of courses of study at the secondary and intermediate stages, and of progressive integration of general and technical education, cannot be launched effectively without an adequate supply of qualified teachers. To meet the immediate needs during the first three or four years, specially developed, short in-service science and technical teacher training programmes will be launched during summer vacations. Regularly trained teachers will subsequently become available as the number of college students studying education and technical subjects as their optional courses increases. The estimated number of teachers required by 1980 is as under :

Vocation/Occupation	Stage		
	High	Intermediate	Total
Science	1,600	2,100	3,700
Industrial	2,100	1,050	3,150
Business	2,100	600	2,700
Agriculture	2,100	1,050	3,150
Home Economics	2,100	1,050	3,150
Education	2,100	1,050	3,150
Total	12,100	6,900	19,000

Special Education :

3.14. Handicapped Children's Education Committees will be established by the Education Councils in each Province. They will be responsible for the

education, protection, institutional care, rehabilitation and employment of the physically and mentally handicapped. Legislation to this effect will be enacted and funds provided so that the estimated 2 lakh handicapped persons between the ages of 1 to 20 years are adequately catered for. The Committees will liaise effectively with the voluntary organizations for the welfare of the handicapped, co-ordinate their work and promote the education and welfare of the handicapped in every possible way.

4. HIGHER EDUCATION

4.1. Institutions of higher education play a decisive role in the advancement of a nation. At present only 2% of the population of the relevant age-group is enrolled in institutions of higher education in the country, as against 50% in USA and 25% in Japan. In Pakistan only 175 students per lakh of population are undergoing higher education compared with 3,700 in USA, 2,400 in Canada, 1,900 in USSR, 600 in UAR and 217 in India. To improve this position, 100,000 additional places will be created in institutions of higher education by 1980. This will cover 3% of the age-group.

4.2. At present more than 80% of the students enrolled in the universities are studying arts subjects. Additional enrolment in arts will, therefore, be limited to 5% per annum while in science the increase will be at the rate of about 10% per annum. In Commerce and Home Economics, the increase has been projected at the rate of 100 and 50 seats per annum, respectively.

New Universities :

3. New universities will be established progressively to cover all parts of the country. To start with, new universities will be established at Multan, Saidu Sharif and Sukkur. The Jamia Islamia, Bahawalpur, will be converted into a full edged university.

4.4. The Agricultural College, Tandojam, N.E.D. Engineering College, Karachi and Engineering College, Jamshoro, will also be raised to the University status. The Government of NWFP may, if it deems necessary, raise the status of the Engineering College, Peshawar, as well as the Agricultural College, Peshawar, to that of a university. Without diluting its own field of specialization, the Agricultural University at Lyallpur will be given a broad-based character by the addition of new faculties such as Science, Rural Home Economics, etc. A constituent Medical College will also be added to the University of Baluchistan.

4.5. Under-graduate faculties will be added to the University of Islamabad. A collaborative programme will be developed between the PINSTECH* and the University of Islamabad so that students of Islamabad University can utilize the physical facilities of PINSTECH. It will also provide an opportunity for scientists working at PINSTECH to give some time to the teaching and guidance of post-graduate students.

University Grants Commission :

4.6 In order to coordinate the programmes of universities and develop their facilities without unnecessary duplication and waste, a University Grants Commission will be established. The Commission will also serve as a buffer between government bureaucracy and university administration, helping in an objective assessment of the requirements of the universities on the one hand and securing adequate funds for them on the other. The Inter-University Board of Pakistan will serve as the nucleus of the University Grants Commission.

*Pakistan Institute of Nuclear Science and Technology

University Ordinances :

4.7. The ill-famed University Ordinances, which have caused much unrest amongst the students and teachers, will be replaced by enlightened and progressive legislation that will democratise the working of the universities and ensure full participation by the representatives of teachers, students and parents in their affairs.

Professional Councils :

4.8. To lay down minimum standards of education in various professional fields, and to maintain uniformity among them, Professional Councils along the lines of the Pakistan Medical Council will be established for agriculture; law, engineering, etc.

Centres of Excellence :

4.9. The advancement of knowledge and the promotion of research are essential functions of a university as teaching and conducting examinations. Up till now we have been depending mainly on foreign countries for training our top experts and specialists. As this involves considerable foreign exchange, it is obvious that it cannot continue indefinitely. Moreover, we will need large numbers of highly trained personnel for rapid economic development. With this in view, Centres of Excellence will be established in the Universities. These Centres will be financed by the Central Government and will be open to gifted students from all over the country on merit. The subjects of specialization will be determined by the University Grants Commission in consultation with the universities. The subjects will include various fields of chemistry, physics, mathematics, oil and gas, soil science, salinity, water-logging, irrigation, drainage, fisheries, fertilizers, pesticides, tropical architecture, etc.

Area Study Centres :

4.10. The study of various contemporary societies, particularly those which affect our national interests, is of vital importance. Area Study Centres for research and advanced studies of contemporary societies, particularly those of special interest to Pakistan will, therefore, be established in general universities. The actual allocation of the areas of study to various universities will be made by the University Grants Commission in consultation with the universities. The programmes now being conducted in the Institute of Modern Languages of the Islamabad University will be spread over to the various universities in accordance with the areas of study allocated to them.

Pakistan Study Centres :

4.11. Almost all general universities have well-established language departments in one or more Pakistani languages. These departments generally relate to the regions in which the respective universities are located. Additionally, the Government provides funds to a large number of learned bodies for the development of Pakistani languages. These learned bodies are also generally located in the areas pertaining to each language. There is thus inadequate understanding of the language and literature of one region by the other regions of Pakistan.

4.12. For national cohesion, it is necessary for the people of one region to understand the language and literature, social structure and customs, attitudes and motivations of the people of the other regions. To achieve this objective, it is necessary for each general university to establish a department for undergraduate study of the language, literature and culture of the various regions of Pakistan. For research and post-graduate studies of the language, literature and culture of the people of Pakistan, a National Institute of Pakistan Studies will be established at Islamabad University.

Shift towards Science and Technology :

4.13. At present about 60% of students in degree colleges are enrolled in arts subjects. A progressive integration will be achieved of general, scientific and technical education at degree level. It is aimed that, by 1980, about 40% of the enrolment in degree classes will be in technologies and other occupations, and 30% in sciences. To this end, the enrolment in arts subjects will remain more or less at the present level. A science education stream will be added in degree colleges wherever it is not available at present. Technical and occupational education streams similar to those at high and intermediate stages will be introduced at the degree level as well in the the major vocational fields.

National Professorships :

4.14. At present the highest remunerations in the educational pyramid are reserved for administrative posts. Outstanding scholars and teachers are, therefore, obliged to take up administrative assignments in preference to teaching and research work. A programme of National Professorships will be instituted so that highly-qualified scholars and scientists may continue as teachers and research workers. This will not only add to the prestige of the universities but will also raise the quality of teaching and research.

National Research Fellowships :

4.15. At present there is no specific programme to assist and encourage scientists and scholars of outstanding merit to continue their study and research work in their field of specialization. National Research Fellowships will, therefore, be instituted and universities and other appropriate institutions will be financially supported so that they are able to provide physical and other facilities for the work of these outstanding scholars. In addition to their research work, Fellows may also engage in teaching within their universities/institutions.

5. TECHNICAL EDUCATION

Technical Colleges :

5.1. Polytechnics will be converted into Technical Colleges. Their present programmes of certificate and diploma courses will, however, continue. After completing a 3-year diploma course, students will be encouraged to undergo two-years of industrial training/experience, for which opportunities will be provided. For diploma holders, a one-year additional course leading to the degree of B. Tech. will be provided in these institutions. For the purpose of admission to the degree programme, the two years' industrial training/experience will be considered an additional qualification.

5.2. To begin with, industrial establishments in the public sector, and those taken over by the government will be required to accommodate as many students of Technical Colleges as possible for industrial training/experience. Appropriate legislation requiring industry in the private sector to provide similar facilities will also be introduced.

5.3. In addition to diploma and B. Tech. degree courses, the Technical Colleges will also provide a variety of programmes covering new areas of technology which require urgent attention for modernisation and development. This will be in addition to the massive programmes of technical education being introduced in all the high schools and general colleges. Those undergoing these new programmes will receive certificates, diplomas and degrees such as Matric (Industrial), Matric (Agriculture), F.Sc (Industrial), F.Sc. (Agriculture), F.Sc. (Home Economics), B.Sc. (Industrial), B.Sc. (Agriculture), B.Sc. (Business), B.Sc. (Education), etc.

New Areas of Technology :

5.4. Technical Colleges/Institutes will be assisted to develop new areas of technology including, inter-alia, the following :

- Electronics and Instrument Technology
- Textile, Cotton and Wool Technology
- Para-medical Technology
- Leather Technology
- Mineral Technology
- Printing and Graphic Technology
- Timber Technology
- Oceanography and Marine Engineering
- Aeronautics
- Plastic and Rubber Technology
- Gas and Petroleum Technology

- Arts and Fine Arts
- Ceramics and Glass Technology
- Architecture
- Development Economics

Some of these Colleges/Institutes will also be assisted to offer specialized instruction in technologies of critical national importance leading to the degree of Master of Technology. The Institutes will, in due course, develop into centres of excellence in certain specialised technologies.

6. PRIVATELY-MANAGED EDUCATIONAL INSTITUTIONS

Nationalization:^a

6.1. As from the first day of September, 1972, all privately-managed colleges shall be nationalized. Privately-managed schools will, however, be nationalized in a phased manner within a period of two years beginning from 1st October, 1972.

6.2. No compensation shall be payable to any person because of his being divested of any privately-managed college or privately-managed school or of any property attached thereto. No person who owns or manages a privately-managed college or a privately-managed school shall close such college or in any manner alienate, sell or otherwise transfer any property attached thereto.

6.3. From 1st October, 1972, the scales of salary and the service conditions of teachers in all privately-managed schools and colleges will be brought at least at par with those of Government schools and colleges. No person who owns or manages a privately-managed college or a privately-managed school shall—

- (a) employ or engage any person for the purposes of the college or school, other than a person who was so employed or engaged immediately before the fifteenth day of March, 1972; or
- (b) save as otherwise provided, change the terms and conditions of service of any person in his employment immediately before the fifteenth day of March, 1972.

6.4. The Central Government may, by notification in the official Gazette, exempt from the operation of all or any of the provisions of this Regulation any privately-managed college or privately-managed school in relation to which it is satisfied that it is run on a genuinely benevolent, philanthropic and non-commercial basis.

Schools for the Gifted :

6.5. Educational institutions, generally known as public schools and including such institutions as Aitchison College, Lahore, are at present wholly, or substantially financed by Government but inaccessible to the poorer students, however intelligent. All public schools and institutions falling within this category will be taken over by the Government and converted into schools for the gifted.

6.6. These schools, in future, will provide an enriched programme of studies, entirely free, to gifted children drawn from all over the country without reference to their financial status or social background. In this way these renowned institutions, which in the past divided society on the basis of wealth, will now unite the nation on the basis of intellect and ability.

Schools for the Talented :

6.7. The existing comprehensive schools will be converted into schools for talented children. With the aim of providing eventually for at least one such school in each District, and also separate schools for talented girls, similar additional schools will be established. Each school will provide residential facilities, and will draw students from the district/area in which it is situated.

^aSee Appendix

7. ADULT AND CONTINUING EDUCATION

7.1. Pakistan has one of the highest rates of illiteracy in the world. Currently there are about 40 million illiterates and about one million are added to them every year on account of the population explosion and the inadequacy of the formal school system to cope with the increasing number of children. While the rate of illiteracy varies in different parts of the country, it is extraordinarily high amongst rural women in outlying areas.

7.2. While the ultimate solution of this problem lies in universal elementary education, the million of adults now illiterate cannot be ignored. We must meet this challenge and educate them so that they can participate more fully in the development of the nation, increase their own productivity and add their full share to the nation's growth and prosperity.

Eradicating Illiteracy :

7.3. To achieve this objective of eradicating illiteracy, a massive literacy programme will be undertaken in every town and village. Literacy centres will be established all over the country in the schools, factories, farms, union council halls, and other community places. In addition to the use of traditional approaches in classrooms and workshops, extensive use will be made of new educational technology and non-conventional methods such as films, records, T.V., radio, libraries, exhibitions, seminars, demonstrations, charts, models, posters, pictures, and other suitable materials.

7.4. This massive literacy and adult education programme will first concentrate on basic literacy training and then expand and develop into a full-fledged, comprehensive adult and continuing education programme. For literacy training it is aimed, by 1980, to establish approximately 2.76 lakh literacy centres to provide training to more than 11 million illiterates.

7.5. To staff these centres a hard core of teachers will be trained in short, intensive courses, and these will be supplemented by members of the National Literacy Corps and by skilled farmers, craftsmen and other suitable persons.

Continuing Education :

7.6. The vast growth in knowledge, the new technologies and skills that are constantly being developed and the need for continuous re-training of all workers demand that the process of education must be continued as a life-long activity. For this purpose, institutional arrangements will be made for a massive, co-ordinated, nation-wide programme of non-formal and life-long education.

7.7. In the beginning priority will be given to the continuing education of workers in factories, farmers in rural development areas, workers engaged on special projects, out-of-school adolescents requiring assistance to establish themselves.

in life, and to rural women seeking to become better housewives by equipping themselves with the arts of reading the Holy Quran and with skills such as sewing, knitting, embroidery, child care, nutrition, poultry keeping, etc.

7.8. In the establishment of adult/continuing education centres the targets to be achieved by 1980 are :

	No. of schools/ centres to be established	Capacity per school/centre.
(i) Factory Schools	500	40
(ii) Farm schools, including Comilla type thana and Tehsil Centres in association with agrovillae scheme	3,500	40
(iii) Special Women Education Centres	5,000	40
(iv) Out-of-school Youth Centres	300	40

7.9. Although the programme of adult and continuing education will be covered by enabling legislation, it will not be possible to implement it fully by administrative means alone. As the programme will be all-inclusive, that is, affecting everyone in the community, it will need the co-ordinated support and continuing effort of all public and private agencies. As in the case of elementary education it will be necessary for this purpose to launch a country-wide motivational campaign making full use of local, voluntary agencies and mass media such as radio, television and the press.

People's Open University :

7.10. Open universities are being used in several countries to provide education and training to people who cannot leave their homes and jobs for full-time studies. A People's Open University will, therefore, be established to provide part-time educational facilities through correspondence courses, tutorials, seminars, work shops, laboratories television, radio broadcasts, and other mass communication media. To begin with, this university will provide facilities in fields and subjects of immediate importance such as the training of elementary teachers and members of the National Literacy Corps, and the promotion of rural improvement and community development activities.

8. TEACHERS AND TEACHER EDUCATION

8.1. In order to meet the massive requirement of teachers at all stages, facilities for teacher education will be increased by re-organizing teacher education programmes and by introducing innovative techniques.

Teachers Required :

8.2. The number of existing school teachers is about 160,000. It is estimated that an additional 2,35,000 elementary and secondary school teachers and an additional 3,00,000 adult and continuing education teachers, both men and women, will be needed during the next eight years.

8.3. There are 12 teacher training colleges and 55 teacher education institutions of lower level. They have the capacity to produce in the next 8 years about 1,04,000 teachers of different levels. To meet the additional manpower requirements for trained teachers, the study of Education, as a subject, will be introduced in secondary schools and in general colleges and students passing in this subject at the matriculation, intermediate or degree level examinations will qualify as primary, middle or high teachers, respectively.

8.4. In this way, the system of teacher education will become open-ended, and teachers will be able to shift to any area of specialization, or move upward to the next level on passing the relevant examinations.

Women Teachers :

8.5. The number of women teachers will be greatly increased at all levels, specially at the primary stage. Basic academic and training requirements for women teachers will, where required, be relaxed so as to enable a large number of women to qualify as teachers.

8.6. At present, the proportion of women teachers in primary schools in Pakistan is less than 30% as against 71% in USSR and over 75% in USA. It is proposed gradually to replace male primary teachers with female teachers. This will remove one of the major hurdles in the way of education of girls, because there will be no objection to their studying with boys if their teachers are women. In line with this, some of the existing primary-level teacher education institutions for men will be converted to institutions for women.

Teachers' Salary Scales :

8.7. By and large, the scales of pay of teachers are now almost at par with their opposite numbers in other government cadres. The National Pay Scales recently announced by Government are, however, under examination in this respect. Any serious discrepancies or anomalies found to exist to their disadvantage in this respect, will be removed and suitable adjustments will be made to rectify the position.

8.8. Such staff in privately managed schools and colleges as is not fully qualified will be given opportunity to attain the requisite qualifications within a reasonable period of time.

8.9. To enable teachers to pursue further studies within the country, sabbatical leave with full pay will be granted liberally to them.

Residential Accommodation for Teachers :

8.10. One of the genuine and long-standing complaints of the teaching community has been the non-availability of residential accommodation at reasonable rental. The construction of rent-free houses for teachers on quite a large scale will be undertaken in the future. This will go a long way to mitigate their present suffering.

Recruitment of Teachers :

8.11. The recruitment procedure for non-gazetted teachers will be streamlined. The present practice of having Divisional Recruitment Boards headed by the Divisional Commissioners is unsatisfactory. Separate Recruitment Committees for non-gazetted teachers will be constituted at District Headquarters, in consultation with the District Education Councils.

8.12. There are approximately 6,000 gazetted posts ranging from Headmasters of High Schools to Professors/Principals of Colleges, and this number is likely to double during the eight year period. Considerable delay occurs in filling these posts by direct recruitment through existing Public Service Commissions because of their other commitments and pre-occupations. Because of this, a large number of appointments have been continuing on ad-hoc basis for almost ten years, and this causes working difficulties and personal hardships. Two additional members, preferably drawn from the Education Cadre, will, therefore, be added to the Public Service Commissions in the larger provinces to expedite the appointment and promotion of teaching staff.

8.13. An Academy for Teachers and Educational Planners/Administrators will be set up on the lines of similar academies existing for the Civil Service and the Finance Service.

8.14. Teachers with suitable background, experience and aptitude will be given the opportunity to serve in various administrative, supervisory and advisory cadres in the Government.

9. STUDENT WELFARE

Scholarships :

9.1. The merit scholarship programme will be revised to rationalise it and maximise its benefits to deserving students. Adequate allocations will be made to meet all the needs of gifted students so that poverty will no longer constitute a barrier to their full and proper education. The total allocation for scholarships, which for 1971-72 was about Rs. 2 crores, will be increased to Rs. 8 crores by 1979-80. This means that the number of scholarships will be increased four-fold over the period.

9.2. An effective machinery will be set up to ensure full, expeditious and judicious utilization of facilities for higher studies abroad.

Student Loans :

9.3. Interest-free loans will be provided to talented students unable to fulfil their ambition for higher education because of poverty. This programme will be introduced with the help of the banking system. The loans will be repaid by the students in instalments when they begin to earn. In determining priority for loans, preference will be given to students enrolled in professional institutions.

Book Banks :

9.4. In view of the high prices of textbooks and their non-availability in the local market in some areas, book banks will be established in universities and colleges. These banks will contain multiple copies of textbooks for issue to students on loan for stipulated periods. To enable universities and colleges to establish book banks, special grants will be provided by the University Grants Commission.

Transport Facilities :

9.5. Adequate transport facilities will be provided for students at low cost.

9.6. As a rule, schools and colleges should observe more or less uniform opening and closing times in a given area. Their vacation periods should also be synchronised.

9.7. Facilities for free periodical medical check-ups will be provided for all students.

9.8. Students will be made responsible for their welfare activities and will have their representatives on various bodies/committees of their institutions. They will be granted freedom of expression on all issues and matters concerning them.

School Uniforms :

9.9. One of the most visible symbols of social and economic disparity between the students within the same school/class, or between one school and another, is the type and quality of uniforms/clothes worn by them. To reduce this factor,

ways and means will be devised to standardize school uniforms up to Class VIII and prescribe a simple and inexpensive quality of cloth for them. This will be done gradually in consultation with the Provinces so that no local sensitivities are disturbed, and no additional financial burden is imposed on poorer parents as far as making new uniforms for their children is concerned.

Special Education :

9.10. In order to provide them with the opportunity to become productive and self-reliant citizens, arrangements for special education for handicapped children will be made by opening new schools and strengthening the existing ones. For this purpose, the work already carried out by various philanthropic voluntary organizations/institutions will be duly encouraged and suitably co-ordinated with the efforts of the Government in this field.

10. CURRICULA, BOOK PRODUCTION, LIBRARIES AND INSTRUCTIONAL TECHNOLOGY.

National Curriculum Bureau :

10.1. To review and up-date the curricula for all stages of education, including technical and vocational education, to keep them constantly under review and to revise and modernise them at regular intervals, the National Curriculum Bureau will be strengthened and re-organized and Curriculum Centres will be established and/or developed in each Province.

10.2. The curricula for the elementary stage (Classes I—VIII) and the secondary stage (Classes IX—XII) will be revised in detail to eliminate over-loading, emphasise learning of concepts and skills, and encourage observation exploration, experimentation, practical work and creative expression. This task will be assigned to representative committees of specialists, lecturers, practicing teachers and curriculum research experts.

Teacher Training Courses :

10.3. Many of the present courses of teacher training are out-dated and not orientated to the scientific and technological aspects of education or the use of modern methods and techniques. All teacher training courses will be revised and re-formulated.

10.4. A large-scale in-service teacher-assistance programme will be undertaken to enable practicing teachers correctly and effectively to teach the new curricula. In addition, teacher's guidebooks, handbooks and resource materials will be prepared and published.

10.5. Model standard textbooks for teacher trainees, special supplementary reading material on the religion, history, people and culture of Pakistan and pupil's workbooks and readers will be prepared and published.

10.6. As the curricula are revised, new and improved textbooks will be simultaneously prepared for publication.

National Foundation for Book Production :

10.7. The facilities for the production of books and reading materials are inadequate even to meet the existing level of literacy and education in the country. In addition, the available books are expensive and, therefore, inaccessible to a large section of the people. With the expansion of education following the universalization of elementary education and the commencement of the massive literacy campaign, the need and hunger for books of all types and other reading material will multiply manifold. Steps will be taken to strengthen our national production of books and reading material so that locally produced books will not only be able to compete effectively with similar foreign material but also successfully counter the rising tide of foreign propaganda.

10.8. The task of producing the enormous number of low cost books required cannot be performed by the existing Textbook Boards or the commercial publishing houses alone. To strengthen and supplement these existing production channels, therefore, a National Foundation for Book Production will be established. The Foundation will undertake writing, editing, compiling, translating, printing and publishing both textbooks and reading material for schools, colleges and adults and reading materials of various kinds for the general public.

10.9. The National Foundation will be run on commercial lines and ultimately will become fully self-supporting. The Pakistan Printing Corporation which is already with the Ministry of Education, will become the nucleus of this Foundation.

Libraries :

10.10. Library facilities in all educational institutions are extremely deficient. In schools, hardly any supplementary reading material is available to the students. In the colleges and other institutions of higher education where libraries are provided, their holdings of books are generally poor both in number and quality and much of the material is out-of-date. Adequate provision will, therefore, be made for well-equipped libraries to be established in all educational institutions. Representatives of students and teachers will be included in the Library Committee of every institution.

10.11. In addition, a Public Library System will be established throughout the country. Under this programme, 50,000 people-oriented libraries will be established in villages and city wards. They will contain, *inter-alia*, about a hundred basic booklets with limited vocabulary designed as an encyclopaedia of information for every day living. People's handbooks will also be prepared, published and supplied to each Adult and Continuing Education Centre.

10.12. In order to promote the library movement in the country, it will be necessary to establish properly trained and salaried cadres of librarians, both for educational and public libraries. Librarians will be placed on similar salary scales as the teachers and/or lecturers of the institutions to which they are appointed.

Instructional Technology :

10.13. Modern technology has placed at the disposal of educationists tools and techniques of great reach and effectiveness. People do not need now to leave their work and homes to obtain education. Exceptionally talented teachers and modern facilities for teaching and demonstration have come within easy reach of the masses through the powerful media of radio, television, films and a host of other instructional aids and devices. Potentialities of the modern instructional technology will be fully exploited to improve and expand both formal and non-formal education.

Use of Radio and Television :

10.14. In order to promote educational broadcasting programmes a massive distribution of radio and television sets will be undertaken, both to formal and non-formal education centres. By 1980, about 150,000 radio and 100,000 television sets will be distributed to schools and adult/continuing education centres. These sets will also be used for community-viewing programmes in agricultural extension, health education, family planning and social reconstruction.

10.15. Separate radio and television channels will be established for broadcasting educational programmes to schools and adult literacy centres. On these channels, substantial time will be allocated to the recitation and translation of the Holy Quran so as to saturate the air with the message of God and further forge the bond of national cohesion among the Muslims in different parts of the country.

10.16. Local assembly and/or manufacture of radio and television sets will be started so as to reduce the price of the sets and bring them within the easy reach of the common man.

10.17. No licence fee will be levied on radio and television sets used in schools and adult/continuing education centres for educational purposes.

Educational Equipment :

10.18. Educational Equipment Technical Assistance Centre, Lahore, will be strengthened. Similar centres will also be established in Sindh and NWFP. These Centres will produce scientific equipment and other instructional aids to standard designs. The production of scientific equipment and teaching aids will be arranged by the Ministry of Industries by activating the existing un-utilized capacity of industrial establishments in the country.

Peoples' Open University :

10.19. People's Open University referred to in Section 7.10 of the chapter on Adult Education will provide part-time education through the use of mass media and modern instructional techniques.

11. EXAMINATIONS

Annual Examinations :

11.1. The existing system of examinations is one of the root-causes of the general malaise in our education system. At present, there are internal examinations from Class I to Class IX under which students are failed or passed on the basis of annual tests. There is no system of observing, recording and evaluating the performance, behaviour and aptitudes of the pupil throughout the year. As a result, the passing or failing of students in the annual examinations invariably becomes merely a matter of the pupil's memory. The high percentage of failures not only leads to heavy drop-outs but also brings a life-long feeling of frustration and inferiority in the affected students. This is not only a national waste, but adds to our society a large mass of demoralised, dissatisfied and psychologically-handicapped personalities.

11.2. To make the education system fruitful, it is essential to alter radically the present examination system. There will, therefore, be no annual examinations, in the existing sense, up to Class IX.

Cumulative Records :

11.3. In place of single annual examinations, a system of continuous evaluation of the progress, aptitudes and problems of students by the class teachers will be introduced. Progression in the primary classes will be automatic. Thereafter, up to Class IX progression will be based on a combination of periodical-cum-annual examinations and a continuous, scientifically graded assessment of the student's achievement, general behaviour and aptitude. For this purpose, a cumulative record of each student will be maintained by every school.

11.4. Eventually, there will be no failures and no repetition of classes up to Class IX. A system of giving special attention to students who do not show satisfactory progress in class-work will be evolved with the help and co-operation of parents.

11.5. In Classes X and XII the system of terminal examinations by the Boards of Intermediate and Secondary Education will be continued for the time being. However, every effort will be made to eliminate the malpractices in the conduct of these examinations in which students, parents, teachers, examiners and employees of the Boards are now commonly known to indulge.

11.6. The terminal certificates granted as a result of these examinations will in future also indicate the percentage of marks obtained by the successful candidates in each subject.

11.7. Some of the existing Boards of Intermediate and Secondary Education are currently required to deal with an unwieldy number of students. Additional

Boards of Intermediate and Secondary Education will, in general, be established for every 25000 students. To meet the present need, three additional Boards will be established, one at Rawalpindi (for Rawalpindi Division), one at Bahawalpur (for Bahawalpur Division) and one at Gujranwala (for the two districts of Gujranwala and Sialkot). In regions where the student population is spread over wide areas, additional Boards may be established even for less than 25000 students. Accordingly, additional Boards will also be established at Khairpur and Saidu Sharif.

11.8. At present, the Boards of Intermediate and Secondary Education confine their activities to the conduct of examinations. As provided in their charter, their activities should also include functions comparable to those of affiliating universities such as the preparation of curricula in collaboration with Curriculum Development Bureaux/Centres and the conduct of research and evaluation projects. To this end, Standing Committees on Examinations and Procedures, a Committee on Curriculum and Boards will be formed.

11.9. The examination system after Class IX will be kept under continuous review and evaluation with a view to streamlining, revising or in any other way changing it. For this purpose, Standing Committees on Examinations will be constituted under the National and Provincial Education Councils.

12. PHYSICAL EDUCATION, GAMES AND SPORTS

Physical Education :

12.1. Physical Education will have parity with other disciplines in all schools and colleges. Physical education teachers will be given the same salary, status, terms and conditions of service and prospects of promotion as teachers with comparable qualifications in other disciplines.

12.2. Physical education is to be included as an integral part of the primary curricula. In each large primary school at least one teacher will have special training in physical education. For this purpose, training will be given by means of summer schools, workshops, mobile teams of instructors, demonstrations, and radio, television and correspondence courses.

12.3. Courses in Physical Education Colleges will be upgraded and instruction in physical education, games and sports will be given to teacher-trainees in all teacher education institutions.

Playing Fields :

12.4. Steps will be taken to acquire open spaces and other common playgrounds and attach them to schools and colleges. All Ministries/Departments concerned will protect and reserve all such fields for use by educational institutions.

12.6. Special sports and recreation centres will be established for women.

12.7. Ways and means will be found to make sports activities self-financing. To this end, a National Sports Trust will be established.

13. NATIONAL SERVICE CORPS : MILITARY TRAINING

National Service Corps :

13.1. A National Service Corps will be created. All youth between the age of 17 and 23 will be encouraged to serve in the corps for a total period of one year after passing the Intermediate Examination. This service may be rendered either in one stretch or in short intervals during summer vacations and other free time. The incentives to be provided to attract young men to join corps will include (a) a monthly honorarium, (b) uniform allowance, (c) preference in selection for admission to institutions of higher education and for employment both in the private and public sectors, and (d) the period spent in the corps will not be counted for purposes of age limit of entry into services, etc.

13.2. The National Service Corps will form an integral part of the educational organization of the country. Appropriate command and administrative machinery, starting from the Ministry of Education down to the district level, will be established. The Ministry of Education will be responsible for policy, planning and inter-ministerial and inter-provincial coordination. The Provincial education administrations will implement the scheme and provide the necessary training. District authorities will be responsible for local administration and employment.

13.3. The National Service Corps, *inter-alia*, will help launch the massive programmes of primary and adult education by providing personnel for the National Literacy Corps (reference 2.10 and 7.5).

13.4. The advantages of encouraging the youth of the country to give one year of their life between 17 to 23 years to National Service are self-evident. In particular, it will increase our literacy and defence potential to a very substantial degree. The National Service Corps and the concomitant military training scheme are significant factors of our education reforms. When they reach full fruition, they will have a far-reaching impact not only on the morale and character of the nation but also on our administrative and defence requirements.

13.5. It will not be feasible to implement the establishment of an effective National Service Corps by administrative means alone. As in the case of universal education and adult/continuing education and literacy, this will also require a massive public motivational campaign through political parties, other voluntary agencies and all available mass media.

Military Training :

13.6. Military training will be progressively introduced for all students between the age of 13 to 17 years (classes IX—XII). The main aim of military training at this stage will be to prepare for national defence by imparting basic

military techniques and skills, both at the individual and corporate level, and by training young men in the use of personal weapons such as rifle, pistol, etc. This training will help create confidence and a sense of discipline in the youth of the nation. It will also provide, in an emergency, a large reservoir of semi-trained manpower for national defence.

13.7. Arrangements for this training within the educational institutions will be made by borrowing instructors from the Armed Forces or by recruitment of ex-servicemen.

13.8. Full-time military training will be made available gradually to all medically fit male students between the age of 17 to 23 years at convenient stage of their career. Selected students will remain under training on a full-time basis with the appropriate formations of the Armed Forces for a period of one year. As far as possible, the training will take into consideration the field of specialization and aptitude of the students.

13.9. The defence establishments will provide uniform, mess, accommodation, medical care and training to the students undergoing full-time military training.

14. RELIGIOUS EDUCATION

14.1. The study of Islamiyat will be compulsory for Muslim students up to Class X. Steps will be taken to ensure that the curricula and textbooks for all stages do not contain anything repugnant to, or inconsistent with, the cultural and ethical values of Islam. It will also be ensured that the study of Islamiyat does not remain an isolated item in the school curriculum but that the values and the spirit of Islam are woven into the entire warp and woof of our educational fabric.

14.2. The chief aim of religious instruction will be to enable the students to develop a positive way and code of life which combines into itself the rich heritage of our past and fulfils the hopes, aspirations and ideals of our future. In promoting this objective, a great burden of responsibility will devolve on parents to provide inside the home suitable training and environment to serve as a base for the development of proper religious attitudes in the minds of their children.

14.3. The new educational radio and television channels will devote substantial time to the recitation of the Holy Quran, and its translation.

14.4. Educational institutions run by religious societies may continue to function provided they comply with the regulations governing the operation of privately-managed schools/colleges as set out in the Appendix.

14.5. *Status-quo* will be maintained in respect of institutions imparting exclusively religious instruction such as Maktabas, Madrassahs, Darul-Ulooms, etc., run by Muslims and similar institutions run by any other religious denomination.

15. EDUCATIONAL POLICY AND ADMINISTRATION

15.1. The present educational administrative set-up in the country is inadequate and unnecessarily complicated by a variety of somewhat superficial tiers. It will be streamlined in consultation with Provincial Governments.

15.2. The entire educational policy will be kept under constant review and evaluation by the education councils and will be developed further and further in the light of practical experience gained in the course of its implementation.

15.3. In order to provide the institutional framework for planning, guidance and evaluation, and also the resource data on which to base administrative and policy decisions, educational research units will be established/developed by the Ministry of Education and the Provincial Departments of Education. These units will work in close collaboration with their respective Education Councils.

15.4. To assist in the formulation, implementation and evaluation of education policies and practices, consultative and policy-planning Education Councils will be set up at the national, provincial, district and institution levels. They will include elected representatives of National and Provincial Assemblies and Local Bodies, citizens of various shades of opinion from different walks of life interested in education, and representatives of teachers, students and relevant government departments and other agencies. The functions of these councils will, *inter-alia* include the following :—

- to formulate and recommend changes and developments in educational policy ;
- to oversee the implementation of the policies adopted from time to time ;
- to assess and evaluate overall educational progress in their respective spheres ;
- to initiate and support educational research and disseminate its findings ;
- to harness and mobilise latest educational techniques and resources for the improvement of education.

15.5. These Councils will have standing committees for various specific areas of activity such as :

(a) *National Education Council under the Chairmanship of the Central Minister for Education :—*

- School Education
- Higher Education
- Technical and Professional Education
- Adult and Continuing Education

- Curriculum, Textbooks and Instructional Technology
- Education and Social Sciences Research
- Physical Education, Games and Sports
- National Service Corps and Military Training
- Book Production and Libraries
- Arts and Culture
- Teachers
- Student Welfare.
- Centrally Administered Areas.
- Examinations
- Special Education (Handicapped Children).

(b) *Provincial Education Councils under the Chairmanship of the Provincial Ministers for Education :—*

- Elementary Education
- Secondary Education
- Technical and Professional Education
- Higher Education
- Adult and Continuing Education
- Examinations
- Teachers
- Curriculum, Textbooks and Instructional Technology
- Education and Social Sciences Research
- National Service Corps and Military Training
- Book Production and Libraries
- Arts and Culture
- Student Welfare.
- Special Education (Handicapped Children).

(c) *District/Corporation/Municipality/Town Councils :*

- Elementary Education
- Secondary Education
- Adult and Continuing Education
- National Service Corps and Military Training
- Student Welfare

(d) *School/College Council under the Chairmanship of the Head of the Institutions :—*

- Teacher and Student Welfare
- Physical Facilities (Resource Development).

16. COST AND FINANCING

16.1. At present, in the public sector we spend annually about Rs. 70 crores on education which includes Rs. 20 crores capital expenditure and Rs. 50 crores annual recurring expenditure. This represents less than 2% of the G.N.P. and makes our expenditure on education about the lowest in the world.

The percentage of G.N.P. spent currently on education in some other countries/regions is as follows :

Europe	7.6%
U.S.S.R.	7.3%
Canada	8.3%
Japan	6.0%
U.A.R.	5.0%

In this regard, UNESCO recommends that the developing countries should spend at least 4% of their G.N.P. on education.

16.2. The implementation of the proposed education reforms will require a 70% increase in the total expenditure on education from Rs. 70 crores in 1971-72 to Rs. 120 crores in 1972-73. This will mean 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 subsequent years, the annual rate of increase in the total expenditure on education will, on the average, be about 15%. This is the same rate at which the expenditure on education has been increasing in the past. By 1980, the total expenditure on education will represent about 4% of the G.N.P. This conforms to the target recommended by UNESCO for education in developing countries.

16.3. To meet the additional expenditure on education, community resources of all types, including cash and kind, will be mobilised and both internal and external financial resources will be explored and used to the maximum possible extent

**MARTIAL LAW REGULATION
BY
CHIEF MARTIAL LAW ADMINISTRATOR, PAKISTAN**

REGULATION No. 118

1. This Regulation shall come into force at once and shall have effect notwithstanding anything to the contrary contained in any other law for the time being in force or in any deed of trust, contract, agreement or other instrument whatsoever.

2. In this Regulation, unless there is anything repugnant in the subject or context—

- (a) "college" means an institution having intermediate, degree or post-graduate classes or any combination of two or more such classes ;
- (b) "privately-managed college" means a college maintained and managed by any person or body other than the Central Government, a Provincial Government, a municipal committee, a cantonment board and any other local authority ;
- (c) "privately-managed school" means a school maintained and managed by any person or body other than the Central Government, a Provincial Government, a municipal committee, a cantonment board and any other local authority ;
- (d) "school" means an institution imparting education pertaining to classes lower than the intermediate classes.

3. (1) No person who owns or manages a privately-managed college or a privately-managed school shall close such college or school or in any manner alienate, sell or otherwise transfer any property attached thereto.

(2) All contracts or agreements made or entered into at any time on or after the fifteenth day of March, 1972, relating to the alienation, sale or transfer otherwise of any privately-managed college or privately-managed school, and any alienation, sale or transfer otherwise of any such college or school effected on or after that day, shall be void.

4. As from the first day of September, 1972, all privately-managed colleges, together with all property attached to them, shall vest—

- (a) in the Central Government, if they are situated in the Islamabad Capital Territory ; and
- (b) in the Provincial Government, if they are situated in a Province.

5. Such privately-managed school as the Central Government, in the case of a school situated in the Islamabad Capital Territory, and the Provincial Government in any other case, may, by notification in the official Gazette issued at any time on or after the first day of October, 1972, specify in this behalf shall vest in the Central Government or, as the case may be, in the Provincial Government, together with all property attached to it.

6. (1) No person who owns or manages a privately-managed college or a privately-managed school shall make any change in the terms of any contract made by him or any of his predecessors with any person with regard to the premises of such college or school or to any property attached to it.

(2) All changes made in any contract referred to in sub-paragraph (1) on or after the fifteenth day of March, 1972, shall be void.

7. (1) No person who owns or manages a privately-managed college or a privately-managed school shall—

(a) employ or engage any person for the purposes of the college or school, other than a person who was so employed or engaged immediately before the fifteenth day of March, 1972; or

(b) save as otherwise provided in sub-paragraph (2), change the terms and conditions of service of any person in his employment immediately before the fifteenth day of March, 1972.

(2) As from the 1st day of October, 1972, the teachers of all privately-managed colleges and privately-managed schools shall be entitled to the same scales of pay to which the teachers of equivalent qualifications, seniority and experience in the colleges and schools maintained by the Government are entitled.

8. No compensation shall be payable to any person because of his being divested, under or by virtue of this Regulation, of any privately-managed college or privately-managed school or of any property attached thereto.

9. Any contract made by the owner or manager of any privately-managed college or privately-managed school which is vested in the Central Government or Provincial Government under or by virtue of this Regulation shall in so far as such contract relates to the management of such college or school, be deemed to have been made by the Central Government, or, as the case may be, the Provincial Government.

10. All rights, properties, assets, liabilities, debts and obligations of the owner or manager of any privately-managed college or privately-managed school which is vested in the Central Government or a Provincial Government under or by virtue of this Regulation, shall, in so far as they relate to the management of such college or school, be the rights, properties, assets, liabilities, debts and obligations of the Central Government or, as the case may be, the Provincial Government.

11. All suits and other legal proceedings instituted by or against the owner or manager of a privately-managed college or privately-managed schools which is vested in the Central Government or a Provincial Government under or by virtue of this Regulation shall, in so far as they relate to the management of such college or school, be deemed to be suits and proceedings instituted by or against the Central Government, or, as the case may be, the Provincial Government and may be proceeded with accordingly.

12. The Central Government may, by notification in the official Gazette, exempt from the operation of all or any of the provisions of this Regulation any privately-managed college or privately-managed school, in relation to which it is satisfied that it is run on a genuinely benevolent, philanthropic and non-commercial basis.

13. The appropriate Government may, by notification in the official Gazette, make such rules as appear to it necessary or expedient for carrying out the purposes of this Regulation.

Explanation: In this paragraph, "appropriate Government" means,—

(a) in relation to the Islamabad Capital Territory, the Central Government; and

(b) in relation to a Province, the Provincial Government.

14. (1) No court, including the Supreme Court and a High Court, shall come in question, or permit to be called in question, any provision of this Regulation or of any rule or order made or notification issued or anything done or any action taken or purporting to be made, issued, done or taken thereunder.

(2) No court including the Supreme Court and a High Court, shall grant any injunction or make any order, nor shall any court entertain any proceedings, in relation to anything done or intended or purporting to be done under this Regulation.

15. No suit, prosecution or other legal proceeding shall lie against the Central Government or a Provincial Government or any other person for anything in good faith done under this Regulation or any rule or order made or notification issued thereunder.

16. If any difficulty arises in giving effect to any provision of this Regulation, the Central Government may make such order, not inconsistent with the provisions of this Regulation, as may appear to it to be necessary for the purpose of removing the difficulty.

17. Contravention of any of the provisions of this Regulation shall be punishable with rigorous imprisonment for a term which may extend to three years, or with fine, or with both.

Place: Rawalpindi
Date: 29 March, 1972.

Z. A. Bhutto
Chief Martial Law Administrator.