

LIST OF AGENTS IN PAKISTAN AND ABROAD FROM WHOM GOVERNMENT OF PAKISTAN PUBLICATIONS ARE AVAILABLE

INDIA

Government Sales Agencies —

Comptroller Stationery, Forms and Publications,  
Government of Pakistan, 9, Jinnah Avenue, Dacca.  
Central Statistical Office (Publication Branch) I. S. M.  
Director, Export Promotion Bureau, Government of  
Pakistan, Karachi.  
Director, Export Promotion Bureau, Government of  
Pakistan, Dacca.  
Director, Export Promotion Bureau, Government of  
Pakistan, Lahore.  
Manager, West Pakistan Government Book Depot and  
Record Office Karachi.  
Manager, West Pakistan Government Book Depot,  
Lahore.  
Manager, West Pakistan Government Press, Peshawar.

Private Book Sellers —

WEST PAKISTAN:

CHITTAGONG

Book Centre, Anderkilla,  
Chittagong Chamber of Commerce and Industry, 223,  
Quaid-e-Azam Road.  
S. Limited Chamber, Building, Quaid-e-Azam Road,  
New Bazar, Jubilee Road.  
International Book Centre, 155, Bipan Bhan,  
New Bazar, Jubilee Road.  
Pakistan Book Centre, Quaid-e-Azam Road,  
New Bazar, Jubilee Road.  
Pakistan Co-operative Book Society Ltd., Jubilee Road,  
Readers Chamber, 33 Station Road.  
Screen and Camera C.T.D., Building, Court Road.

DAKKA

Book Centre, Paper Mill, 17 Jangla Bazar,  
Book Syndicate, 117, Government New Market,  
Dacca. Law House, 27/28, Purna Patan Lane,  
Dacca. Law Reports, Main Bazar, Ramnagar,  
Dacca. Law Agencies, 82, D. K. Saha Commercial Area,  
Dacca. V. A. B. S. Karim,  
Hussain Hussain Corporation, 13/75, Sattar, Sarkar  
Khan and Co., 55, Hazrat Ali Lane, Islampur,  
Munim Prakashani, 133, Government New Market,  
Knowledge Home, 146, Government New Market,  
Milia Book Agency, Moti Bazar Commercial,  
Mohiuddin, Ind Som, 143, New Market,  
National Stationery Mart, 77, Bangla Bazar,  
News Brothers, 37, Mehendra Dar Road,  
Rebeka Sahitya Nektan, 36, Lal Mohan Das Lane,  
Standard Publishers, 78, Begum Bazar,  
Reliable Traders, 31, 31/10, Lankat Avenue,  
Sarowary Hall, 40/41, Bangla Bazar,  
Wart Book Centre, 167/163, Government New Market,  
Wart Book Corporation, Errar Mansions, 14, Jinnah  
Avenue.

KHULNA

Abdur Qadir and Bros., Old Jessor Road,  
Khulna Chamber of Commerce and Industry, Lower  
Jessor Road.

KUSHIA

The New Agency, 136, High Road

MYMENSINGH

Orman and Co., 34, Station Road

NARAYANGANJ

Narayangan Chamber of Commerce and Industry, Quaid-  
e-Azam Road.

SYLHET

News Corner Zinda Bazar

WEST PAKISTAN

CHAMAN

Bashir Ahmad and Co., Regd.,

D. L. KHAN

Union Agency, 2, Canal, Commuters Building,

HYDERABAD

Educational Book Depot, School Road,  
Nasim Book Depot, Foujdari, Road,  
Mr. Wazir Bux, Librarian, District Law Library, Session  
Court.

LAHORE

Local Publishing Centre, 150-A.

KARACHI

Chamber of Commerce and Industry, Airway-Tivral,  
Nicol Road.  
Dacca Book Centre, Victoria Road.  
Ferozsons Ltd., Bunde Road.  
Feroz Stationers, 85, Liaquat Market, Bunde Road.  
Grench Agencies, Elphinstone Street.  
Habib Stationery Emporium, 1-2, Liaquat Market, Bunde  
Road.  
Iqbal Book Depot, Somerset Street, Sadar.  
Karachi Education Society, Services Club Off Victoria  
Road.  
Law Book Service, 166-A Faish Road, Bihar Colony.  
Madina Publishing Co., 17 Faiz Hussain Building,  
Bunde Road.  
Mansoor Stationery Mart, Hasan Ali Effendi Road,  
Mansoor Stationers, 23-A, New Cloth Market, Bunde  
Road.  
Moorad Stationers, New Market, Bunde  
Road.  
Noman Stationers, 10, Kothari Building, Napier Road.  
Pakistan Law House, Pakistan Chowk, Katchery Road.  
Pioneer Book House, 1, Avon Lodge, Bunde Road.  
Your Store, 22, Mansoor Market, Bunde Road.

LAHORE

Arshad Book Centre, Post Box No. 7111,  
Book Centre, 49, The Mall,  
Ferozsons Ltd., 60, The Mall,  
Kishu Markazi, Urdu Bazar,  
Mansoor Book House, 2, Katchery Road,  
Mansoor Book Agency, 65, The Mall,  
The Ali Pakistan Legal Decisions, 35, Nabha Road,  
The Peoples Publishing House, Feroz Buildings, 20, The Mall,  
The Frames Book House, 4/5, Katchery Road,  
The Publishers United Ltd., 176, Anarkali,  
The Punjab Religious Book Society, Anarkali,  
The Technical and Commercial Book Co., 128, Ra. way  
Road,  
The West Pak. Publishing Co., Ltd., Urdu Bazar.

LYALLPUR

Ali Corporation, Amnagar Bazar,  
Dandmand & Co., Karkhana Bazar.

MULTAN

Multan Chamber of Commerce and Industry,

NAWABSHAH

Pak Book Depot, Masjid Road,

PESHAWAR

Ferozsons Ltd., 35, The Mall,  
Saeed Book Bank, 28, Arbab Road

QUETTA

Gonia-e-Adah, Junoon Road,

RAWALPINDI

Ferozsons Ltd., 32, Harding Road,  
The London Book Co., Edwardes Road,  
Story Book Stores, 47-5, Edwardes Road.

SANGHAR

Local Agencies, M. A. Jinnah Road.

SALTOI

Malik & Sons Railway Road,

SUKKUR

N. M. Qureshi & Co., Shahi Bazar

FOREIGN

All Pakistan Missions abroad.

*W. Mansoor*



PROPOSALS

FOR

A NEW EDUCATIONAL POLICY

JULY 1969

497  
20-10-81

MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH  
GOVERNMENT OF PAKISTAN  
ISLAMABAD

PRINTED BY THE MANAGER, PRINTING CORPORATION OF PAKISTAN PRESS,  
ISLAMABAD  
PUBLISHED BY THE MANAGER OF PUBLICATIONS, KARACHI

Price: Re. 1.00

M. Ed.-26  
13,500

370.2  
H/Ed.

E d u c a t i o n a l P o l i c y

Educational Policies

Literacy Education Research

Ministry of Education and Scientific Research

Educational Planning

Literacy Programmes

Educational Reform

Educational Policies - Pakistan

Ministry of Education and Scientific Research

DEPP

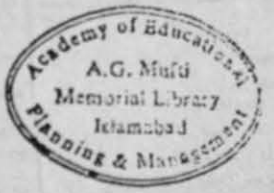
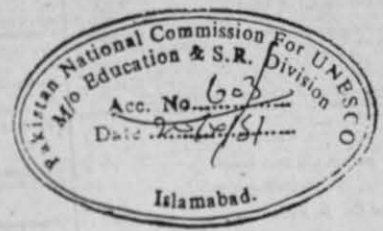
Secretary

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

These proposals have been formulated after detailed studies conducted in this field as directed by the President. A number of study groups were set up in the Centre as well as in the Provinces. Large number of students, teachers, administrators and public representatives were heard and numerous suggestions received from all quarters were considered. The conclusions arrived at are the result of this exercise. While these are under government's consideration now, the President has directed that the proposals may be circulated for comments from public in view of the fact that only a cross section of the people could be contacted while the proposed programme is a big national effort involving almost every citizen in this country.

Comments may be sent to the Ministry of Education, Islamabad (Policy Cell) before August 4, 1969. After such comments as may be forthcoming have been considered, Educational Policy will take its final shape and should be ready to be implemented by the 1st of September, 1969.

M. NUR KHAN,  
Air Marshal.



LIBRARY  
5977  
13-10-93  
370.2/178

MEM-4307

CONTENTS

	PAGE No
SUMMARY .. .. .	1-10
PART ONE : THE NEED FOR CHANGE :	
Introduction .. .. .	11
Chapter 1 : Lack of National Cohesion .. .. .	12-17
Chapter 2 : Literacy and National Development .. .. .	18-21
Chapter 3 : The Educated Unemployed .. .. .	22-23
Chapter 4 : Academic Standards .. .. .	24-26
PART Two : PROPOSALS FOR A NEW EDUCATION POLICY :	
Introduction .. .. .	27
Chapter 5 : Administrative and Structural Changes .. .. .	28-41
Chapter 6 : Special Matters .. .. .	42-45
Chapter 7 : Financial Effects of the proposals .. .. .	46
Appendices :	
APPENDIX A.—The University Grants Commission Ordinance 1969 .. .. .	47-55
APPENDIX B.—The East/West Pakistan Privately-Managed Institutions Ordinance, 1969 .. .. .	56-65
APPENDIX C.—University Act of 1969 .. .. .	66-89



policy. Before such a definition is attempted, it would be worthwhile to examine some of the causes of dis-satisfaction with the existing policy. These are:

- (a) that education has failed to promote a national consensus,
- (b) that education has not played its proper role in national development,
- (c) that there is a high rate of unemployment among educated youth, and
- (d) that academic standards are low.

Each of these factors is discussed in detail in Part I of this report, and is briefly touched upon in the following paragraphs.

#### National Consensus

4. For a nation the very creation of which was ideological, Pakistan has shown surprising inability to reach any national consensus over the last twenty years. The reason for this may be found in the fact that Pakistani society contains a number of divisions and the educational system which should have helped the cause of national integration by opening up channels of communication between these divisions, has failed to do so. In particular educational system has been unable to break down the barriers between:

- (a) those who follow the stream of religious schools and those who are taught in modern schools,
- (b) those who use the English language in their normal day to day business and those who do not,
- (c) those who are born in well-to-do families and those who are not.

How the educational policies can help in breaking down these barriers is discussed below:

5. *The Religious Barrier.*—As already stated, there are two distinct systems of education operating in Pakistan today. The one which was developed by the British for the purpose of producing clerks and officers for Government service, was completely secular and has remained largely so, while the other, which was developed to prevent Muslims from forgetting their cultural heritage, is entirely orthodox. With these two systems operating at separate extremes, it is inevitable that the products of one system find themselves totally unable to communicate with the products of the other. It has been suggested by some that classical system may be completely eliminated. This, however, is neither correct nor wise. Pakistan must aim at ideological unity and not ideological vacuum. It must aim at providing a uniform and integrated system of education which seeks to impart a common set of cultural values based on the precepts of Islam. Islamiat, in its broadest sense must be made a compulsory subject

up to Class X and optional thereafter. It is also necessary to accord a high priority to Islamic research in the universities and to progressively incorporate the results of such research into the normal curricula of our faculties of law, politics, economics and other social sciences. In the meantime, the teaching of mathematics and science subjects should be introduced in "madrassahs" and special programmes should be undertaken to train their existing teachers to teach such modern subjects. Simultaneously, equivalence should be established between the various stages of madrassah education and those of "modern" education, so that the products of madrassahs can obtain all those jobs which, at present, are available only to those who have had modern education. East Pakistan Government already has a Madrassah Education Board with enabling legislation to control and regulate their studies and standards. West Pakistan Government should do the same. Another factor which has been responsible for the emergence of a secular class, the influence of which in national affairs is totally out of proportion to its numbers, has been the existence of a large number of foreign missionary educational institutions. It is considered that, for the reasons given in the report, the new policy should aim at nationalizing these institutions.

6. *The Language Barrier.*—One of the legacies of the British Raj has been the fact that the language of our administration is English while that of the masses is not. The result has been that the administrators are totally unaware of popular aspirations. This is a very dangerous situation. Educational policies have contributed to this by requiring the medium of instruction at the college and university levels, from which our leadership naturally emerges, to be English. This must not be allowed to continue. Not only does the use of English as the medium of instruction at higher levels perpetuate the gulf between the rulers and the ruled, it also perpetuates the advantages of those children who come from the well-to-do families, and results in a colossal waste of human resources which could be developed to a far greater extent if instructions were to be given in national languages. It must, however, be recognised that the language barrier cannot be broken through educational policies alone. So long as the official language of the Government remains English, our leaders will continue to use it for their day to day purposes and the language barrier will continue to remain. The Government had decided in 1954 to introduce the national languages into official use by 1974. A definite programme for conversion of the official language, as recommended in this document, should be declared as Government policy.

7. *The Barrier of Privilege.*—It must be recognised that perpetuation of privilege has not so far taken place to any stifling extent. There are, however, certain features of the educational policy which have been contributing to the

## SUMMARY

1. These proposals contain the findings and recommendations of a study which has recently been carried out in the Education Division of the Government of Pakistan. The objective of the study was to review the existing educational policies with a view to identifying their shortcomings and putting forward a set of recommendations to overcome them. It was found that if education is to be an effective instrument of national development and consolidation, nothing short of a radical departure from the existing policies would be required. Therefore, whereas the first part of this report contains the argument that there is a need for such a change, and points out the direction in which the change is required, the second part contains the proposals for a new policy and a proposed educational plan extending to 1980.

### The Need for Change

2. There are at present two quite distinct systems of education operating side by side in Pakistan. These may be described as the modern system and the classical system. The modern system, which was developed by the British, was meant to prepare the youth for Government service, predominantly in the clerical cadres and was not oriented to the political, social or economic needs of an independent developing nation. The classical system which was developed by the Muslims to cater to the needs of their Empire and which produced great thinkers, scholars and administrators took its present form of Madrassas emphasising the rote learning and Arabic language at the turn of the present century, in the hope that it would save and preserve the Islamic cultural values from the inroads of alien influences. Remote as these Madrassas are from the trends of secular education, they have also been found wanting in serving the needs of Pakistan. In view of this it is necessary to re-structure completely the educational system in the light of the present day national requirements. This must, however, be preceded by a clear definition of the aims of educational

4  
emergence of a privileged class and unless these are recognised, and corrective action taken, the problem will attain gigantic proportions. These factors are:

- (a) *Medium of instruction*; by requiring the medium of instruction at the higher levels of learning to be English, the system discriminates against those students who have not had the benefit of English knowing parents. The problem has already been discussed.
- (b) *Cadet Colleges etc.*; there exist a number of institutions, the educational standards of which are higher than those of the normal institutions. Some of these are Government-run, while others are operated privately. The students who attend these schools acquire an automatic advantage over those who do not. It would obviously not be desirable to eliminate such schools. It is, therefore, recommended that admissions to the Government-supported institutions among them should be based purely on merit with full scholarships provided for all those who cannot afford. Similarly, all private schools which charge fees of more than Rs. 30 per month should be required to select at least 25% of their students on merit and provide them free education.
- (c) *Uneven geographic coverage*; educational opportunities as such are not equally available throughout the country. Remote areas such as Baluchistan, the Frontier Regions and the Hill Tracts have very limited facilities and people from these areas do not therefore get a fair chance to develop. It is recommended that a special programme should be started to train teachers from amongst the representatives of these areas so that they can go back and impart education.

#### Education and National Development

8. It is now widely accepted that the greater factor in a nation's economic progress is the quality of its manpower resources which can be improved through education. For a country like Pakistan, with few discovered minerals and other resources, education assumes an even larger importance. It is, therefore, necessary that education should not merely be treated as a social service but should be regarded as a necessary "Investment in Man" without which real economic progress is difficult.

9. One of the short comings of the existing educational policy has been that it has attached a higher priority to secondary and higher education than to elementary education. This policy needs to be modified. It is considered, that for national development purposes, the first priority of education should be to create a literate society.

5  
10. *The Importance of Literacy*.—The importance of literacy in national development is two fold. Firstly, it helps to bring about changes in social attitudes such as contempt for manual work, submissiveness to authority etc. which inhibit economic progress. Secondly, it raises labour productivity by facilitating the acquisition of analytical and technical skills. It is clear that no real economic progress is possible in an illiterate society. The proposed educational plan, therefore, places the maximum emphasis on elementary education so that illiteracy may be eliminated at source. Since, however, it will take a number of years before this plan can have its impact, it is recommended that a crash programme should be undertaken to spread literacy throughout the country.

11. *Adult Literacy Programme*.—A selective approach is recommended. Immediate emphasis should be on imparting functional literacy to:

- (a) those employed in the urban manufacturing sector,
- (b) those living in the vicinity of large upcoming projects, and
- (c) the drop-outs of elementary schools.

The target should be to impart literacy to 68 million adults by 1980. If the programme is to succeed it will be necessary to introduce national service for the country's educated youth on the Iranian model. This, it is recommended, should be done. A separate Authority to administer this programme should be created in each province. It would be desirable to leave the leadership of this authority in the hands of the nation's youth.

#### The Educated Unemployed

12. It should be one of the aims of education to provide such instruction as may enable a person to contribute to the economic well-being of the nation. The existing system has failed to do so as may be evidenced by the fact that there are over 200,000 educated youth today who are without employment. This is a colossal waste of national resources. It also causes immense frustration among those who, fired by the idealism of youth, find themselves unable after completing education to earn a decent living. This is the result partly of educational policies and partly of the overall national policies as is discussed below.

13. *Educational Structure*.—As has already been stated, the existing educational system was designed to produce people for Government service and not to impart the analytical and technical skills on which economic progress can be based. The result has been that at the secondary level of education, which should be the terminal stage for most students, no more than 4% of the total

6  
enrolment is in vocational and technical classes, and even those enrolled in general classes prepare to enter college rather than active life. A massive shift towards vocationally and technically oriented education at the secondary stage is therefore essential. Without this, the system will continue to produce people which the economy cannot absorb while it will fail to produce those who are vitally needed for development. The proposed system incorporates the required shift in this direction and aims, by 1980, to provide vocationally oriented technical and agricultural education to 60% of the secondary students.

14. *Economic Planning*.—The creation of employment opportunities has never been one of the major goals of national planning. The problem of unemployment generally, and of the unemployment among educated youth in particular, has assumed explosive proportions and can only be expected to grow in intensity unless the national policies begin to place a far greater emphasis on creating employment than they have done in the past. The proposed educational plan may, by absorbing a large number of the educated unemployed in teaching jobs and in the National Literacy Corps, alleviate the problem. But this will amount merely to postponing the problem, not solving it. It is considered that the existing planning priorities need to be thoroughly reviewed to bring education and employment into the main focus of economic planning.

#### Poor Academic Standards

15. One of the major causes of dissatisfaction with the existing educational policies is the fact that academic standards are poor and have been steadily deteriorating over the years. It has been claimed that this is so because adequate finances have not been made available for education. While this is true, it is not considered to be the only or even the major reason for poor academic standards. Most of the responsibility probably falls on a too highly centralised and bureaucratic administration which does not allow full play to the talents and capabilities of the teachers, the students and the educational research workers. Another factor responsible for poor academic standards may be the poor control exercised by the Government over private educational institutions.

16. *Teachers*.—The teacher is the pivot of any educational system and his status and position in society must be such as to attract the best of its products to teaching. If this is not so, academic standards must fall. The educational policies of Pakistan have never taken account of this fact. Teachers have been paid low salaries, they have been denied intellectual freedom and they have been made sub-ordinate to the bureaucrat who exercises over them the rights of appointment, promotion, transfer and dismissal. No wonder talent has not been attracted to the teaching profession. If academic standards are to be improved,

7  
teachers must be paid better, they must be allowed greater participation in governing their institutions and bureaucratic control over them must be reduced to the minimum. In particular, it is recommended that:

- (a) the practice of placing teachers in Class I, Class II, Class III, etc. should be discontinued,
- (b) teachers' salaries should be raised and made comparable to those of other services and professions,
- (c) there should be one National Pay Scale for the teaching profession with different segments for different qualifications, experience and ability,
- (d) the practice of transferring teachers like ordinary Government Servants should be discontinued,
- (e) financial powers within approved budgets and decisions such as the appointment and promotion of teachers should be delegated to the educational institutions themselves in the governance of which, teachers should be allowed to have an effective voice.
- (f) Universities should be allowed full autonomy and University Grants Commissions should be established in the provinces.

17. *Educational Research*.—One reason for poor academic standards is the lack of emphasis on educational research. By ignoring educational research, the system loses the opportunity of making optimum use of its resources. Thus, whereas TV facilities have been available for a number of years, no effort has so far been made to explore their use for educational purposes. Nor has much work been done in the fields of curriculum design and evaluation techniques. It is clear that unless a higher priority is accorded to research the resources allocated for education will continue to be wasted. It is recommended that the Educational Research Institutes should be strengthened.

18. *Private Institutions*.—Ninety per cent of the educational institutions in East Pakistan and 75% of those in Karachi are privately operated. The teachers of most of these institutions are ill paid and are required to work under very adverse conditions. It is recommended that legislation should be passed to regulate the conditions of service of teachers in private institutions. In case these conditions are violated, the Government should have the powers to take over the management of these institutions.

19. *Policy Conclusions*.—It is clear, therefore, that the existing educational system is in need of a drastic change, and if education is to be used as a force



for national development and consolidation, not only is it necessary to restructure the educational system itself but to attach a higher priority to education in national planning than has been done in the past. In Part Two of this report are contained the proposals for a new educational policy together with the targets of a proposed educational plan extending to 1980.

20. *Aims of the new Policy.*—The aims of the new Educational Policy should be to:

- (a) impart a common set of cultural values based on the precepts of Islam,
- (b) create a literate society,
- (c) attach a high priority to the development of analytical and technical skills,
- (d) attract some of the best talent of the country into the teaching profession, and
- (e) use education as a force of national unification.

21. *Recommendations regarding Structural Changes.*—To achieve these aims, it will be necessary to:

- (a) integrate madrassahs into the normal school system and bring the latter more in line with our ideological demands,
- (b) integrate primary and middle schools into elementary schools,
- (c) re-organise secondary education incorporating a massive shift towards technical and vocational training, and
- (d) decentralise educational administration.

22. *Educational Administration.*—Every educational institution should have a governing body to look after its day to day administration. The composition and function of these bodies should be as specified in this document. In addition, there should be legislation to enable the Government to control the working of private institutions and take them over if they fail to comply with the standards laid down. The proposed legislation is attached as an Appendix.

A District School Authority should be established in every district with the composition and functions specified in the appendices. This authority should be responsible for the extension of facilities and the control of all schools within

its area. Similarly, an Authority for Colleges with the composition and functions specified in the report should be established for each Division of East Pakistan and each Region in West Pakistan.

Teachers should have representation on the governing bodies of their respective institutions and in school/college authorities. Further, teachers should not be subject to the ordinary rules of transfer of Government Servants. All vacancies for Head Masters and Principals should be advertised and final selections made by the Authorities. All appointments of teachers should be made by the governing bodies of respective institutions, which should also decide about their accelerated increments and should have full powers to incur expenditure out of approved grants. University administration should be streamlined. The existing University Ordinances should be repealed and the proposed legislation, granting them autonomy, enacted in their place. Teaching departments within Universities should also enjoy a large measure of autonomy in their internal working as well as in the matter of incurring expenditure out of approved grants. Separate Directorates, headed by Directors-General of Education should be created for School Education, College Education and Technical and Vocational Education in each province with the functions specified in this document. Inspectorate of schools should cease to exercise any control over the schools. The officers of the inspectorate should carry out periodic inspections of the schools and report their findings to the District School Authorities. A separate University Grants Commissions should be established in each province.

23. *Recommendations regarding Financial Allocations.*—It is clear that without substantially higher allocations than have been provided in the past, it will not be possible to undertake the ambitious educational plan proposed here. There is a case for higher allocations. With its total expenditure on education accounting for about 1.8% of G.N.P., Pakistan ranks among the countries which accord the lowest priority to education. UNESCO has recommended that a developing country should devote 4% of its GNP to education. The wisdom of this is manifest in case of a country such as Pakistan which, with few discovered natural resources, must depend on education to improve the quality of its manpower if it is to make any real breakthrough in development.

24. The proposed plan, if implemented, would not require allocations exceeding 3.6% of GNP at any stage. By 1980, it should become possible to bring down the annual allocation to 3.3% of GNP. The total expenditure envisaged in the 4th Plan on education is approximately Rs. 925 crore, while that in the 5th Plan period is approximately Rs. 1,600 crore.

25. It is extremely difficult to justify any expenditure on education through the normal concept of capital/output ratios, because the "output" or benefit of education has never been successfully monetised. The output can however be quantified in terms of the likely number of people it will be possible to

educate to various levels through the proposed plan. By 1980, this output in addition to those who will still be in the educational system, should be:

Adult Literates	...	...	...	68 million.
Primary Schools	...	...	...	30 million.
Middle Schools	...	...	...	12 million.
Matric (Tech.) Agriculture	...	...	...	7 lakh.
Matric (Tech.) Industrial	...	...	...	5 lakh.
Inter (Tech.) and B.Sc. (Tech.):				
Agriculture	...	...	...	4 lakh.
Industrial	...	...	...	2 lakh.
Professional Graduates	...	...	...	41,000.
University Graduates	...	...	...	5 lakh.

26. Finally, it is considered that the distinction between development and non-development expenditure on education is artificial. The entire educational expenditure is in the nature of investment in Man—whether it be the cost of building a school or the salary of a teacher. It is therefore recommended that the entire educational expenditure should come out of development funds. Failure to adopt this policy will perpetuate the current position in which buildings are constructed out of central government funds but provincial governments do not have funds for teachers salaries so that buildings remain unutilised. Similarly, buildings which are put up are lavish in scale and construction, while the teachers, who are far more important for educational purposes, remain poorly paid and over worked.

## PART ONE

# THE NEED FOR CHANGE

## INTRODUCTION

1. There are two distinct systems of education operating side by side in Pakistan today. They may be described as the modern system and the classical system. The modern system was developed by the British during their Imperial rule of India and its objective was to create "a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and intellect" for service with the East India Company and later with the Government of British India. It was not the aim of this system to promote national cohesion through imparting cultural values to its students or to promote national development through imparting technical skills. This system has remained largely unchanged since independence. The reasons for this have been that the system has continued to be operated by those who have themselves been its products, and there has been no mechanism whereby the system could respond to public opinion. It is largely secular in nature and non-technical in content. As such, it cannot be considered a suitable system of education for an independent developing nation.

2. The classical system of education, on the other hand, developed in its present form at the turn of the century when Muslim leaders, worried about the fate of Islamic cultural values in the sub-continent, established Madrassahs, Dar-ul-Ulooms and Jamia Millia, through which they hoped to preserve Muslim thought. This system has also remained largely unchanged over the years. It emphasises Arabic teaching and does not further the cause of economic development as it does not aim to promote the analytical and technical skills on which such development must be based.

3. It is clear, therefore, that neither of the two systems of education currently operating in Pakistan is entirely satisfactory. There is therefore a need to change the existing systems and to evolve an educational policy which is more in harmony with the political, social and economic needs of Pakistan today. Proposals for such a policy are contained in Part Two of this document. To place such proposals in their proper perspective, the main causes of dissatisfaction with the existing policy are discussed in this Part. These are as follows:

- education has failed to promote a national consensus,
- national plans have failed to attach a sufficiently high priority to the role of education in national development,
- there is a high rate of unemployment among the educated youth.
- academic standards are abysmally low, and
- certain other matters have caused dissatisfaction with the education system.

## CHAPTER I

## NATIONAL CONSENSUS

1. For a nation, the very creation of which was ideological, Pakistan has shown a surprising inability to reach any national consensus over the last twenty years. The reasons for this are not difficult to understand. Pakistan, as a nation, has only been in existence since 1947. Before that, it had been a British colony for over 150 years. The reason why the people who today constitute Pakistan joined together to form a new nation was their common belief in social and cultural values of Islam, Colonial traditions and Islamic values are not consistent with each other. This has resulted in distortions and divisions in our society marked by barriers of communication which have prevented the emergence of a national identity.

2. It should have been one of the aims of the educational policy to break down these barriers. This it has failed to do. In fact, if anything, the educational policies followed by Pakistan to-date have had the effect of further hardening the barriers of communication between the various divisions of its society. What these barriers are, why the educational policies have failed to break them down and what changes are therefore required in such policies will form the subject matter of this chapter. In particular, it will be argued that the existing educational policies have had the effect of perpetuating the barriers which separate:

- those who go through the religious stream and those who seek knowledge in secular schools;
- those who use English language in their normal day to day business and those who do not;
- those who are born in well-to-do families and those who are not.

**The Religious Barrier**

3. One would imagine that for a nation, the very creation of which was based on a religious ideology, religion would be a tremendous force of national unification. The clear cut divisions between the religious stream of education and the secular stream, has made it a dividing factor rather than allowing it to play its role as a unifying force. By allowing the two streams to operate side by side and by not providing any connecting links between them, the educational policies have had the effect of perpetuating the division between the religious and the secular to an extent that all communication between the two has come to a virtual standstill. The position is a very dangerous one and if allowed to persist, will end in highly undesirable consequences. To provide a unified system of education must therefore become one of the pillars of our educational policy.

4. What should be the form of such a system of education? It is clear that one of the objectives of this system should be to impart a common set of cultural values to all its students. It is equally clear that this common set of cultural values must be Islamic in character. It has already been stated that a major unifying factor for Pakistan, as a nation, can be the belief of its people in Islamic cultural values. To argue, therefore, that the set of cultural values to be imparted through the education system should be only secular in character is unrealistic. It must be recognised therefore that the unified system of education in Pakistan should be an Islamic one. The study of Islamiat, as a subject in its most comprehensive sense, should be made compulsory up to class X and should thereafter remain optional so that those students who have the aptitude can avail themselves of the opportunity to undertake Islamic research up to the post-graduate level and to contribute through their publications to the promotion of the Islamic ideology.

5. What are Islamic cultural values? Different people are likely to answer this question differently. These differences are symptomatic of the divisions which exist today in Pakistan's society and often stem from sheer ignorance. It is therefore essential that, if a unified system of education seeking to impart a common set of cultural values which are Islamic in character, is to succeed, Muslim thought has to be revived through increased emphasis on Islamic research at the University level and other specialized institutions. No amount of encouragement, however, will be enough unless it is consciously made a part of the educational policy that the results of such research will progressively be incorporated into the curricula of the faculties of law, economics, politics and other social sciences. Nor will such encouragement be enough, unless the employment policy of the Government services stops to discriminate against those who have received Bachelor's and Master degrees and Doctorates in Islamiat and other religious subjects.

6. *Madrassahs*.—In East Pakistan Muslim Madrassahs, Darul Ulums and Makhtabs have an enrolment of nearly 600,000 students at different levels called "Dakhil", "Fazil", "Alim" and "Kamil". The East Pakistan Government have established a Provincial Madrassah Education Board to regulate their studies and standards. These Madrassahs would be willing to adopt the pattern and streams of general and vocational education of the proposed Educational Policy with adjustment of courses and syllabi. This integration must be encouraged and the East Pakistan Board given directions accordingly. The corresponding equivalence of the Madrassah Certificates of "Dakhil", "Alim", "Fazil", etc. should be established with the general stream of education provided extra courses and time to pursue them is prescribed. Once this is done those who pass out of the Madrassahs would be eligible for all those jobs for which our general education streamers are eligible. In West Pakistan, there are no reliable statistics and no control on religious Madrassahs. A Board on the lines of the Board constituted in East Pakistan may be established



to regulate their working and ultimate integration in the streams of our new educational system.

7. *Foreign Missionary Institutions.*—Foreign missionary educational institutions in Pakistan tend to spread directly and indirectly the doctrines of religion and culture which are alien to our national values and Islamic concepts of life and most of them are linked and affiliated to foreign educational systems. Above all, some of the Muslim scholars and educationists who are employed by these institutions howsoever eminent, qualified or experienced they may be, are never given a chance to participate in the governance of these institutions or allowed to become Heads thereof. Further, their continued existence in a free and independent state which is an Islamic Republic must be regarded as highly anachronistic. Not only do they perpetuate the barriers of distinction, their very existence in the educational system causes "endless complications for public policy". The policy should therefore aim at nationalizing these institutions. It is important to state here that this recommendation should not apply to educational institutions run entirely by Pakistani Non-Muslim communities.

#### The Language Barrier

8. One of the most important social and political problems facing Pakistan today and one which has a tremendous bearing on the question of national cohesion, is the fact that whereas the official language of the Government and administration is English, that of the masses is not. There is almost a caste-like distinction between those who feel at ease in expressing themselves in English and those who do not. The English speaking people possess Western values, are inspired by Western concepts and are, in every sense of the word "Anglicised". They do not read newspapers in Urdu or Bengali, are in many cases not even aware of the greatest works of our heroes and scholars, and, as such, are completely out of touch with the popular national aspirations. That a national consensus has not so far emerged in Pakistan should not, therefore, be a matter of surprise.

9. It was the policy of the British to create a class of "Brown Englishmen" fit only for Government service. The educational system created by them was therefore designed with this end in view and it placed considerable emphasis on the development of the ability to read, write and express oneself in the English Language. It must now be considered whether it is necessary to perpetuate this system when the aim is not merely to produce people for Government Service but also to promote national cohesion and impart the analytical and technical skills so necessary for development.

10. It is, therefore, necessary both from the political as well as economic and social angles that the emphasis on the teaching of English must be reduced. This can be done by changing the medium of instruction at all levels of education to the national languages. Such a changeover will, inevitably, give rise to a host of problems. It may be argued that the national languages are not

rich enough in vocabulary to be suitable for the teaching of Engineering, Medicines, Law etc. This is true but there is no reason why the technical terms of these subjects should not be adopted, as part of the national vocabularies. It may further be argued that English is our "window to the world". This also is true, and there is no reason why this should cease to be the case. Those who wish to keep this window open should be perfectly free to do so. There should be no bar at all to a person wishing to study English to the highest levels of Education.

11. The Educational Policy should ensure that the medium of instruction at all levels of education is changed to Bengali in East Pakistan and Urdu in West Pakistan and that Bengali and Urdu should be introduced as compulsory subjects between classes VI and X in West and East Pakistan respectively. At the same time, English should instead of continuing as a compulsory subject be taught as an optional subject. It is also recommended that, for scientific and mathematical expression, internationally accepted symbols and notations and numerals such as the number system (1, 2, 3.....) be adopted in all areas of the country.

12. It must however be recognised that the language barrier cannot be broken by educational policies alone. So long as the official language of the Government remains English, our leaders will continue to use it for their day to day purposes, a premium will continue to be attached to the learning of English at the cost of the other subjects and the language barrier will remain. The Government had decided in 1954 to introduce national languages into official use by 1974 but unfortunately nothing was done to implement this decision. It is considered necessary to take all steps to adhere to this decision as far as possible and to complete the process of introduction of the national languages into official use by 1975. It is felt that the announcement of a firm date for the change-over to national languages would, by itself, be an impetus to the adoption of these languages in the administration and in other activities of national life. One of the important measures in this direction should be to make it compulsory for all central Government employees to acquire working knowledge of both Urdu and Bengali by 1973. It would also be necessary to galvanise and strengthen the Urdu and Bengali Development Boards and Academies etc. so that the work of compiling dictionaries, and translation and standardization of terms may be accelerated. These bodies may also be entrusted with the authority to supervise the introduction and usage of the two national languages in different areas of activity. As a consequence of this determined effort it should be possible to introduce Urdu as the official language in West Pakistan and Bengali in East Pakistan by 1974 and to introduce both the languages in the Central Government by 1975.

#### The Privilege Barrier

13. Pakistan has been a reasonably mobile society so far. It must therefore be recognised that perpetuation of privilege has not so far taken place to any stifling extent. Nevertheless, a certain amount of stratification in our society is now becoming evident. There are features of the educational policy which

have contributed to the emergence of this stratification and unless they are recognised and removed, perpetuation of privilege will become a major social problem.

14. These features are:

- Medium of instruction*: by requiring the medium of instruction at the higher levels of education to be English, the system discriminates against those students who have not had the benefit of English knowing parents. The problem has already been discussed above.
- Missionary institution*: most of these institutions are expensive and provide a better standard of education than do the normal schools. The students who attend these schools acquire an automatic advantage over those who do not. The problem has already been discussed above.
- Limited geographic coverage of the system.
- Cadet colleges and other superior institutions.

15. *Limited Geographic Coverage.*—The present educational system does not as yet cover the whole of Pakistan. In part, this is a problem of limited resources, but largely, the problem is one of finding a sufficient number of teachers who are prepared to serve in remote areas such as Baluchistan, the Hill Tracts of East Pakistan and the Tribal and Northern Frontier regions of West Pakistan. A programme to support and educate the representatives of these areas should be organised in the more populous parts of Pakistan, so that these representatives can return to their areas as teachers and leaders of society. In addition, these areas should receive educational allocations which are higher than those justified on basis of population alone.

16. *Cadet Colleges and other superior Institutions.*—In addition to the foreign missionary institutions, there exist a number of schools and colleges, the educational standards of which are higher than the normal institutions. Some of these institutions are controlled by the Government, while others are privately operated. Students who attend these institutions, acquire an automatic advantage over those who do not. This is undesirable. It is, therefore, recommended that so far as the Government controlled schools are concerned, admissions to these must be strictly on merit with full scholarships, including living expenses and costs of books etc. for all those who are unable to afford them. So far as privately operated schools are concerned, it is recommended that all those schools which charge monthly fees of Rs. 30 or more for day scholars should be required to select at least 25% of their students on merit and provide them free education.

17. *Recommendations.*—

- it should be recognised that one of the aims of education must be to promote national cohesion,

- Islamic studies should be made compulsory up to class X and optional thereafter so that Islamic research can be undertaken up to the highest level in the Universities and other institutions.
- Madrassahs should be fully integrated into the educational system and equivalence should be established between the different levels of Madrassah education and that of the other system.
- foreign missionary institutions should be nationalised,
- medium of instruction should be changed to Bengali in East Pakistan and Urdu in West Pakistan,
- the official languages of the provincial governments should be changed to Bengali and Urdu respectively by 1974. Both these languages should be brought into official use at the Centre by 1975.
- special steps, as suggested, should be taken to improve educational opportunities in the remote areas,
- admission to cadet colleges should be made purely on merit and all those who cannot otherwise afford them should be offered full scholarships including all living expenses,
- 25% of the admission to private institutions which charge fees of Rs. 30 p. m. or more should be on merit with free education for those who cannot otherwise afford them.

## LITERACY AND NATIONAL DEVELOPMENT

1. With a *per capita* income of Rs. 408 per annum, Pakistan ranks among the poorest nations of the world. There are many reasons for this poverty. The most obvious one, of course, is the lack of physical and material resources. But there is another factor which is responsible for Pakistan's relative poverty, and that is the under-development of its human resources, which can and should be removed through education. Viewed thus, Education can be treated not merely as a social service but as "Investment in Man" essential for economic development.

2. That physical capital alone is not enough to lead to economic development, and that the quality of human resources has a decisive effect on it, is a view which has now been widely recognised. Thus the fact that the Marshall Plan succeeded in promoting economic development in the Western European countries by providing financial aid to them while similar aid provided to the under-developed countries has not succeeded to the same extent can only be explained by recognising that the quality of human resources is a vital factor in economic development. The same conclusion can be reached by examining the remarkable growth of the Soviet economy during the period 1920—1940 during which the Soviet Union made the most strenuous efforts to improve the quality of its human resources.

3. That quality of human resources can be improved through education, is a view which is now universally accepted. In particular, it is now recognised that the most serious impediment to the economic progress of a nation is the ignorance of its people. It has been found that there exists a strong correlation between the educational standards and the economic wealth of a nation. The aim of this chapter is, therefore, not to emphasise the importance of education in the priorities of national development, but to discuss the changes which are required in the existing educational policies if the development potential of education is to be fully exploited.

4. *The Importance of Literacy.*—Literacy may be defined as the ability to read, write and calculate. That literacy is essential to remove ignorance so that:

(a) the changes in social attitude which are detrimental to economic progress can be facilitated; and

(b) the analytical and technical skills which are necessary for higher productivity can be imparted through the written word,

is a proposition which has not so far been conclusively proved. There are, however, strong arguments for assuming that this must be so and there is circumstantial evidence to support them.

5. *Literacy and Social Attitudes.*—One of the important impediments to economic progress in Pakistan has been its inability to mobilise its manpower

resources. It would be difficult for any effort at such mobilisation to succeed on account of the existing social attitudes towards life and work which include low levels of work discipline, punctuality and orderliness; superstitious beliefs and irrational outlook; lack of alertness, adaptability, ambition and general readiness for change and experiment; contempt for manual work; submissiveness to authority and exploitation; low aptitude for cooperation; low standards of personal hygiene; unwillingness to understand the importance of family planning; and so on. That these attitudes exist can not be questioned. That they are difficult to change may be open to argument. What is clear, however, is that ignorance plays a large part in their survival and its conducive to the spread of all kinds of subversive influences and perverted attitudes. There are various ways in which ignorance can be removed and the most effective perhaps is through the spread of literacy. By teaching a man to read and write, it should be possible to mount an attack on the social attitudes which it is desired to change. Dissemination of knowledge through printed material is only possible in a literate society. And without such dissemination, social change is difficult to induce.

6. *Literacy and Productivity.*—Labour productivity in Pakistan is amongst the lowest in the world. This is true both in the industrial sector and, more particularly, in the agricultural sector. In part this is the result of the social attitude prevalent in the nation, which must be changed through the spreading of literacy. In part, also, this is due to the low level of technical and analytical skills possessed by the average worker. The experience of a number of industrial concerns in Pakistan suggests that it is easier for a literate person to acquire technical and analytical skills than it is for one who is illiterate. Experience in the agricultural sector is no different. The most successful farmers are those who can read and understand the pamphlets of the Agricultural Department which explain farming practices useful for improving agricultural productivity. It is, therefore, clear that by facilitating the acquisition of technical and analytical skills, literacy plays an important role in raising productivity.

7. *Literacy in Pakistan.*—To impart literacy is the primary aim of elementary education. The present position of elementary education in Pakistan is that out of a total number of 20 million children in the age group 5—10, no more than 9 million (45%) are enrolled in schools. The overall literacy in the country is no more than 20% which is amongst the lowest in Asia. Moreover, it is interesting to find that the rate of expansion of educational facilities at the primary level has been less rapid over the past than has been the rate of expansion in college and university facilities. How this has come about will now be explained.

8. *Elite Vs Popular Education.*—The objective of the educational system inherited by Pakistan was "to form a class who may be interpreters between (the British) and the millions whom (they) govern(ed)." The educational system

was, therefore, designed to provide education to the ruling elite. The aim was not to use education as an instrument to promote economic development through inducing social change and through imparting the ability to acquire technical and vocational skills. Emphasis was, therefore, placed more on secondary and higher education than on elementary education which, as has been argued earlier, is essential for development. This policy was continued after the creation of Pakistan. The National Education Commission Report of 1959 also leaned towards this policy by emphasising Secondary Education as compared with Elementary Education and by suggesting the extension of the degree courses which was an indirect method of weeding out the poorer students. It is considered that this policy is now out of line with national requirements and should be modified. The one resource Pakistan possesses in abundance is manpower. This resource must be developed. Education is necessary to develop this resource both from the point of view of its mobilisation through inducing social change and from the point of view of its productivity by enabling it to acquire technical and analytical skills. Although it may be argued by those who oppose the concept of popular education versus education for the elite that the economic return on the latter is higher than that on the former, they are unable to support their argument by facts. Popular education on the other hand has the following advantages:

(a) it makes available a broader base from which talent can be selected for higher-development. In fact there cannot be any quality without quantity.

(b) It induces social change in the society as a whole as distinct from that in the "Islands" of the elite.

(c) a marginal improvement of productivity over the entire population can be more meaningful than a marked improvement over a smaller part thereof which, in any case, can produce undesirable social stratification.

It is, therefore, considered that popular education, with the objective of creating a literate population, should be accorded the first priority in educational policies.

9. *Adult Literacy Programme.*—The imparting of literacy is the primary objective of elementary education. Experience has shown that 5 years schooling for a child between the age of 5 and 9 is not sufficient to prevent a reversion to illiteracy. It is, therefore, recommended that the existing primary and middle stages of education should be consolidated into one "elementary" stage to which a high degree of priority should be accorded so that illiteracy can be eliminated at source. The results of such a policy, however, would take a number of years to show results. In the meantime, it is necessary to undertake a special programme to spread literacy amongst adults and the drop-outs of the schools. Unless this is done, the large number of unskilled and illiterate people in the national economy will continue to act as a drag on national development. It is therefore recommended that an Adult Education Programme should be immediately launched.

10. *National Literacy Corps.*—The task of spreading literacy among millions of adults will be so challenging and formidable that it can only be accomplished by a band of dedicated young men and women who can work as missionaries. It is, therefore, recommended that a National Literacy Corps should be formed of youth 18 years of age and over who have passed intermediate or higher examinations and their equivalents in the "Madrasah" stream of Education. The National Literacy Corps should be governed by an Authority which should be established exclusively for the purpose. It is desirable that the leadership of this Authority should itself be entrusted to the youth.

11. *Recommendations.*—

(a) Educational policies should attach a high priority to elementary education;

(b) an Adult Literacy Programme, supported by a National Literacy Corps, should be instituted for the purpose of imparting literacy to millions of adults by 1980. An Authority should be constituted for the purpose.



## CHAPTER 3

## THE EDUCATED UNEMPLOYED

1. It has been estimated that the number of educated unemployed in Pakistan exceeds 200,000. This, in all probability, is an underestimate of one of the most important social problems facing the urban population of Pakistan. Not only does it lead to the underemployment of national resources, it causes untold frustration to those who, having invested a number of years of their lives in educational institutions and fired by the idealism of youth, fail to find any opportunities for contributing to national development and are unable to earn a decent living. The problem is partly one of social attitudes towards manual work, partly that of economic planning and partly that of educational policies.

2. *Social attitudes.*—It is unfortunate that, in Pakistan, manual work has always been looked down upon. Educated people are loath to undertake any task which requires them to soil their hands. A number of the educated unemployed remain unemployed, not out of necessity, but by preference. In part, this is the result of the policies which have been followed thus far of regarding education as the activity of the elite, and of treating the production of an elite class as the aim of education. The recommendation to popularise education which is contained in the last chapter will go a considerable way towards solving this problem. An attack on this problem may also be made by encouraging the members of the proposed National Literacy Corps to set personal examples seeking to remove this long standing prejudice of our people against manual work.

3. *Educational Structure.*—The problem of the educated unemployed also reflects the fact that many of these youths have received distorted education. It has already been noted that the aim of our existing educational system was, initially, to train people for Government Service. After independence, although an expansion in educational facilities did take place, no changes in the basic structure of the education system were introduced. The result has been that our educational institutions have continued to produce white collared generalists who seek Government Service. Naturally, enough employment opportunities in the Government Service cannot expand at a rate higher than the overall growth rate of the national economy which itself has been kept in check by the non-availability of technically trained personnel because the educational system has not produced them. A colossal waste of national resources has obviously taken place and one of the reasons for it has been that we have failed to adapt our educational policies to the changed requirements of an independent nation.

4. If this problem is to be tackled, it will be necessary to completely reorganise the educational system at the secondary level. At present, education at this level is designed not so much as a terminal stage but as a preparation for entry to college and later to University. As such there is a preponderance

of academic learning and not enough attention is paid to vocational and technical training at this stage. No more than 4% of the total enrolment at the secondary stage is in vocational and technical subjects. This situation must be reversed. A massive shift towards vocationally and technically oriented education is required if the secondary stage of education is to stop wasting resources in producing unemployable manpower which continues to overcrowd the already meagre college and university facilities and swell the ranks of the educated unemployed, while development needs of technically trained manpower remain unfulfilled.

5. The educational system should aim at providing vocational training to at least 60% of the students leaving the Elementary Schools between the ages of 13 and 15 so that, they can acquire useful skills which would enable them to earn their living. In rural areas, an attempt should be made to make vocational education agriculturally-oriented. Commercial subjects such as book-keeping, legal drafting, typing and shorthand, etc. should also be introduced into the school curricula at this stage. To encourage the shift to vocational and technical education, the system should provide for recognition of accomplishment by introducing the diplomas and degrees such as Matric (Tech.), Inter (Tech.) and B.Sc. (Tech.) in well defined technologies like Printing, Woodwork, Plumbing, Tailoring etc. which would add to the dignity of labour. In this way, it is hoped that the educational system will be able to serve better the development needs of the society and, at the same time, lead to a reduction of the problem of educated unemployed.

6. *Economic Planning.*—At the same time it must be recognised that creating employment should have a higher priority in economic planning than it has enjoyed so far. What is required in the next ten years is not the "requirement approach" to vocational and technical education but an approach which would create a supply of a self-reliant class of skilled and semi-skilled Technicians in different technologies of importance to the national economy. It should be realised that such a class of trained technicians would generate its own employment potential and would not necessarily be job seekers.

7. *Recommendations.*—

- there should be a massive shift in educational policy towards vocationally and technically-oriented education at the secondary stage,
- the educational policy should aim at raising the proportion of those enrolled in vocational and technical subjects at the secondary stage to 60% of the total enrolment at that stage.
- vocational and technical training should be made available in the ordinary high schools, and
- technical education and employment which are inter-related should be brought into the main focus of economic planning policies.

## CHAPTER 4

## ACADEMIC STANDARDS

1. One of the major causes of dissatisfaction with the existing educational policies is the fact that our academic standards are low and have been steadily deteriorating for many years. It is an unfortunate fact that the degrees awarded by our universities no longer command the respect that they once did. The high rates of dropout and failure at every stage of the educational system themselves constitute a telling indictment of our educational policies.

2. It has been suggested that the underlying reason for the existing malaise of the educational system is the fact that adequate resources are not being allocated to education. This may be true, but it is considered that this is not the only reason. In fact, it is considered that most of the responsibility for poor academic standards rests on a defective organisational structure which is too highly centralised and bureaucratic in character and does not allow full play to the talents and capabilities of the teachers, the students and the educational research workers.

3. *Teachers.*—

The teacher is the pivot of any educational system and his status and position in society must therefore be such as to attract the best of its products to teaching. If this is not so, academic standards must fall. The educational policies of Pakistan have never taken account of this fact. Teachers have been paid low salaries in comparison with others of similar occupation, they have been denied intellectual freedom and their status has been deliberately sub-ordinated to that of the bureaucrat who has been allowed to exercise over them the rights of appointments, promotion, transfer and dismissal. The result of all this has been that teaching has become, for the young men of talent, one of the most unattractive professions available. Teaching standards have therefore gone down and so have academic standards. The only remedy would appear to be to make teaching profession more attractive for the talented to join. This would involve changes in the teachers' pay structure, their conditions of work and decentralisation of educational administration to allow greater freedom to the teachers.

4. *Teachers Pay and Conditions of Work.*—In the first place, it is considered that the practice of placing teachers in Class I, II and III like ordinary Government Servants is both unnecessary and undignified. It is, therefore, recommended that the teaching profession should be made classless. Secondly, the practice of transferring teachers like ordinary government servants serves no useful purpose and causes unnecessary hardship to the teacher and leads to a rupture of the vital relationship between him and the community. It is argued that sometimes it becomes necessary to transfer a teacher for reasons of promotion. This concept is irrational and untenable and should therefore be got rid of. There should be one National Pay Scale for all teachers with special allowances for Head Masters and Principals, and it should be possible for any teacher to get to the top of this scale provided he acquires the necessary qualifications and experience and demonstrates the required ability. A teacher should

join service in one institution and should stay there. Every institution should normally advertise its vacancies and every teacher should be at liberty to apply for them. In this way, it will become possible for those teachers who have got stuck in their existing institutions because of age-blocks etc., to migrate to different institutions if they so desire. It will also provide an avenue for the talented to make their way to the top more rapidly than would otherwise be possible and would attract better talent to the teaching profession. Finally, the existing pay scales of teachers are too low. It has already been recommended that there should be one National Pay Scale for the teaching profession. This Pay Scale should be comparable to those of other services and should be such that no talented person is discouraged from joining the teaching profession on account of low salary.

5. *Decentralisation of Educational Administration.*—Improvement of the teachers' salaries and their conditions of work as recommended above will go a long way towards attracting talent to the teaching profession. To make such talent effective in the educational system will, however, require the decentralisation of educational administration so that the teachers' desire to improve the educational standards of their institutions is usefully channelled and not frustrated. This, in turn, will help to maintain the flow of talent into the teaching profession and lead to a continuing improvement in academic standards. Decentralising of educational administration should take the form of creating governing bodies for all educational institutions from elementary schools to universities and of delegating financial power to the extent of appointing teachers and sanctioning expenditure to any amount out of approved grants. Decentralisation should also mean that the Inspectorate of schools should cease to exercise any control over the schools. It should carry out periodic inspections and report its findings to the relevant District Schools Authorities.

## Educational Research

6. One of the reasons for our poor academic standards has been the fact that our educational policies have not placed adequate emphasis on the importance of educational research. There are a number of avenues along which research could be undertaken. It is not, for example, known what amount of knowledge a child can imbibe at any given age, what the effect of medium of instruction on the amount of such knowledge can be, how educational attainment can best be measured at the various levels, what media can be used to disseminate information most effectively, what the curricula at various levels should be and so on. Research on these subjects has been carried out abroad but the results of it are not necessarily applicable in Pakistan because education is not an exact science.

7. By ignoring research, our educational policies have missed the opportunity to maximise the utilisation of resources which have been available for education. Thus, whereas TV facilities have been available for a number of years, no effort has so far been made to explore their use for educational purposes. Nor has much

work been done in curriculum design, evaluation techniques, or instructional methods. It is clear that greater emphasis on educational research is necessary and it is therefore recommended that the Educational Research Institutes should be strengthened and considerably expanded.

#### Private Institutions

8. One of the reasons for poor academic standards has been the poor control exercised by Government over Private Schools and Colleges. In East Pakistan nearly 90% of the Schools, Colleges and Madrassahs are privately run but bulk of them are financed by the Provincial Government through grants in aid. Similarly nearly 75% of such institutions are privately run in the Karachi area. The teachers in these privately run institutions suffer a sense of insecurity, the standards of education are poor, the school and college buildings are over-crowded, Library, Workshop and Science Laboratories are poorly equipped. For these reasons it is suggested that a legislation should be passed compelling the Management of all the Private Educational institutions to adhere to educational standards prescribed by Government and to frame the Service Rules and Regulations governing the qualifications, pay and other emoluments of teachers to be employed in such institutions which should be identical to those prescribed in similar institutions run entirely by Government. In case of default Government should have the powers to take over the private school or college concerned.

## PART TWO

### PROPOSALS FOR A NEW EDUCATIONAL POLICY

## INTRODUCTION

1. It has been argued in Part I of the report that the existing educational policies follow a pattern which has been inherited from a colonial era, and that they no longer satisfy the political, social and economic needs of Pakistan. There is therefore a need for a radical change in the educational policies if education is to play a meaningful role in national development and consolidation, which it must. The aims of the new policies should be:—

- (a) to impart a common set of cultural values based on the precepts of Islam,
- (b) to create a literate society,
- (c) to attach a high priority to the development of analytical and technical skills,
- (d) to attract some of the best talent of the country into the teaching profession, and
- (e) to use education as a force of national unification.

2. Detailed proposals to achieve these aims, together with the targets of a proposed educational plan are contained in this Part of the report. In particular if the aims of the proposed policy are to be achieved, it will be necessary to—

- (a) integrate madrassahs into the normal school system, and bring the latter in line with our ideological demands,
- (b) integrate primary and middle schools into elementary schools,
- (c) undertake a massive programme of Adult Education,
- (d) completely re-organise secondary education making it a terminal stage for most of the students by imparting technical and vocational training to a majority among them, and
- (e) effectively decentralise educational administration.



## ADMINISTRATIVE AND STRUCTURAL CHANGES

1. *School Education.*—School Education should comprise Classes I to X and be organized into Elementary Schools (Classes I to VIII) and High Schools (Classes IX and X). Each school should have its own Governing Body consisting of 3 to 5 members, at least two of whom should be from the school staff itself. This body should be responsible for all day to day administration, including the appointment of teachers and should have full powers to incur expenditure out of approved grants.

2. High schools should be comprehensive in nature and should have facilities for Technical and Vocational Education as described later.

3. On an average, there are, at present, in a district 1,000 primary schools 75 middle schools and 75 high schools with a total enrolment of about 1,75,000. By 1980 there will be 4,00,000 children in about 2,000 elementary and 100 high schools in a district of average size. On this basis there will in 1980 be 67,000 elementary schools in East Pakistan and 63,000 in West Pakistan with an enrolment of 15.6 million and 11.2 million respectively. Since it is desirable that the school education should be treated as an integral whole and administered as such, and since the number of schools which is already quite large at present would become much larger by 1980, it is essential to decentralize the administration by creating statutory District School Authorities with an autonomous character. Their functions should be: (i) preparation of development plans and their implementation, (ii) administration of all schools which are at present maintained by the Government and Local Bodies, (iii) grant of recognition and financial assistance to all private schools, (iv) appointment of headmasters, and (v) administration of District Education Fund to which all receipts from fees, Government grants, contributions from Local Bodies out of cesses and levies and donations/subscriptions from the public will be credited. Each Authority will have a team of supervisors to guide the teachers and advise and assist the Authority in dealing with curricular and other academic problems. The supervisors will conduct the National Aptitude Test of all children graduating from Class VIII. The Authority should consist of 3 to 5 members including the Chairman, appointed by the Provincial Government and two members elected from amongst the headmasters. In addition to the District School Authority, there should be a standing Advisory Body consisting of the senior officers of the district, representatives of parents and teachers and other respectable citizens interested in education to be nominated by the Provincial Government to assist the District School Authority.

4. At the Provincial level, there should be a separate Directorate of School Education, headed by a Director-General. In addition, there should be, at the Provincial level, an Inspectorate of Schools which should be responsible to the Director-General of School Education. The officers of the Inspectorate should exercise no control over the schools directly. They should carry out periodic inspection and report their findings to the District School Authorities.

## National Adult Literacy Programme:

5. Nearly 89% of Pakistan's adult illiterates live in the villages, and 11% in the towns. Of them, 44% constitute the male civilian labour force, 72% of whom follow agricultural occupations (70% till the soil). Nearly 14% of the total male civilian labour force lives in the urban areas. Among them, only about 10% are skilled, 75% semi-skilled and 15% unskilled. In the unskilled and semi-skilled groups only about 14% are literate.

6. The existence of such a vast reservoir of unskilled and illiterate manpower acts as a drag on productivity and adversely affects the total quantum of production. At the same time, it offers to the education system an opportunity to impart what is called functional literacy to the adult illiterates to enable them to become literate, develop a skill, and learn some vocation or trade.

7. The proposed concentration of effort in the elementary education sector will seek to cut off illiteracy at its source. Yet the expansion of elementary schooling will neither be enough, nor fully effective, unless it is supported by a complementary programme of adult literacy.

8. Adult literacy has, therefore, been taken not as a conflicting interest, but as an element in a balanced educational plan. Integrated into the programme of continuing adult education, its aim will be not only to impart the essential knowledge and skills required by an individual for effective functioning in his group, vocation and community, but also to introduce new ideas and new attitudes to the present generation of cultivators, producers, labourers and consumers.

9. The content of the adult education programme will be adapted to the main streams of interest of daily life, and will, as far as possible, reflect new scientific discoveries and research. Teaching methods and materials will be adapted to the special interests and psychology of adults falling under specific groups.

10. The drive for literacy will initially be concentrated on three principal sectors, where motivation for literacy is the strongest and where there is the greatest opportunity for using education to accelerate economic growth and to raise the general level of living. These sectors are:

- the urban manufacturing\* sector, presently employing about 3.3 million workers, whose numbers are expected by 1980 to rise to 6.7 million;
- the vicinity of "big project" areas in advance of the commencement of such projects as the Tarbela Dam, the Rooppur Nuclear Power Project, Fertiliser Factories, etc.; and
- in the rural areas, to cover the drop-outs from the elementary school system and those who have not been able to go to school and are still below 20 years of age. For them, a net work of rural literacy centres, preferably to be located in the elementary school buildings, will be

\* Inclusive of mining, electrical, gas, water, transport, and communications services.

started for imparting literacy, civic education and agricultural training with stress on new practices in irrigation, drainage, pest control mechanized farming, application of fertilizers, etc.

11. Liberal use will be made of static and peripetatic literacy units employing teaching technologies based on film strips, documetaries, feature-films, slides, charts diagrams, models, and other such audio-visual aids, in addition to special radio and television programmes, with appropriate self-study and teacher material geared to the broadcasts. Provision will also be made for post-lecture discussions and the publication of news-letters and periodicals of special interest to the groups covered by the literacy drive.

12. The results of the National Adult Literacy Programme, on the lines indicated above, are expected to have an even more pronounced impact on the rate of economic growth than the elementary education programme. It is expected that the total number of adults that will be covered in the above-mentioned three sectors by 1980 will be 68 million.

13. At the Provincial level, adult literacy programmes will be the responsibility of the Provincial Adult Education Authority. The functions of the Authority will be to co-ordinate implementation of adult education programmes in the regions/districts, assess their financial needs, procure funds from the Provincial Government and distribute them amongst the regions and the districts.

## National Literacy Corps:

14. To combat illiteracy among crores of adults and children of the Elementary Education age-group (5—13 years) by 1980, we will require lakhs of teachers and instructors. The task is so challenging and formidable that it can only be accomplished by a band of dedicated young men and women who can work as missionaries. It is, therefore, proposed to conscript all young men who pass the Intermediate Examination and young women who pass Matriculation Examination and fall in the age-group of 18—22 years. We will require an annual intake of about 28,000 recruits in 1970, 72,000 in 1975 and a similar figure in 1980. It is estimated that supply will be more than sufficient to meet the demand. These young men and women will be required to serve for a period of 2 years as members of the National Literacy Corps. They will be disciplined and drilled by army personnel for 3 months and given a condensed course of teachers training for another 3 months. Thereafter, they would be posted either to the Elementary Schools in the rural areas or to Literacy Centres for a period of 1-1/2 years. During the period of conscription, they will be paid pocket money, provided with a uniform, simple food and lodging in the rural areas, not very different from what the villagers enjoy. During the period of their stay in the villages the members of the N.L.C. must feel as part of the village community and share their pains and pleasures in a spirit of togetherness rather than strangeness. The existing teacher training centres with the addition of two or three more in the next five years are sufficient to handle the 3 months condensed period of training of the members of the N. L. C.

15. On completion of two years compulsory service every member of the N.L.C. will be entitled to B. Ed. degree from University on passing the required examination, provided he or she had passed the Intermediate Examination before joining the N.L.C. Further, all members of the N.L.C. will be offered a full-fledged teacher's job in the integrated teachers' scale and given the benefits of 2 years of service in the N.L.C. in determining the starting salary.

16. While the Army may recruit and train the members of the National Literacy Corps, their assignment to Elementary Schools and Adult Education Centres and other matters of personnel administration should be the responsibility of the Adult Education Authority the leadership of which should be in the hands of the youth.

## College Education

17. *Present Position.*—At present there are 500 colleges in Pakistan (about 225 in East Pakistan and 275 in West Pakistan) with enrolment of about 300,000 students. 90 per cent of the colleges in East Pakistan are private whereas in West Pakistan the ratio between Government and private colleges is 50 : 50. The annual rate of increase in enrolment during the last decade has been about 15 per cent because the starting base was very small. In the next decade, 1970-80, this trend is likely to be arrested because under the New Educational Policy, opportunities will be available to students to join the vocational stream of education.

18. *Consolidation and Expansion of existing Colleges.*—Despite the above situation there may be a normal increase in the enrolment and to provide for this it is proposed that no new Government College should be opened nor any private college be allowed to start. Efforts should be made to expand and consolidate the existing colleges by providing more buildings, better equipment, workshops and laboratories, etc.

19. *Decentralization.*—In line with the new policy, the administration of all colleges should be decentralized and each college should be considered as an autonomous institution under a Governing Body of 9 members as follows:

Government Colleges	Private Colleges
1—2. Two nominees of Government including Chairman.	1—3. Three representatives of Donors Founders/Parents including Chairman.
3. A representative of the guardians.	4. A nominee of the Government.
4. A representative of old students.	5. A nominee of the affiliating University.
5. A nominee of the affiliating University.	6. Dean, Faculty of Science.
6. Dean, Faculty of Science.	7. Dean, Faculty of Arts.
7. Dean, Faculty of Arts.	8. Principal (Member-Secretary).
8. Principal (Member-Secretary).	



These bodies should be responsible for the day to day administration of the colleges including the appointment of teachers and the award of accelerated increments to them and should have full powers to incur expenditure against approved grants.

20. *Provincialization of Private Colleges.*—The majority of the private colleges have poor facilities, ill-paid and deficiently qualified staff and poor financial resources. There should be a law which should provide for adherence to educational standards, employment of staff with proper qualifications and teaching experience and guaranteed service rules and regulations, comparable in salary structure and other benefit available to teachers employed in Government Colleges. If as a result of adhering to the standards prescribed by legislation a college has to depend on Government aid to the extent of 70 per cent of its annual budget, the legislation should provide for the provincialization of the college. Draft legislation for the purpose is contained in the Appendix.

21. As college education is a sector by itself, the affairs of colleges, private and Government, should be looked after by a Directorate of College Education which should be headed by a Director-General. While the Directorate would be responsible for coordination, policy review and auditing, the colleges will be grouped and required to work under the overall control of Regional authorities for college education in West Pakistan and Divisional authorities in East Pakistan. The Regional/Divisional College Authority shall be responsible for the appointment of college Principals in accordance with the rules and regulations. All Professors and teachers of Government Colleges will enjoy the same benefits of security, emoluments, etc. which either they are getting at present or may get on the basis of an integrated pay-scale and other fringe benefits proposed to be given under the new policy. It may be mentioned that the segments selected for the pay scales of college staff would depend on the qualifications, merit and experience of the teachers concerned. In all colleges there will be only three designations, namely, those of Professors, Associate Professors and Assistant Professors.

#### University Education

22. *Present Position.*—There are, in Pakistan 12 Universities at present. Seven of these Universities are of a general type located at Karachi, Hyderabad Peshawar and Lahore in West Pakistan; Dacca, Rajshahi and Chittagong in East Pakistan. There are two Engineering Universities at Lahore and Dacca, and two Agricultural Universities at Lyallpur and Mynensingh. The twelfth University is a Central University at Islamabad, which under its present Charter, is exclusively for Post-Graduate studies. The total enrolment at the Universities is more than 22,000, 17,000 of which is in the General Universities, 2,500 in Agricultural Universities and about 2,700 in Universities of Engineering & Technology. The Universities employ more than 1,300 teachers, out of whom roughly one-third have Doctoral qualifications. Amongst the remaining staff, nearly one-fourth have foreign qualification

other than Ph.D. The total expenditure on Universities in 1967-68 was Rs. 114 million, out of which Rs. 64 million was developmental and Rs. 50 million non-developmental.

23. There is a deep feeling of dissatisfaction in the country with the situation in Universities and Colleges. There is concern at the rapid deterioration of academic standards, the high failure rate, the adverse ratio between Arts and Science Graduates and the consequential low output of scientists, the extremely poor research facilities and the general irrelevance of the educational process to the manpower needs of the country.

24. Universities should function in an atmosphere of trust. The exercise of freedom and the observance of responsibility, in the context of Universities, are totally inseparable. The Government should therefore legislate for the full measure of University autonomy, more specifically, in the following fields:—

- (a) Financial autonomy;
- (b) Administrative autonomy;
- (c) Streamlining of the internal administration of the University.

Draft university ordinance to be used as a Model is contained in the Appendix.

25. *Financial Autonomy.*—The present arrangement under which University grants are administered by Education Departments should be abolished. Government funds for the development and maintenance of Universities should be channelled exclusively through separate Autonomous University Grants Commission of East and West Pakistan. These Commissions should be statutory bodies responsible for the following functions:

- (a) determination of the financial needs of the universities;
- (b) allocation and disbursement of grants to Universities for maintenance and development out of the funds maintained by it;
- (c) inspection and visitation with a view to evaluating the performance of University Teaching Departments;
- (d) determination of the feasibility of University development plans both of physical and academic nature; and
- (e) formulation of advice for Government on the establishment of new Universities or on proposals concerning the expansion of the existing ones.

26. *Composition of the University Grants Commissions.*—Each of the two Grants Commissions should have the following composition:—

- (a) Three full-time and salaried members including the Chairman. The Chairman and the other two full-time members should be appointed by the Governor of the Province out of a panel of 6 names submitted

to him by a joint meeting of the delegations of all the Universities in the Province each delegation consisting of the Vice-Chancellor, two senior-most Deans and the Treasurer.

- (b) Two honorary members, including one scientist, appointed by the Governor.

27. The tenure of the Chairman and the members should be 5 years. Each Grants Commission should have its own independent Secretariat.

28. The University Grants Commissions should receive funds from the Central and Provincial Governments. In addition, they should be able to receive such funds as become available from private individuals, industries and commercial organizations and corporations. Necessary incentives should be created by giving income and super-tax relief on donations given to the Universities through the Grants Commissions.

Draft legislation to establish University Grants Commissions is contained in the Appendix.

29. *Affiliation of Colleges.*—University should have any or all of the following four degree awarding functions:—

- (a) Award of Degrees to students enrolled at its Campus or its Constituent Colleges;
- (b) Award of Degrees to students enrolled at Colleges which by virtue of their traditions, scholarship and their academic excellence have been entitled to constitute independent Boards of Studies and conduct examinations on its behalf;
- (c) Award of Degrees to students enrolled at affiliated Colleges following the courses of study and the examination conducted by it, as at (a) above; and
- (d) Award of External Degrees to private and part-time students who are not enrolled at their Campuses or in any of the colleges including those who may prepare for such degrees through Correspondence Courses.

30. The current practice of centralizing teaching, research, prescription of syllabi courses of study and the conduct of examinations in a university needs an immediate review. Universities which grant affiliation to colleges should share with or delegate many of these functions to the colleges.

31. There are certain Colleges which by virtue of their long-standing traditions, excellence in teaching, superiority in staff and physical facilities should be entrusted with the responsibility of following their own courses of study and conducting their own examinations for the attainment of a Degree given by the parent affiliating University. This special status shall be a high privilege earned through sheer excellence.

32. *New Universities.*—Some of the existing universities should be freed from the burden of affiliation over large areas by establishing purely Affiliating Universities at various places. These Affiliating Universities should not have any teaching programmes of their own for the time being, but should have their own administrative and academic bodies, conduct their own examinations and award their own Degrees.

33. In West Pakistan, the distribution of Universities over population and area is disproportionate. Karachi with a population of 2.5 million has a University. Similarly, the former province of Sind with a population of about 8 million, has a separate University at Hyderabad. In the large area of Punjab University jurisdiction, however, there is serious congestion which over-burdens and strains the University beyond reasonable limits in the fulfilment of its functions including the conduct of examinations. This University serves a population of about 30 million in the former provinces of Punjab and Baluchistan and the former Bahawalpur State. Apart from the pressure of numbers, there is the problem of long distances, particularly in the former Baluchistan where the average distance of colleges from Lahore is 750 miles. It is, therefore, proposed to establish 3 new purely Affiliating Universities at Quetta, Multan and Sargodha. All the colleges in the former Baluchistan area, at present numbering 8, with a total enrolment of about 1,500 students would get affiliated to the new University at Quetta. This would also act as an incentive for higher education in this area. The proposed Affiliating University at Multan would bring under its affiliation all the colleges in Multan and Bahawalpur Divisions, the present number of which stands at 30 with an enrolment of 20,000 students. The colleges in Sargodha and Rawalpindi Divisions, the present number of which is 59 with an enrolment of 35,000 should get affiliated to the proposed University at Sargodha. The Punjab University would be left with the colleges in Lahore Division, the present number of which stands at 42 with an enrolment of about 35,000. These new, purely Affiliating Universities would not entail any serious financial implications; in fact, they will be largely self-financing as they would also conduct Intermediate Examinations which generate considerable funds. With their establishment the affiliated Colleges in West Pakistan would be rationally distributed.

34. In East Pakistan, about 225 colleges with an enrolment of more than 1,50,000 are affiliated to the existing universities, located at the three Divisional Headquarters, Dacca, Rajshahi and Chittagong. Another General University is urgently needed in Khulna Division to cater for the requirements of higher education in that Division. However, in order to relieve the pressure of affiliation on the general universities, two new affiliating Universities should be established at places to be determined by the Provincial Government. With six Universities, the average number of affiliated colleges per University would be 35. However, a large majority of colleges may get affiliated to the purely Affiliating Universities leaving other Universities with only a small number of colleges.



35. *Medical Universities.*—There is no uniformity, at present, in the administration, control and place of Medical Colleges in University life. Some have an affiliated status with a University while others are Constituent Colleges. Medical Colleges should be up-graded to the status of independent Medical Universities. In an exceptional case like Lahore which has two Medical Colleges, one exclusively for women, they should come under the same University as Constituent Colleges.

36. *Agricultural Universities—Admission requirements.*—The minimum qualifications for admission to Agricultural Universities should be raised to Inter (Science) and Inter (Tech.) instead of the present minimum qualification of Matriculation.

37. *New Agricultural Universities.*—In addition to the Agricultural Universities at Lyallpur and Mymensingh, there are Agricultural Colleges, at Peshawar and Tandojam, College of Animal Husbandry, Lahore, Pakistan Forest Institute Peshawar, and Agricultural Institute, Tejgaon. The Agricultural Colleges at Peshawar and Tandojam should be converted into full-fledged Universities. The proposed Agricultural University at Peshawar should have the present Agricultural Colleges and the Pakistan Forest Institute as its constituent Colleges. The College of Animal Husbandry, Lahore, should become an affiliate of Agricultural University, Lyallpur.

38. In East Pakistan, the need for the establishment of another full-fledged Agricultural University, particularly in the Northern Districts where the climatic and soil conditions are very different from Mymensingh should be seriously looked into.

39. *New Engineering University at Karachi.*—As the most highly industrialised city of the country and also because of a large base of higher secondary education there is justifiable demand for higher engineering education in Karachi. The facilities provided by N.E.D. Engineering College are totally inadequate to meet this demand. Established in 1922 for a maximum student population of 300, this college has 1,000 students on its rolls now, with hardly any physical room or accommodation for expansion. It is, therefore, proposed to establish a full-fledged Engineering University at Karachi with the present N.E.D. Engineering College serving as the nucleus. The College is already planning to shift to a new 100-acre site which is large enough for the establishment of a new University.

40. *Central Universities.*—The Central Government has already established a Post-Graduate University at Islamabad, work on which is now in progress. It is doubtful if such a University would ever flourish without full-fledged Under-Graduate classes.

41. The Charter of Islamabad University should therefore provide for residential and unitary type of a University with enrolment of under and post-graduate studies in all the faculties which the University may choose to establish. These faculties

should preferably be those which deal with research in depth in selected disciplines not provided for at other universities and may include Languages, Development Economics, Area Studies, Arid Zone Research, Cloud Physics, Islamic Research Molecular Biology, Earth Sciences, Space Sciences, Computer Sciences, etc. Furthermore, under-graduate admission should be based on competition, and there should be provision for full scholarships to the university for East Pakistanis. In addition, 50% of the West Pakistanis who attend this university should obtain scholarships. These provisions may be reciprocated in the East Pakistan's Federal University.

42. The PINSTECH should be considered to be the Post-Graduate Science Faculty of the Islamabad University and expansion on the PINTECH Campus for sciences not provided for by Pakistan Atomic Energy Commission, should be carried out. The Under-Graduate Science Faculties and Faculties for Humanities should be developed at the main Campus.

43. *Central University in East Pakistan.*—A Central University on the pattern of Islamabad University should be established in East Pakistan without delay.

#### Administrative Autonomy and Structural Reforms

44. *The Senate.*—The University Senates should be revived. They should generally consist of about 100 members, half of whom should be teachers chosen on the basis of election by themselves, from amongst themselves. The remaining 50 seats should be filled by, roughly, equal number of Registered Graduates by election from amongst themselves, representatives of Research Councils and Learned Bodies and Government nominees. The remaining 5 seats should be reserved for student representatives, who should be allowed to attend only those meetings in which matters of their direct concern are to be discussed. The list of such matters should, however, be restricted, and should include only disciplinary matters, syllabi, examination dates and dates of closures.

45. *Chancellor.*—The current practice of making the Provincial Governors Chancellors of the Universities should be done away with. The Chancellor should be elected by the University Senate for a tenure of 3 years and the same person should not be eligible for an immediate second term at the same University.

46. *Vice-Chancellor.*—The appointment of the Vice-Chancellor of University would be approved by the Head of the State on receiving the recommendation of the Governor of the Province to whom the Senate should submit a panel of names to be selected by majority vote from amongst the Deans and Professors of the faculties and departments of the University. The Vice-Chancellor should be appointed for a tenure of 3 years and the same person should not be eligible for appointment for an immediate second term.

47. *The Treasurer, the Registrar and the Controller of Examinations.*—There have been serious complaints of inefficiency, red-tapism and indifference in University Offices. The administrative side of the universities needs to be thoroughly streamlined. The Registrar, Treasurer and Controller of Examinations at a University

are its principal functionaries. These posts should, therefore, have the pay scale and status of University Professors and be filled by persons of administrative experience and integrity. These functionaries should participate in the deliberations of various Committees even when they may not have the right to vote.

48. *Syndicate.*—The Syndicate should be a small and efficient executive organ and may consist of 15 members, including the Vice-Chancellor who should be its Chairman. Its membership should include the Deans of the Faculties of Arts and Sciences 8 elected University teachers, 2 nominees of Government, two Principals of Degree Colleges.

49. *Academic Council.*—The Academic Council of a University should not consist of more than 40 members, most of whom should be drawn from amongst the teachers, though some should come from outside like Research Councils and Learned Bodies. The Chairman of the Regional School Authorities in the relevant areas of University jurisdiction should also be its members. Colleges which have been allowed to prescribe their own courses of study and conduct examinations should have their own Academic Councils.

50. *Autonomy within a University.*—The financial independence given to Universities should have its counter-part in a greater measure of financial independence for the teaching Departments. The Universities should evolve a mechanism of prior planning and financial allocation in favour of their Teaching Departments, Constituent Colleges, Specialised Research Laboratories, Libraries, etc. and thereafter the implementation of approved plans should be as automatic as possible.

51. Each Teaching Department should have a Departmental Committee consisting of Professors and Associate Professors to plan and supervise expenditure and decide other matters. The Departmental Committee should have a Chairman instead of the present Head of the Department, the Chairmanship rotating on three-year basis from amongst the Professors and Associate Professors.

52. *Teachers.*—The nomenclature of University teachers should be simplified to Professors, Associate Professors and Assistant Professors instead of the present system of Professors, Readers and Lecturers. There should be an integrated pay-scale with suitable segments for the three categories mentioned above depending upon qualifications, research and experience.

53. As it is necessary for University and College teachers to be able to renew their knowledge from time to time, there should be generous provision for study leave on full pay for higher studies, research and academic accomplishment.

54. All teachers, particularly those in the Universities and Colleges, should be free to do creative work, write and publish without any restrictions. It should be the teacher's own responsibility to ensure that his writing is not prejudicial to national interest.

55. *National Professorships.*—There should be a system of establishing a limited number of National Professorships filled by scholars of outstanding and acknowledged merit, particularly in the field of research. These Professorships, should be financed by the Ministry of Education and Scientific Research and the incumbents assigned to various Universities and Institutions keeping in view their requirements of teaching and the research facilities available with them for the continuation of the work of such Professors.

56. *Students Union.*—Every University should have fully representative Students Union run on democratic lines including elections. The Students Unions should be encouraged to act as orderly and disciplined forums of students and should enjoy full freedom of expression, and the members of the union should control the funds of the union within prescribed rules and regulations.

57. *Participation of students in the Management of Institutions.*—The youth of today are not only impatient but well informed and conscious of their role in the social, economic and political life of the country. They are far more mature than their parents were at their age. They feel that the men and women of the older generation have let them down by mismanaging the educational system and institutions. They therefore want the right to be heard in forums and bodies which run and govern the educational institutions. Their demand for participation in matters which affect them directly should be fulfilled by setting up a statutory high-powered body to be known as the Students Teachers Council with the following composition for the different institutions.

#### 1. University:

- (i) The Vice-Chancellor;
- (ii) Three Deans; and
- (iii) Three elected representatives of students.

#### 2. College:

- (i) The Principal;
- (ii) Three Professors/Associate Professors;
- (iii) Three elected representatives of students.

#### 3. Schools:

- (i) Head Master;
- (ii) Three teachers;
- (iii) Three elected representatives of students.

These Councils should be authorised to examine the problems relating to the working of the educational institutions (University-College-School) as it affects the interests of the student community and their recommendations should be

placed before the Syndicate of the Universities/or the Governing Body of the college or the school as the case may be, for final decision. The provision for the establishment of Student-Teacher Councils in Universities, Colleges and Schools shall be incorporated in the appropriate legislation governing these institutions.

58. *Vocational and Technical Education.*—Although great emphasis had been laid on the development of Technical and Vocational Education both in the Second and the Third Five-Year Plans and the Commission on National Education had also emphasised the importance of investment in the sector of Vocational and Technical Education, it has never been integrated into the over-all pattern of education and has remained as a disjointed activity. The result is that the total enrolment in the Technical and Vocational Institutions in West Pakistan was about 8,000 and in East Pakistan about 3,500 in the year 1968. The neglect of Technical and Vocational Education in the country has been colossal.

59. *Measures to be taken to promote Vocational & Technical Education.*—To cure the imbalance between General, Vocational and Technical Education in accordance with the aims of the New Educational Policy, the following administrative and structural changes are proposed :

- (i) In each province there should be a separate Directorate of Vocational and Technical Education headed by a Director-General. This directorate should operate through the District School Authorities in regard to the vocational and technical content of secondary education, and through the Regional/Divisional College Authorities so far as the Technical College are concerned.
- (ii) In the stream of Technical and Vocational Education there should be two sub-streams, one for the Agricultural Vocation and the other for the Industrial Vocation. Each of them will have schools and colleges where students could enrol for Matric (Tech.), Inter (Tech.) and B.Sc. (Tech.). The schools will have two-year courses and the colleges will have four-year courses providing for training for two years after Matric (Tech.) examination and another two years after Inter (Tech.) Diploma examination.
- (iii) In order to encourage students to join the Vocational and Technical Schools and Colleges 75% of scholarships given by Provincial and Central Governments should be available only for students in these Institutions.
- (iv) During the course of training in the Technical Colleges, students should be required to complete two years apprenticeship in a recognised Industry under a Law which should be enacted for this purpose. During the period of apprenticeship training, the students should be paid a prescribed Apprenticeship Allowance by the industries concerned.

(v) A Committee should be appointed by the Central Government consisting of the representatives of the Ministries of Education, Labour and Industries, to examine ways and means by which Industries in the private and public sectors should be required to employ only those technical personnel who have obtained a Certificate, Diploma or a Degree from a Vocational or Technical Educational Institution set up under the new Policy. The existing unsatisfactory situation in which such training is the overlapping responsibility of these Ministries should be resolved.

60. *Future Projections.*—In accordance with the aims of the New Educational Policy in regard to the Vocational and Technical Education, projection may show that by 1980 there will be :

- (a) 922 Agricultural Schools with an enrolment of 664,000 capable of earning a Matric (Tech.) certificate.
- (b) 60 Agricultural Colleges with an enrolment of 120,000 capable of earning an Inter (Tech.) Diploma after two years and B.Sc. (Tech.) Degree after another two years.
- (c) 613 Technical Schools with an enrolment of 442,000 capable of earning a Matric (Tech.) certificate after two years.
- (d) 40 Technical Colleges with an enrolment of 80,000 capable of earning Inter (Tech.) Diploma after two years and B.Sc. (Tech.) Degree after four years.

## CHAPTER 6

### SPECIAL MATTERS

1. *Women's Education.*—The importance of this sector of education is obvious. A mother is a child's first teacher. It is from his mother, more than from anyone else, that a child acquires his values for life. To have a nation of educated mothers could itself be considered a worthwhile aim of an education policy. Unfortunately, in Pakistan women's education has not received the importance it deserves. The enrolment of girls in primary schools is no more than 20% of the total enrolment at that stage. The situation is even worse at higher levels. It is considered that the aims of the proposed policy will be difficult to achieve unless a breakthrough is made in women's education.

2. There are two main reasons for the low enrolment of girl students. One is economic and the other social. The economic reason is that parents, particularly those who are not well-to-do, consider the cost of a girl's education as a waste while that of a boy's is regarded as an investment. This is natural, as a boy is expected to become an earner while a girl is not. The only way out would be for the state to finance women's education to a greater extent than it is doing at present. It is therefore recommended that no fees should be charged from girls up to Class VIII.

3. The second reason for the low enrolment of girls is the fact that many parents, for social reasons, do not want girls to attend co-educational institutions, particularly those which have male teachers. This is understandable, and therefore it is necessary to provide more institutions which are exclusively for girls. Also, an attempt should be made to attract women teachers in greater numbers than has so far been possible. For this, it may be necessary to provide special privileges such as free transportation, housing assistance, special pay for difficult assignments etc. These should be considered.

4. *Brain Drain.*—Migration of talented and educated people from one country to another in search of better prospects in life and better facilities for work, popularly known as 'Brain Drain', is a world-wide phenomenon. There is, for instance, flight of talent from the developing countries to Europe and from the European countries to the United States. A country like Pakistan, faced, as it is, with large tasks of social and economic re-construction can, however, ill-afford to lose its highly-trained personnel and experts. The migration of people possessing talent, knowledge, skills and qualities of leadership, as distinct from emigration of ordinary mediocre citizens who are jobless at home, has serious consequences for national development. Essentially, it takes two forms:

- (a) The failure of professional men especially Doctors, Engineers and Scientists to return to Pakistan after specialised studies and training abroad;

(b) Migration from Pakistan to other countries because of economic and other motivations.

\* By and large, the causes for the flight of such talent relate to a search for better emoluments, greater professional recognition and status, and the general working conditions and facilities for research and other professional activities available in more advanced countries.

5. The proposals made in this documents for better pay scales, service conditions, administrative and structural reforms in the Colleges and Universities will generally help in arresting Brain Drain. However, there is an urgent need for special measures to bring back to Pakistan those who have already left and who by now might have found some roots in the alien soil.

6. The Ministry of Education had made a half-hearted attempt in the past to attract Pakistani Scholars from abroad but it failed to have any impact mainly because it restricted their absorption in the Universities. A more generous scheme has to be planned to arrest and reverse the Brain Drain. It is proposed to create a 'Talent Pool' under the auspices of the Ministry of Education and Scientific Research which all the eminent scholars, artists, scientists, engineers, technologists, Doctors etc. working abroad should be invited to join stating the terms and conditions of service and the opportunities of employment which they would like to accept in Pakistan before returning so that suitable openings for their talent may be found or special facilities created and arrangements made for their return to work for the national good. Full publicity to the scheme of the 'Talent Pool' should be given through our diplomatic missions abroad and the press so that a dialogue with some of our keenest and creative brains serving abroad may be started. What is needed is a flexibility of approach and response to convert the 'Brain Drain' into 'Brain Gain'.

7. In the case of the Doctors, it would be worthwhile to consider the establishing a Fund out of which interest-free loans could be advanced to enable them to establish private clinics, particularly in rural areas. Similar facilities can also be considered for engineers interested in opening independent workshops or starting an industrial enterprise.

#### Scientific Outlook

8. The Indus and the Brahmaputra valleys are known to be two of the world's richest natural resources for mankind. But since the people of these valleys have failed to acquire a scientific outlook, they are today confronted with problems of extreme poverty. In the agricultural field alone there is a vast need for scientific research leading to better varieties of crops, eradication of pests, flood control and reclamation of water-logged areas. Similarly the existence of low grade mineral ores pose a challenge to the genius of scientists and



engineers in the extraction of chemicals and metals. A determined research effort in agriculture, industry, medicine, geology and other sciences could completely transform the resources situation of Pakistan in less than 10 years. It is, therefore, tragic that the teaching of sciences still follows out-dated methods incapable of developing an inquisitive mind, a spirit of inquiry and a capacity for cross fertilization of ideas. The emphasis in our system of education is on the passing of examinations and the study of the history of sciences rather than the acquisition of knowledge of Scientific Laws and processes. The inculcation of scientific attitudes and intellectual discipline should, therefore, be the fore-most objective of schooling from the earliest stages and a tradition of discussions, seminars and colloquia should be developed to create and sustain the scientific attitude throughout life.

9. *Pre-Primary and Kindergarten Schools.*—All pre-primary and Kindergarten schools would be required to be registered under the proposed legislation for private schools and colleges. In no case should such schools be allowed to teach in English. The medium of instruction must be one of the national languages as at the tender age of children in such schools the degeneration of cultural values is very damaging to our ideology.

10. *Teachers' Privileges.*—There should be no bar to a teacher earning money from his writings or other creative work but no teacher should be permitted to undertake private tuition financial consideration.

11. *Fees.*—As at present, no fees should be charged from children in the primary schools. At the middle stage (Class VI to VIII), girls should not pay any fee and for boys freeships should be raised from the present 10% to 20%. In all Private Schools/Colleges the fees should not exceed those which prevailed in January 1969 in Government institutions provided such institutions receive bulk of the grant-in-aid from Government. In no case should the compulsory levies other than fees exceed 25% of the fees. Charges for sports and games may, however, be made only from students participating in such activities.

12. *Examinations.*—(a) The stages at which public examinations should be held are the VIIIth Class, the Xth Class, the XIIth Class and the Degree Class. The present system should be supplemented by objective tests, personality evaluation and progress reports from the institution where the student has carried on studies.

(b) Divisions and classes should be abolished. The certificates, diplomas and degrees may either show the marks and grades obtained in each subject or a separate endorsement obtained by the student concerned. This will wipe out many corrupt practices.

(c) Those who fail in the terminal examination should be allowed only one more chance as a regular student. Thereafter the student may be allowed to appear as an external student. If he makes three attempts, he should be passed and mark obtained, shown on the certificate, diploma or degree.

13. *Courses and Syllabi.*—With a uniform national structure of education from the elementary level to the university, it should be possible to standardise the syllabi and courses for each class for adoption throughout the country with variations allowed for regional and local colour. A range of standard textbooks not by one but by several authors together with back-up material to be studied as side-reading, should be drawn up and notified for adoption under law by the various Educational authorities concerned. Committees of Scholars, Writers and Educationist should be set up immediately to draw up the standard courses and syllabi so that printing and distribution of books and reading material may be completed in time for the 1970-71 session.

14. *Vacations.*—All Educational Institutions in East and West Pakistan should, as far as possible, be closed for vacations at the same time for the same duration. Exceptions may have to be made for institutions in special areas like the hills.

## CHAPTER 7

## FINANCIAL EFFECTS OF THE PROPOSALS

1. By 1980 the proposals contained in this report will involve the education
  - (a) 68 million adults to the stage of literacy.
  - (b) 30 million people to the primary stage.
  - (c) 12 million people to the middle stage.
  - (d) 12 million people to the stage of Matric (Tech.), including 7 lakh in agricultural, technology and 5 lakh in industrial technology.
  - (e) 6 lakh people to the stage of Inter (Tech.) and B. Tech., including 4 lakh in agricultural and 2 lakh in industrial technology.
  - (f) 5 lakh people to the general University stage, and
  - (g) 41,000 professional graduates.
2. To achieve these targets, there will be required :
  - (a) a massive effort to enhance literacy by providing universal facilities for 8 years elementary education, making special efforts to attract girls enrolment ; and creating a National Literacy Corps for adult education and
  - (b) The complete re-organisation of secondary education with the maximum emphasis on imparting technical and vocational skills so that those pass-out of the educational streams can become immediately productive and can themselves generate employment.

3. The expenditure on education in the year 1968-69 was of the order of Rs. 100 crores. If the proposals of the new Educational Policy are implemented and the above targets are to be achieved by 1980, calculations show that in the whole of the Fourth Five-Year Plan period (1970—75) an expenditure of about Rs. 925 crores will have to be incurred which gives an average of less than Rs. 200 crores per year. This would amount to about 3.6% of the G.N.P. of 1975 compared to the expenditure of about 1.8% of the present G.N.P. If the G.N.P. continues to grow as expected in the perspective plan prepared by the Planning Commission, the expenditure on education in the Fifth Five-Year Plan period (1975—80) would be of the order of Rs. 1,600 crores giving an average of about Rs. 320 crores per year and amounting to about 3.3% of the G.N.P. of 1980. This lay-out compares favourably with the recommendations of UNESCO that the allocation for the educational sector in a developing country should be in the neighbourhood of 4% of its-G.N.P.

## APPENDICES

## APPENDIX A

## THE UNIVERSITY GRANTS COMMISSION ORDINANCE, 1969

## CHAPTER I

1. (i) This Ordinance may be called the East/West Pakistan University Grants Commissions Ordinance, 1969.

(ii) It shall come into force on such date as the Government of East/West Pakistan may, by notification in the official Gazette, appoint.

2. In this Ordinance, unless the context otherwise requires:—

(a) "Commission" means the University Grants Commission;

(b) "executive authority", in relation to a University, means the chief executive authority of the University (by whatever name called) in which the general administration of the University is vested;

(c) "Fund" means the Fund of the University Grants Commission constituted under.....

(d) "member" means a member of the University Grants Commission and includes the Chairman;

(e) "prescribed" means prescribed by rules made under this Ordinance;

(f) "University" means a University established for or incorporated by or under an Act of the Provincial Governments and includes any such institutions as may, in consultation with the University concerned, be recognized by the Commission as competent to confer Degrees.

3. The Provincial Government may, on the advice of the Commission, declare, by notification in the official Gazette, that any institution for higher education other than a University, shall be deemed to be a University for the purposes of this Ordinance, and on such a declaration being made, all the provisions of this Ordinance shall apply to such institution as if it were a University within the meaning of clause (f) of section 2.

## CHAPTER II

## ESTABLISHMENT OF THE COMMISSION

4. (i) With effect from such date as the Provincial Government may, by notification in the official Gazette, appoint, there shall be established a Commission by the name of the East/West Pakistan University Grants Commission.

(ii) The said Commission shall be a body corporate having perpetual succession and a common seal, and shall by the said name sue and be sued.

5. (i) The Commission shall consist of three members including the Chairman to be appointed by the Governor of East/West Pakistan out of a panel of six names submitted to the Governor by a joint meeting of delegation of the Universities of each Province; each delegation consisting of:

(a) the Vice Chancellor;

(b) two senior most Deans;

(c) the Treasurer.

(ii) At least one of the members of the Commission will be professional or technical and the delegation's recommendations need accordingly include a technical member.

(iii) Every appointment under this section shall take effect from the date on which it is notified by the Provincial Government in the official Gazette.

6. (i) Every member shall, unless he becomes disqualified for continuing as such under the rules that may be made under this Ordinance, hold office for a period of 4 years.

(ii) A member may resign his office by writing under his hand addressed to the Provincial Government, but he shall continue in office until his resignation is accepted by the Provincial Government.

(iii) A casual vacancy created by the resignation of a member under sub-section (2) or for any other reason shall be filled by fresh appointment and a member so appointed shall hold office for the remaining period for which the member in whose place he is appointed would have held office.

(iv) The offices of the Chairman and the two members chosen for shall be whole-time and salaried one and subject thereto, the terms and conditions of service of the Chairman and other members shall be such as may be prescribed.

7. The Commission shall meet at such times and places and shall observe such rules of procedure in regard to the transaction of business at its meetings as may be provided by regulations made under this Ordinance.

8. No order or proceedings of the Commission shall be deemed to be invalid by reason merely of any vacancy in, or any defect in the constitution of, the Commission.

9. (i) The Commission may associate with itself, in such manner and for such purposes as may be determined by regulations made under this Ordinance, any person whose assistance or advice it may desire in carrying out any of the provisions of this Ordinance.

(ii) A person associated with it by the Commission under sub-section (i) for any purpose shall have a right to take part in the discussion relevant to that purpose, but shall not have a right to vote at a meeting of the Commission, and shall not be a member for any other purpose.

10. Subject to such rules as may be made by the Provincial Governments in this behalf, the Commission may appoint a Secretary and such other employees as it may think necessary for the efficient performance of its functions under this Ordinance and the terms and conditions of service of the employees shall be such as may be determined by the Commission.

11. All orders and decisions of the Commission shall be authenticated by the signature of the Chairman or any other member authorised by the Commission in this behalf, and all other instruments issued by the Commission shall be authenticated by the signature of the Secretary or any other officer of the Commission authorised in like manner in this behalf.



## CHAPTER III

## POWERS AND FUNCTIONS OF THE COMMISSION

12. The commission will, in consultation with the Central and Provincial Governments, the Universities or other bodies concerned, be responsible for taking such steps as it deem fit for the promotion and coordination of University Education, and for the determination, improvement and maintenance of standards of teaching, examination and research in Universities and for the purpose of performing its functions under this Ordinance, the Commission may ;

- (a) determine the financial needs of the universities ;
- (b) allocate and disburse, out of the Fund of the Commission, grants to universities established or incorporated by or under a Provincial Act for the maintenance and development of such universities or for any other general or specified purpose ;
- (c) recommend to any university established or incorporated by or under a Provincial Act, the measures necessary for the improvement of University education and advise the University on the steps necessary for the implementation of such recommendation ;
- (d) advise the Central or Provincial Government on the allocation of any grants for any general or specified purpose ;
- (e) advise the competent authority, if such advice is solicited on the establishment of a new University or on proposals concerning the expansion of the activities of an existing University or on proposal to grant the right to confer specified Degrees to a College or any other educational institution and on courses of studies, curricula, methods of examination connected with or leading to the grant of such degrees ;
- (f) collect information on all such matters relating to University education in East/West Pakistan and other parts of Pakistan and other countries as it thinks fit and make the same available to any University of Central or Provincial Government ;
- (g) require a University to furnish it with such information as may be needed relating to the financial position of the University or the studies in various disciplines, subjects or branches of learning undertaken in that University together with all the rules and regulations relating to the standards of teaching and examination of that University or the organisations of research thereat.
- (h) associate with the Government of Pakistan or an Authority established by it for the specific purpose of administrative, academic and financial management of Universities and other institutions which can confer Degrees and which are established by that Government and with the Central Government or any Authority established by it for the co-ordination and improvement of University education and research in Pakistan. ;

497  
20-10-81

(i) perform such other functions as may be prescribed or as may be deemed necessary by the Commission for promoting the cause of Higher Education in Pakistan or a Province thereof.

13. (i) For the purpose of determining the financial needs of a University or its standards of teaching, examination and research, the Commission, may, after consultation with the University cause an inspection of any Faculty or Department or Departments thereof to be made in such a manner as may be prescribed by such person or persons as it may appoint for this purpose.

(ii) The Commission shall inform the University of inspection under Section (i) of the University shall be associated with the inspection in such a manner as may be prescribed ;

(iii) The Commission shall communicate to the University its views in regard to the results of any such inspection and make recommendation to it in respect of action considered desirable as a result thereof ;

(iv) If any University fails within a reasonable time to implement the action devised in pursuance of the recommendation, the Commission after taking into consideration the cause, if any, shown by the University for its failure to implement such action or recommendation of the Commission, may withhold from the University the grants or a part thereof proposed to be made out of the Fund of the Commission.

14. Fund of the Commission.—(i) The Provincial Government and the Central Government shall, after due appropriation made under law in this behalf, pay to the Commission in each financial year such sums as may be considered necessary for the maintenance and the improvement of Universities or for the promotion of higher education and research and for the purpose of all other functions of the Commission under this Ordinance.

(ii) The Commission shall have its own Fund and all sums which may, from time to time, be paid to it by the Provincial and Central Governments and all the receipts of the Commission including any sum which any other authority or person may hand over to the Commission shall be carried to the funds and all payments by the Commission shall be made therefrom. Provided further that the Commission may spend such sums as considered necessary for performing its functions under this Ordinance, and such sums shall be treated as expenditure payable out of the Fund of the Commission.

15. Budget.—The Commission shall prepare in such form and in such time each year as may be prescribed, a budget in respect of the financial year next ensuing showing the estimated receipts and expenditure and copies thereof shall be forwarded to the Provincial and Central Government.

16. Annual Report.—The Commission shall prepare once every year in such form and at such time as may be prescribed an Annual Report giving a true and

full account of its activities during the previous years and copies thereof shall be forwarded to the Provincial and Central Governments for such processes as warranted by the law of that Government.

17. Account and Audit.—(i) The Commission shall cause to be maintained such books of account and other books in relation to its account in such form and in such manner as may, in consultation with the Comptroller and Auditor General of Pakistan, be prescribed.

(ii) The Commission shall, as soon as may be, after closing its Annual Accounts, prepare a Statement of Accounts in such form and by such date as the Provincial Government may determine, forward the sums to the Comptroller and Auditor General or the authority authorised by him in the Province of East/West Pakistan.

(iii) The accounts of the Commission shall be audited by the Comptroller and Auditor General at such times and in such manners as he thinks fit. The Annual Accounts of the Commission together with the Audited Report therein shall be forwarded to the Provincial and Central Government for such processes as warranted by the law of that Government for taking suitable action on the matters arising out of the Audit Report.

## CHAPTER IV

## MISCELLANEOUS

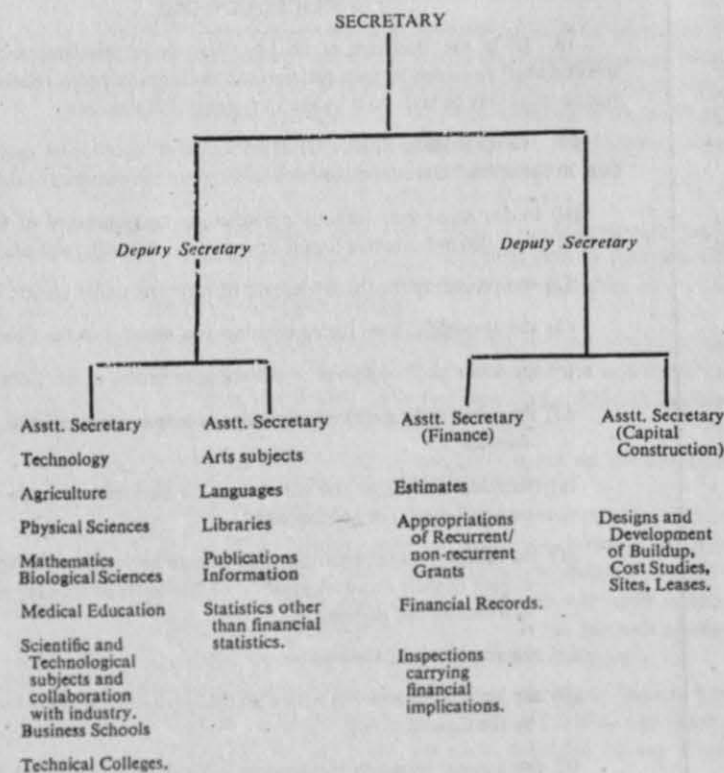
18. (i) In the discharge of its functions under this Ordinance, the Commission shall be guided by such decisions on questions of policy relating to national purposes as may be given to it by the Government of Pakistan.

19. Power to make Rules.—(i) The Provincial Government may, by notification in the official Gazette, make rules to carry out the purposes of this Ordinance.

(ii) In particular and without prejudice to the generality of the foregoing power, such rules may provide for all or any of the following matters :—

- (a) the procedure for the retirement of members under section 6 ;
- (b) the disqualifications for continuing as a member of the Commission ;
- (c) the terms and conditions of service of members of the Commission ;
- (d) the terms and conditions of service of employees appointed by the Commission ;
- (e) the additional functions which may be performed by the Commission under clause (j) of Section 12 ;
- (f) the returns and information which are to be furnished by Universities in respect of their financial position or standards of teaching and examination maintained therein ;
- (g) the inspection of Universities ;
- (h) the form and manner in which the budget and reports are to be prepared by the Commission ;
- (i) the manner in which the accounts of the Commission are to be maintained ;
- (j) the form and manner in which returns or other information are to be furnished by the Commission to the Provincial Government ;
- (k) any other matter which has to be, or may be, prescribed.

## UNIVERSITY GRANTS COMMISSION SECRETARIAT



## TENTATIVE LIST OF COMMITTEES

- (1) Sub-Committee for Physics and Mathematics.
- (2) Sub-Committee on Engineering and Technical Colleges.
- (3) Agriculture Sub-Committee.
- (4) Social Sciences Sub-Committee.
- (5) Languages and Literatures.
- (6) Medical Education.
- (7) Biological Sciences.

## APPENDIX B

## D R A F T

THE EAST/WEST PAKISTAN PRIVATELY-MANAGED INSTITUTIONS  
ORDINANCE, 1969

WHEREAS it is expedient to regulate and streamline the working of Privately-Managed Institutions in West Pakistan, the Governor of West Pakistan is pleased to make and promulgate the following Ordinance, namely:—

1. **Short title, extent and commencement.**—(1) The Ordinance may be called the West Pakistan Privately-Managed Institutions Ordinance, 1969.
  - (2) It extends to the whole of the Province of West Pakistan.
  - (3) It shall come into force at once.
  - (4) It applies to every Privately-Managed Institution affiliated to a Board of Intermediate and Secondary Education or a University in West Pakistan.
2. **Definitions.**—In the Ordinance, unless there is anything repugnant in the subject or context :
  - (a) "Privately-Managed Institution" means a School or educational institution established and run by a management other than Government or a local body ;
  - (b) "Prescribed" means prescribed by rules made under this Ordinance ;
  - (c) "Principal" means the executive head of a Privately-Managed Educational Institution.
  - (d) "Teacher" means staff, working in a Privately-Managed Institution for the purpose of imparting instruction.
  - (e) "Teachers Association" means an elected body of the teachers.
  - (f) "Student" means students on the roll of a Privately-Managed Institution.
  - (g) "Students Union" means an elected body of the students.
  - (h) "Inspection Team" means a team of two or more persons constituted by the Government to visit a Privately-Managed Institution.
  - (i) "Director" means the Director of Education of the Region in which a Privately-Managed Institution is situated.
  - (j) "Governing Body" means a Body responsible for the management of a Privately-Managed Institution.

(k) "College Council" means a body entrusted with academic matters and day to day running of a Privately-Managed Institution.

(l) "Government" means the Government of East/West Pakistan.

(m) "Chairman" means Chairman of the Governing Body.

(n) "Rules" means rules to be framed and notified in the official Gazette under the Ordinance.

3. Any person or a group of persons intending to establish a Privately-Managed Institution (here in after called the Institution), or intending that the Institution already in existence should be continued as such shall inform the Director of Education concerned in writing about the same and shall provide whatever information the Director requires from time to time.

4. **Inspection Team.**—The Government or an officer authorised by it shall have authority to send an Inspection Team to visit the Institution whenever considered necessary with a view to enquiring into any matter pertaining to the affairs of the Institution. The Institution authorities shall make available to the inspection team whatever records they would like to see, the information they would like to have or the staff and the students they would like to interview.

5. Every Institution shall have a Governing Body.

6. **Governing Body.**—The Governing Bodies of all the Privately-Managed Institutions shall consist of eight persons and would be required to be constituted with the following membership :

- (1) Two working teachers to be elected among themselves including the Head of the College Teachers Association.
- (2) Principal—Member-Secretary.
- (3) One nominee of the Government.
- (4) One nominee of the affiliating university in the case of degree college for one nominee of the Board of Secondary Education in the case of Intermediate College.
- (5) Three representatives of Donors.
- (6) Founders/Parents.

The Chairman of the Governing Body of a Privately-Managed Institution shall be elected by all the members of the Governing Body from among the members at serial numbers 5 to 9.



7. The Governing Body shall be responsible to ensure:—

- (a) that the Institution is administered by bodies constituted in accordance with the provisions of the Ordinance.
- (b) that the staff of the Institution gets salary in accordance with the prescribed rules.
- (c) that the staff of the Institution is selected, appointed, confirmed and promoted in accordance with the rules.
- (d) that the staff of the Institution enjoys service security and various amenities in accordance with the rules.
- (e) that the students are provided certain facilities and amenities in accordance with the rules.
- (f) that the students are provided appropriate role in the management of Institution affairs in accordance with the rules.
- (g) that the tuition fee and funds charged by the Institution are in accordance with the rules.

8. **Power to make Rules.**—The Provincial Government may, by notification in the official Gazette, make rules to give effect to the provisions of this Ordinance.

9. **Penalty.**—In case of contravention of the provisions of this Ordinance or the rules made thereunder the Government may:—

- (a) appoint an authority to administer the college for such period as it deems necessary.
- (b) take over the college permanently.

10. **Power to make Exempt.**—The Provincial Government, if it deems fit, may, on an application made, exempt any private college from the operation any part or whole of this Ordinance.

11. **Protection to Existing Conditions of Employment.**—Nothing in this Ordinance shall affect any agreement, custom or usage in force immediately before the promulgation of this Ordinance, in so far as such agreement, custom or usage ensures conditions of employment more favourable to the staff of the college than those provided in accordance with this Ordinance.

### SCHEDULE

#### PRIVATELY-MANAGED INSTITUTIONS SERVICE RULES

1. **Classification of Teachers.**—Teachers shall be classified as:—

- (1) Permanent.
- (2) Temporary.

(1) A "permanent" teacher includes any teacher who has on the date hereof completed a period of twelve months service in the aggregate in the educational institution including breaks due to sickness, accident, leave, or involuntary closure of the establishment.

(2) A "temporary" teacher is a teacher who is provisionally employed to fill a permanent vacancy in a post and has not completed three months' service therein.

2. **Publication of working time.**—The periods and hours of work for all classes of teachers shall not exceed six hours a day or 35 hours a week of teaching in any case.

3. **Scales of Salary.**—The scale of salary payable to all classes of teachers shall not be less than those prescribed from time to time by the affiliating University, Board of Education or such scales as may be prescribed under powers conferred by the Ordinance.

4. **Shift Working.**—More than one shift may be worked in a department or departments of the Educational Institution at the discretion of the management of the College.

If more than one shift is worked the teacher shall not be liable to work more than one continuous shift and shall not be liable to transfer from one shift to another.

5. **Attendance and late coming.**—All teachers shall attend the college at the time fixed and notified under paragraph. Teachers attending late shall be liable to the deductions as may be imposed by the management not exceeding 10% of one day's salary *pro-rated*.

6. **Holidays.**—Holidays with pay shall be allowed in accordance with law, contract, custom and usage.

7. **Leave.**—(a) *Earned leave.*—(1) Every teacher who has completed a period of 12 months continuous service in the college shall be allowed, during the subsequent period of 12 months, leave with pay for a period of 15 continuous days.

(2) If a teacher fails in any one such period of twelve months to take the whole of the leave allowed to him under sub-section (1) any leave not taken by him shall

be added to the leave to be allowed to him under sub-section (1) in the succeeding period of 12 months, so however, that the total number of holidays which may be carried forward to a succeeding period shall not exceed 21.

(3) If a teacher entitled to leave under sub-section (1) is discharged by his employer before he has been allowed the leave, or if, having applied for and having been refused the leave, quits employment before he has been allowed the leave, the employer shall pay him the amount payable in respect of that leave.

(b) *Casual leave.*—A teacher may be granted casual leave of absence with pay not exceeding 14 days in the aggregate in one calendar year. Such leave shall not be for more than three days at a time except in the case of sickness. Such leave is intended to meet special circumstances which cannot be foreseen. Ordinarily the previous permission of the head of the Educational Institution shall be obtained before such leave is taken, but where this is not possible, the head of department shall as soon as practicable, be informed in writing of the absence and of the probable duration of such absence.

(c) *Medical leave.*—A teacher shall be allowed in addition to the above leave, medical leave on half average pay for a period of 15 days during a period of 12 months. A teacher shall also be entitled to the reimbursement of medical expenses actually incurred by him and his wife and dependent children.

8. **Payment of Salary.**—All teachers will be paid salary on a working day before the seventh day of the month.

9. **Termination of Employment.**—(1) The services of a permanent teacher shall not be terminated except on any one or more of the following grounds:—

- (a) Indecent behaviour;
- (b) Inefficient, dilatory, careless or wasteful working;
- (c) Theft, fraud or dishonesty;
- (d) Wilful damage to or loss of goods or property;
- (e) Taking or giving bribe or any illegal gratification;
- (f) habitual absence without leave or absence without intimation for more than one week.

(2) For terminating employment of a temporary teacher, one month's notice in writing shall be given either by the employer or the teacher; or one month's pay may be paid in lieu of notice.

10. **Appeal.**—An appeal shall lie to the Appellate Authority in respect of matter arising out of employment including those relating to unfair treatment or wrongful termination withholding salary or allowances or exaction on the part of the employer.

#### PRIVATE EDUCATIONAL INSTITUTIONS PROVIDENT FUND RULES, 1969

In exercise of the powers conferred by section 9 of the Private Educational Institutions (Service Orders) Ordinance, 1969 the Central Government is pleased to make the following rules:—

1. **Short title.**—These rules may be called the Private Educational Institutions Provident Fund Rules, 1969.

2. **Definition.**—In these rules, unless there is anything repugnant in the subject or context:—

- (a) "Ordinance" means the Private Educational Institutions (Service Orders) Ordinance, 1969.
- (b) "Board" means the Board of Trustees constituted under Rule 3.
- (c) "Children" mean legitimate children and step-children but includes adopted children only if the Board is satisfied that under the personal law of the subscriber, adoption is legally recognised as conferring the status of a national child.
- (d) "Private educational institution" means as defined in the Ordinance.
- (e) "Family" means:
  - (i) in the case of a male subscriber, the wife, or wives and children of the subscriber, and the widow or widows and children of deceased son of the subscriber;
  - (ii) in the case of a female subscriber, the husband and children of the subscriber and the widow or widows and children of a deceased son of the subscriber.
- (f) "Fund" means a Provident Fund constituted under section 8 of the Ordinance.
- (g) "Subscriber" means a teacher who subscribes to the fund.

3. **Constitution and management of the Fund.**—(1) The Fund shall be administered by the Board of Trustees consisting of not more than ten members having equal number of representatives of the management and the subscribers.

(2) The subscribers shall elect their representatives to the Board each year at a general meeting, convened by the President of the outgoing Board, held specifically for the purpose and the subscriber shall nominate his representatives within a fortnight thereafter.

(3) The management shall have the right to elect a substitute if during the term of office of the Board a vacancy occurs among the representatives nominated by them.

(4) The subscribers shall have the right to elect a substitute for any of their representatives who dies or resigns from the board or ceases to be a subscriber during the term of office of the Board.

(5) The term of the office of the Board shall be four years from the date of its constitution :

Provided that the general meeting held for the election of the representatives of the subscribers to the Board after the initial constitution of the fund shall be convened by not less than 2/3rd of the subscribers.

(6) The Board shall appoint its own Secretary, who shall keep a record of the decisions of the Board and supervise the maintenance of the accounts of the Fund. He shall also be responsible for keeping the office records of the Board.

(7) The Board shall keep the moneys received from time to time in an account or accounts in any Scheduled Bank or Post Office Saving Bank. The Board may authorise its Secretary to operate on the bank account up to an amount fixed by the Board.

(8) The President of the Board shall ordinarily convene the annual general meeting of the subscribers in the month of December each year.

(9) The President of the Board shall convene its meeting at least once a quarter, and one half of the total membership shall form a quorum.

(10) The accounts of the Fund shall be audited within two months after the close of the year by an Auditor appointed annually by the Board for the purpose. The Auditor's report on the accounts shall be made available to the subscribers and to the employer. A copy of the report shall be sent to the Central Government.

**4. Nomination.**—(1) The Board shall require every subscriber to make a nomination conferring the right to receive the amount that may stand to his credit in the Fund in the event of his death occurring before the amount standing to his credit has become payable :

Provided that a subscriber may modify a nomination once made after giving written notice of his intention to do so to the Board.

(2) Nomination shall, save as hereinafter provided, be in favour of one or more members of the subscriber's family and shall be made in Form A. If a subscriber nominates more nominees than one, he may apportion the amount that may stand to his credit in the Fund amongst his nominees at his own discretion. If, at the time of making the nomination the subscriber has no family, the nomination may be in favour of any other person or persons, but if the subscriber subsequently acquires a family, such nomination shall forthwith stand cancelled.

**5. Subscriber's Account.**—(1) An account shall be opened in the name of each subscriber to which shall be credited :—

- (i) the subscriber's subscription ;
- (ii) the contribution made to it by the management ;
- (iii) the interest on the total moneys in the subscriber's account.

(2) Each subscriber shall be given a pass book in which shall be entered every month, the credits referred to in sub-rule (1) and also the advances, if any, taken and the repayments made by him.

**6. Condition and Rates of Subscription.**—(1) Every subscriber shall subscribe monthly to the Fund. No subscription shall be recovered without the consent of the subscriber when he is on leave without salary for a period of more than a fortnight during a month or on leave on one-half of the salary for the whole of the month.

(2) Subject to the provision of sub-section (3) of section 5 of the Ordinance, the amount of the subscription shall be fixed by the subscriber himself at the time he starts subscribing to the Fund.

(3) A subscriber may alter his rate of subscription with effect from the beginning of any year, within the minimum and maximum limits laid down in the Ordinance, provided that he gives notice of the change to the employer before the end of the preceding year.

**7. Realization of Subscriptions.**—The subscription due from each subscriber shall be realized by monthly deductions from his salary.

**8. Contribution by the Employer.**—Subject to the provisions of sub-section (4) of section 5 of the Ordinance, the management shall not later than the fifteenth of the month in which the subscriber's subscription is deducted from his salary make a monthly contribution to the account of each subscriber equal to the amount subscribed by the subscriber himself.

**9. Interest.**—Interest earned on the moneys of the Fund invested under rule 13 shall be credited to the accounts of the individual subscribers *pro-rata*.

**10. Advances from the Fund and their repayment.**—(1) A temporary advance may be granted to a subscriber from the amount standing to his credit in the Fund, at the discretion of the Board, subject to the following conditions :—

No advance may be granted unless the Board is satisfied that the applicant's pecuniary circumstances justify it and that the amount advanced will be expended on any or all of the following objects :

- (i) to pay expenses incurred in connection with the prolonged illness of the subscriber or any person actually dependent on him;
- (ii) to pay towards the purchase of land or for the construction of a house;

(iii) to pay obligatory expenses on a scale appropriate to the subscriber's status in connection with marriages, funerals or ceremonies which by his religion it is incumbent on him to perform.

(2) Advance shall be recovered from the subscriber in such number of equal monthly instalments as the Board may direct; but such number shall not be less than 12. A subscriber may at his option make repayment in a smaller number of instalments than the number directed.

(3) Recovery shall be made in the manner provided in rule 7 for the realization of subscriptions and shall commence on the occasion, after the advance is made, on which the subscriber receives not less than 75 per cent of his normal salary. Recovery shall not be made, except with the subscriber's consent while he is on leave.

(4) After the principal of the advance has been fully repaid, interest shall be paid thereon at such rate as may be prescribed by the Board from time to time.

(5) Interest shall be recovered in one or two instalments in the month or months immediately following the repayment of the principal.

(6) Recoveries of advances and the interest thereon shall be credited, as they are made, to the account of the subscriber in the Fund.

**11. Circumstances in which accumulations are payable.**—(1) If a subscriber dies or for other reasons ceases to be a subscriber, the amount standing to his credit in the Fund, including interest up-to date, shall become payable to him or his nominee, subject to any deduction authorized under rule 12.

(2) No claim shall be entertainable against the Fund if made more than three years after the date on which the amount became payable.

(3) Any amount due from the Fund shall cease to bear interest after three months from the date on which the amount became payable.

(4) Payments under sub-rule (1) the subscriber, or his nominee in the event of his death, shall be made within one month of the date on which they fall due. In the case of the death of an employee who has no subsisting nomination it shall be competent for the Board to pay the amount due to the natural heir or heirs of the deceased subscriber provided the Board is satisfied as to the heirship of the claimant or claimants.

**12. Deductions disallowed.**—(1) No deductions shall be made from the amount standing to the credit of a subscriber when final payment is made to him or his nominee, under rule 11.

**13. Investment.**—The moneys of the Fund not immediately required for the purposes of the Fund and held in a Bank account shall be invested by the Board in any securities for the time being authorised under the Income Tax Act, 1922, and the

Trusts Act, 1882, and the rules made thereunder, in respect of the investment of moneys of a Provident Fund recognised under the Income Tax Act, 1922. Such investment shall be made in the name of the Board and may when the conditions of investment permit be made payable or transferable to the order of any two members of the Board.

**14. Reference of disputed cases to a referee.**—(1) The decision of the Board shall be final and binding upon the subscribers and the employer in all matters relating to the Fund, and in the event of the Board being equally divided in its opinion on any dispute between the management and a subscriber or his nominee in the event of his death, the dispute shall be submitted for decision to a referee agreed upon by the Board.

(2) In the event of the Board not agreeing upon a referee, the dispute shall be referred to the Appellate Authority appointed under the Ordinance. The fees and expenses of a referee agreed upon by the Board or of the Appellate Authority shall be defrayed out of the fund.

**15. Closing of the Fund.**—Before the closing of the Fund, all amounts due and all assets shall be realised and all liabilities shall be liquidated. All accumulations due to subscribers shall be paid and the surplus, if any, shall be paid to the subscribers at the date of closing, in proportion to the amount standing to the credit of each subscriber.



## APPENDIX C

## UNIVERSITY ACT OF 1969

**Preamble.**—A draft bill to repeal the University Ordinance of 1961 as amended by West Pakistan Ordinances Nos. XXIV of 1962, XXX of 1962, I of 1966, V of 1966, III of 1967 and to replace it by a new Act in order to endow the University with necessary autonomy and dynamism so that it may grow to its full stature as a centre of higher learning and research and as a nursery of values and ideals, and, serve best the interest of the academic community of students and teachers and also of the nation by stimulating the spirits of enquiry and the pursuit of knowledge in an atmosphere of academic freedom untrammelled by influences extraneous to the purpose of the University.

**Short title and commencement.**—WHEREAS it is expedient to repeal the University Ordinance and to replace it by a new Act; it is hereby enacted as follows:—

1. (1) This Act, may be called the University Act, 1969.

(2) It shall, save as otherwise expressly provided, come into force at once.

2. **Definitions.**—(1) In this Act, and in all Statutes made hereunder, unless there is anything repugnant in the subject or context,—

- (a) 'Academic Council' means the Academic Council of the University.
- (b) 'affiliated college' means an institution recognised by and affiliated to the University in accordance with the provisions of this Act, Statutes and the University Ordinances;
- (c) 'Authority' means any of the Authorities of the University specified in Section;
- (d) 'college' means a constituent college or an affiliated college;
- (e) 'constituent college' means a college maintained and administered;
- (f) 'Dean' means the head of a Faculty;
- (g) 'Faculty' means a Faculty of the University;
- (h) 'Government' means the Government of West Pakistan;
- (i) 'Hall' means a unit of residence for students of the University established and maintained by the University for the corporate life and extra-curricular instructions of its students;
- (j) 'Hostel' means a unit of residence other than a Hall for the students of the University and its constituent and affiliated colleges either maintained by the University or approved by the University in accordance with the provisions of this Act;
- (k) 'Prescribed' means prescribed by the Statutes, University Ordinances, Regulations or Rules;

(l) 'Principal' means the head of a college;

(m) 'Professional college' means a college in which instruction is provided for courses of studies leading to a University degree in Medicine, Education, Law, Fine Arts, Music and such other subjects as may be declared to be a professional subject by a University Ordinance;

(n) 'Provost' means the head and executive officer of a Hall of residence;

(o) 'Registered Graduates' means:

- (i) the Graduate of a University whose name is entered in a register maintained by the Section;
- (ii) A graduate who was a student in a college that may have been affiliated to any other University but now falls within the jurisdiction of the University;
- (iii) A graduate of any University situated outside Pakistan and who may have resided for at least five years within the territorial jurisdiction of the University;
- (iv) Any other graduate who may be enrolled as a registered graduate of a University as may be prescribed.

(p) 'Senate' means the Senate of the University;

(q) 'Statutes' 'University Ordinances' and 'Regulations' mean respectively, the Statutes, University Ordinances and Regulations of the University made or deemed to have been made under this Act and for the time being in force;

(r) 'Syndicate' means the Syndicate of the University;

(s) 'Teachers' include Professors, Associate Professors, Readers, Senior Lecturers, Assistant Professors and Lecturers of the University teaching departments and other persons declared to be teachers by the University Ordinances;

(t) 'Teaching Department' means a teaching department established and maintained or recognized by the University;

(u) 'University' means the University;

(v) 'University Teacher' means a teacher appointed or recognized as such by the University;

(w) 'Warden' means the head of a Hostel; and

(x) 'Year' means the academic year beginning on the 1st day of July.

(2) In this Act and in all Statutes made hereunder, unless there is anything repugnant in the subject or context, the male shall include the female and the singular shall include the plural.

3. (1) The University of \_\_\_\_\_ shall be reconstituted at \_\_\_\_\_ in accordance with the Provision of this Act.

(2) The University shall consist of the Chancellor, the Vice-Chancellor, the Members of the Senate, the Syndicate and the Academic Council.

(3) The University shall be a body corporate by the name of the University of \_\_\_\_\_ and shall have perpetual succession and common Seal, and sue and be sued by the said name.

(4) The University shall be competent to acquire and hold property, both movable and immovable, to lease, sell or otherwise transfer any movable and immovable property which may have become vested in or been acquired by it, to enter into contracts and to do all other things necessary for the purpose of this Act.

(5) All properties, rights and interests of whatever kind, used, enjoyed, possessed, owned by, vested in, or held in trust by or for the University of \_\_\_\_\_ as constituted under the (University of \_\_\_\_\_) Ordinance, 19 \_\_\_\_\_, and all liabilities legally subsisting against the said University shall pass to the University reconstituted under this Act.

4. **Powers of the University.**—The University shall have the following powers, namely:—

- (a) to provide for instructions in such branches of learning as the University may think fit, and to make provision for research and for the advancement and dissemination of knowledge;
- (b) to affiliate and disaffiliate colleges;
- (c) to prescribe courses of studies to be conducted by the University, the constituent colleges or the affiliated colleges;
- (d) to hold examinations and to grant and confer certificates, diplomas, degrees and other academic distinctions to and on persons who satisfy the qualifications as prescribed in the University Ordinances for appearing at and passing the said examinations and to confer degrees on prescribed conditions to candidates of colleges recognized by the University under the terms of a University;
- (e) to confer honorary degrees or other distinctions on approved persons in the manner laid down in the Statutes;
- (f) to grant such diplomas to and to provide such lectures and instruction for persons not being student of the University, as the University may determine;
- (g) to admit colleges or educational institutions to the privileges of the university under prescribed conditions;

(h) to inspect colleges and other educational institutions;

(i) to affiliate or to disaffiliate a college or an educational institution under prescribed conditions;

(j) to co-operate with other Universities and authorities in such manner and for such purposes as the University may determine;

(k) to institute Professorships, Associate Professorships, Readership's Senior Lecturerships, Assistant Professorships, Lecturerships or any one or more of the preceding and any other teaching posts required by the University, and to appoint persons to such Professorships, Associate Professorships, Readerships, Senior Lecturerships, Assistant Professorships, Lecturerships and other teaching posts;

(l) to recognize persons as Teachers of the University and colleges;

(m) to institute and award Fellowships, Scholarships, Exhibitions, Bursaries, Medals and Prizes in accordance with the prescribed conditions;

(n) to set up and maintain academic museums, schools, institutes and other organs of learning for the development of teaching and research;

(o) to institute and maintain Halls of residence and hostels for the students of the University and for such other students as the University may determine;

(p) to demand and receive such fees and other charges as may be prescribed;

(q) to supervise and control the residence and discipline of the students of the University and affiliated colleges, to promote extracurricular activities of students, to make arrangements for promoting their health, and to make arrangements for their general welfare;

(r) to receive grants, bequests, trust, gifts, donations, endowments and other contributions, made to the University for specific purposes; and

(s) to do all such other acts and things, whether incidental to the powers aforesaid or not, as may be requisite in order to further the objects of the University as a teaching, affiliating and examining body and to cultivate and promote arts, science and other branches of learning.

5. **Jurisdiction of the University.**—(1) The University shall exercise the powers conferred on it by or under this Act within the territorial limits and in respect of the institutions over which the University of \_\_\_\_\_ Ordinance, 1961, immediately before the coming into force of this Act:

Provided that Government may, with the consent of the University, by general or special order modify the extent and scope of the aforesaid powers of the University with regard to such territorial limits or institutions.

(2) No educational institution situated within the territorial limits of the University, shall, save with the consent of the University and the sanction of Government, be associated in any way with, or seek admission to any privileges of any other university established by law.

6. **University open to all classes, castes and creeds.**—The University shall be open to all persons of either sex and of whatever race, creed or colour and no person shall be denied the privileges of the University on the ground of race, creed, colour or religion :

Provided that nothing in this section shall be deemed to prevent religious instructions being given to the students in their own religious faiths in such manner as may be prescribed by the University Ordinances.

7. **Teaching of the University.**—(1) All recognised teaching in connection with the University courses shall be conducted by the University or affiliated or constituent colleges or schools or institutes, and shall include lecturing, work in the laboratories or workshops and other forms of teaching conducted by the teachers thereof in the manner provided in this Act and as may be prescribed.

(2) The authorities responsible for organising such teaching shall be as provided in this Act and as may be prescribed.

(3) The courses and curricula shall be as prescribed.

(4) Recognised teaching shall be supplemented by tutorial instructions given in accordance with the prescribed conditions.

8. **Visitation.**—(1) The University Grants Commission, if any, shall have the right to visit or to cause a visit to be made by teams of experts in order to evaluate its programme and assess its needs and requirements and advise the Syndicate on the action to be taken.

(2) The Syndicate shall report to the University Grants Commission the action, if any, which is proposed to be taken or has been taken upon the results of the visits and advice, if any, arising therefrom. Such communication shall be submitted to the Commission within such time as may be specified by the Commission.

9. **University Personnel.**—The functions of the University shall be performed by the Chancellor; the Deans of Faculties; Heads of Departments; Principals of Constituent Colleges; University Teachers; the Registrar; the Treasurer; the Controller of Examinations; and such other persons as may be prescribed.

10. **The Chancellor.**—(1) Senate shall once in every three years elect a person of eminence to be the Chancellor of the University. The Chancellor shall hold office for a period of three years from the date of election and shall not be eligible for election in the next succeeding term. The Chancellor shall preside over the Convocation and award degrees.

(2) The Chancellor shall have such powers as may be conferred on him by this Act and the Statutes to be made under it.

11. **Vice Chancellor.**—See para 46 page 38.

12. **Powers and duties of the Chancellor.**—(1) The Vice Chancellor shall be a whole time officer of the University. He shall be the Principal Executive and Academic Officer of the University.

(2) The Vice-Chancellor shall be an *ex-officio* member and Chairman of the Syndicate and of the Academic Council, and shall be entitled to be present and to speak at any meeting of any authority or other body of the University but shall not be entitled to vote thereat unless he is a member of the authority or body concerned.

(3) It shall be the duty of the Vice-Chancellor to see that this Act and the Statutes, and the University Ordinances and Regulations made under it are faithfully observed, and he shall have all powers necessary for this purpose.

(4) The Chancellor shall have power to convene meetings of the Senate, the Syndicate, the Academic Council and any faculty.

(5) In any *emergency* which, in the opinion of the Vice-Chancellor, requires that immediate action should be taken the Vice-Chancellor shall give at least 24 hours notice of an emergency meeting to all persons concerned and if no quorum is present at such meeting the Vice-Chancellor can take such action as he deems necessary, and shall as early as possible thereafter report his action to the officer, authority or other body who or which in the ordinary course would have dealt with the matter for confirmation or modification by such authority or other body or person.

(6) The Vice Chancellor shall give effect to the orders of the Syndicate regarding the appointment, dismissal and suspension of the Officers and teachers of the University and other disciplinary measures against them. He shall be responsible for the discipline of the University as may be prescribed.

(7) The Vice-Chancellor shall exercise such other powers as may be prescribed.

(8) The Vice-Chancellor may with the approval of the Syndicate delegate such of his powers and functions, as he may consider necessary, to such officer or officers of the University as he may deem fit.

(9) The Vice-Chancellor shall be the Chairman of the Finance Committee; shall exercise general supervision over the funds of the University, and shall be responsible for its financial policy.

13. **The Treasurer.**—(1) The Treasurer shall be appointed by the Syndicate on such terms and conditions as may be prescribed.

(2) Where any temporary vacancy (not exceeding six months) in the office of the Treasurer occurs by reason of leave, illness or any other cause, the Syndicate shall make such arrangements for carrying on the office of the Treasurer as the Syndicate may think fit.

(3) The Treasurer shall be an *ex-officio* member of the Senate, the Syndicate and Member and Secretary of the Finance Committee and shall, subject to the control of the Syndicate, manage the property and investments of the University. He shall be responsible for the presentation of the annual estimates and statement of accounts.

(4) Subject to the powers of the Syndicate, he shall be responsible for seeing that all funds are expended on the purpose for which they are granted or allotted.

14. **The Dean.**—The Dean of each Faculty shall be the Head and executive officer of that Faculty. The Dean shall have the right to be present and to speak at any meeting of any Committee of the Faculty, but not to vote unless he is a member of the Committee.

In the absence of the Dean, the Syndicate shall appoint an acting Dean, who shall exercise all the powers and enjoy all the privileges of the Dean.

15. **Appointment of other officers.**—Officers of the University the manner of whose appointments has not been specifically provided elsewhere in this Act shall be appointed by the Syndicate in such manner as may be prescribed.

16. **The Registrar.**—(1) The Registrar shall be a whole-time officer of the University and shall be appointed by the University on such terms and conditions as may be determined by the Syndicate.

(2) The Registrar shall work under the direction and supervision of the Syndicate for proper and efficient functioning of the offices of the University.

(3) The Registrar shall act as Secretary of the Senate, the Syndicate and the Academic Council. He shall be the Custodian of the University Records maintain a register of Registered Graduates in accordance with the Statutes and shall exercise such other powers as may be prescribed by the University Ordinances.

17. **The Controller of Examinations.**—The Controller of Examinations shall be responsible for all matters connected with the conduct of examinations and shall perform such other duties as may be prescribed by the University Ordinances. He shall be responsible to the Syndicate for the performance of his duties.

18. **Other Personnel.**—The powers and duties of the other Personnel of the University shall be as prescribed.

19. **Authorities of the University.**—The following shall, wherever they exist, be the authorities of the University:—

- (i) the Senate;
- (ii) the Syndicate;
- (iii) the Academic Council;
- (iv) the Faculties;
- (v) the Boards of Studies;
- (vi) the Selection Board;
- (vii) the Board for Advanced Studies and Research;
- (viii) the Finance Committee;
- (ix) the Planning and Development Committee;
- (x) the Affiliation Committee;
- (xi) the Discipline Committees; and
- (xii) such other Authorities as may be provided for in the Statutes.

20. **The Senate.**—The Senate shall consist of not more than 100 members selected as follows:

- (1) The Vice-Chancellor.
- (2) Fifteen nominees of the Government East/West Pakistan.
- (3) Fifteen members elected by the Registered Graduates.
- (4) Fifteen representatives of research centres and technical bodies.
- (5) Fifty teachers to be elected from themselves and by \_\_\_\_\_
- (6) Five elected representatives of students including the President or Vice President of University Union and Secretary of the Union.

*Note.*—The representatives of Students would attend the meetings of Senate only when problems concerning Students are discussed. The following will be deemed to be problems concerning Students for this purpose.

1. Disciplinary matters.
2. Syllabi.
3. Examination dates.
4. Closures.

21. **Term of office.**—Save as otherwise provided, members of the Senate, other than *ex-officio* members, shall hold office for a period of three years from the date of the annual meeting of the Senate held for the first time after the election and appointment of new members of the Senate.

22. **Meetings of the Senate.**—(i) The Senate shall, meet at least twice in every year on a date to be fixed by the Vice Chancellor.

(ii) The Vice Chancellor may, whenever he thinks fit, and shall, upon a requisition in writing signed by not less than forty members of the Senate, convene a special meeting of the Senate.



*Explanation.*—For the purposes of this section 'year' means academic year beginning on the first day of July.

23. **Powers and duties of the Senate.**—Subject to the provisions of this Act, the Senate shall exercise the following powers and perform the following duties, namely,

- (a) of making and ratifying or amending Statutes and of amending, repealing or adding to the University Ordinances.
- (b) of ratifying and cancelling University Ordinances and of amending, modifying or repealing any regulation;
- (c) of passing any motion of Censure by not less than 2/3 majority of the entire membership of Senate against the Chancellor and after the passing of such a motion of censure the President may, if he thinks fit, remove such Chancellor from office;
- (d) of considering and passing resolutions on the annual report, the annual accounts and the financial estimates and shall exercise such other powers and perform such other duties as may be prescribed;
- (e) consider and pass resolutions concerning the welfare of the University, and refer the same to the appropriate authorities for report;
- (f) appoint Committees or Sub-Committees of the Senate and delegate any of its powers to such Committee or Sub-Committee or any other officer, authority or Committee or the University.

24. **The Syndicate.**—(1) The Syndicate shall be the Executive Body of the University and shall consist of not more than fifteen members including the following persons, namely:—

- (i) Vice Chancellor—*Chairman*.
- (ii) The Deans of Faculty of Arts and Science.
- (iii) Two Principals from affiliated colleges to be elected from among themselves in the manner to be prescribed by the Statutes.
- (iv) Eight teachers of the University to be elected from among themselves.
- (v) Two representatives of Government of East/West Pakistan.

*Note.*—The representatives of Students would attend the meetings only when problems concerning Students as defined in para 20 are discussed.

(2). **Term of office.**—The tenure of office of the appointed and elected members shall be three years and thereafter until their successors are appointed and elected.

25. **Powers and duties of the Syndicate.**—(1) Subject to the other provisions of this Act, the Syndicate shall be the executive Body of the University and shall supervise the general management of and superintendence over the affairs,

concerns and property of the University, and shall exercise that superintendence in accordance with this Act, the Statutes and the University Ordinances.

(2) Without prejudice to the generality of the foregoing powers, the Syndicate shall have the power, subject to the Statutes, to transfer and accept transfer of any movable or immovable property on behalf of the University. The Syndicate:

- (a) shall hold, control and administer the property and funds of the University and shall for these purposes give due consideration to the recommendations of the Finance Committee;
- (b) shall direct the form, custody and use of the common seal of the University;
- (c) shall regulate and determine all matters concerning the University as prescribed.
- (d) shall lay before the University Grants Commission annually a full statement of all the requests of the University and all requests received by it for financial assistance from any institution associated with the University together with its views thereon;
- (e) shall administer any funds placed at the disposal of the University for specific purposes;
- (f) save as otherwise provided by this Act or the Statutes; shall appoint the officers (other than the Chancellor, and the Treasurer), teachers, clerical staff and other employees of the University and shall define their duties and the conditions of their service, and shall fill temporary vacancies in their posts in such manner as it may deem fit.
- (g) shall have power to accept transfers of any movable or immovable property on behalf of the University;
- (h) subject to the provisions of this Act, and under conditions which may be prescribed by the Statutes, admit colleges to the privileges of the University;
- (i) arrange for and direct the inspection of colleges and Teaching Departments;
- (j) have the power to institute such teaching or administrative posts as it may consider necessary;
- (k) have the power to abolish or suspend any existing teaching or administrative post in the University;
- (l) subject to the other provisions of this Act, the Statutes and University Ordinances, appoint—
  - (a) The Officers of the University, other than the University Teachers on the commendations of the Vice Chancellor, and

(o) University Teachers on the recommendation of the Selection Board and shall determine their duties and conditions of appointment;

- (m) may, institute, at its discretion such Professorships, Readerships, Associate Professorships, Senior Lectureships, Assistant Professorship, Lectureships, or other teaching posts as may be proposed by the Academic Council;
- (n) may abolish or suspend, after report from the Academic Council thereon, any Professorship, Assistant Professorship, Readership, Senior Lectureship, Assistant Professorship, Lectureship or other teaching posts;
- (o) may, at its discretion, create, abolish or suspend officers, clerical staff and other employees;
- (p) shall manage and regulate the finances, accounts, investments, property and all administrative affairs whatsoever of the University, and for that purpose to appoint such agents as it may think fit;
- (q) shall accept bequests, donations and transfers of property to the University;
- (r) shall provide the buildings, libraries premises, furniture, apparatus, equipment and other means for carrying on the work of the University;
- (s) shall exercise such other powers and perform such other duties as may be conferred or imposed on it by this Act or the Statutes;
- (t) shall exercise all other powers of the University not otherwise provided for by this Act or the Statutes.
- (u) upon the coming into force of this act the existing Syndicate shall stand dissolved and until the new Syndicate is appointed the Deans of Faculties presided by the Chancellor shall carry on the functions of the Syndicate under this Act.
- (v) propose the draft of Statutes for submission to the Senate;
- (w) initiate the University Ordinances for submission to the Senate;
- (x) pass Regulations;
- (y) subject to the other provisions of this Act, regulate, determine and administer all matters concerning the University, and, to this end, exercise all other powers not specifically mentioned in this Act, or the Statutes or the University Ordinances; and
- (z) have the power to delegate any of its powers to an officer or Authority or Committee or Sub-Committee of the University.

26. **The Academic Council.**—The Academic Council shall be the academic body of the University and shall subject to the provisions of this Act, the Statutes and the University Ordinances, have the control and general regulation; and be responsible for the maintenance of standards of education and examination within the University, and shall exercise such other powers and perform such other duties as may be conferred or imposed upon it by the Statutes. It shall have the right to advise the Syndicate regarding affiliation or disaffiliation of colleges and on all academic matters.

27. **Constitution of the Academic Council.**—(1) The Academic Council shall consist of the following persons:—

- (i) The Vice Chancellor—*Chairman*.
- (ii) The Dean, Professors and Heads of Departments.
- (iii) The Directors of University Institutes.
- (iv) Librarian.
- (v) Ten Principals of affiliated colleges (Arts and Science), to be elected from amongst themselves as under:—
  - (1) Seven from Government Colleges for Men.
  - (2) Five from non-Government Colleges for Men.
  - (3) Two from Government Colleges for Women.
  - (4) One from non-Government Colleges for Women.
- (vi) The Controller of Examinations.
- (vii) Two Associate Professors to be elected from among themselves in the manner to be prescribed in the Statutes.
- (viii) Five *ex-officio* members as follows:—
  - (a) The Director of Bengali/Urdu Board,
  - (b) The Director of Atomic Energy Centre, Lahore, Dacca,
  - (c) The Director of West Regional Laboratories, PCSIR, Lahore,
  - (d) The Curator/Director, Lahore Museum.
- (ix) The Chairman, Board of Intermediate and Secondary Education.
- (x) The Registrar of the University—*Member-Secretary*.

(2) **Term of Office.**—Members other than *ex-officio* members shall hold office for a period of two years; provided that Readers, Principals, or teachers elected to the Academic Council shall hold office so long only within the said period as they continue to be Readers, Principals or teachers respectively.

28. **Powers of the Academic Council.**—(1) The Academic Council shall, subject to the other provisions of this Act and the Statutes, have power to make

Regulations prescribing the courses of study and curricula, and laying down proper standards of instruction, research and examinations.

(2) Without prejudice to the generality of the foregoing powers, the Academic Council shall have the power:—

- (i) to advise the Syndicate on all academic matters;
- (ii) to make Regulations for the proper conduct of teaching, research and examination, and for promoting academic life in the University and the colleges;
- (iii) to lay down conditions under which students may be given admission to University courses and University examinations;
- (iv) to propose to the Syndicate scheme for the constitution of University Department and Board of Studies;
- (v) to make proposals for the planning and development of teaching and research in the University;
- (vi) to prescribe, subject to the approval of the Syndicate, and upon the recommendations of the Boards of Studies, the courses of reading, the syllabi and the outlines of texts for all the examinations; provided that in the absence of the recommendations by a Board of Studies by the first week of April, the Academic Council may subject to the approval of the Syndicate, continue for the next year the courses of studies already prescribed for an examination;
- (vii) to recognise the examinations of other Universities or Boards as equivalent to the corresponding examinations of the University;
- (viii) to frame University Ordinances regarding the use of the University library;
- (ix) to propose Regulations to the Syndicate for the award of studentships, scholarships, exhibitions, medals and prizes;
- (x) have the power to delegate any of its powers to an Officer or authority or committee or sub-committee of the University;
- (xi) to consider inspection reports of affiliated colleges and to make recommendations to the Syndicate thereon.

28(a) Students-Teachers Councils (see para 56 of Chapter V).

29. **Faculties.**—(1) The University shall include the Faculties of Arts, Science, Law, Education, and such other faculties as may be prescribed by the statutes. Each Faculty shall, subject to the control of the Academic Council, have charge of the teaching and the courses of study and the research work in such subjects as may be assigned to such Faculties by the Ordinances.

(2) Each Faculty shall be headed by a Dean, who will be the executive officer of the Faculty and shall preside over its meetings. He shall be responsible for

organisation and teaching in the various departments within the Faculty, and for the due observance of the Statutes, University Ordinances and Regulations, relating to the Faculty.

(3) The Dean of the Faculty shall be elected from amongst the Chairman of Departments or Professors by the members of the said Faculty for a term of two years:

Provided that the Deans of the Faculties of Education and Fine Arts shall be elected respectively from amongst the Principals of the Teachers' Training Colleges and the Colleges within the Faculties of Fine Arts:

Provided further that once elected the same person shall not be eligible for re-election for the next succeeding term in the Faculties of Arts and Science.

30. **Constitution.**—(1) Each Faculty shall consist of:

- (i) the Professors and Chairmen of the Departments comprised in the Faculty;
- (ii) such teachers of subjects assigned to the Faculties as may be appointed to the Faculty by the Academic Council;
- (iii) up to three teachers of subjects not assigned to the Faculty but having, in the opinion of the Academic Council, an important bearing on those subjects as may be appointed to the Faculty by the Academic Council, and
- (iv) one person as may be appointed to the Faculty by the Academic Council on account of the possessing of expert knowledge in a subject or subjects assigned to the Faculty.

31. **Powers of the Faculties.**—Subject to the provisions of the Act, each Faculty shall have the power—

- (a) to constitute Committees of courses, and
- (b) to recommend to the Academic Council, after consulting the Committees of courses the names of examiners in subjects assigned to the Faculty.

32. **Departments.**—There shall be a University department for each subject or as may be prescribed and each department shall have a Chairman who shall preside at its meetings.

33. **Chairman.**—(1) Each Department shall have a Chairman to be appointed by the Syndicate from among the Professors and/or Associate Professors for a term of three years each on the principle of rotation as may be determined by the Syndicate.

(2) The Chairman of the Department shall have the responsibility to plan organise and coordinate the work of that Department. He shall be responsible, to the Faculty for the organisation and teaching in his Department or as may be prescribed.

34. **The Committees of Courses.**—The Committees of Courses shall be constituted by the appropriate Faculty in the manner to be prescribed by the University Ordinances.

35. **Selection Board for Teaching Posts.**—(1) Appointments to the teaching posts in the University shall be made by the Syndicate on the recommendation of Selection Boards.

(2) The Selection Board shall consist of—

1. The Vice Chancellor—*Chairman*.
2. Dean of Faculty concerned.
3. Chairman of the Department concerned.
4. One non-salaried member of the Syndicate.
5. Senior Professor of the Department concerned.
6. Three experts outside the University nominated by the Syndicate from time to time:

Provided that no person who is a candidate for the post under consideration and no person who is accepting a teaching post than the one for which selection is taking place shall take part in the proceedings of the Selection Board:

Provided also that in case of appointment of Professors, Associate Professors or Readers Confidential reports (from international sources and if obtainable) shall have been first obtained in the field concerned.

Not less than three members of whom at least one is a expert shall constitute a quorum for the Selection Board.

36. **Constitution and Function.**—(1) In making appointments to the posts of full time Professors and Readers, the Selection Board shall, with the prior approval of the Vice Chancellor, co-opt consult three experts in the subject.

(2) For the appointment of full time teachers other than Professors and Associate Professors/Readers, the Selection Board shall co-opt at least one expert.

(3) The function of the Selection Board shall be to consider the applications of candidates after having been duly advertised for the posts of full time Professors, Associate Professors/Readers and other teachers in the University and to recommend to the Syndicate the names of suitable candidates for appointment to these posts.

(4) The Selection Board may recommend a grant of higher initial salary in the case of a particularly deserving candidate for consideration of the Syndicate.

(5) The Syndicate may, however, on the recommendations of the Selection Board, offer an eminently qualified person a Professorship in the University on such terms and conditions as it may determine.

(6) The Syndicate may appoint Professors Emeritus on such terms and conditions as may be prescribed by the University Ordinances.

(7) Unearned increments to teachers other than Professors for original publications of academic value to his own field of specialization may be allowed by the Syndicate on the recommendation of the expert members of the Selection Board provided that such an increment shall not be allowed twice for the same place of work.

36. **Selection Boards for non-teaching Posts.**—Selection Board for appointment of the Registrar and other Senior Officers:

Appointment to the posts of Registrar and other officers in scales with initial salary of Rs. 750 or above per month shall be made by the Syndicate on the recommendations of a Selection Board constituted as follows:—

(i) The Chancellor—*Chairman*.

(ii) The Treasurer.

(iii) Two members of the Academic Council to be elected by the Academic Council for a period of two years.

(iv) Two non-salaried members of the Syndicate to be nominated by the Syndicate.

37. **Selection Boards for appointment to non-teaching posts in scales with initial salary of Rs. 150 or above but less than Rs. 750 p.m.** shall be constituted by the Syndicate.

38. **Terms and Conditions of Service.**—Appointments to the teaching and other salaried posts of the University shall be governed by contracts incorporating the terms and conditions prescribed.

39. **Finance Committee.**—The Finance Committee shall consist of the following:—

(i) The Vice Chancellor—*Chairman*.

(ii) One Dean to be elected by the Academic Council.

(iii) One Syndicate member to be elected by the Syndicate.

(iv) One Senate Member to be elected by the Senate.

(v) The Treasurer—*Secretary*.

(2) The Finance Committee shall—

(a) frame the annual budget, and advise the Syndicate thereon;

(b) examine proposals with regard to the sources of income of the University and advise the Syndicate thereon;

(c) make recommendations to the Syndicate on all matters relating to the finances of the University;

(d) review periodically the financial soundness and position of the University.



(3) The tenure of office of the members of the Finance Committee other than the *ex-officio* members shall be two years and the quorum three.

40. **The Planning and Development Committee.**—The Planning and Development Committee shall be constituted as follows:—

- (i) The Vice Chancellor—*Chairman*.
- (ii) The Treasurer—*Secretary*.
- (iii) The Deans of the Faculties of Arts and Science.
- (iv) One Provost to be selected by the Vice Chancellor for a period of one year.
- (v) One member of the Academic Council to be elected by the Academic Council.
- (vi) One member of the Syndicate to be elected by the Syndicate.
- (vii) One nominee of the University Grants Commission. The Planning and Development Officer shall act as Secretary.

(2) The term of office of the members other than *ex-officio* members shall be two years.

(3) The Planning and Development Committee shall advise the Syndicate in all matters connected with the preparation and implementation of plans for the development of the University.

(4) The Planning and Development Committee may also form sub-committees if necessary.

41. **Board of Advanced Studies and other authorities.**—Subject to the other provisions of this Act, the constitution, power and duties of the Faculties, Boards of Studies, Board for Advance Studies and Research, Affiliation Committee, Discipline Committee and other authorities that may be set up, shall be such as may be prescribed by the Statutes.

42. **Conditions of service.**—(1) Notwithstanding anything to the contrary contained in any contract every salaried officer and teacher of the University appointed before or after the commencement of the operation of this Act shall be governed by this Act and by the provisions of the Statutes, University Ordinances and Regulations of the University made thereunder and as may be enforced from time to time.

(2) Government employees on deputation shall be governed by the terms and conditions as prescribed in the Statutes and University Ordinances.

43. **Appeal to Syndicate.**—In the event of any dispute arising out of a contract between the University and any officer or teacher of the University or any other matter not specifically provided under the Act, the Statutes or the University

Ordinances, the Officer or teacher concerned shall have the right of appeal to the Syndicate to be submitted through the Vice-Chancellor of the University who shall submit the appeal to the Syndicate with his views and comments.

44. **Pension and Provident Fund.**—(1) The University shall constitute for the benefit of its teachers and employees, in such manner and subject to such condition, as may be prescribed by the Statutes, such pension, insurance and provident or gratuity fund, as it may deem fit. The Statutes shall enable the teachers to opt either for the pension benefits or the provident fund benefits.

(2) Where any provident fund has been constituted the provision of the Provident Funds Act of 1925 shall apply to such funds as if it were a Government Provident Fund.

45. **Provident Fund.**—(1) Teachers and employees of the University other than—

- (i) persons who are in receipt of a pension from Government;
- (ii) persons who are over the age of 60 when appointed;
- (iii) Part-time employees;
- (iv) persons who are on deputation and holding pensionable posts under Government; and
- (v) persons appointed on a purely temporary basis for a period not exceeding six months and persons appointed in leave vacancies shall subscribe every month to the University Provident Fund except when on leave without pay. Provident fund that an employee who has not served in a permanent post continuously for a period of three years or in a temporary post continuously for a period of five years shall not receive anything beyond his deposits in the fund with interest accrued thereon.

46. **Students' Welfare Financial Aid.**—For the benefit of students deserving of financial aid, scholarships, stipends, free and half-free studentships, shall be instituted in the manner to be prescribed by the Ordinances. With a view to promoting the welfare of students the University may institute, in addition to the programme of counselling and guidance such other programme and organisations as it may deem fit with students and organisations as it may deem fit with students and teachers participating in the same where necessary.

47. **Contribution by the Provincial Government.**—The Provincial Government shall, for the purposes of this Act, contribute annually to the University such a sum of money as may be determined by them through the University Grants Commission;

Provided that till such time as such University Grants Commission may be set up by the Provincial Government shall make its contributions available to the University directly.

48. **Affiliation.**—No person shall, except as otherwise provided for by the Statutes, or University Ordinances, be admitted as a candidate to a University Examination, unless he produces a certificate to the effect that he has completed the prescribed courses of instruction as a regular student of a college or a Teaching Department.

49. (1) A college applying for affiliation to the University shall make an application to the University and shall satisfy the University:—

- (a) that the college is to be under the management of a regularly constituted governing body;
- (b) that the financial resources of the college are such as may enable it to make due provision for its continued maintenance and efficient working;
- (c) that the strength and qualifications of the teaching and other staff, and the terms and conditions of their service, make due provision for the courses of instruction, teaching or training to be undertaken by the college;
- (d) that the college has with the approval of the University, framed rules regarding efficiency and discipline in respect of its staff and other employees;
- (e) that the building in which the college is to be located is suitable, and that provision will be made, in conformity with the Statutes and University Ordinances, for the residence in the college hostels or in lodgings approved by the college of students not residing with their parents or guardians, and for the supervision and physical and general welfare of students;
- (f) that provision has been made for a library and adequate library services;
- (g) that where affiliation is sought in any branch of experimental science, due arrangements have been made for imparting instruction in that branch of science in a properly equipped laboratory or museum;
- (h) that due provision will, so far as circumstances may permit, be made for the residence of the Principal and members of the teaching staff in or near the college or the place provided for the residence of students; and
- (i) that the affiliation of the college, having regard to the provision made for students by other colleges in the neighbourhood of the college, will not be injurious to the interests of education or discipline.

(2) The application shall further contain an undertaking that after the college is affiliated, any transference of, and changes in the teaching staff shall be forthwith reported to the University, and that the teaching staff shall possess such qualifications as are and may be prescribed.

(3) No college shall be granted affiliation or be admitted to the privileges of the University except with the approval of the Affiliation Committee.

(4) An appeal shall lie against the decision of the Affiliation Committee under sub-section (3) to the Syndicate, and against the decision of the Syndicate to the Chancellor.

(5) The procedure to be followed in disposing of an application for the affiliation of a college shall be such as may be prescribed.

50. Where a college desires to add to the courses of instruction in respect of which it is affiliated, the procedure prescribed by section 37 and the Statutes, shall, so far as may be, be followed.

51. (1) Every college affiliated to the University shall furnish such reports, returns and other information as the University may require to enable it to judge the efficiency of the college.

(2) The University may call upon any college so inspected to take, within a specified period, such action as may appear to the University to be necessary in respect of any of the matters referred to in sub-section (1) of Section 51.

52. (1) If a college affiliated to the University fails at any time to fulfil any of the requirements mentioned in sub-section 37, or if a college has failed to observe any of the conditions of its affiliation, or its affairs are conducted in a manner which is prejudicial to the interests of education, the rights conferred on the college by affiliation may, with the approval of the Affiliation Committee, be withdrawn in whole or in part or modified.

(2) An appeal shall lie against a decision of the Affiliation Committee under sub-section (1) to the Syndicate and against the decision of the Syndicate to the Chancellor.

(3) The procedure to be followed for withdrawal of affiliation shall be such as may be prescribed by the Statutes.

53. **Statutes how made.**—(1) The Statutes may be amended, repealed or added to by Statutes made by the Senate.

(2) The Syndicate may propose to the Senate the draft of any Statute to be passed by the Senate. Such draft shall be considered by the Senate at its next meeting. The Senate may approve such draft and pass the Statute or may reject it or may pass it with such modifications as the Senate may in its discretion think fit.

(3) The Syndicate shall not propose the draft of any Statute affecting the status, powers or constitution of any authority of the University until such authority has been given an opportunity of expressing an opinion upon the proposal. Any opinion so expressed shall be in writing and shall be considered by the Senate and shall be submitted to the Chancellor.

54. **University Ordinances.**—Subject to the provision of this Act and the Statutes, the University Ordinances may provide for all or any of the following matters, namely:—

- (a) the courses of study to be laid down for all degrees, diplomas and certificates of the University;
- (b) the manner in which lecturing, work in the laboratories or work shops and other teaching referred to in sub-section (1) of section 7 shall be conducted;
- (c) the condition in accordance with which the tutorial instruction referred to in sub-section (4) of section 7 shall be given;
- (d) the conditions under which students shall be admitted to the degree, diploma or other courses and to the examinations of the University, and shall be eligible for degrees, diplomas and certificates;
- (e) the admission of students to the University;
- (f) conduct and discipline of the students of the University;
- (g) the conditions of residence of the students of the University, the levying of fees for residence in Halls and the licensing of Hostels;
- (h) the fees to be charged for courses of study in the University and for admission to the examinations, degrees and diplomas of the University;
- (i) the giving of religious instructions;
- (j) the formation of Departments of teaching in the faculties;
- (k) the constitution, powers and duties of the Boards of the University;
- (l) the conduct of examinations;
- (m) the institution of Fellowships, Scholarships, Exhibition and Prizes;
- (n) the setting up of Provident Fund and rules for leave for teachers and employees;
- (o) all matters which by this Act or the Statutes are to be or may be provided for by the Ordinances.

55. **University Ordinances how made.**—(1) Save as otherwise provided in this section, the Ordinances, shall be made by the Syndicate; provided that no University Ordinance shall be made—

- (a) Affecting the admission of students, or prescribing examinations to be recognised as equivalent to the University examinations or the further qualifications for admission to the degree courses of the University, unless a draft of the same has been proposed by the Academic Council, or
- (b) affecting the conduct or standard of examinations or any course of study, except in accordance with a proposal of the Faculty or Faculties concerned, and unless, a draft of such University Ordinance has been proposed by the Academic Council.

(2) The Syndicate shall not have power to amend any draft proposed by the Academic Council under sub-section (1), but may reject it or return it to the Academic Council for re-consideration, either in whole or in part, together with any amendments which the Syndicate may suggest.

56. **Regulations.**—(1) The authorities and the Boards of the University may make Regulations consistent with this Act, the Statutes and the University Ordinances—

- (a) laying down the procedure to be observed at their meetings and the number of members required to form a quorum;
- (b) providing for all matters which by this Act, the Statutes or the University Ordinances are to be prescribed by Regulations; and
- (c) providing for all matters solely concerning such authorities and Boards and not provided for by this Act the Statutes and the University Ordinances.

(2) Every authority of the University shall make Regulations providing for the giving of notice to the members of such authority of the dates of meetings and of the business to be considered at meetings, and for the keeping of a record of the proceedings of meetings.

(3) The Syndicate may direct the amendment, in such manner as it may specify, of any Regulations made under this section or the annulment of any Regulation made under sub-section (1):

Provided that any authority or Board of the University which is dissatisfied with any such direction may appeal to the Senate, whose decision in the matter shall be final.

57. **Residence.**—Every student of the University shall reside at such places and under such conditions as may be prescribed by the Statutes and the University Ordinances.

58. **Halls and Provosts.**—(1) The Halls of the University shall be such as may be prescribed by the University Ordinances.

(2) Each Hall will be under the administrative control of a Provost who will be appointed by the Vice Chancellor for a period not exceeding 3 years at a time.

59. **Holding of administrative posts.**—No teacher of the University shall hold more than two administrative posts simultaneously. The offices of Dean of a Faculty, the Provost of a Hall, the Chairman of a department, the Proctor, the Assistant Proctor, the House Tutor, the Assistant House Tutor or the Warden of a Hostel and such other offices as may be declared by the Syndicate to be administrative posts shall be deemed to be administrative posts for the purpose of this Section.

60. **Hostels.**—The Hostels shall be such as may be approved by the Syndicate on such general or special conditions as may be prescribed by the University Ordinances.

61. **Annual Report and accounts.**—The annual report, the annual accounts of the University for the preceding session and the financial estimates for the ensuing session shall be prepared under the direction of the Syndicate and shall be submitted to the Senate on or before such date as may be prescribed by the Statutes for consideration at the annual meeting of the Senate.

62. **Annual Accounts.**—(1) The annual accounts and balance sheet of the University shall be prepared under the direction of the Syndicate and shall be submitted to the Provincial Government for the purposes of audit.

(2) The accounts together with copies of the audit report, if any, shall be submitted to the Provincial Government.

63. **Disputes to the constitution of the University authorities and bodies.**—In the absence of any clear provision in this Act, Statutes or Ordinances, if any question arises whether any person is entitled to be a member of any authority or other body of the University, the matter shall be referred to the Chancellor, whose decision thereon shall be final.

64. **Constitution of Committees.**—Where any authority of the University is given power by this Act or the Statutes to appoint Committees, such Committees shall, unless otherwise provided, consist of one or more members of the authority concerned and of such other persons, if any, as the authority in each case may think fit.

65. **Filling of casual vacancies.**—All casual vacancies among the members (other than *ex-officio* members) of any authority or other body of the University shall be filled as soon as conveniently may be by the persons or body who appointed, elected or co-opted the member, whose place has become vacant, and the person appointed, elected or co-opted to a casual vacancy shall be a member of such authority or body for the residue of the term for which the person whose place he fills would have been a member.

66. **Proceedings of University authorities and bodies not invalidated by vacancies.**—No act or proceedings of any authority or other body of the University shall be invalidated merely by reason of the existence of a vacancy or vacancies among its members.

67. **Repeal of Ordinance.**—(1) The ..... Ordinance, 1961, hereinafter referred to as the said Ordinance, is hereby repealed:

(b) Notwithstanding the repeal of the said Ordinance—

- (a) Everything done, action taken, obligation or liability incurred, rights and assets acquired, persons appointed or authorised jurisdiction of power,

conferred, endowments, bequests, funds or trusts created, donations or grants made, scholarships, studentships, or exhibitions instituted, affiliations granted and others issued under any of the provisions of the said Ordinance or the Statutes, University Ordinances, Regulations or rules made under this Act, be continued and, so far as may be, be deemed to have been respectively done, taken, incurred, acquired, appointed authorised, conferred, created, made, instituted, granted and issued under this Act;

(b) any Statutes, University Ordinances, Regulations or rules made or framed under the said Ordinance, shall, if not inconsistent with the provisions of this Act, be deemed to have been made under this Act, and continue to be in force, until they are repealed, rescinded or modified in accordance with the provisions of this Act.

(3) If any difficulty arises as to the first constitution or re-constitution of any Authority upon the coming into force of this Act or otherwise in first giving effect to the provisions of this Act, the Chancellor may, be order, do anything which appears to him necessary for the purposes of removing the difficulty.

(4) Notwithstanding anything to the contrary contained in this Act, the Chancellor on the recommendation of the Syndicate may, within six months of the commencement of this Act, add to, rescind, or modify any Statutes or University Ordinances made or deemed to have been made under this Act.

68. **Savings.**—Notwithstanding the repeal of the ..... University Ordinance, 1961, anything done, action taken, obligation or liability incurred, rights and assets acquired person appointed or authorised, jurisdiction or power conferred, endowment, bequest fund or trust executed, donation and grant made, scholarship, stipendship or exhibition instituted, affiliation granted and orders issued under any of the provisions of the said Ordinance, or Statutes, Ordinances and Regulations made thereunder, so far as they are not inconsistent with the provisions of this Act or Statutes, University Ordinances and Regulations, made hereunder shall be continued and so far as may be, deemed to have been respectively done, taken, incurred, acquired, appointed, authorised, conferred, created, made, instituted, granted or issued under this Act or the Statutes, University Ordinances or Regulations, made hereunder and any documents referring to any of the provisions of the Ordinance or Statutes, Ordinances and Regulations made thereunder shall so far as may be, be considered to refer to the corresponding provision of this Act or the Statutes, University Ordinances or Regulations made hereunder.