

THE EDUCATION POLICY, 1972

IMPLICATIONS AND IMPLEMENTATION

Containing

Address to the Nation by the President of Pakistan,
Statement of the Policy by the Minister of Education and
Provincial Co-ordination and the Papers Read
at the Seminar organised by the Institute of Education
University of Sind, Hyderabad Sind
March 29, 1972

Edited by

N. A. Baloch

Director, Institute of Education, University of Sind,
Hyderabad Sind.



INSTITUTE OF EDUCATION

UNIVERSITY OF SIND

HYDERABAD SIND

PAKISTAN

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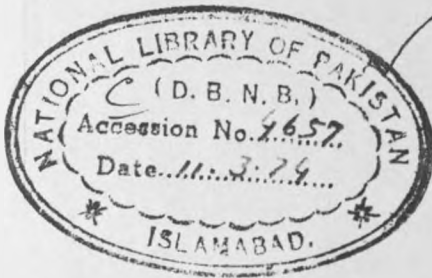
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PREFACE

The announcement of the New Education Policy by the Government was anxiously awaited in professional circles. That it was announced by the President of Pakistan himself (March 15, 1972), showed that the Government attached great importance to Education as an agency of national development.

As the Policy envisages significant changes at different levels of the existing system, it is necessary to understand the nature of these changes, visualize their implications and get prepared for their implementation. A special responsibility in this regard devolves upon teachers, administrators, professional workers and institutions in the country.

As a step toward understanding the nature of the new policy decisions and the prospects and problems involved in their implementation, three Seminars were organized by the Institute of Education: two for the under-graduate and graduate student-teachers of the Institute (March, 28), and one for the staff members of the University (March, 29). The University Seminar was presided over by the Vice-Chancellor, Prof. Hassanally A. Rehman.

This publication besides containing the text of the President's address to the nation on the new policy and the detailed statement by the Minister of Education, includes a summary of the views expressed and the papers read at the University Seminar. Our thanks are due to the Vice-Chancellor, Prof. Hassanally A. Rehman, for his keen personal interest in the University Seminar and encouragement to bring out this publication.

University of Sind,
Hyderabad Sind.
April 15, 1972.

N. A. BALOCH
Chief Editor



Mr. ZULFIKAR ALI BHUTTO
Hilal-e-Pakistan
President of Pakistan

ADDRESS TO THE NATION*
ON
EDUCATION POLICY
by
Mr. ZULFIKAR ALI BHUTTO
President of Pakistan

“Tonight, it is my privilege to address you on a subject which is the quintessence of all civilised existence. This is the subject of education.

This is indeed a subject which concerns every individual in our country. As parents, students and teachers, as professionals and workers we all have a deep and direct interest in it. A good deal of man’s outlook on education is autobiographical. The role and the responsibility of the State in this field of education is colossal. The State has to provide the structural framework, the philosophy and the motivation. The State inspires its spirit and content in accordance with national needs and international standards.

By its very nature, an educational policy cannot be final or static. Constant reflection, experimentation and reform in the thought and practice of education is an important requirement.

In the past, whenever any educational reforms were conceived, they were treated as highly sacrosanct and were imposed with so much rigidity as if they were the last writ of human wisdom.

* Delivered by the President on radio and television network on 15-3-72 and published in the newspapers on 16-3-72.

The result was not unexpected. The fate of all previous educational reforms was sealed by their unwarranted inflexibility. I have no intention of pursuing such a counter-productive course of action. On the contrary, I would like to assure you that the policy which I am presenting to you today will remain under continuous review and evaluation and shall go on developing further and further in the light of experience gained in its implementation.

What I am giving you today is the barest minimum which, in our judgement, is long overdue in the sector of education. Matters which can be of a debatable nature, such as the language policy, have been left for determination by the peoples' representatives in the Assemblies.

Ever since we gained independence, education has remained almost the most neglected sector in the body politic of our country. For a long time, the obsolete idea of producing an educated class from amongst the privileged few to constitute the elite in the country remained the corner-stone of our educational system.

This was a heritage of colonialism. It was further nursed and nurtured by the dark forces of exploitation even after independence. Even when the inevitable pressure of demands created by the growth of population and economic development necessitated a broadening of our education system, the resources allocated to it were extremely meagre.

Throughout the Sixties, a disproportionately high percentage of expenditure on education was incurred on bricks and mortar as compared to that on teachers, equipment and books. It is for this reason that, in several cases, we find ourselves landed with buildings without students, labora-

ories without equipment, and classrooms without teachers. The cause for the ludicrous misplanning was the total apathy with which the subject of education was treated in the dispensation of power and patronage.

In the aftermath of such unsalutary traditions we have been called upon to reshape the educational policy. We have to clear the jungle. We have to weed out the complexes sown by the past order. We have to pull ourselves out of the sloth without losing the spirit of our religion and the finer traditions of our culture. We have to look at the future in the face by building national cohesion and social harmony. We have got to change education from an elite privilege to an equal expectation. This opportunity belongs to every citizen regardless of race, religion or sex; regardless of origin or birth.

On the one hand, we have to democratise education and usher in an era of universal literacy as soon as possible; on the other we have to compete in the race of higher science and technology in a world which is moving very fast towards material perfection. We have to ensure that there is a massive shift from aimless general education to a more meaningful agro-technical education. It is essential that a boy who drops out after class VIII should carry with him enough skill to return to his local or ancestral vocation as a better farmer or craftsman; that a boy who leaves the school after Matric is ready to be absorbed in our socio-economic framework as a good middle-class technician or worker; and on this basis we should cater for all those who leave school to enter social responsibility. While expanding education, we must relate it, in its form and content, to the nature and scope of our eco-

conomic development. Education should not be an abstract endeavour. On the contrary, it must be closely related to employment opportunities. More students mean more teachers. More teachers mean more amenities to attract them to this profession. A multiple of requirements are essential to induct a process of education which may mobilize the entire nation to lead Pakistan to a pristine place.

The new Education Policy is designed to meet this challenge. Given the necessary understanding and co-operation, I am confident that this policy will, Insha-Allah fulfil the promise it holds.

Here are the salient features of the new education policy:

1. Education will be made universal and free up to Class X throughout the country. However, due to limited resources, this will be achieved in two phases. The first phase will begin from the 1st of October, 1972 when education will be made free upto class VIII. In the second phase, starting from 1st October, 1974, education will become free in classes IX and X. This will apply to all schools irrespective of whether they are run by Government or private managements.

Depending on the response and reciprocity, it is anticipated that education up to Class V will become universal for boys by 1979 and for girls by 1984. Another 3 years will make education universal up to class VIII. Under the existing resources and conditions, we have stretched out to the limit.

Whether education should be made compulsory, and if so, up to what stage and in what manner are questions of a serious nature. Compulsion places a direct responsibility on parents to send their children to school on pain of

punishment. Simultaneously, it entails an immediate obligation on the part of the Government to provide facilities for their schooling. On account of the far-reaching implications in the socio-economic structure as constituted today, these issues needed to be debated and decided by the Assemblies.

2. Privately-managed schools will be nationalised in a phased manner within a period of two years commencing from 1st October, 1972.

The scales of salary and service conditions of teachers in all privately-managed schools will, however, be brought at par with those of Government schools from the same date.

3. Privately-managed colleges will be nationalized from the 1st of September, 1972.

4. Compensation will not be paid for privately-managed schools and colleges which are nationalized. Any alienation of the property of these institutions or any attempt to close them down after this announcement will be an offence under Martial Law.

No appointments will be made in these institutions without Government's approval after this announcement and the appointments made after Dec. 20, 1971 will be reviewed.

5. Government may exempt from nationalization any privately-managed school or college which, to its satisfaction, is run on a genuinely benevolent, philanthropic and non-commercial basis.

6. In addition to privately-managed schools and colleges, there is also another special class of exclusive institutions

in our country. They are generally called Public Schools and include such institutions as Aitchison College, Lahore. Most of them are wholly or substantially financed by Government. They offer a superior standard of education, but are inaccessible to the poorer section of students, however intelligent.

No doubt these institutions have played their part well in the social order which had created them. But now their days are over. Today, it is unthinkable to permit an institution where access to knowledge and culture should depend on any consideration other than merit. We have, therefore, decided to nationalize all Public Schools falling within this category from a date to be worked out individually with each one of them.

In future, these schools will be open to gifted children from all over the country—without any reference to their financial status or social background. Students selected on merit alone will be provided with education in such renowned institutions entirely free. Each school will admit gifted students from all regions of the country and thus, these institutions which in the past divided society on the basis of wealth, will now unite the nation on the basis of the mind.

7. The existing number of Boards of Intermediate and Secondary Education is too small for the number of candidates for which they have to conduct examinations. In order to improve their working, and also to provide more convenience to candidates coming from far-flung areas, five new Boards will be established at Saidu, Rawalpindi, Gujranwala, Bahawalpur and Khairpur.

8. New Universities will be opened at Saidu, Multan

and Sukkur. The Agricultural College at Tandojam, the N.E.D. Engineering College, Karachi and the Sind University Engineering College, Jamshoro, will be raised to the University status. A Faculty of Architecture will be added to the N.E.D. Engineering College on its conversion into an Engineering University.

The Provincial Government of N.W.F.P. may, if it deems necessary, raise the status of the Peshawar University Engineering College to that of an Engineering University. Jamia Islamia, Bahawalpur will be broadened by the addition of new faculties of Science and Arts and converted into a University. A constituent Medical College will be added to the University of Baluchistan and faculties of Science and Rural Home Economics will be added to the Agricultural University, Lyallpur. The number of Universities will thus be doubled by 1980.

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

9. The ill-famed University Ordinance, which has caused so much avoidable unrest amongst the students and teachers, will be replaced by an enlightened and progressive legislation which will democratize the working of the Universities and ensure full participation in their affairs by representatives of teachers, students and parents.

10. A University Grants Commission will be established to co-ordinate the programmes of the existing as well as the new Universities so as to avoid unnecessary duplication and waste.

The Commission will also determine the disciplines for which each University will develop centres of specialization and excellence. These centres will include disciplines like (i) soil science, fertilizers, salinity, water-logging, irrigation and drainage, (ii) physical chemistry, analytical chemistry and macro-molecular chemistry, (iii) theoretical physics and solid state physics, (iv) pure and applied mathematics, (v) fisheries and marine biology, (vi) tropical architecture and construction materials, (vii) chemical engineering, petrochemicals, synthetic fibres, oil and gas development, and other disciplines.

11. Education does not end with the passing of a school or university examination. Facilities will be created for this life-long process through a net-work of training, re-training and adult literacy centres all over the country. These centres will be established in schools, factories, farms, union councils and other community places. In view of the fact that there are over 40 million illiterate and semi-trained adults in the country, the number of such centres to be established up to 1980 will be about 10,000. The gigantic magnitude of the problem of adult literacy and continuing life-long education will, in fact, necessitate the launching of a gigantic public motivational campaign.

A People's Open University will also be established to supplement these efforts by providing educational facilities through correspondence courses, tutorials, television, films,

radio broadcasts and other media of mass communication.

12. A National Foundation for Book Production will be established to promote the writing, translating, printing and publishing of text books and other reading materials for students and the general public.

13. Fifty thousand People's Public Libraries will be established in villages and city wards.

14. A National Sports Trust will be created for the promotion of sports.

15. A National Service Corps will be established in which all youths between the age of 17 to 23 will be encouraged to serve for a total period of one year after passing the Intermediate Examination. This will also constitute the base for the formation of the Adult Literacy Corps and suitable incentives will be provided to encourage participation in it.

16. In addition, a number of other measures are also being taken to promote the welfare of the student community. They include a four-fold increase in the allocation for scholarships, the establishment of banking facilities for the grant of interest free loans to deserving students, establishment of Book Banks, substantial enhancement of transport facilities at low cost, and arrangements for special education for the handicapped.

17. Similarly, a number of steps are being taken to improve the status and amenities of teachers. One of the most exploited class of teachers in our society has been those serving in privately-managed schools and colleges. As I have stated, they will soon get out of their misery and will be able to enjoy the same status, in terms of salaries and service

conditions, as those of their counter-parts in Government institutions.

One of the genuine and long-standing complaints of the teaching community has been the non-availability of residential accommodation to them on reasonable rent. We are planning to undertake the construction of rent-free houses for teachers on quite a large scale in the future. This should go a long way in mitigating their present sufferings.

18. These are a few of the highlights of the comprehensive educational plan we are launching. It will be explained to you in greater detail by the Minister for Education tomorrow. An operation of this gigantic magnitude can hardly be conducted through normal administrative machinery. In order to help the Central and Provincial Governments in the implementation and evaluation of their educational policies, we have decided to constitute broad-based education councils at the national, provincial, district and institution levels. They will be comprised of a cross section of people representing various walks of life including students, teachers and parents. Let us hope they will gradually develop into a positive brain-trust in our nation-building endeavours.

19. Of course a new educational programme of this dimension cannot be executed without additional finance. In the very first year of this programme, the expenditure on education will almost be doubled. In future years the overall increase will be about 15 per cent per annum. Besides normal budgetary provision, this enormous expenditure will be met by a scheme under which payment may be made in kind wherever feasible. I am sure nobody would grudge

education receiving its long overdue share of national resources at this critical stage of our socio-economic development. We, on our part, will make every possible effort to mobilize the resources required. On the part of students, teachers and parents, I ask for no return except an assurance that the large investment which a nation as poor as ours is making in their future must be treated as a debt of honour to the nation. Let tomorrow be enabled to enjoy the fruits of the labour, sufferings and sacrifices of today.

From the students, the nation expects discipline and hard work.

From the teachers, the nation expects devotion and dedication to their honoured profession.

From the parents, the nation expects co-operation and a full share of responsibility to join hands with the Government and the people to make our educational plans a common endeavour and a common success. Education is by no means confined to the four walls of schools and universities alone. A large and, indeed effective—part of it begins and ends at home. It is here, at home, that the parents can play a decisive part in the advancement of the cause of education. We are taking important steps to ensure that religious education, which is compulsory up to Class X does not merely remain an isolated subject in our schools. We want to go much further and weave the values and the spirit of our faith into the entire warp and woof of our educational fabric. It is in this respect that the parents and home environment can play their effective part. We have the vision of an educated Pakistan. We are inspired by the thought of an enlightened manhood in the defence of the Motherland.

Education holds the key to the door of progress. Education will make the desert bloom. Let us all join hands in the battle for knowledge, in the quest for success.

PAKISTAN PAINDABAD



Mr. A. H. PEERZADA
*Minister for Education and Provincial Co-ordination,
Government of Pakistan.*

STATEMENT*

by

Mr. A. H. PEERZADA

*Minister for Education and Provincial Co-ordination,
Government of Pakistan.*

In his broadcast to the nation last night, the President announced some of the salient features of the Education Policy. It may be recalled that the President has consistently and categorically stated that all reforms will be carried out in two phases. Those absolutely necessary to lay a firm foundation of a totally democratic society and Government will be introduced in the first phase under the Martial Law, and others in the second phase by the elected representatives of the people in the Assemblies. It was in accord with this principle that quite a number of debatable issues involved in the field of education have been left to be resolved finally by the Assemblies.

The Ministry of Education has had less than three months to formulate the present policy. This made the task all the more difficult and challenging. We have had to work practically round the clock to meet this challenge. In this short period we have also had the benefit of the views and advice of a cross section of the people. Immediately on the assumption of office, the President met the Vice-Chancellors and requested them to send their sugges-

* The statement was made at a Press Conference by the Minister in Karachi on 16-3-72.

tions. These were duly received by the Ministry of Education and taken fully into consideration. On the 6th of January, 1972, I called a Conference of the elected representatives of the teachers and students at Islamabad. This was a marathon session of 9 hours and valuable contributions were made by the youth as well as their teachers. This was followed by a meeting with the Provincial Education Secretaries on the 7th and 8th of January at Islamabad. Ever since then literally hundreds of suggestions have poured into the Ministry of Education from various quarters and these have been thoroughly studied. Final touches were given to the Education Policy in a meeting held in the Ministry of Education at Islamabad on 8th of this month and attended by the Provincial Advisers for Education from Sind and Punjab, the Central Government Secretaries for Finance, Industries, Education, Science and Technology, the Planning Division, the Vice-Chancellors of all the Universities and Provincial Secretaries for Finance and Education. In spite of the limited financial resources that could be mobilized, we stretched ourselves to the limit to accommodate all possible views on which we found a general consensus of opinion.

In view of the urgency of reforms it was not conducive to the national interests to enter into general debates or discussions on the question of the Education Policy. It may be remembered that, in the past, an exercise of this nature was undertaken which resulted in the collection of some 15000 pages of suggestions, with no results.

However the President has categorically stated that he has no intention of pursuing a self-defeating course of action by making the policy inflexible. He has stated that

the policy will remain under continuous review and evaluation and shall go on developing further and further in the light of practical experience gained in the course of its implementation.

Our failure in the field of education in the past 24 years has no parallel. Although it is not possible to attribute this failure to any single factor, one can say with confidence that the entire planning in the field of education was lopsided. The structure of any progressive education system capable of meeting the demands of a modern nation or state has to be like a pyramid widest at the base, tapering systematically to the top of high specialization. In our educational system of the past the base was never really broadened with the result that more than 50 per cent children of the primary school going age are deprived of the basic right of education. In the past 10 years we have added to the number of adult illiterates an astronomical figure of 10 million which is being constantly supplemented by an additional million per year. On the one hand people were deprived of their basic right of education and on the other they were not given the necessary instruction to be productive to the State. This is what happens when national objectives and priorities are not well defined and clear. For any Education Policy to succeed and educational reforms to be successfully introduced, education has to be a means to achieve the national goals.

Reforms in Education, will, therefore, have the following objectives:—

1. Building up national cohesion and promoting social and cultural harmony compatible with our basic

ideology through the conscious use of the educational process.

2. Building up and nurturing the total personality of the individual, free, dynamic and creative; capable of facing the truth, as it emerges from the objective study of reality and concern for the reform and improvement of society and the environment, of a deep comprehension of the historical processes and the nature of technical and social change.
3. Eradicating illiteracy within the shortest possible time through universalization of elementary education and a massive adult education campaign.
4. Equalising access to education through provision of special facilities for backward areas, under-privileged groups, women and mentally retarded and physically handicapped children and adults.
5. Designing education curricula relevant to the nation's changing social, economic and political needs and providing for a massive shift from an aimless general education to a more meaningful agro-technical education.
6. Ensuring flexibility of both structure and content of education through the integration of general and technical education and keeping options open for pupils to transfer from one course to another.
7. Providing academic freedom and due autonomy to higher educational institutions within the framework of national security and the active participation of teachers, students and representatives of parents and the community in their administration.

8. Mobilizing the youth of the nation and training them for leadership roles through participation in programmes of environmental and social improvement, and inculcating in them the dignity of labour.

Reforms in the field of education cannot be introduced overnight with the waving of a wand. The national crisis, lack of trained manpower and other facilities, put very serious limitations on the capacity of the State. Nevertheless, priorities have been well determined and the reforms that are being announced will be implemented within a period of 8 years, *i.e.* 1972—1980. No individual can succeed in this gigantic effort without the massive cooperation and full participation of the people.

In order to achieve the above national goals the present education system requires wide-ranging changes and innovations in its content and structure. The measures proposed to achieve the goals are as follows:—

1. Education will be universal and free up to Class X throughout the country. However due to limited resources this will be achieved in two phases. The first phase will begin from 1st October, 1972, when education will be made free up to Class VIII. In the second phase starting from 1st October, 1974, it will be made free in Classes IX and X. This will apply to all schools irrespective of whether they are run by the Government or privately-managed. The privately-managed schools will be suitably supported for the loss of fees incurred by them.

Depending on the response and reciprocity it is anticipated that education up to Class V will become

universal for boys by 1979 and for girls by 1984. This will involve an additional enrolment of 50 lacs children by 1979 increasing the total from the present 46 lacs to 96 lacs.

In the middle classes (Class VI to VIII), the enrolment will increase from 10 lacs to 33.3 lacs during the same period.

In Classes IX and X, enrolment will be more than double during the period (from 4 lacs to 8.6 lacs).

2. Textbooks and writing material will be provided free to all Primary School students according to a phased programme.
3. 38,000 additional class rooms will be constructed so that primary schools will become available within easy walking distance of the children's homes.
4. Standard designs and specifications for low cost school buildings will be prepared for various types and sizes of schools, keeping in view the local conditions and material available in the neighbourhood.
5. In order to maximise the use of existing physical facilities, double shifts will be introduced in as many schools as possible and wherever necessary.
6. Local arrangements will be made for holding classes in Union Halls and other suitable community centres.
7. Motivational campaigns will be launched with the use of *mass-media*, such as radio, television and press, for persuading parents to send their children to schools.
8. In the provision of providing school facilities, priority will be given to rural and backward areas.

9. The proportion of women teachers in primary schools will be progressively increased so that boys and girls at the primary stage will be able to study together in a single school staffed exclusively by women teachers.
10. Large scale wastages will be reduced in primary schools by introducing automatic promotions. This will be extended gradually up to Class IX.
11. Quality of primary education will be improved by providing adequate library material, educational toys and other audio-visual aids in all schools. Radio sets will be provided in all schools, and T.V. sets will be installed in as many schools as possible in areas which are, progressively, being covered by telecasting facilities.
12. Programmes especially designed for school children will be broadcast at convenient hours during the day.
13. Curricula, syllabi and textbooks will be revised to eliminate overloading, emphasise learning of concepts and skills, and encourage observation, exploration, experimentation, practical work, and creative expression.
14. Efforts will be made to develop all such attitudes in the students as will create in them productive services for the welfare of the community. This will be done by organizing student squads for various tasks.
15. Dignity of labour will be emphasized and school studies made relevant to individual and social needs. The availability of workshops in the schools will make it possible to provide those who leave education after the 8th class, with another year's special pro-

gramme of training in the skills of their vocational interest. This will help create the first rung in the ladder of skilled technician throughout the country at the village level.

16. Non-conventional approaches will be adopted to reduce the massive cost of providing free primary education to all. A literacy education corps of teachers will be raised consisting of:—
 - (i) University and college students through the proposed National Service Corps.
 - (ii) Locally unemployed persons, retired civil servants and ex-service men, etc.
17. At present about 70% students in the secondary schools and general colleges are enrolled in arts subjects. A massive shift from the enrolment in arts towards the enrolment in science and technical subjects will be launched. By 1980, one third of the total enrolment will be in each of the three main streams, that is Arts, Science and Technical/Occupational subjects.
18. In the past, the general tendency has been to establish separate institutions for technical education. These institutions have not always produced really efficient industrial workers. The education given in them also lacks the necessary cultural content. In practice they cater for the rejects of the general stream, and a certain stigma is attached to their programmes. No further proliferation of such schools is, therefore, envisaged. The new programme will provide for progressive integration of general and technical education.

This will equip students for gainful employment including self-employment in industry, agriculture, business, home economics and education in addition to providing them a good programme of general education. The areas for which facilities will be developed include:

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

19. Education will be offered as one of the subjects both at the matriculation and intermediate stage. In this way a major part of the vocational training of teachers will be conducted in institutions of general education. In addition, specially developed short inservice, science and technical teacher training programmes will be launched during the three months Summer-vacations to meet the requirements of the first 3-4 years. Subsequently more trained teachers will become available as in general colleges, students will be able to study education as one of the subjects.
20. All exclusive types of institutions offering superior education yet inaccessible to the proper sections of the population due to high fees, etc., will be nationalized, and converted into schools for gifted children, with all expense paid by the State. They will admit a cross section of students from all areas of the country.

21. Each District will have a special School for talented students. The existing 37 comprehensive schools, each built at the cost of Rs. 25 lacs, will also be utilised for this purpose.
22. For the education of handicapped children adequate institutions will be started and the work carried out by public and voluntary organizations in this regard will be co-ordinated.
23. Only 2% of the population of the relevant age group is at present enrolled in institutions of higher education in the country as against 50% in U.S.A. and 25% in Japan. The creation of one lac additional places will increase facilities to provide for 3% of the age group by 1980.
24. 61% of the students in Degree Colleges are enrolled for Arts subjects. It is aimed that, by 1980, 42% of the enrolment in Degree Classes will be in technologies and other occupations, and 30% in Sciences.

A science education stream will be added wherever it is not offered at present.

In all general Colleges, Technical and Occupational education streams will also be introduced.

25. The polytechnic will be converted into Technical Colleges. Their present programmes of certificate and diploma level courses will, however, continue. After completing a 3-year diploma course, students will be encouraged to undergo two years of industrial training/experience, for which opportunities will be provided. For diploma holders a one-year further course

leading to the degree of B. Tech. will be provided in the institutions. For the purpose of admission to the degree programme, the two years' industrial training/experience will be considered an additional qualification.

26. To begin with, the industrial establishments in the public sector, and those taken over by the government, will be required to accommodate for industrial training/experience as many students of these institutions as possible. Appropriate legislation requiring industry in the private sector to provide similar facilities will be introduced.
27. In addition to diploma and B. Tech. degree courses, the technical colleges will also provide a variety of programmes giving certificates in various technologies.
28. More than 80% of the total enrolment at University level is in Arts. Increases in enrolment in Arts will be restricted to 5% per annum while in Sciences it will be 10% per annum. In Commerce and Home Economics, the projected increase is at the rate of 100 and 50 seats respectively per annum.
29. Promotion of research and advancement of knowledge is as much an important function of the Universities as is teaching and conducting examinations. Up till now we have been depending mostly on foreign countries for training of experts and specialists. As this involves considerable foreign exchange, we cannot afford it indefinitely. Moreover, we need more trained personnel for rapid economic development.

understanding of the language and literature of one region in the other regions of Pakistan.

32. For national cohesion, it is necessary for the people of one region to understand the language and literature, social structure and customs, attitudes and motivations of the people of other regions. To achieve this objective, it is necessary, that each general university should establish a department for under-graduate studies of the language, literature and culture of all regions of Pakistan. A National Institute of Pakistani Studies will be established at Islamabad University for research and post-graduate studies of the language, literature and culture of the people of Pakistan.
33. New universities will be established progressively to cover all parts of the country. To start with, new universities will be established at Multan, Saidu and Sukkur. The Jamia Islamia, Bahawalpur, will be used as the nucleus of the proposed University there, and new faculties will be added to it to convert it into a full-fledged University. The Agriculture College, Tandojam, N. E. D. Engineering College, Karachi and Sind University Engineering College, Jamshoro will also be raised to the University status. This will result in the establishment of seven new universities in the country. The Government of N.W.F.P. may, if it deems necessary, raise the status of Engineering College, Peshawar as well as of the Agricultural College, Peshawar to that of a University. The Agricultural University at Lyallpur will be given a broad-based character by the addition of new faculties, without diluting its own field of specialisation.

- A Constituent Medical College will also be added to the University of Baluchistan.
34. A University Grants Commission will be established for effective coordination of the programmes of universities, to develop their facilities in such a way as to avoid unnecessary duplication and waste. The Commission will also serve as a buffer between the government bureaucracy and University administration, thereby helping in an objective assessment of the requirements of the universities on the one hand and securing adequate funds for them on the other. The Inter-University Board of Pakistan will serve as the nucleus of the University Grants Commission.
 35. The ill-famed University Ordinance which has caused so much avoidable unrest amongst the students and teachers will be replaced by an enlightened and progressive legislation which will democratize the working of the universities and ensure full participation by representatives of teachers, students and parents in their affairs.
 36. To lay down minimum standards of education in various professional fields, and to maintain uniformity among them, Councils of Professional Institutions along the lines of Pakistan Medical Council will be established for Agriculture, Law, Engineering and other Professions.
 37. Pakistan has one of the highest rates of illiteracy in the world. To the 4 crore illiterates, over one million are added every year because of the population explosion and the failure of the formal school system to cope with

the increasing number of children. While the rate of illiteracy varies in different parts of the country, it is extra-ordinarily high amongst rural women in outlying areas.

38. While the ultimate solution of this problem rests on universal elementary education, the 40 million adults who are now illiterate cannot be ignored. We must meet this challenge and educate them so that they can participate more fully in the development of the nation, increase their productivity and add their full share to the nation's growth and prosperity.
39. To steadily eradicate illiteracy, a massive literacy programme would be undertaken and continued throughout the period. This would be carried on in every village and settlement throughout the country.
40. The vast growth in knowledge and the new technologies and skills that are constantly being developed, and the need for continuous re-training of all workers, warrants that education must not terminate on leaving school. On the contrary, it should continue as a life-long process. To provide for this life-long education, a full-scale programme of adult education involving the total population would be undertaken. As this is all-inclusive, it will need co-ordinated effort of many public and private agencies.
41. Institutional arrangements for mounting a massive, co-ordinated nation-wide programme of non-formal and life-long education will be made.

(iii) Special women's Education Centres.	5,000	—
(iv) Out-of-school Youth Centres	.. 300	40

45. Although the programme of adult and continuing education will be covered by enabling legislation, it will not be possible to implement it fully by administrative means alone. As in the case of universal elementary education, it will be necessary to launch a massive public motivational campaign through political parties, other voluntary agencies and mass-media.
46. Open universities have been established in several countries to offer opportunities for education and training of people who cannot leave their homes and jobs for wholtime studies. A People's Open University will be established to provide educational facilities through correspondence courses, tutorials, television, radio broadcasts, summer seminars/workshops/laboratories etc. The university would, to begin with, provide facilities for selected fields and levels to cater to urgent national needs such as training of teachers and National Service Corps.
47. A hard core of trained teachers would be developed and they would be assisted by the National Service Corps, skilled farmers, craftsmen and other suitable persons.
48. Modern technology has placed at the disposal of the educationists tools and techniques of great reach and effectiveness. People do not need to leave their work and homes to obtain education. Exceptionally talen-

ted teachers and most modern facilities for demonstration have come within easy reach of the masses through the powerful media of radio, television, films and a host of other instructional devices. Potentialities of the modern instructional technology will be fully exploited to improve and expand both formal and non-formal education.

49. In order to promote educational broadcasting programmes, massive distribution of radio and television sets will be undertaken both for formal and non-formal education. About 150,000 radio and 100,000 television sets will be required for distribution in schools and adult/continuing education centres by 1980. These sets will also be used for community-viewing programmes in agricultural extension, health education, family planning and social reconstruction.
50. Separate channels will be established in both television and radio for the adult literacy campaign. These educational channels will broadcast educational programmes only. On these channels, substantial time will be allocated to the recitation and translation of the Holy Qur'an to saturate the air with the message of God and further forge the bond of national cohesion amongst the Muslims living in different parts of the country.
51. People's hand books on such subjects as agriculture, health, practical economics, civics, etc. will be prepared and published, and these will be provided to each Adult and continuing education centre. A fundamental education library consisting of about

- a hundred basic booklets designed to be an encyclopaedia of information for every day living will also be developed.
52. The National Curriculum Bureau will be re-organized and strengthened to enable it constantly to review the curricula for all stages, and to revise and modernise them at regular intervals.
 53. A complete revision and modernization of the curricula for all stages will be taken up immediately.
 54. As the present teacher-training courses are out-dated and not oriented to the scientific and technological aspects of education, the curricula for the various teacher education courses will be revised and re-formulated.
 55. Model standard text books for teacher trainees will be prepared and published.
 56. Special supplementary reading material on the religion, history, people and culture of Pakistan will be prepared.
 57. The status of Physical education will be improved. Physical education teachers will be given the same pay, and status as other teachers of comparable qualifications in other disciplines. Steps will be taken to get open spaces and existing playgrounds allotted to the schools and colleges. The Ministries/Departments concerned will be requested to protect and reserve all such fields for use by the students.
 58. Special sports and recreation centres will be established for women.

DELIVERY OF BOOKS & NEWSPAPER BRANCH:

National Library of Pakistan,

ISLAMABAD,

4657

11.3.74

Appropriate command and administrative organizations, starting from the Ministry of Education down to the district level, will be established. The Ministry of Education will be responsible for policy, planning and inter-ministerial and inter-provincial co-ordination. Provincial administration will implement the scheme and provide the necessary training. District authorities will be responsible for local administration and employment. It will not be feasible to implement the establishment of an effective National Service Corps by administrative means alone. As in the case of universal education and adult/continuing education, this will also require a massive public motivational campaign through political parties, other voluntary agencies and all available mass media.

62. Military training will be progressively introduced for all students between the age of 13 to 17 years (classes IX to XII). The main aim of military training at this stage will be to prepare for self-defence by imparting basic military techniques and skills, both at the individual and corporate level, and by training in the use of personal weapons such as rifle, pistol, etc. Arrangements will be made for providing this training within the educational institutions by borrowing instructors from the Armed Forces, or by recruitment of ex-servicemen. This training will help create confidence and a sense of discipline in the youth. It will also provide a large reservoir of semi-trained manpower for national self-defence in an emergency.
63. Full-time military training will be gradually made

available to all medically fit male students between the age of 17 to 23 years at an appropriate stage of their educational career. Each selected student will remain under training on full-time basis with the appropriate formations of the armed forces for a period of one year. As far as possible, the training will take into consideration the field of specialization and aptitude of the students. The defence establishment will provide, uniform, mess, accommodation, medical care and training of the students.

64. National Foundation for Book Production will be established to undertake writing, translation, compilation, printing and publication of books as well as the promotion and co-ordination of the publishing industry in general.
65. Adequate provision will be made for having well equipped libraries in all educational institutions. Representatives of students will be included in the library committee of every institution. Fifty thousand people oriented libraries will be established in villages and city wards. They will contain, *inter alia*, 100 basic books with limited vocabularies on every day living.
66. Privately-managed schools will be nationalized in a phased manner within a period of two years commencing from 1st October, 1972. The scales of salary and service conditions of teachers in all privately-managed schools will be brought at par with those of Government schools from the same date. Privately-managed colleges will be nationalized from the 1st September, 1972.

67. Compensation will not be paid for privately-managed schools and colleges which are nationalized. Any alienation of the property of these institutions or any attempt to close them down after this announcement will be an offence under Martial Law. No appointments will be made in these institutions without Government approval after this announcement, and the appointments made after 20th December, 1971 will be reviewed.
68. Government may exempt from nationalization any privately-managed school or college which, to its satisfaction, is run on a genuinely benevolent, philanthropic and non-commercial basis.
69. The existing system of examination is the root-cause of the general malaise in our education system. At present from Class I to Class IX there are internal examinations under which students are failed or passed on the basis of annual tests. There is no system of observing, recording and evaluating the performance, behaviour and aptitudes of the pupil throughout the year. As a result the passing or failing of students in the annual examinations invariably becomes merely a memory test. The high percentage of failures not only leads to heavy dropouts but also brings a life-long feeling of frustration and inferiority in the affected students. This is not only a national waste but also adds to our society a very large mass of demoralised, dissatisfied and psychologically crippled personalities. To make the education system fruitful, it is essential drastically to alter the present examination system. For this purpose it is now proposed that there should be

no annual examination in the existing sense up to Class IX.

70. In its place, a system of continuous evaluation of the problems and progress of students by the teachers will be introduced at the school stage. Progression in the primary classes will be automatic. Thereafter, up to Class IX it will be based on a combination of periodical-*cum*-annual examinations and a continuous and scientifically graded assessment of the achievements, general behaviour and aptitude of the students in accordance with a regular time-table from class to class. As a rule, there will be no failures and detentions up to Class IX. A system of giving special attention and coaching to students who do not show satisfactory progress in these classes will be evolved with the help and co-operation of their parents.
71. In Class X and XII, the system of holding terminal examinations by the Board of Intermediate and Secondary Education will be continued for the time being. However, every effort will be made to eliminate the malpractices in which students, teachers, examiners and the employees of the Boards are now commonly known to indulge in the conduct of these examinations. The terminal certificates granted as a result of these examinations will also indicate the percentage of marks obtained by the successful candidates in each subject.
72. Some of the existing Boards of Intermediate and Secondary Education are required to deal with unwieldy number of students. An additional Board of Intermediate and Secondary Education will therefore

be established for every 25,000 students. There is need immediately to establish three more Boards at Rawalpindi (for Rawalpindi Division), at Bahawalpur (for Bahawalpur Division) and at Gujranwala (for the two districts of Gujranwala and Sialkot). In certain regions where student population is spread over wide areas, it will be necessary to establish additional Boards even for units covering less than 25,000 students. To begin with Boards may, therefore, be established at Khairpur and Saidu.

73. Boards of Intermediate and Secondary Education confine their activities to the conduct of examinations. Their activities should also include, in future as provided in their Charters, functions comparable to affiliating universities such as preparation of curricula and textbooks, research and evaluation, etc.
74. Sabbatical leave will be granted to teachers for higher studies within the country.
75. The recruitment procedure for non-gazetted teachers will be streamlined. The present practice of having a Divisional Recruitment Board headed by the Divisional Commissioner is unsatisfactory. Separate recruitment committees for non-gazetted teaching posts will be constituted at District Headquarters in consultation with the District Education Councils.
76. Recruitment to gazetted posts of headmasters, professors, principals, etc. at present involves selection of approximately six thousand persons and this is likely to double during the plan period. Considerable delay is caused by recruitment through existing

Public Service Commissions because of their other commitments and pre-occupations. Because of this a large number of appointments have been continuing on an *ad hoc* basis for almost ten years, and this causes working difficulties and personal hardship. Two additional members, preferably drawn from the Education Cadre, will therefore, be added to the Public Service Commissions in the larger Provinces to expedite the appointment and promotion of teaching staff.

77. An Academy for the Teachers and Educational Planners/Administrators will be set up on the lines of similar academies existing for the Civil Service, Finance Service, etc.
78. Teachers with suitable background, experience and aptitude will be provided opportunities for serving in various administrative, supervisory and advisory cadres in the Government.
79. There are about ten thousand trained un-employed teachers at present. Every effort will be made to provide employment to all trained and unemployed teachers.
80. A sizeable allocation will be made for taking care of all the needs of the gifted and talented students so that poverty does not constitute a barrier to their education. There will be a four-fold increase in the number of scholarships.
81. Interest free loans to university / college students will be provided. These will be paid back by them in instalments when they begin to earn.

82. Textbooks will be provided to university and college students on loan. Book banks for this purpose will be established in colleges and universities.
83. Adequate transport facilities will be provided for students at low cost.
84. All students will be provided facilities for free periodical medical check up.
85. Students will be made responsible for their own welfare activities and will have their representatives on various bodies/committees of their institutions. They will be granted freedom of expression on all issues and matters concerning them.
86. One of the most visible symbols of social and economic disparity between the students within the same school/class or between one school and another is type and quality of uniforms/clothes worn by them. To reduce this factor ways and means will be devised to standardise school uniforms up to class VIII and prescribe a simple and inexpensive quality of cloth for them. This will be done gradually in consultation with the Provinces so that no local sensitivities are disturbed and no additional financial burden is suddenly imposed on poorer parents for supplying new uniforms for their children.
87. The schools and colleges in a given area should observe more or less uniform opening and closing times. Their vacation periods should also be synchronised.
88. Consultative and policy planning Education Councils will be set up at the national, provincial, district and

institutional levels. The functions of these Councils will, *inter alia*, include the following:

- to formulate educational policy;
 - to oversee the implementation of the policies adopted from time to time;
 - to assess and evaluate educational progress in their respective spheres;
 - to initiate and support educational research and disseminate its findings;
 - to harness and mobilise latest educational techniques and resources for the improvement of education.
- These Councils will have standing committees for various specific areas of activity.

89. Community resources of all types, including cash and kind will be mobilised for the cause of education and external financial resources will be explored to the maximum possible extent.

OBSERVATIONS

by the

VICE-CHANCELLOR

Professor Hassanally A. Rehman

In his concluding remarks, the Vice-Chancellor, Prof. Hassanally A. Rehman, who presided over the Seminar organized by the Institute of Education, made out the following points:

1. It is a policy formulated with vision and vigour, and contains new ideas which have raised our hopes.
2. Education is investment in human resources. Those who can educate to produce enlightened citizens can do away with the army.
3. It is a policy which offers equal opportunity to all.
4. It makes three important contributions:
 - Education of the gifted children
 - Adult Education
 - Establishment of Peoples' Open University.
5. The problem of 'personnel' to carry out the proposed reforms is a crucial one. How good or bad the policy is - is not the question. What matters is, how good or bad are we who carry it out.

THE EDUCATIONAL POLICY, 1972
What It Is, What It Offers And What Adjustments
Are Called For

N. A. BALOCH

Institute of Education, University of Sind, Hyderabad Sind.

● Education is the main agency for the improvement of society. *Its needs are enormous.* Therefore, whatever comes to it must be welcome. The Education Policy 1972 holds out the promise of progress on more than one educational fronts.

● In a developing country, reforms in education should come as frequently as possible; usually, however, they become long-spaced and over-delayed. The Commission on National Education (1959) came after eleven years of waiting since the first Pakistan Educational Conference (1948). But for the two abortive pronouncements (the Noor Khan Proposals 1969, and the Yahya Regime 'New Educational Policy' 1970), the Educational Policy 1972 has come 13 years after the Commission's Report. Yet, it has come too soon and immediately after assumption of power by the present Government.

● Professional circles generally expect a well documented report on educational reforms, giving detail of the educational goals envisaged and procedures involved. To appreciate the correct significance of the Education Policy 1972, it needs to be understood *what it is* and *what it is not*.

- *It is not* a report on the existing educational system and its future direction.
- *It is not* a thesis on educational reforms.
- *It is not* a charter of corrective measures alone.
- *It is not* an Educational Act defining and limiting its scope and function precisely and finally.
- *It is not* an all-inclusive programme; it has purposely left out certain matters to be decided later by the representatives of the people.
- *It is* a statement of an educational policy to be followed by the present Government.
- *It is* an administrative measure for specific educational changes.
- *It is* a practical programme of action envisaged by the government in the field of education.
- *It is* definite in content and purpose but purports to be flexible enough to allow for any possible adjustments in the light of experience.

In some respects it is supposed to be ambitious and, hence, too ideal to be achieved. Yet, considering the dimensions of the present educational need and demand, it is but a modest measure offering more than the barest minimum.

Significant Contributions

● Among others, the following are the more significant contributions of this Policy:

- a. Democratisation of Education : Changing education "from an elite privilege to equal expectation" by bringing better educational opportunities within the reach

of all; guaranteeing the right of every child to elementary-cum-secondary education.

- b.* Broadening the foundational base of the present educational system, by extending and strengthening the programme of primary education.
- c.* "A massive shift from aimless 'general' education to a meaningful agro-technical education" at the secondary and the tertiary stages: "more emphasis" on science and technologies "and less on arts" in higher education.
- d.* Extension of educational opportunities to the adult population.
- e.* Expansion of facilities at all levels backed by financial support extending to 4% of G.N.P.

Inadequacies

● The present pronouncement purports to be pragmatic, allowing for flexibility to make any adjustments in the light of experience to be gained during the course of implementation. In this regard the past experience could be pressed into service with equal advantage. To make the policy more successful the following inadequacies call for immediate attention and adjustment:

- a.* Some urgent questions yet to be decided. Also the different measures outlined in the policy remain to be spelt out in details, a task which does not need administrative sagacity only but also educational insight.
- b.* Nationalization may not be the panacea for our educational ills. In terms of the present resources and preparedness, it would appear to be a rather hurried measure. As such, the need for a selective and phased action cannot

be over-emphasised. Nationalization *en masse* is likely to curb community initiative and stifle private enterprise. It will benefit mainly the urban communities which have the capacity to participate in the management of education. It will consume proportionately a large share of state funds which could be spent with greater advantage for the benefit of the vast rural communities whose educational need is the greatest and the capacity to pay for it the smallest.

- c. Free education cannot make it universal unless it is compulsory. This question is to be decided by the Provincial Assemblies, and they must do so in the light of experience gained in other countries.
- d. Before State is able to pay for all, education should be free for children up to the lower middle class level. Those who can afford must pay for it, and these additional funds should be used for improving the quality of education.
- e. Automatic promotion is neither a remedial nor a practical measure. Evaluation procedures are a part of the educative process. It is the External Examination which is to be done away with and not the promotion by results based on sound internal evaluation procedures.
- f. Teacher is the key person in the educative process. To improve teacher competence, it is necessary to educate the teacher. If this policy is to succeed it must simultaneously initiate a massive programme of teacher education.

AGRO-TECHNICAL EDUCATION

MOHAMMAD SAEED RASHIDI

Institute of Education, University of Sind, Hyderabad Sind.

One of the salient features for the new Education Policy is that there will be a massive shift from general education to agro-technical education.

In a country like ours the need of technical education becomes all the more important when we realise the fact that even in the line of the developing countries of the world we stand characteristically different from others. In terms of the distribution of natural wealth that lay inside earth we, in this part of the world, are at a disadvantage as we are hardly given the natural resources like petroleum, gases and mineral resources which form the backbone of most of the world's economically rich countries. Naturally what we were not given inside earth we must make up by growing on the surface of earth. Today's science and technology have given the countries like ours hope and confidence enough to defy nature itself by growing and producing what we require in order to build up the economy.

The new Education Policy proposes to replace the aimless education of the past with a more meaningful education in future. Agriculture and industry we do have but what we lack is the know-how of flourishing them. The rapid increase in our population has also to be met only by trying to increase the output of our existing resources. Our agriculture can no more depend on the old and outdated

Looking at the bright side of the new policy we expect to reap the fullest benefit out of it, yet there seem to be certain points which need our active consideration. Thousands of technical hands thus produced every year under the new policy would need an adequate arrangement on the part of government to absorb them in various firms, agencies and industries as such a talent produced after long years of hard toil and huge investments should not go waste. We have already seen a mass migration of our engineers and doctors going abroad for the sake of employment as we have failed to utilise their services here. We can no more afford to let that trend continue at the cost of our own progress.

Apart from that, a massive swing to technical bias in education would be at the expense of humanities and literature if a proper balance is not maintained. History and economics, philosophy and politics and literature give a man opportunity to discover his human dignity and importance. Without them we will be no more than a mere robot. So the other subjects should not be allowed to be dominated and subdued by technical education.

A CRITICAL EVALUATION OF THE NEW EDUCATION POLICY— UNIVERSITY EDUCATION

PARWAIZ SHAMI

Institute of Education, University of Sind, Hyderabad Sindh.

The University Education movement in Pakistan stands out for some of its boldest and soundest and most controversial advances launched by the pragmatic thinkers of the nation. The new education schemes have come and schemes have gone and half an American education and half a British education in Pakistan has always remained half an education. This was due to the fact that the previous schemes have been sacrosanct as the President put it. The Report of the Commission on National Education 1959 regarded the stage of higher education as a distinct stage, while the Education Policy of March 1970, was critical of the entire sector of education and had suggested a twelve-point summary of measures to be adopted. The present thinking in this new education policy is keenly alive to the idea of expansion and extension of education with an egalitarian point of view.

The copiousness of illustration that the schooling should no more be an elite privilege, the vigour of decision that there will be three new Universities at Saidu, Multan and Sukkur, the facundity of thought that we better have some centres of excellence at the University level, all no doubt point to an imaginative thinking where the desert must bloom and lead Pakistan to a pristine place as the President put it. The creation of three new distinct Universities, will surely meet

the demand for educational seats of higher learning as a consequence of the proposed expansion of the secondary system. It will relieve the pressure at one point and things may move towards the idea of unitary institutions. This step may also ensure a more equitable distribution of Universities in view of the local and regional needs. Such a thinking was already done by the Education Policy of 1970 vide their recommendations on page eight in item 5.7. Nevertheless, it is yet to be seen whether these three new Universities are going to be federative teaching Universities or unitary teaching ones or mere affiliatory and examining bodies.

Indeed, when you say that we have to change education from an elite privilege to an equal expectation, you truly are not out for an abstract endeavour and your context thus points to the great reality that Education is our only political safety and outside of this ark, all is deluge (H. Mann). The idea of centres of excellence is not new and the previous reports on Education especially the March 1970 Policy have debated this point vide their recommendations on page seven item 5.4 and this idea works on the assumption that the University life sector in the area of Education is, at present, singularly weak. When you have such centres of excellence at the University level in the disciplines like soil science, salinity, fertilizers, physical chemistry, macro-molecular physics, fisheries and architecture, what you are having is an actual liaison between your agriculture, technology and industry and it is really a happy sign that we are on the way to pay the debt of honour to the nation as the President put it.

When you have those centres of excellence at the University level and these are financed by the state and when you

open them to the gifted ones you no doubt basically re-echo your voice with your dynamic vital need that the University should be a centre of release from our perennial irregularities and handicaps where you have a disintegrated administrative pattern, overcrowdedness, useless research, haphazard admissions and so many other omissions. When you have the Area Study Centres to be established in each University as recommended by the New Education Policy and when you have the discussion of the problems and subjects of special interest to Pakistan, you really are on the lines to believe and practice the verdict of the President when he said in the New Education Policy that Education does not end with a course at the University; we want to go much further into the entire warp and woof of our educational fibre.

Nevertheless, the University - whether a Peoples' University or the Professors' University, if it is going to be a truly functional and intellectual organ of the nation where there are going to be a National Foundation for Books, a National Sports Trust, a National Service Corps; you must endow a national mobility and mind to the alma mater and further it must not be an educational island planned by politicians, inhabited by job hunters and governed by retired persons who are thrown over board by the next day break. You must immerse the administration and practice of your University in the very atmosphere of your culture, your norms, your sense of ethics, dedication, loyalty and devotion.

Ladies and gentlemen, there is a general recognition all around that Universities in Pakistan are at a hinge of history, while connected to their past, (happy or unhappy), they are swinging to a corner of abstract specialisation, where

an element of pedantic chivalry in arts and sciences renders our post-graduates into some gadgeted intellectuals. Therefore, whether you have a vision of 15% over all annual increase in expenditure on Education or whether you have by 1980, 42% college enrolments in Technologies or 30% enrolment in science faculties or whether you lay your main stress on massive adult literacy centres in 10,000 you are bound to expand your vision before you extend your education.

Friends, it is heartening to note that you will have the nationalization of private schools, the number of Universities will be doubled by 1980, the ill-famed University Ordinance will be discarded; but what stands to reason straight away is that we must admit that first there is a need to shake our own selves off the tree of doubt and disenchantment that the University is a privileged institution and it has nothing to do with the socio-matrix it is studded in.

Following up whether you have an increase in Education's share in the National GNP from the present two per cent to four per cent in 1980 or not the University today needs a lot more than the "Silver Bullets" of foreign origin, and that is devotion and not deviation and detraction. So a simultaneous sound financial planning out of the depth of our present adverse economy is the first necessity. If the New scheme recommends that the finance of education will be met by a scheme under which payment will be made in "kind", I reflect that the kind concept could be defined that the books, the building material, equipment and such things could be received in kind to assist the running institutions but I ask wherefrom we will borrow the true University spirit which is the first necessity of the moment.

tomorrow shall itemize the historical and regional perspective of the nation plus the economic reality devoid of unreasoned errors. The errors of the rapid deterioration of all standards, high failure rates, adverse ratio between arts and science post-graduate and consequential low output of scientists and general irrelevance of research.

Mr. Abdul Hafiz Peerzada announced that under the New Education Policy it was proposed to establish councils of Professional Institutions for medicine, law, engineering, agriculture, on the lines of Pakistan Medical Council. I say, such councils, why not in Education also. Why can't we make University education a bit more broad spectrum.

Sir, the Universities in Pakistan are drifting forward to a splendid enchanting mystery, where our culture will be tripolar in content and scope; the spiritual, moral and technical. Each University in the country is fighting on three fronts—the front of growth, the shifting of academic emphasis and the shifting of the campus—and if we have rather too many Universities before we set in order the existing ones, the result might be that the Universities may halt at a most crucial evolutionary stage and contend to be mere examining bodies or just functional entities as magnum sized colleges and their Vice-Chancellors will flit from conference to conference and each University will look at the other and ask questions and thus there will be no one to answer that whether education is the wholesome growth of the whole man or not. When the President said that the state has to provide the structural framework, the philosophy and the motivation, I started thinking and re-thinking that it may not be very correct for the University stage education—a stage which prepares a young man for being and becoming both and when motivation

and philosophy come not from the architects of the Education Policy but from the climate and tone of the Institution which serves as a lung to the body of the respective seat of learning and supplies the air of that rare local origin which is very subjective. Of course, the President gave us the barest minimums that were not the last writs of human wisdom as he put it but once you have a scheme it revolves around you and you are asked to revolve around it. And I feel that what happens to Pakistan will depend much on what happens to University education in Pakistan. And the planners and policy makers emboldened by the experience of the last two decades have pushed the ball to our court—to us as University teachers and administrators.

The new scheme recommends that the Agriculture College at Tandojam, the N.E.D. Engineering College, Karachi and the Sind University Engineering College, Janshoro will be raised to the University status. And a collaborative programme will be developed between the "PINSTECH" and the University of Islamabad. Jamia Islamia Bahawalpur and University of Baluchistan will have some further facilities. So far so good.

Yet how about the internal multiplicity where there is multiplication of Departments and courses, lack of co-ordination between the research laboratories of Industrial concerns and the University science sections. How about the flaws in applied and fundamental research. Indeed from the new philosophy of growth to which we all stand committed today, the quality of research at the University level shall determine the quality of this new scheme.

Coming back again to the idea of the establishment of new Universities, the idea of the multiplicity of Universities

is a good one because in West Pakistan, the distribution of University population and area is still disproportionate. Karachi with a population of 2.5 million or more has a University while Sind has a population of over 8 millions and we have only this seat of higher learning.

In this context, if we look on the other side of the picture I am afraid that the University Education spree persists and the planners are lagging behind to cope up with it and all its back-lash. The waywardness of the profession of educational planners in the country has taken up another neutral position when they have not highlighted the common irregularities in the administration of Universities. You see mal-implementation, de-robes the image of a scheme; the University education has often been shelved in the years 1958-and 1970.

A good scheme of education is a sort of intellectual debenture which the planners can extend to the nation to fulfil one's ideological commitments. Then sudden horizontal expansion in the number of Universities without a corresponding vertical expansion in the qualitative height may bring about a further contraction of already low degree pith of the meaning of University education.

From the side of finance the state of our economy needs further pruning here and there and the UNESCO recommended that four per cent of the GNP of a country if spent on education will constitute a fair standard and the present scheme has no doubt visualized this; yet the planners of our fifth Five-Year Plan (1975-80) had planned earlier that the expenditure on education in the said plan would average Rs. 300 crores per year that is 3.3 per cent of the GNP in

1980. That was an estimate when Pakistan was stable, intact and steady in circumstances. And now when we are in state of un-pronounced economy at such a low ebb how can we afford to spend 4% of our GNP on education.

Following up it may be said that the coming into being of the University Grants Commission as per recommendations of this new scheme of education is an excellent event but such a silver lining can only streak through the gloomy horizon of the University system of education if the fiscal means are not eaten up by unforeseen catastrophies and an enlightened progressive legislation is there to truly democratize the Universities.

Our total capital outlay and allocations in the University sector will be in consonance with other sectors and if the planners have committed themselves already to such a broad based ambitious scheme the financing of the whole enterprize will be a baffling affair.

The autonomous nature of the University Grants Commission is not a new idea, the same was pleaded by the Report of the Commission on National Education, and by Nur Khan's Policy Proposals in 1969, and by the subsequent March 1970 Policy. The University Grants Commission Ordinance of 1969 had already suggested the composition and institutionalization of such a commission. But obviously much will depend on the fact that whether such a Grants Commission falls a prey to the hierarchical bureaucracy or not and the anomaly of red-tapism makes it a bit less than a legalized riddle.

Our full recovery in education may fail to extend itself in either way because the demands of ready delivery of edu-

education in the shape of universal education for boys by 1979, free education up to class X by 1974, opening of 50,000 libraries and opening of ten thousand literacy centres may so extend the whole enterprise that we may not at all be able to find a unity in such a diversity.

If you broaden the base of the pyramid of education thus on a syllogism of elite versus popular education, you have to make a choice between two mutually competing priorities. Basic education for the masses or minimum literacy for millions of adult illiterates or selected education at the University stage for the gifted. Between such a three-faced enigma of compelling necessities and with an un-even economy, we, in spite of the total allocation for education of Rs. 925 crores by the Fourth Plan and Rs. 1600 crores by the end of the 5th Plan, are going to be in difficulty to finance so many streams of education which are to run parallel with a heterogeneous administrative and structural texture.

The President while announcing the scheme observed that a good deal of man's outlook on Education is autobiographical. I am afraid my evaluation of the scheme herewith is going to be autophanous and it is for my own professional information and hence it is aimed at no-body.

THE NEW EDUCATION POLICY AND ITS
SIGNIFICANT RECOMMENDATIONS
REGARDING EDUCATION AT
SECONDARY SCHOOL LEVEL

RASHID A. SHAH

Institute of Education, University of Sind, Hyderabad Sind.

Consistent with its policy of introducing reforms in the industrial and agricultural spheres for the purpose of providing better standard of living for *all* and for sound national economy, the Government has now announced the New Education Policy that recognizes the right of *every* individual to receive sound education and that assures citizens of a purposeful and goal-oriented education.

Educational reforms are more significant than those in other spheres because on their success depends, in the long run, the success of reforms in other domains of national life. All the various reforms proposed in different spheres, thus, aim at bringing about a *just* social order through educational and socio-economic justice in the country.

The purpose of the present paper is to point out the highlights of the reforms pertaining to education, in general, and to secondary education, in particular.

Any educational policy is the frame of reference for a nation and it lays the foundation for a national educational system. Any educational policy is, therefore, a statement of guidelines that a nation hopes to follow for the betterment of her educational standards.

One of the most important aspects of the New Educational

The New Educational Policy expects that secondary schooling will enable a youngster who drops out after class X to get absorbed in the national socio-economic framework as a good technician or worker and to enter social responsibility.

A perusal of the Educational Policy indicates that the State has accepted its responsibility towards education and has undertaken to provide for the colossal expenditure to be incurred in implementing the educational reforms.

The new policy provides for a progressive integration of general and technical education. The Government proposes to reverse the present heavy enrolment in secondary schools in arts subjects in favour of science and technical subjects. It is expected that the enrolment in classes IX and X will be more than doubled from the present 4 lacs to 8.6 lacs by 1980.

The Government also proposes to offer Education as one of the subjects both at the Matriculation and Intermediate stages.

Starting from 1st October, 1974, education is proposed to be free in classes IX and X.

Gifted students selected on merit from all regions of the country will be stimulated and encouraged to study cost-free in the privileged public schools.

Another welcome aspect is the proposed change in the examination system. A form of continuous and cumulative evaluation will replace gradually the traditional and common method of a single examination at the end of the academic year.

As regards the religious education, the new education policy recommends that it should not continue any longer as an isolated subject in the scheme of courses at the secondary school level, as at present, but rather it should be pervasive and aim at weaving the values and the spirit of the faith into the entire educational fabric.

These and many more merits are there to the new educational scheme. Since the Government has announced only the broad and salient features in their education policy, it will be unfair and premature to criticize the policy in any of its aspects. An appraisal of the policy should wait until the entire educational policy is announced and published as a document with detailed recommendations and proposals for their implementation.

THE NEW EDUCATION POLICY: SOME SUGGESTIONS

SHABBIR AHMAD

Institute of Education, University of Sind, Hyderabad Sind.

A national system of education is an outward expression of the national character. Unfortunately, Pakistan, so far, had no system of education of its own. The new educational policy although only in outlines and silent on many important educational problems, will, however, ultimately result in the establishment of a national system of education in the country. The nature of that system will depend upon the sincerity and earnestness of those who implement it.

Universal Free Education

Implementation of the policy, it is anticipated, will result in universal education up to class V by 1984 and up to class VIII by 1987. This attainment has been made dependent on "response and reciprocity" which creates doubts about the goal itself. The measures proposed for achieving universal education are abolition of fees and nationalization of educational institutions. Can the goal of universal education be reached by simply making education free and taking over of private institutions by the Government? Experience contradicts such hopes. Russia, after the socialist revolution, made education free at all stages in 1918. This step did not make education universal in that country. Consequently, in 1930, the Russian Government enacted laws for compul-

sory attendance at schools. In villages attendance at primary schools which were attended by age groups 8 to 12 was made compulsory. In cities and towns 8 to 15-year olds were put under compulsory attendance laws. The plan succeeded. By 1939, seven-year incomplete secondary education (4 years primary + 3 years out of a total of 5 years* secondary education) had become universal throughout the Union of Soviet Socialist Republics. We can profit by this experience. Education should be made free and compulsory, in the first instance, for six years, that is from grade one to six. Seven and eighth classes may be brought under compulsory attendance rules when the six-year education becomes universal.

Giving his opinion on March 15, 1972, about applying compulsion in education, the President observed: "Whether education should be made compulsory, and if so, up to what stage and in what manner are questions of a serious nature. Compulsion places a direct responsibility on parents to send their children to school on pain of punishment. Simultaneously, it entails an immediate obligation on the part of the Government to provide facilities for their schooling. On account of the far-reaching implications in the socio-economic structure as constituted today, these issues need to be debated and decided by Assemblies."

Poor parents do need the labour of their children to supplement the meagre income of the family. They may not feel inclined to send their children to school. Compulsion in school attendance will force them to forego the small earnings of their children. The hope of a better future which

*At present the duration of secondary education is 6 years and that of primary education 4 years.

will result from a suitable education of their children will lead them to face the ordeal cheerfully, especially so, if the village schools are turned into centres of training in improved living for the village community along with the elementary education of their children.

Financial implications likely to be faced by the Government by enacting compulsory education laws may be overcome by judicious and careful planning. Society in Pakistan is divided into classes with differing financial means. At the moment it is not possible to level down everybody to a standard financial norm, and hence our motto should be "*from everybody according to his capacity to everybody according to his need*". The application of this principle should also be extended into the field of education; this implies that education should not be free for all beyond the primary stage. Primary education should cover the first six years from 5+ to 11+ of age. Beyond that a rationalised system of fees should be imposed on all parents sending their children to school. (It may even be extended, in the interest of education, to issue-less couples, after making necessary amendments in Income-Tax rules.) A person receiving a basic salary of Rs. 100.00 per month may be required to pay a fixed percentage of his salary as fee for the education of all his children including dependents. This percentage may easily be fixed at three or four of the salary received. At this rate a person drawing Rs. 2,000 per month will have to pay Rs. 60.00 or Rs. 80.00 per month which he can easily afford. A higher percentage may also be considered for those drawing more than Rs. 1,500 per month. The writer personally knows persons who receive salaries between Rs. 500.00 and Rs. 1,000.00 p.m. but who have to pay more

than one hundred rupees per month by way of school fees. If the above principle is enacted they will have to pay only between Rs. 30.00 and Rs. 40.00 per month, which they will gladly accept. This measure will bring about a welcome relief to poor families, but will be resented by families belonging to higher income groups with one or two children. They are in a position to help the measures initiated for the education of their countrymen and they should not resent it. The measure will also reduce the burden which the Government will have to shoulder by enacting compulsory education laws for age groups 5+ to 11+.

Even after introducing a rationalised system of fees, part of the population, such as landless labourers, and unemployed educated persons who have no source of income may still find it impossible to send their children to schools for secondary education. For such persons educational facilities will have to be provided free of cost.

Nationalization

The second most important item envisaged by the new educational policy is the nationalization of all the schools and colleges maintained by private individuals or philanthropic societies. This provision has been enthusiastically welcomed by the teachers of private institutions and a section of politicians who expect to be associated with the management of those institutions in future and thus hope to gain social and political prestige.

The teachers of private educational institutions do need a better scale of pay and security in service. Moreover, the misuse of funds by the managers and founders of schools and colleges which are run as paying concerns, too, needs serious attention. But indiscriminate nationalization will

put the Government under a great financial strain, which will prevent it from providing educational facilities in those areas where they are most needed. At the same time large number of schools and colleges located in hired buildings and suffering from the lack of equipment and funds will have to be closed down, as has been recently declared by a responsible person connected with the Government. It will decrease educational facilities already existing in the country, and will throw out a large number of teachers employed in those institutions, which will increase resentment and chaos in the country. A democratization of those institutions with the help of the teachers and a helping hand from the Government will go a long way in improving conditions in those institutions.

The provision for nationalization will not be extended to the institutions maintained by foreigners in the country as is clear from the reactions in foreign press. What service are those institutions rendering to Pakistan? They are only busy in denationalizing the Pakistani children studying in them. This is the greatest harm that can be done to a country. If any class of institutions need to be nationalized they are schools and colleges maintained by foreigners.

Religious Education

The quality of compulsory religious education up to Class X is to be improved. This is commendable. But, is it realized that our present crisis is more due to lack of moral education than religious? It is true that in Islam religion is the source of all moral behaviour, and instruction in religion, in true spirit, should produce the desired moral attitudes in the learners. Notwithstanding this, in Muslim schools and colleges during the pre-British period much

emphasis was laid on moral education. Several books were included in the Maktab curriculum to give instruction in morals and to prepare children for a moral living in society. Moral aspects of religious education, however, have been completely kept out of our present curricula. This is the legacy of the British colonial system of education. Syed Ahmad Khan, the founder of the Muslim University, Aligarh, had hinted at it in his articles and addresses. Even some of the senior British civil servants were worried about it, because they felt that the graduates from the new schools and colleges who felt no compunction for exploiting and deceiving their own countrymen, would not be pricked by their conscience for injuring British interests.

The Indian Education Commission of 1882-83, recommended the compilation of a text-book on morals to be included in college curriculum. But the British Government took no steps to implement it. Finally, in 1904, Nathaniel Curzon, the Viceroy and Governor General of India from 1899 to 1905, rejected the recommendation with the remarks: "In Government institutions the instruction is, and must continue to be exclusively secular. In such cases the remedy for evil tendencies noticed above is to be sought, not so much in any formal methods of teaching personal conduct by means of moral text-books or primers of personal ethics, as in the influence of carefully selected and trained teachers, the maintenance of high standard of discipline, the institution of well managed hostels, the proper selection of text-books, such as biographies, which teach by example, and above all in the association of teachers and pupils in the common interest of their daily life."*

*Government Resolution on Education Policy, 1904, para 25.

To induce the Madrasahs to accept these changes a pledge might be necessary that the Government will not interfere in the internal affairs and religious part of the curriculum of the Madrasahs and that as soon as the Madrasahs effect the necessary changes in the scientific part of their curriculum their graduates will begin to enjoy status and rights at par with the graduates of modern universities. Some grant for equipment and maintenance will have to be sanctioned for the Madrasahs like other colleges.

Encouragement of the Madrasahs, it is hoped will bring about a healthy change in the educational atmosphere, and higher education will become available even in the remotest corner where we have, so far, failed to provide even a primary school. These Madrasahs will receive generous support from the public by virtue of the sanctity attached to them as the centres of religious instruction and hence will not become a financial liability.

Implementation

The Advisory Committees and Educational Planning Councils to be established at various levels will only be external organizations charged with different responsibilities. Influential political workers, ignorant of educational problems will become members of those committees and councils, and being in majority they may adversely influence the work of those bodies. The need of the hour is the generation of internal initiative and enthusiasm. This work should be entrusted mainly to the teachers and educational workers. Decentralisation of education on the lines of American "District System" or the British "Local Educational Authority System" needs a careful attention. It will place the

responsibility of administering the education of their children on the shoulders of local residents or their representatives on the local councils, and will relieve the Government of the responsibility to maintain a large and expensive administrative staff. The money thus saved can be distributed among the different councils on the basis of their need.

In conclusion, it may be stated that instead of introducing short-lived changes at all the levels, it is better to attack those problems which are of basic importance, and seek their solution in co-operation with the teachers and others actually engaged in educational activity, and in accordance with our limited resources.

EDUCATION OF THE TALENTED YOUTH

MISBAHUDDIN SIDDIQI

Institute of Education, University of Sind, Hyderabad Sind.

The present Educational reforms envisage a multi-dimensional change in the educational system of the country. One notes with satisfaction that a great deal of emphasis has been laid on the education of the gifted and talented children and this is a step in the right direction. The relevant provisions in the newly introduced education policy are:-

- (i) Existing comprehensive schools in the country, 37 in number, to be used for imparting education to the talented youth. In addition, special schools to be set up at all district headquarters to cater for the educational needs of the gifted.
- (ii) All public schools be nationalized to provide education to the gifted children from all over the country.
- (iii) Centres of Excellence be set up at each university for promoting research and advancement of studies in specialised areas of knowledge.

In all the three provisions cited above, education of the 'gifted' at all levels of education has been stressed.

From all the qualitative and quantitative assessments of a gifted child, it will appear that a gifted child is a national asset which has to be fully explored and utilised to serve the best interests of the nation. The Public Schools as well as the Comprehensive schools in the country have to assume

a new role to take care of this most valuable national asset. Each child admitted to a Public School has to be identified and educated according to his innate potentials and inherent capacities. A product of the Public School in future must make extra-ordinary contribution towards the nation building.

The Public Schools in our country are of recent origin and were established on the pattern of the English Public Schools. Usually, and as matter of tradition, only talented ones would get admission in English Public Schools. For their superior and outstanding output, Public Schools, Eton and Harrow, were held in such a high esteem that while forming his government in the year preceding to the World War II, Mr. Baldwin declared, "I hope to form a government of which Harrow will be proud." The sense of belongingness and the feeling of pride for the Public School where Mr. Baldwin received his education is worth noting. Even in Mr. Churchill's government of 1951, a majority of the cabinet members were the product of Eton and Harrow.

During the last 3 decades, however, English Public Schools have lost much of their time honoured popularity. Reasons are: mass education, post-war reconstruction and a major shift from the general education to the technical and scientific education. The new Secondary Technical Schools, Modern Schools and Comprehensive Schools are getting popular since there is a growing feeling that the Public School system is representative of the prosperous and complacent England with strong vested class interests.

It may be desired that the proposed Public Schools in Pakistan should be so organised as to attract the talented

youth from all strata of the public. Public Schools should no more be allowed to serve the interests of moneyed class only. A gifted child if born in a poor family, must be given all encouragement to receive education in the proposed Public Schools.

1. Merit should be the only criterion for admission and the merit should be determined through an objective and fool proof assessment of the inherent talents.
2. Appropriate and stimulating programme of studies aiming at achieving the fullest development of the innate potentialities of each child be introduced.
3. Constant and continuous appraisal of achievement in relation to the ability and talents should be an integral part of the instructional programme.
4. Teachers in such schools should also be talented, gifted, and professionally superb.
5. Strict class-room teaching to be replaced by education through experience and activity.
6. Curricula at these schools be flexible, functional and individual centred.

Let each child follow his own rate of learning and let him learn according to his own interests, aptitude and talents.

7. The Comprehensive and the proposed special schools for the gifted should be headed and staffed by highly qualified, experienced, zealous and talented teachers.
8. As in the U.K., Preparatory Schools be set up where the pupils intending to join Public Schools be subjected

REFORMS IN EDUCATION

M. AKRAM ANSARI

*Chairman, Board of Intermediate and Secondary Education,
Hyderabad Sind.*

Education is a continuous, creative, interacting and integrating process which brings out an understanding and appreciation of what is really valuable in human life. With the help of books, pictures, tunes, runes, radio, television, accomplished teachers and above all under the wholesome influence of nature, a student acquires an intelligent understanding of his environment, an inkling of the working of the stupendous universe of which he is a tiny part, the basic skills which enable him to transform matter and channelise energy towards the satisfaction of human wants, and learns to develop a just attitude towards other members of the society. Acquirement of knowledge and technical skill to make oneself economically self-sufficient and a useful member of the society is one principle on which the superstructure of our educational system can be built. At the same time search for the moral and spiritual values, without which our scientific, industrial and technical progress is meaningless and our civilization not free from cut-throat competition and exploitation of man by man, should deserve a vital place in any sound academic programme. In other words we should ascertain that education leads us out from anarchy to order, from darkness to light, from exploitation to social justice.

We cannot successfully meet the challenge of the times and solve our problems, academic or otherwise unless we realise that the cosmic universe is a dynamic integrated system in which nothing is absolutely independent and isolated. We should be conscious of the limits of human power and authority and have an insight into the Divine Plan operating in the universe if we desire to make our little plans on this earthly globe really fruitful. Man can develop only a part of the Universal Scheme and only in accordance with the Divine Will, and not otherwise. Man cannot carry forward his adventures and enterprises beyond certain fixed limits and in contravention of the inexorable laws of nature. We cannot command nature and violate her basic principles; we can simply coax nature to reveal her secrets and serve our needs.

Our country came into existence because we made a solemn pledge to understand the Will of God and mould our lives in accordance with the Divine Command. The very name Pakistan - the Land of the Pure - implies that inner purity should lead us to just relations with each other and all development should have the common goal, well-being and welfare of the common man. We have to do only a little bit of heart searching to realize how far have we stood by our pledge. While corruption, profiteering and adulteration are rampant in our administrative and commercial circles and while some of our elderly people live only by their wits, how can we expect that straight, honest and God fearing teachers, educators and administrators will emerge to lead our youth from darkness to light? When everybody tries to loot everybody else and simple, quiet and decent people who perform their duties

unassumingly do not feel secure, when all efforts are wasted on the personal gratification of a district, a divisional and a regional officer, and when protocol duties are considered more important than teaching duties, how can we expect our honest men to deliver the goods? No wonder our plans go awry.

The present Education Reforms have an advantage over the past ones. We have not yet recovered from a shock. Previously we were living under an illusion. We foolishly thought that so long as we took good care of law and order affairs, developmental affairs and family-planning affairs, we could afford to neglect education - particularly education of the masses. All efforts were geared to the concentration of wealth in a few hands, of power in a few hands and of privileges in a few hands. Common man was supposed to be incapable of participating in the political affairs, of having a legitimate share in the economic prosperity, of acquiring knowledge and skill in the so-called superior institutions. The logical outcome was confrontation, endless disputes, dissensions and ultimate disaster. Instead of marching towards harmonious perfection, towards balance, moderation and justice, we thus cut at the very roots of our political ideology. Failure and defeat need not dehearten us if we listen to and feel inspired by the message of our saint who says:

ایڈو سور سہی، نند نہ کجی ناکتا

Our President has tried to awaken us. He has called education "the quintessence of all civilised existence." He has promised to give the new educational policy sufficient flexibility in consonance with the principle that change is

the law of life. He has left the controversial issues to be settled by the public representatives in the assemblies and given us the barest minimum which is long overdue. He is aware of the past mistakes, when we spent disproportionately high percentage of expenditure on bricks and mortar and very little on equipment, books and welfare of teachers and students. This is in consonance with the warning given to us by national poet who says:

جهان تازہ کی افکار تازہ سے ہے نمود
کہ سنگ و خشت سے ہوتے نہیں جہاں پیدا

According to him, "We have to clear the jungles. We have to weed out the complexes sown by the past order. We have to pull ourselves out of the sloth without losing the spirit of our religion and the finer traditions of our culture. We have to look at the future in the face by building national cohesion and social harmony. We have got to change education from the elite privilege to an equal expectation." Is the President aware that he has been unconsciously disseminating the message by the greatest son of the soil embodied in these words?

جھنگ کلامی پت ٿيو لٿي چوران لڪ
ويئي وجودان نڪري جيڪا دڙي دک
هڪ سڄڻ جي سڪ پيئي پھتا پاڻ .۸

Once we have changed our attitude, once we have recognised our beloved goal, once the Divine Light energises and electrifies our spirits, once we are on the path, material impediments will be no worry. We can usher in an era of universal literacy in the near future. We can shift from meaningless general education to a more

meaningful agro-technical education so that a boy who drops out after class VIII, should earn his own livelihood and not be a parasite on the society. We can make our elementary education entirely free from October, 1972 and Secondary Education free from October, 1974. We can nationalize our institutions in a phased programme. We can establish more Boards, more Universities. We can provide free accommodation and other fringe benefits for our teachers; we can also make them free from departmental anomalies and red-tape. We can provide cheap transport and interest free loans to our students. We can spread a net-work of mass communication in our villages. We can have fifty thousand peoples libraries and provide reading material for students and general public; by the way why should our mosques not have small libraries equipped with books on all subjects for the enlightenment of our masses? We can organize National Service Corps in which all youth after having passed Intermediate Examination may serve for one year and help eradicate illiteracy and also other social evils. We can have resources to finance these and many other measures provided there is sincerity and sense of sacrifice on our part. Any steps towards democracy and sound education imply hard work, sense of responsibility, discipline, co-ordination and co-operation. Do we want to survive and advance? Will the students, teachers and parents make sincere, sustained efforts in the right direction, and let the celestial showers refresh and irradiate their inner beings? Will the rich abandon their glass houses and contribute to the future happiness and glory of their own children? Will the bureaucrats abandon their arrogant attitude and learn what leadership in matters edu-

cational means? Will our educationists save education from the state of jobbery, robbery and snobbery to which it has fallen and inculcate love and respect for those values which make civilized existence possible on this earth?

إن أكرمكم عند الله اتقاكم

"The most honourable among you, in the sight of Allah, is he who is the most righteous among you."

Let us only sue for Divine grace. Let us only be honourable in the sight of Allah. Then alone shall we be saved, not only saved but glorified.

has to ensure the division of responsibility for specialized fields amongst the various universities. The Commission may have the authority to withhold grants when the circumstances are exceptional and the fullest investigation proves it to be necessary.

If higher education is to be developed on sound lines, the Commission is essential. It is necessary, however, to state two minimum requirements. First, the funds to be placed at its disposal should be adequate to justify the appointment of a Commission with persons of standing. Second, it should have the power to award grants for both capital works and maintenance.

The University Grants Commission according to New Education Policy should have 5 full-time salaried members including the Chairman. The four members should belong to four provinces and one to Central Government. The appointment of the Chairman should be by the President and the Provincial Governors who are the Chancellors of the universities of the provinces may appoint members for their provinces. There should be a panel of 3 persons for each province and this panel should be from the delegations of all the universities in the province. Each delegation should consist of Vice-Chancellor, Treasurer, 2 senior-most Deans. The tenure of office of the Chairman and the members be 4 years and 3 years respectively.

The powers and functions of the Commission may be as under:-

1. It should determine the financial needs of the universities.
2. It should allocate and disburse, out of the Commi-

ssion, grants to universities for the maintenance and development or any other general or specific purpose.

3. Recommend to any University the measures necessary for the improvement of University Education and advise the University on the steps necessary for its implementation of such recommendation.

4. It should advise the Central or Provincial Govt. on the allocation of any grant for any general or specific purpose.

5. It should advise the competent authority, if it solicited on the establishment of new University or proposals concerning the expansion of existing University, curricula, method of examination etc.

6. It should require a University to furnish it with such information as may be needed relating to the financial position of the University or the study in various disciplines, subjects or branches of learning in that University.

7. It should perform such functions as may be prescribed or as may be deemed by the Commission for promoting the cause of higher education in Pakistan or Province thereof.

(i) For determining the financial needs of the University or its standard of teaching, examining and research, the Commission may after consultation the University cause an inspection of any faculty or Department by such person or persons as it may appoint for this purpose.

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

(iii) 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 in implementation, may withhold from the University the grant or a part thereof proposed to be made out of the funds of the Commission.

PRIMARY EDUCATION AND THE NEW EDUCATION POLICY

AHMED ALI ARAIN

Institute of Education, University of Sind, Hyderabad Sind.

Primary education had received very little attention in Pakistan in the past. The emphasis was largely on higher education. But the educational policy formulated by the present Government, for the first time, recognizes the importance of primary education as a basis for developing a system of qualitative education as well a literate class of people who can effectively participate in productive social activities. Following are some of the important decisions taken regarding primary education:

1. Universal primary education for boys upto class V by 1979.
2. Universal primary education for girls upto class V by 1984.
3. Free Universal primary education upto class VIII for boys by 1982 and for girls by 1987.
4. Provision for educating 5 million more primary school children.
5. Constructing 38000 more class rooms for accommodating additional primary school children.

As one looks at the above mentioned major objectives of primary education it is obvious that there is going to be tremendous expansion of the educational facilities at this

level. Such an ambitious scheme will require a large number of additional trained teachers, school buildings, books, furniture, and other equipment.

There are a number of questions which will have to be considered dispassionately and objectively to make primary education a success. For instance:

1. What should be the aim of primary education?
2. What should be the nature and duration of the training of primary teachers?
3. Should we have more single-room schools or larger school units?
4. What steps should be taken for providing school buildings?
5. What sort of curricula will be suitable for primary schools?
6. What methods should be evolved for preparing and providing books and other reading materials?
7. How will it be possible to locate talented pupils in the primary schools, so that they could be admitted to the proposed public schools later on?
8. How can we develop suitable audio-visual materials for improving class-room instruction?

An effort will be made in the following pages to examine these questions and to put forth tentative suggestions which are subject to criticism as they represent merely a personal viewpoint.

Aim of Primary Education

Any educational scheme is influenced by two sets of

objectives: Physical Objectives in terms of quantitative targets and Behavioural Objectives in terms of developing skills, values, and characteristics during the process of education. The new education policy clearly envisages the physical targets. What about the behavioural goals?

Upto now, in the field of primary education, the emphasis has been on "Functional Literacy"- preparing the pupils to read, write, and learn a little bit of every day arithmetic. Whether such a goal is being achieved through the present programme of primary education is doubtful. According to all indications those who leave school after completing 5 years of primary education retain very little of what they learn and are hardly able to read and write. This clearly points to a serious problem with our present primary education.

Another major problem confronting primary education is the incidence of dropout at this level. According to UNESCO studies, Pakistan has the lowest retention-ratio in the primary schools. Data indicate that only about 50% of the pupils admitted to the first standard are able to complete 5 years of primary education; fifty percent dropout mostly at the end of first year. Hence, it is a matter of not just providing facilities for primary education but seeing that pupils take full advantage of these facilities by remaining in schools for the entire five-year duration. Unless the causes of dropout are determined and remedial steps taken, all efforts and money will go waste.

The above mentioned problems seem to be caused by the lack of relatedness in our education in general and the primary education in particular. What is being taught in our

primary schools is so far removed from the every day life of an average pupil that it fails to create interest. Hence, dropouts and inability to retain what is being taught in schools.

In a developing country like Pakistan where human resources are to be fully exploited and where the problem of unemployment has to be tackled, the aims of primary education have to be redefined in the light of our national needs. The generally accepted aim of primary education as "Functional Literacy" does not seem to be *FUNCTIONAL* in the context of present day Pakistan, even when fully achieved. Our aim must be: "Education for social living".

Five-year education howsoever effectively provided cannot prepare individual pupils for effective social living, as full social participation requires the abilities to read and write intelligently—to write personal and business letters, to read general and technical books, and to read all types of newspapers and magazines. Not only this, but it also requires the ability for intelligent selection and listening of radio and T. V. programmes and to distinguish between propaganda and other material provided by mass media. Above all, effective social living requires that the individual must learn the skills to make a living. This is more important specially when 50% of the pupils discontinue their education at the end of primary stage. The need is to give primary education a vocational bias. It is therefore suggested that to achieve the aim of "Education for social living" the following steps should be taken:

1. Instead of 5-year primary education, there should be 8-year Elementary Education—making this as First

Level education and a single stage.

2. During the classes VII & VIII basic vocational skills should be taught to those pupils in particular who are likely to discontinue their education at the end of elementary stage, due to various reasons.

Making 8-year elementary education universal is important in view of the broad based education as well as the age factor, as the pupils will be more grown up to enter the labour market and be able to retain and utilize the skills they have learnt.

Training of Primary Teachers

With the expected increase in enrolment at the primary level within the decade, a large number of trained teachers will be required. According to a conservative estimate approximately 100000 additional teachers will be needed. To cope with this demand for new teachers a comprehensive programme has to be chalked out.

Teacher education has so far been the most neglected aspect of our educational set up. The general notion is that almost any body can teach, given the minimum training. However, we cannot improve the quality of our education unless we improve the quality of teacher education. The following suggestions are made in this connection;

1. Instead of different programmes for the training of primary teachers, a uniform programme should be evolved.

2. Selection to this programme should be made on the basis of merit and after due consideration whether the individual possesses the characteristics required for successful teaching.

3. The training period should be two years—the second year reserved for supervised teaching in which the student-teacher should be given the increased responsibility to take up the duties of a full time teacher.

4. The academic qualifications required for selection to the training programme should be Intermediate Science or Arts.

5. Those selected to become primary teachers should have mastery over the mother tongue which they will be using as a medium of instruction.

6. Education should be introduced as a subject at the college level so that the students interested in teaching could take up this subject. The New Education Policy has recognised this.

Provision of Schools

The expansion in educational facilities will mean establishment of new schools and addition of class-rooms to the existing school buildings. The experience of single-room schools has not been satisfactory. This is why in the Western countries the single-room schools have been gradually replaced by large school units. The quality of education is bound to suffer in single-teacher schools where the teacher has to divide his attention between a number of courses and differing groups of pupils. Single-room schools also suffer from the lack of other facilities such as equipment, funds, and play-grounds.

It is suggested that instead of establishing single-room schools, larger school units should be developed to improve the quality of education. It is needless to say that larger

establishments can provide varied and better facilities. Another advantage of establishing larger school units will be enrichment of human experience—the pupils would move from the restricted environment of village neighbourhood and have opportunities to mix with pupils coming from different villages and background. These schools should not be necessarily established within a village but at a central location of the surrounding villages.

As for the school buildings, local material should be used in the construction of these buildings. Instead of having impressive and stuffy schools we should have simple one-storey airy buildings. Wherever possible the village mosques could be used for the purpose of single-teacher schools.

Curricula and Books

What is being taught in the primary schools today has very little relationship with the every day life of the primary school pupils. This makes the whole process cumbersome and un-inspiring. The class-room teaching is mostly book-centred and stereotyped in which the pupils largely play the role of passive listeners. The whole system has to be overhauled and reoriented, for which the following few suggestions are made:

1. The primary school curricula should include the skills and knowledge which will prepare the individual learner for effective social living.
2. The material presented to the pupils must have meaning for them. This can only be accomplished if such material is closely related to their environment and steeped in the culture and tradition of the soil.

3. To assure the full participation of pupils in the teaching-learning process Activity Method should be increasingly employed and the courses divided into different units.

4. The vocational skills taught in the primary schools should be based on the occupations available in the area. This implies that the rural and the urban primary schools will have varied vocational education programmes.

5. Specially trained teachers will be required to teach vocational skills to the pupils. The rural schools will need teachers with background in agriculture and animal-husbandry. For this, graduates of the Agriculture College could be employed.

6. The Text-Book Boards should acquire the services of experienced and intelligent primary school teachers to prepare books for use in the primary schools. The earlier system of preparing one text for the whole country and translating it into different Regional Languages should be discontinued. The text books in each province must reflect the environment of that province at the elementary stage.

Locating Talented Pupils

It is important that talented pupils should be located at the elementary stage so that they could be placed in special schools at the Secondary stage. To achieve this aim a system of Guidance and Testing has to be evolved.

As there are no programmes of guidance and testing in the country, provisions have to be made to undertake basic research in this field and to develop materials and tools for use in the schools. The goal can be achieved by setting

up Bureaus of Guidance & Testing in different regions. The functions of these Bureaus will be:

1. To undertake research in the field of Guidance and Testing.
2. To prepare tests of personality, intelligence, aptitude, and achievement for use in the elementary schools.
3. To prepare literature on occupational information.
4. To develop cumulative record forms for collecting and maintaining pertinent information regarding individual pupils.
5. To train teachers who will undertake the responsibilities of Guidance & Testing at the elementary school level.

As it will not be possible at the initial stage to appoint guidance and testing teachers in most of the elementary schools, teams of such experts could be appointed in each taluka.

Audio-Visual Materials

The progressive class-room teaching heavily depends on the intelligent preparation and use of audio-visual aids. Such a facility is lacking in our schools, which makes the teaching-learning process mostly verbal and theoretical. The need is to develop cheap and locally prepared materials.

It is suggested that special units should be set up at the provincial level to plan and prepare audio-visual materials. And pools for such materials may be set up at appropriate locations in each taluka to lend them to different schools. Special staff will be required to handle, maintain, and repair materials at these pools.

Conclusion—A Final Word

As the mechanics of implementing the New Educational Policy will be devised and set in motion later on by the Government, the views presented above are merely suggestions concentrating on the different aspects of education and related problems. It is just possible that some of these views may not prove practical in implementing the policy.

We have also to take into consideration the factors of time, place, and circumstances which determine the mode, direction, and scope of all activity.

THE EDUCATION POLICY 1972: TOWARD A STRATEGY OF IMPLEMENTATION

N. A. BALOCH

Institute of Education, University of Sind, Hyderabad Sind.

A good educational policy if not implemented will remain a paper document, but if unwisely implemented will cause more public dismay and professional disappointment. This is the lesson one learns from the history of the past educational programmes and policies. The present policy no doubt has been framed with a reasonable foresight, and some of the measures which are more likely to contribute towards its successful implementation are writ large in it. Among such measures the following are the more significant ones.

What it Provides For

a. Financial Support. Like development in any other Sector, educational development needs both capital investment as well as recurring expenditure. Many a nicely worded and thoughtful educational reform, during the colonial period remained mere paper document because it was not backed by the necessary financial support. The present policy carries with it the promise of adequate additional finance. In the words of the President: "In the very first year of this programme, the expenditure on education will almost be doubled. In the future years, the over-all increase will be about 15% per annum". Besides, mobilization of financial resources "in kind" is envisaged. As explained by the Education Minister "Community

resources of all types, including cost and kind will be mobilized" and also "external financial resources will be explored to the maximum possible extent". It is expected that the overall financial effort will raise the educational expenditure from the present 2% to 4% of GNP by 1980.

b. Personnel. Educational expansion at all levels, a network of adult education centres and libraries, and the setting up of a number of new educational agencies and institutions will require a substantial increase in the number of all types of educational workers. For this purpose, the policy envisages (i) the establishment of "a National Service Corps" in which "all youths between the age of 17 to 23 will be encouraged to serve for a total period of one year after passing the Intermediate Examination"; (ii) also a "Literacy education corps of teachers" would be recruited from the University and College students "locally unemployed persons, retired civil servants and ex-servicemen" and others. To prepare prospective teachers in large numbers "Education will be offered as one of the subjects both at the Matriculation and Intermediate stage". To provide leadership for spearheading the educational reforms and consolidating the achievements, the policy envisages the development of a "hard core of trained teachers" who "will be assisted by the National Service Corps, skilled farmers, craftsmen and other suitable persons". Teacher being the key person in the educational process, the policy also proposes to streamline the recruitment procedures for teachers at all levels, and to set up an advanced "Academy for Teachers" on the line of other national academies.

c. *Instructional Materials and Media.* In terms of quantity alone, instructional materials of a considerable amount and variety will be needed. In addition, an effective use of all the media of mass communication will have to be made. In this regard, the policy provides for the establishment of a "National Foundation for Book Production to promote the writing, translating, printing and publishing of text-books and other reading materials for students and the general public". Besides, "potentialities of the modern instructional technology will be fully exploited to improve and expand both formal and non-formal education". Educational broadcasting programmes will be organized and by 1980 about 150,000 radio and 100,000 television sets would have been distributed in schools and adult-continuing centres, so that they could also be "used for community-viewing programmes in agricultural extension, health education, family planning and social reconstruction". "Peoples hand books on agriculture, health, practical economics, civics etc." as also "reading materials on the religion, history, people and cultures of Pakistan" will be prepared and published.

d. *Public Consultation and Participation.* This is to be secured and ensured by constituting representative Community Education Councils at different levels. As observed by the President, "An operation of this gigantic magnitude can hardly be conducted through normal administrative machinery". In order to facilitate public participation, the policy envisages the establishment of "broad based education councils at the national, provincial, district and institutional levels... comprised of a cross section of people representing various walks of life including

students, teachers and parents”.

e. Motivation. As observed by the Minister of Education, “No individual can succeed in this gigantic effort without the massive cooperation and full participation of the people”. As such, the need for launching “a massive public motivational campaign through political parties, other voluntary agencies and mass media” has been fully recognized particularly to carry out the purposes of ‘universal elementary education’ and of ‘adult and continuing education’.

f. Feasibility and Adjustment. The legacy of authoritarian control of Education, bequeathed by the colonial rule, persisted after the advent of independence. During the colonial period, this control was placed at the provincial level and was less centralized; after independence, the control shifted to the central level and became more authoritarian, and uniform. As such, the Educational policies, which were invariably framed by the Centre also became authoritarian, rigid and uniform for the whole country. ‘Uniformity’, confused with ‘unity’, was maintained not only in principles but also in procedures, with the result that changes and adjustments in terms of local conditions, or even in the light of actual practice and experiences, became difficult. The maintenance of status quo and rigid uniform procedures over a long period defeated the very purpose of educational change and improvement. The framers of the ‘Education Policy 1972’ are fully aware of this great drawback which proved to be a stumbling block in the way of a successful implementation of the previous educational reforms. The President at the very outset in his Address has most forcefully delineated this situation

and emphatically pointed out that the present policy will remain flexible, to be continuously modified and "developed in the light of experience gained in its implementation".

According to him:

"In the past, whenever any educational reforms were conceived, they were treated as highly sacrosanct and were imposed with as much rigidity as if they were the last writ of human wisdom. The result was not unexpected. The fate of all previous educational reforms was sealed by their unwarranted inflexibility. I have no intention of pursuing such a counter-productive course of action. On the contrary, I would like to assure you that the policy which I am presenting to you today will remain under continuous review and evaluation and shall go on developing further and further in the light of experience gained in its implementation."

What Remains to be Provided

The above five measures should contribute to a successful implementation of the Policy, provided no other obstacles intervene. The educational change proposed under the Policy has been rightly termed as 'an operation of great magnitude' calling for "a gigantic effort". Then, obviously, a massive programme of action is needed which mobilizes all the available resources, involves a full use of the administrative machinery, and ensures public and professional participation. The need for a "gigantic motivational campaign" has been recognized to achieve the objectives of 'elementary' and 'adult' education. Such a campaign is, however, necessary for implementing the policy as a whole.

various educational sectors. These decisions postulate specific programmes of action which remain to be spelt out in details. General guidelines may be developed at national level, but it is a responsibility of the Provincial Governments to appoint their own Provincial Education Committees to assess and define the purposes, policies and procedures for the following specific programmes (which are envisaged under the Policy) in the light of the local conditions in general and the present educational achievement level in the Province in particular.

1. A programme of universal and free elementary education.
2. A programme of integrated general-cum-vocational secondary education.
3. A programme of general-cum-technical post-secondary and college education.
4. A programme of universal literacy and adult education.
5. A programme of teacher training.
6. A programme of reorganization and improvement of physical education.
7. A programme of curriculum revision in all sectors and at all stages of education.
8. A programme of planning, writing and production of text-books and instructional materials for regular students, and reading materials for the adults.

A Provincial Education Committee may appoint its own Sub-Committees and Study Groups to draw up detailed reports. But more essentially the Committee should

simultaneously initiate a process of widest possible consultations to assess the general consensus on policies and procedures to be adopted. For this purpose, dimensions of each of the above programmes should be provisionally set forth, indicating the general direction of change, the possible alternatives, the more crucial issues involved etc. Documents incorporating such information should be drawn up, published and widely circulated to enlist professional and public opinion.

d. Legislative and Administrative Measures. Some legislative decisions will have to be taken and a number of administrative measures will have to be adopted at the Provincial level.

Financial provisions, compulsory attendance laws (in case an Assembly votes for compulsory education) and the establishment of the different agencies and institutes may require legislative action; administrative measures will be needed to prepare the required personnel, provide physical facilities and define the working procedures. Advanced thinking is necessary to make the legislation and the administrative policies more enlightened, humane and conducive to the achievement of the objectives in view. Hurrled legislation and hasty administrative measures do not help solve problems in any field; in the field of Education they do more harm and hinder progress. The past experience amply confirms this.

e. Unity of Purposes Vs. Uniformity of Procedures. The previous educational reforms failed because, among others, they emphasised uniformity of educational procedures all over the country. It was presumed that this uniformity

would create national unity. 'Uniformity of procedures' is a misnomer in Education; it does not create unity of any kind except of form and procedure. It is the unity of purposes and principles that is needed. Uniformity of procedures will defeat the very basic objectives, both educational and national. Procedures and practices must be flexible and adaptable to the local genius and local conditions.

f. Procedures for Initiating Change. The necessary mechanism for change and adjustment, in the light of experience, must be built up into the very process of implementation. The President of Pakistan, while announcing the Education Policy, had rightly pointed out that "the fate of all previous educational reforms was sealed by their unwarranted inflexibility", and proceeded to assure that the policy presented by him would "remain under continuous review and evaluation and shall go on developing further and further in the light of experience gained in its implementation". This is a golden path which must be strictly followed. But it must be conceived and planned in advance as to who will review and evaluate, and who will change? The bitter experience of the inertia ridden administrative machinery should be an eye opener for every one and all: The classroom teacher waits till the Headmaster tells him to do a thing; the Head Master / District Inspector waits for the orders of the Educational Inspector who waits for the orders of the Director of Education, who along with the Chairman of the Board of Intermediate & Secondary Education, waits for the orders of the Provincial Government who, in the past, hesitated to initiate change because the Educational

Selection of the key personnel is important. The choice must be judicious, mainly based on professional competence, organizational ability and a keen sense of public relations. The existing administrative machinery must play a vital role in carrying out the proposed reforms. But it may not be able to handle this stupendous task all alone and by itself. As such, the Policy envisages the appointment of 'Consultative and Policy Planning Councils' at National, Provincial, district, and institutional levels. This will be a bold experiment of its kind, but to make it successful it is of utmost importance that each Council is constituted keeping in view strictly the educational objectives which are to be achieved. An enlightened membership will go a long way in making the Councils play a constructive role in implementing the new educational reforms.