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INAUGURAL SEMINAR

1964

THE ACADEMY OF
EDUCATIONAL PLANNING AND MANAGEMENT

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INTRODUCTION

The state of education in Pakistan at all levels is a matter of concern. Standards of education at school and higher levels are disappointingly low. The slow progress in the improvement of standards of education both in qualitative and quantitative terms has partly emanated from the inadequate allocation of resources but more from the absence of a suitable machinery for planning, management, and supervision. In order to improve this deficiency, a Bureau of Educational Planning and Management was established in the Ministry of Education a decade ago. This Bureau rendered some useful services by undertaking training programmes and carrying out research studies in collaboration with international agencies.

In 1978 when the National Education Policy was promulgated, the aspects of educational planning, management and supervision were re-emphasized:

i. The Federal Ministry of Education and the Provincial Departments of Education will be re-organized in order to cope with the expanding requirements and incorporating the modern techniques of educational supervision and management;
ii. The existing infrastructure for the planning and implementation in the Provincial Education Departments will be strengthened to ensure effective planning and implementation of the policy.

In pursuance of these policy decisions, the Ministry of Education established the Academy of Educational Planning and Management as an autonomous body. The aims and objectives of the Academy, as spelled out in the Resolution of the Ministry of Education, are as under:

i. to organize training and research programmes for different categories of personnel in educational planning, educational administration, educational supervision and educational research and evaluation;
ii. to organize conferences, seminars, symposia, workshops on various aspects of educational development for policy makers, senior cadres of educational managers, academicians, research scholars and international experts;

iii. to coordinate training, research and evaluation functions o other agencies connected with educational development a the provincial, national, regional and international levels;

iv. to serve as research centre for educational evaluation, infor mation storage and retrieval, and disseminate literature o educational planning, administration, supervision, researc and evaluation;

v. to advise and assist the Government in formulating short term, annual and five year plans for the Education Sector;

vi. to advise and assist the Government on the formulation o Education Policies and plans;

vii. to provide professional services and support to educationa institutions and all other related agencies;

viii. to perform such other functions which are consistent witl the provisions of this Resolution, and are incidental o consequential to the discharging of the aforesaid functions.

In order to delineate its future action plan, the Academy adopte an innovative approach and organized a seminar entitled "Perspective of Educational Planning and Management in Pakistan" in Decembe 1982. The prime objectives of this Seminar were to get together som of the key personnel working on various problems and issues in the fie of educational planning and management at the grass root level; t identify the areas of mutual interest; to recommend future lines o action for various programmes of the Academy; and above all to see and ensure active cooperation of sister organizations working in th field at provincial level. The Seminar was attended by about 20 partic pants.

The proceedings of the Seminar were recorded on tape which too considerable time to transform them in the form of a report. The repo is divided into four sections. Section A contains the opening address c the Education Minister, welcome address of the Education Secretary and concluding remarks of the UNDP Resident Representative. Sectio B contains papers on educational planning and management contribu ed by the participants and resource persons. Section C contains not on the work plan of the Academy. Section D contains reports of th working groups; and Section E contains an overview of the Seminar.

This Seminar was organized in collaboration with UNDP whic provided financial assistance. The Academy fully appreciates tl generous assistance of the UNDP. At the same time the participants of the Seminar, UNDP Consultant and the members of the staff of the Academy deserve special thanks for their contribution, hard work and dedicated efforts in making the seminar a success. The services of the then Director General, Dr. M.H. Qazi, in organizing the Seminar and his valuable contributions are gratefully acknowledged.

March 1984

Dr. Tahir Husain
Director General

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SECTION A

Inauguration

Opening address by the Education Minister

Welcome address by the Education Secretary

Concluding remarks by the Resident Representative, United Nations Development Programme

ADDRESS BY MR. MOHAMMAD ALI KHAN HOTI, MINISTER FOR EDUCATION

r. Chairman, Mr. Himalaya Rana,
adies and Gentlemen:

It gives me immense pleasure to welcome you, and to address you this inaugural session of the Seminar arranged by the Academy of ducational Planning and Management. Our concern for the develop- ient of human resource is obvious. This emerges from social, public id economic demand of education. This has promoted evalutionary owth of the educational system in Pakistan, and has called for Govern- ient intervention on a number of occasions. The education conference f 1947, the report of the National Commission on Education, 1977 id the National Education Policy 1978-79, are suggestive of the man- er in which successive Governments have tried to guide the ducational process in the country.

In spite of our several achievements, and the importance we con- nue to attach to the development of education, the education system ontinues to beg answers to a number of questions. The system remains efficient by whatever standards we measure it. The financial resource llocation to the sector continues to be minimal. The enrolment of 5 — age group children has never exceeded the 54% mark. The rate of teracy continues to linger at a paltry 24%. The women's education has nown little improvement. The quality of education at each rung of the ducational ladder is far from satisfactory. The drop out rate at the arly primary education stage has assumed alarming proportions. The uality of scientific and technical education does not measure up to ppropriate standards. The system has evaded the permeation of Islamic ideological principles" and the principles of Islamic ethics and culture. he higher education is also susceptible to similar tendencies.

In the conference of 1977 we deliberated on these aspects of edu- ation. For a further period of one year, the views of scholars, educa- ionists, and educational administrators were elicited on each count. As a result of the in depth studies conducted at the time, the National ducational Policy was formulated in 1978 and a properly speled out rogramme for the implementation of the policy was brought out in 979. Periodical evaluation of the implementation targets have ndicated wide divergence in what was desired and what has been chieved. We are alive to this situation and are constantly making fforts to improve the efficiency of the system.

Unfortunately, poor financial resources (less than 2% of GN continue to impede the implementation of our educational plans. this is not all. The implementation process has revealed serious lim tions of the education system itself. Nowhere else are these m evident than in our poor management capacities and supervisory at ties. These inadequacies are transparent, be it the university or school. On the top of all this, the lack of participation of community at large in the educational process, the alienation of teacher, and the inability of the educational administrator to see responsibility clearly have made matters worse. Perhaps poor infrastr ture at the tehsil, district and provincial levels, and little appreciation the problems of educational ecology at these levels, have contribu more than anything else to prevent our desired progress.

Precisely these were the issues which attracted the attention the Ministry of Education to propose, in the National Education Pol and implementation plan of 1979, that an Academy of Educatio Planning and Management be set up for training personnel educational planning, educational administration and educatio supervision, for undertaking conferences, symposia and seminars for benefit of policy makers, educational managers and research schol and for advising the Government in formulating plans and policies the education sector, among others.

I am glad that the concept proposed is now materializing. The fi Seminar organized by the Academy with the help of the UNDP, "Perspectives of Educational Planning and Management in Pakista will take stock of the existing state of educational management a supervision in Pakistan, and suggest to the Academy the various areas activities which the Academy should pursue in order to make the p cess of implementation more effective, more meaningful and m economical.

Rest assured, the commitment of our Government to educatio complete and unequivocal. This is already apparent in the policies a programmes we are pursuing and in the Special Development Progra me, initiated recently. It is my hope that the features of the Sixth F Year Plan will characterize it as a plan for education, science a technology. It is also my hope that the Academy as it grows further w be able to make a highly useful contribution by interacting with t educational planners and policy makers on the one hand, and by he ing the provinces in developing infrastructures for educational planni

nagement and supervision, on the other hand. They should result in removal of a number of distortions which have adversely affected process of implementation of educational plans in the past.

I have no doubt that the Academy will be able to set high stand-

ls of research and training, through the hard work, imagination and votion of its professional staff. I am happy that the Academy has rted its activities on a high note, by arranging this Seminar which will ble experts drawn from various fields to discuss such issues which e direct bearing on the rhythm of education in Pakistan.

I am aware of the keen interest of the UNDP in the development the Academy. Their help and assistance has contributed effectively the early growth of the institution. With further help and assistance the UNDP it should be possible for the Academy to come up in nension and stature as a viable institution, serving the cause of educa- nal planning and management in the region. Your presence here, Mr. nalaya Rana, demonstrates the high interest of the UNDP in this ject. So also is the interest of the Government of Pakistan.

I wish the organizers of the seminar a success. I am grateful to participants who have responded to the call of the Academy, and to guests for encouraging us by their presence at the inaugural session.

KHUDA HAFIZ

WELCOME ADDRESS BY MR. A.Z. FARUQUI, SECRETARY EDUCATION

Mr. Hoti, Distinguished Guests
and Participants:

It is my pleasure to welcome you to the very first Semi organized by the Educational Academy for Planning and Manageme In his opening address the Education Minister has already set out broad terms, the problems which we are facing in the field education. The Academy has been set up so that an expert body sho be available at the national level to review and analyse the whole ra of issues arising in the field of educational planning and managem to ascertain how these issues are being faced throughout the cou and, with the help of all of you, to evolve new and imagina approaches to old and entrenched problems. The functions I have mentioned cover the planning aspect of the Academy's work. Academy would, of course, also concern itself with management, to extent that deficiencies in our educational system arise out inefficient and inadequate management. I will not attempt to desc the objectives of the Academy more precisely or in greater detail f very good reason, which is that at this time we are not quite sure selves what directions the work of the Academy should take. Until organization has had the time to establish itself, to survey the situat and to assess the resources available, it would not be prudent to bur it with a set of theoretical objectives. We feel, in fact, that even the Academy has gained in maturity and experience it should stil flexible, both in its goals, and in its techniques.

In my opinion, the concept of a flexible, pragmatic, low pro organization is of basic importance for the deliberations of this Semi and I would recommend the participants to give it careful consid tion. I would like to have this issue discussed in some detail becaus its fundamental character. If we seek to avoid setting up a framew of high-sounding objectives for the Academy, it is not because ther any shortage of such concepts. As the Minister has indicated in speech the main problem in education is that while this sector is bles with an abundance of fine ideas, there is very little sound implem tion to support these ideas. The Academy has been created precisel discover why the pedagogical concepts embodied in our educati policies and elsewhere, have either not been given practical shape have not survived in the field. It would be fatal for the Academy to o the same trap of sterile and unimplementable theoretical objectives. the case of the Academy this danger of excessive theorizing and noteness from the heat and dust of the field is particularly great. It evident to all of you that at the national level the Academy will be noved by one step or more from operations at the ground level. It ll have to operate through the Provincial Governments and through a de range of institutions spread out all over the country, over which it s no direct control. There would be an overwhelming temptation for h an organization to generate and pass on to the actual users, reams good advice and to hope piously that someone, somewhere is nslating its ideas into action. This is the easy road for us, and if we low it the Academy is deemed to a futile and decorative existence, e so many other organizations that we see around us in this country. the Academy is to survive as an effective body and to do some service the cause of education it must avoid evolving any theories or ideas in nning and management for which a realistic and carefully crafted im- mentation strategy is not available. It must further develop the pability of following through its initiative to the bitter end until they either discarded as being unworkable or take firm root at the ound level.

The style of operation that I have indicated is unusual in this coun- It would involve the Academy in complex and reciprocative rela- nships with a large number of institutions, departments, and indivi- als. It implies a constant process of discrete monitoring and persuasive pervision. It involves an intimate knowledge of the functioning, the hitations and inter-relationships within the system of education. It en- ages an enormous and complicated exercise in human relations. It eans in short that the Academy must itself practice at an advanced d sophisticated level, the techniques of management which it is going impart to others. It would suggest to the participants in the Seminar at they might consider in some detail the operational techniques hich would be necessary to develop and maintain the kind of complex, o-way relationships that I have just indicated.

I would also request you to spend some time on defining the con- pts of planning and management in so far as they relate to the Acad- hy. The danger here seems to be that if these terms are used loosely, ey could be stretched to cover almost every problem in the field of ucation. Quite obviously this would dilute the objectives of the Acad- ny and divert attention from the kind of particularized, implementable

goals that I have advocated. I must repeat that it is easy to make fainent and experienced educationists in the country. It would be a generalizations in this field, but this is the primrose path to disasteful and unproductive exercise if the participants did not feel per- The scope of the terms "planning" and "management" should be restly free to discuss and recommend whatever they think fit. As I have ted to initiatives which are clearly seen to be within the capabilitpeatedly stated, we ourselves have deliberately refrained from burden- the Academy. Any doubtful areas should be ruthlessly eliminated. the Academy with a theoretical straight jacket. The suggestions that ave put before you, therefore, should be taken to be no more than

The important sectors within the field of education, such as prinide-lines for your discussions. We do not, in any case, expect you to education, technical education, teacher training, curriculum deveme up with more than guiding principles and some operational tech- ment, textbook writing, and so on, are well-known to all of you, aques at this stage. As the Academy develop its work and gains in ex- am sure that in your deliberations you will be discussing each of trience, it would be possible to elaborate its functions in more detail, in turn, in connection with the role of the Academy. I would likt I hope that it never degenerates into a rigid organization, remote emphasise, however, that it would not be wise to make firm recomm the field and afraid of experimentation and innovation. dations about the subjects which this institution should handle. If Academy is to be effective, it must limit not only its objectives but In the end, I would like to join the Education Minister in thanking the topics in which it takes an interest. There will be, in practice, a distinguished guests who have spared the time to attend the open- siderable limiations of time and resources. There will be, on the o of the first function organised by the Academy. Our special thanks hand, a wide range of subjects which would fall even within a restri due to the participants who responded to our invitation and have definition of "Planning" and "Management". Once again, there eed to spend so much of their valuable time in helping us to form- choice. The Academy can either do a little of everything or pursite our basic concepts. We expect that in the future also we will meet few carefully selected items in depth. I can only indicate here same willing cooperation at all levels of the system of education. working rules for your consideration. The first is that nothing shoule Academy can only succeed in its very difficult task if it has the co- taken up for which the strategy of implementation cannot be woeration and good will of the institutions and the individuals concern- out in detail, including the survey of the institutions involved, with education in this country. resources necessary, and the availability of key personnel. The sec rule arises out of the first. It is that no project should be underta which involves essential factors which are uncertain and unpredicta An example would be a dependence upon a change in social attitud an improvement in the quality of the supervisory system. To these working rules I would add a planning principle. It seems to me that Academy should plan on the basis of problem orientation, rather th project approach. It is clear that the project approach, when applie complex situations has resulted in the implementation failures wl are such unfortunate feature in the field of education. It is in line v the pattern of operation that I have tried to indicate, that the probl of education should be seen in their entirety together with all t linkages. It seems a neat and scientific method to isolate and comp mentalise problems but, once again, this is the easy way out. We m perhaps, deliberately opt for the complex and untidy alternative.

I have put before you a few scattered thoughts about the natur the Academy's work. The intention is not, of course, to pre-empt proceedings of this Seminar. We have gathered here some of the n

CONCLUDING REMARKS BY MR. HIMALAYA S. RANA, RESIDENT REPRESENTATIVE, UNITED NATIONS DEVELOPMENT PROGRAMME

Mr. Chairman, Honourable Minister for Education, Secretary Educatio
Ladies and Gentlemen:

It is indeed a pleasure for me to have this opportunity to addre
the Inaugural Session of the Seminar arranged by the Academy of Ed
cational Planning and Management. I have listened with great interest
the observations made by the Minister for Education and the Educati
Secretary. The Minister, in his remarkably candid address, has broug
to the attention of the participants the present shortcomings of t
education system, and thus the areas in which the participants shou
concentrate on in this seminar.

The problems of educational development in Pakistan certain
present a formidable challenge. Resources are insufficient to meet ev
the restricted quantitative targets. The goal of universal primary edu
tion has not been attained even after years of effort. Technical and v
cational educational often seem out of line with actual requiremen
Practical work in science is often resource-starved or neglected for oth
reasons.

To what extent is the amelioration of these problems depende
on the availability of more resources? To what extent, alternatively
the capacity to absorb more resources limited by the management ca
abilities of the educational administrators? Here is one instance of t
linkage between educational planning and educational management
linkage to be developed by this new Academy. Every new classroc
coming up in a remote rural area represents a chain of communicati
reaching from a small traditional community, often illiterate, throu
local and provincial levels of educational administration, to the develo
ment planners and back. Small wonder that there are delays in the i
plementation of projects. Monitoring of projects is essential for achi
ing the desired results. The skills of project planning and monitori
have to be developed from national to grass-roots level if the new e
phasis on social development is to yield the desired results. Plan fur
and project planning skills should go hand in hand, so to speak, in d
elopment.

Skilled and committed teachers can inspire and educate their pu
under the shade of tree, or using local materials as the basis for practi
ork, or linking the classroom studies to the life and work of the local
ommunity. Such ideas have been widely advocated as a solution to the
source problems in developing countries and to lessen the alienating
fect sometimes attributed to schooling. They have foundered on the
nwillingness or incapacity of the average teacher to undertake additional
sks often requiring new skills. Such changes require leadership, and it
uld be said that in most developing countries the school supervisors
d district education officers have not provided such leadership.

The process of educational management and administration, and
e tasks of supervision and of structuring in-service development of
acher skills, are areas that require in-depth research to untangle the
ctors leading to the inadequate performance of today. Essential resour-
es and essential policy changes could then be identified, and further-
ore, courses of training could be developed to help the officers con-
rned in their tasks of giving constructive leaderships in the quantita-
ve and qualitative development of education.

Nor is the problem of planning and management confined to the
chool system alone. Teacher education, technical education, higher
ducation, and non-formal education, all have their own acute need for
nprovements in educational planning and management.

Considerations such as these led to the inclusion of the Academy
f Educational Planning and Management in the National Education
olicy of 1978-79, and the proposal for UNDP assistance in the estab-
shment of such an Academy met with support from the UN Develop-
ent System. As from 1979 UNDP funds have been committed for the
cademy, and the delay in its establishment has been a source of dis-
ppointment to us. Over the last six months, the Academy has been one
f the four UNDP projects in Pakistan selected for special surveillance
y UNDP, as part of world-wide attempt to develop more timely utili-
tion of our limited funds. I am aware that special attention to resolve
e problems standing in the way of establishing the Academy has been
iven by the Education Secretary.

It is a great pleasure therefore that I am witnessing this Inaugural
eminar under the auspices of the Academy. I would like to conclude
ith the expression of hope that, from this point on, the Academy will
o from strength and fulfil a pivotal role in the development of educa-
on in Pakistan. On behalf of UNDP may I offer best wishes for success
this Seminar in designing a framework for the activities of the Acad-
my.

SECTION B

Papers on Educational Planning and Management in Pakistan

1.	The Need for Innovative Process of Planning and Management at Local Level	(Mr. A.Z. Faruqui)
2.	Education Planning and Management in Sind	(Mr. Abdul Jalil)
3.	Education Planning and Management in Punjab	(Dr. Said Rasul Malik)
4.	Education Planning and Management in Baluchistan	(Mr. M. I. Ahmed)
5.	Education Planning and Management in NWFP	(Mr. L. Habib Khan)
6.	In-service Training of Supervisors/ Work of the Education Extension Centres	(Dr. Parveen Riaz)
7.	Educational Research in Pakistan	(Dr. M.A. Bhatti)
8.	M.A./Diploma in Educational Planning and Management, Allama Iqbal Open University	(Dr. Shaukat Siddiqui & Dr. Athar Khan)
9.	Management Information System	(Mr. L. Habib Khan)
10.	Relevance of the Outputs of the Higher Education System to the Economy	(Dr. Abdul Ghafoor)

(See also supplementary papers in Annex 3)

THE NEED FOR INNOVATIVE PROCESSES OF PLANNING AND MANAGEMENT AT LOCAL LEVEL

(Introductory remarks*from the chair, at the first working session of the Seminar, by Mr. A.Z. Faruqui, Education Secretary

By now we have a long experience in this country in the techni-ues of planning. In fact as you are all aware we are ahead of a very rge number of countries in this region in the techniques and methodo-gies, but what actually happens is that these known methodologies, ese well established techniques are ignored, particularly at the ground vel from where there should be if not actual planning, at least a feed-ack to planning initiatives. There should be some response, some feed-ack, some recognition of what the plan involves in terms of implemen-tion. No such response or feed-back is normally coming. There is in ct a complete dead area below us at the lower level in terms of plan-ng. In the field, at the DEO's level, there is in actual fact hardly any terest at all. The man just does not have the time. Unfortunately, a rresponding lack of interest in effective planning goes up all the way the Provincial Secretariats. Quite obviously, there is a major imple-entation problem for the Academy here. In all your initiatives it is no e organizing, planning and giving ideas or setting out objectives, even hen you are carrying the provinces with you in theory. When your reed objectives are put up for implementation in the form of schemes, hat happens is that the critical persons in the Provincial Governments ll not move the files or somebody lower down will not take the neces-ry routine steps to implement your ideas. So you have to follow your itiatives right down to the receiving end. Your planning initiative is t complete unless it supports the process of implementation. There-re, if you find a problem of implementation that you cannot remedy u have to devise alternatives. Borrowing a metaphor from natural his-ry, from biology, when the human being suffers a heart block, nature s a device to circumvent that block by opening fresh channels, un-reseen channels, for the blood to pass. This is the kind of surgery ich you might be envisaging all the time. To devise methods of er-coming blocks in the normal channels, in the normal arteries of mmunication with the ground level of officials about which you feel ter due experience that you cannot do much or there is block which u cannot remove, then you have to devise an alternative route.

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transcribed from tape)

I will give an example from the Special Development Programme cause our aim was to reach the ground level of Primary Education a certain idea, with a certain development concept and above all certain funds. Now we felt that if we were to give our Special Devel ment Funds for the programme to the Provinces, i.e. put then in Provincial Budget in the normal course, they would perhaps be sub to all the delays of release and so on. In the first stage, there was no for it. The bulk of the funds which are going to be directly used by Provinces in the Special Development Programme, have been released them. This is a traditional thing and it was not politically possible overcome it. But there was a component of direct Federal funding. had established a ground level supervisory system for the first time the Union Council level. We formed this Special Programme for Mosque Schools and for the other components of Special Developm Programme. We envisaged a ground level man, a resource perso grade-11 at the Union Council level, and we also said that this man be directly funded by the Federal Government so that the provi would not have the problem of financing these people. In order to cha that funding efficiently we decided that these funds which will be u in setting up this ground level of supervisory persons would be chann through a Project Director of the Primary Education Project. As t people are already in position, and they have personal ledger accou we felt that rather than passing through the routine channels of the vincial Budget and the budgetary release system which we all know got its problems and its usual delays, we used this direct method. opened a new artery, a new channel of communication to pay these ple. In obtaining feed-back from these people, once again we by-pa a channel which would have led to fossilization of this system. We that these Union Council level people should not report back thro the normal channels of Tehsil Officer, the District Officer and the vincial Officers. We felt that if we put him in the routine system he be absorbed by the system as it has an infinite capacity for obscu and killing initiatives and innovations. I will remind you as to what pened to Village Aid, a very good idea but which was foreign to the tem and the system destroyed it. So this was what would have hap ed. We insisted that this man at the Union Council level should re by jumping one level. We should have nothing to do with the Te Officer who is at the immediate higher level in the Province. He sh report directly to the District Education Officer. We thought because he would not have this link with the next higher office would not be misused and he would be involved in routine activiti

have just given this example at length in order to indicate the sort of innovative channels of communication which you will have to devise to overcome precisely these kind of planning problems -- the lack of interest, and the dead hand of set and old procedures which will not change easily. These are the kinds of things which the Academy will have to devise, not only for its own work but as a necessary part of its techniques of innovation. It is something which you may give as words of advice to others also. Now I would recommend to you that you have to be in intimate touch with the administrative realities, the problems which have already been indicated, otherwise it might happen that some stage some man who is not motivated, some cog in the wheel, will destroy your whole scheme. You must be able to develop your own techniques for putting your own schemes, or agreed schemes, into operation.

Now I feel that we have compartmentalised this Seminar quite rightly because there must be a framework for discussion but we should feel free when we are discussing any particular item, Special Programme, Curriculum or whatever it is to go off into the general problems, and to draw from each of these special areas, the general principles which are necessary for the Academy's permanent functioning, the principles, techniques, methodologies or topics of interest.

EDUCATIONAL PLANNING AND MANAGEMENT IN SIND

Presentation : Abdul Jalil
Deputy Director (Planning)
Planning & Management Cell,
Education Deptt.
Government of Sind,
Karachi.

Structure and organization:

The structure of the Education Department in Sind is to a large e tent identical with the administrative structures of educational depa ments in other provinces in general, but detailed organizational arrang ments may reflect a higher degree of decentralization as compared wi the organizational pattern in other provinces. A composite chart of t administrative structure of Sind Education Department is append (Chart-1).

Asstt:Distt: Edu. Officers N.P.S-16

The four major administrative levels in the organizational structu of Education Department are (i) Provincial (ii) Regional, (iii) Distri and (iv) Sub-divisional level.

Head-Masters N.P.S-17

The Provincial Secretariat of the Education Department headed Education Secretary has an additional Education Secretary, and th Deputy Secretaries (Administration, Academic and Planning and D elopment). Fifteen sections in the Secretariat are headed by Secti Officers who are mostly from the Secretarial Service but five of the are from education cadres. The Planning and Management Cell creat in July, 1979 is a component of the Planning and Development Wing the Department. The Director of the P & M Cell is also the Deputy S retary of the Planning and Development Wing. Among the field offi at the Provincial level are :—

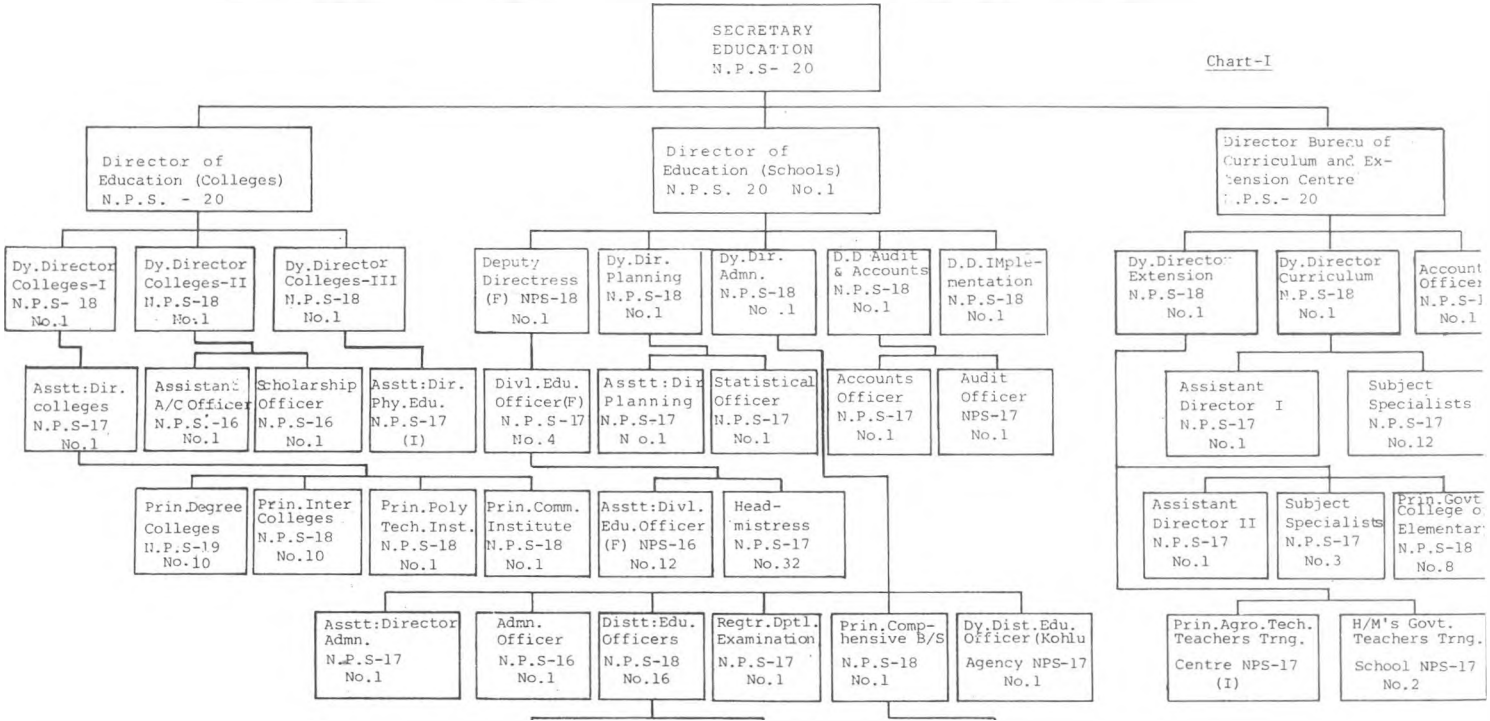
Subject Specialists N.P.S-17

(i) The Directorate of Technical Education (ii) The Directorate of Spo (iii) The Directorate of Bureau of Curriculum and Extension Wing (The Directorate of Culture (v) The Directorate of Sind Archives. Ea of these Directorates are headed by a Director (NPS-20).

At the Regional levels are the Directorates of School Educati and College Education for both Karachi and Hyderabad Regions. At t School level, there are fifteen educational districts for boys and fifte districts for girl schools (three each for boys and girls in Karachi a

MANAGEMENT STRUCTURE OF EDUCATION UP TO DISTRICT LEVEL, BALUCHISTAN

Chart-I



twelve each in Hyderabad). The district education office is headed by District Education Officer and supported by Deputy District Educatic Officers and other staff. At the sub-divisional level, the education offi for schools is headed by Sub-Divisional Officers who are primari concerned with the management and supervision of the primary schoc A number of Primary Education Supervisors are attached with ea Sub-Division for supervision of the primary schools.

The administrative structure as discussed above aims to project the ladders through which educational planning and management is beine organized by the Planning and Management Cell of the Department.

The Planning and Management Cell:

Prior to the establishment of the Planning and Management Cell 1979, the entire work concerning educational Planning and Develo ment was carried out by the Planning and Development Wing of t Secretariat, consisting of five sections under the Deputy Secreta (P&D). Some of the problems that necessitated the creation of t P&N Cell included:—

i) Planning and Development functions were being done by S tion Officers and Secretariat Staff who are not professional qualified for the complex analytical processes involved in functions;

ii) There was no room for the action research and investigativ cum-systematized techniques required for Planning and Ma agement of education in the complex situations that exist Sind;

iii) The organizational structure and autocratic procedures of t Education Secretariat with its emphasis on routine work w not conducive to the careful, objective and systematized p cedures of collection, analysis and projection of reliable ed cational data and statistics and the spirit of enquiry and te ing necessary for proper planning and management in edu tion;

iv) The planning and development work done at the Provinc Secretariat, the Regional Directorates, the District and s divisional level areas was mostly disjointed, un-coordinat and too poor to generate feasible decisions on educational planning and development; and;

There was no appropriate infrastructure, facilities and professional expertise needed for effective educational planning and implementation.

The Planning and Management Cell was thus created to overcome the above problems as well as to improve and modernize the quality of Planning and Development procedures and project formulation in ducation.

The Organization of the P&M Cell:

The P&M Cell is headed by a Director (who is also designated De- ty Secretary Planning and Development of the Department) and in- cludes two Deputy Directors, one for Planning and the other for Imple- entation; four Assistant Directors; four Investigators and 17 other pporting staff Details are diagramatically illustrated in Chart - II.

bjectives of the Cell:

The broad objectives of the P&N Cell as spelled out in the oject Document are:—

i) To establish an infrastructure from the grass-roots level to the apex for systematic and scientific planning and development of education in Sind, manned by professionally qualified and trained persons;

ii) to provide adequate physical facilities to achieve the objectives (i) above;

ii) to enhance and reinforce the planning and management capacity of the persons involved in the planning and management process at the different levels of administration through foreign as well as in-country programmes.

Thus the three fold objectives of the Cell focus on appropriate and ntific planning and management work by competent, professionally ned persons; provision of adequate facilities and services for educa- al planning and development; and staff development for the purpose.

Functions of the Cell:

The functions of the Planning and Management Cell include t following:—

i) 'Educational Mapping': organization, management and sup vision of educational mapping at the regional, divisional a district levels; coordination and consolidation of educatio mapping in the Province; organization of action research educational planning and management;

ii) 'Statistical Monitoring': Collection, Compilation and Anal of educational data for the purpose of educational plann and management;

iii) Continuous evaluation and field supervision of developm projects, progress reports (monthly, quarterly and annu publication of educational bulletins etc;

iv) 'Evaluation and Management Information': 'Planning a development'; Policy formulation and assessment of fut needs in different levels of education, preparation of edu tional projects, project budgetting, financial analysis and c ing of plans, coordination and implementation of natio and provincial plans;

v) Development of planning and management capacity of education department at different levels of administrati

The procedure adopted by the P&M Cell in pursuance of the ab functions is as follows:—

1) Preparation of annual development programmes; devel ment of schemes/projects on PC I at provincial level, scrut and consolidation of schemes and projects prepared by field staff of the Directorates, processing of the schemes/p jects for the approval of appropriate Development Work Party (CDWP or PDWP).

2) Revision of on-going schemes/projects wherein expendit has exceeded the permissible limit of 15% or those that n modification in the scope of work/provisions for phys facilities.

3) Processing of the revised on-going schemes for the appr of the competent Development Working Party.

4) Monitoring the implementation of approved new/on-g schemes under ADPs for the issue of administrative appr and release of funds, execution of the projects by implen ting agencies; preparation of progress reports of the Deve ment Schemes.

5) Implementation of foreign aided educational projects — UNICEF/UNDP projects.

6) Organization and conduct of training programmes for the field staff engaged in Planning and Development work.

ecific Achievements of the P&M Cell:

In the first three years of operation, the Planning and Management ll has achieved specific objectives. Some of these achievements are nmarized below:

a) Prepared and processed 85 new ADP Schemes.

b) Revised over 71 on-going Schemes where expenditure exceeded 16% of the approved cost because of short funding in the ADP.

c) Monitoring and continuous evaluation of 194 new and on-going Schemes under ADPs.

d) Provided progress reports (quarterly, bi-annual and annual) on the implementation of almost all the ADP Schemes.

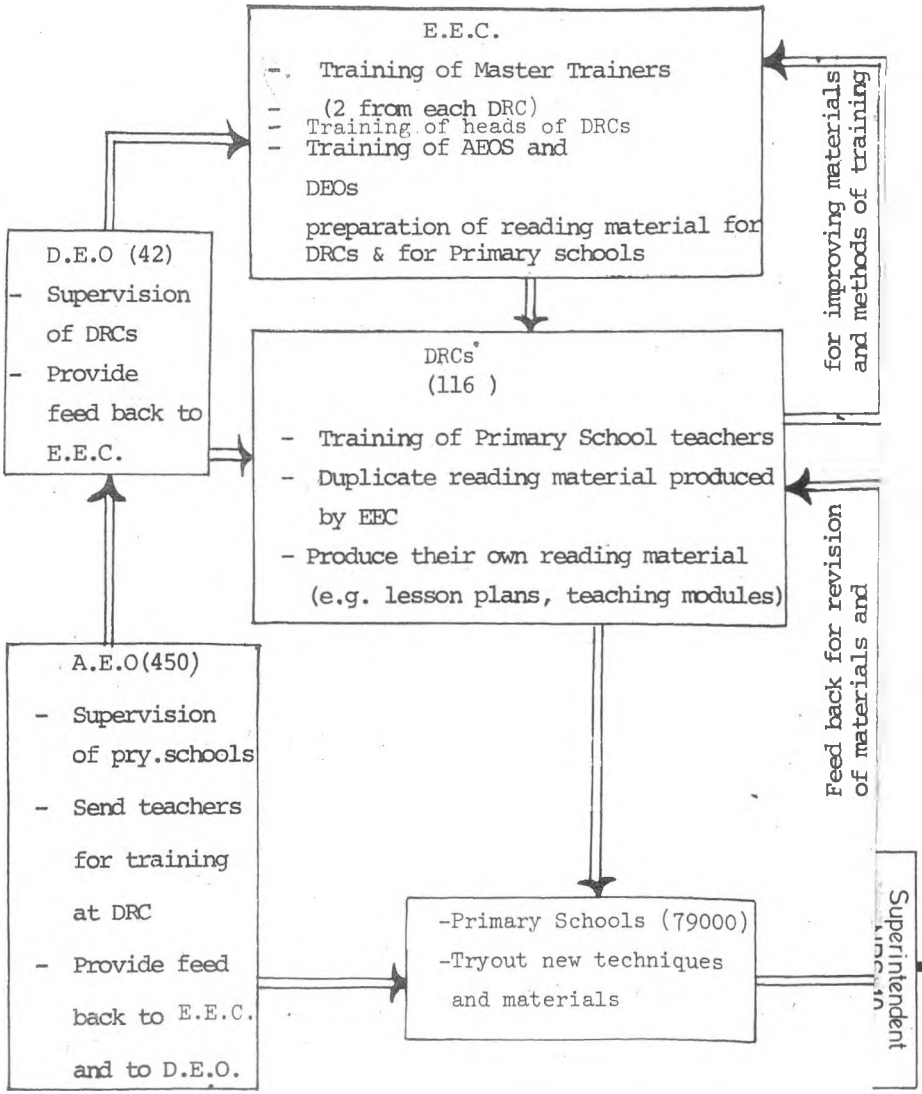
e) Implemented UNICEF/UNDP aided education projects.

f) Trained field officers (DEOS, Dy.DEOS, SDEOS and heads of institutions) in Planning and Management through three Workshops held at Karachi and Hyderabad.

g) Preparation of ADPs and Medium Term Plan from 1980-81 to 1982-83.

h) Currently engaged in the preparation of Sixth Five Year Plan and ADP 1983-84.

i) Engaged in the standardization of building plans for various types of institutions, standardization of equipment and furniture requirements of institutions at different levels.

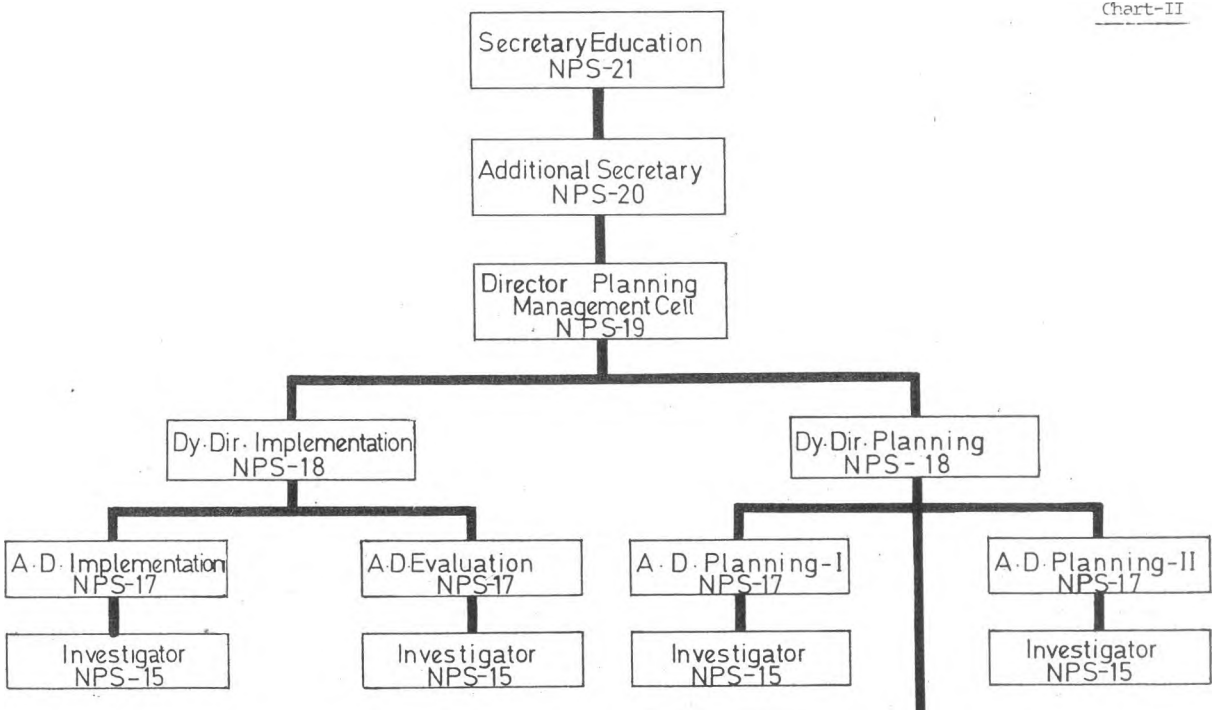


THE DRC LINKAGES

CHART OF THE EXISTING STRUCTURE OF THE PLANNING AND MANAGEMENT CELL OF THE SIND EDUCATION DEPARTMENT

GOVERNMENT OF SIND

Chart-II



Presentation: Dr. Said Rasul Ma

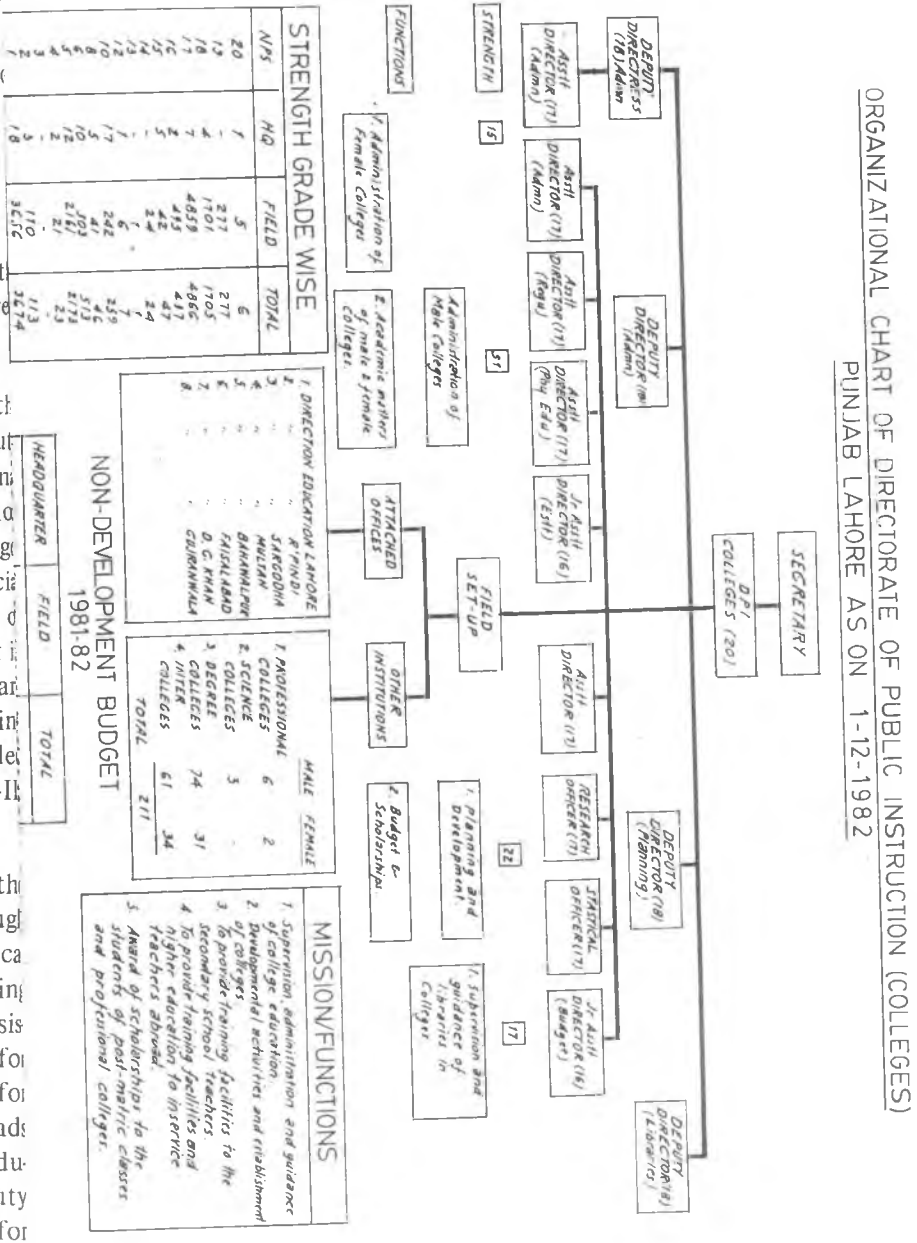
AEA
Ministry of Educatio
Islamabad

Structure of the Education Department:

There are five tiers of administrative structure of education in t Punjab : Provincial Secretariat, Provincial Directorate, Divisional Dire torate, District Office and Tehsil Office.

The Provincial Secretariat of Education (chart-1) is headed by th Secretary who is assisted by an Additional Secretary, Deput Secretaries and Section Officers with supporting staff. The Addition Secretary is responsible for the planning and development of educatio in the Province whereas his counterpart is looking after the manag ment and establishment of the educational system. At the Provinci Directorate, the Director of Public Instruction is the executive head o the office for implementing the plans and policies of the Government i the field of education in the entire Province of the Punjab. There ar Deputy Directors of Education and Assistant Directors with supportin staff to help him. The Directorate of Public Instruction (DPI) is divide into two separate Directorates, i.e. one for School Education (chart-II and the other for College Education (chart-III).

The Director of Public Instruction for Schools has to carry out th plans and programmes of the Government in the field throug Divisional Directorates, District Education Officers and Tehsil Educa tion Officers. There is an officer called Deputy Director for Planning and Development in the Provincial Directorate who is assisted by Assis tant Directors for preparing the Annual Development Programmes fo the Secretariat. At the Divisional level the Director of Education fo Schools, and Director of Education for Colleges are the two heads under the Provincial Directorates of Education. The Directorate of Edu cation for schools at the Divisional level is assisted by a Deputy Director of Schools for males and a Deputy Directoress of Schools for females and Assistant Directors for Establishment, Statistics and Plan ning and Development. Similarly the Director of College Education is assisted by a Deputy Director and an Assistant Director of Colleges.



At the District level the District Education Officer is the head of office responsible for proper running of the educational system in district at various levels of education Primary through Secondary. ere is a separate Female District Education Officer assisted by a uty District Education Officers at Tehsil level. The District Educa- n Officer for Females has less staff than the District Education ficer for Males, depending upon the number of institutions in a dis-

The consolidation of information and preparation of development ogrammes is initiated by an Assistant Education Officer at Tehsil el under the direction and guidelines given by the Provincial Direc- ate and endorsed to him by the District Office. The District Educa- n Officer at District level analyses the Tehsil Programmes, consoli- es the programme of the District and transmits it to the Director of ucation at Divisional level. Here the programmes of the Districts are nsolidated and submitted to the Provincial Directorate. The DPI ficers carry out examination and scrutiny of the programmes and ss it on to the Secretary Education for further processing and uring funds for implementation. It may be added that with the roduction of Councillors at the Union, Tehsil and District levels, the commendations for development programmes are based on the mands of the local Councillors and endorsed by the Chairman ncerned.

The College Directorate of Education is directly concerned with institutions and it has no tiers beyond the Divisional level.

nning and Plan Implementation:

The preparation of development programmes begins at the Tahsil el whereas the Assistant Education Officer is responsible for making)posals in consultation with the public representatives.

The District Council headed by the Chairman of the District, who a public representative, approves the programme up to the cost of Rs. million. After completing the formalities at the District Office, the ogramme is consolidated at Divisional Directorates and finally nished to the Director of Public Instruction at the Provincial Head- arters.

At the Provincial level, the Departmental Development Working ty consolidates the programme of the Province and accords its

approval upto the cost of Rs. 4.0 million. It may be pointed out the Commissioner of the Division heads the Committee at the Divisi level whereas the Secretary Education heads the Development Com tee. Subsequently, the Provincial Development Working P examines the inter-sectoral programme of the Province and gives ap val to each Sector up to the cost of Rs. 20 million.

The responsibility of implementing the approved develop programmes rests with the Department of Education from Tehsil to Provincial level. The Secretary Education releases the funds ag the approved schemes and the Assistant Education Officer at the T level incurs the expenditure with the approval of the Divisi Directorate. The District Education Officer and Industry Departm which were previously involved in purchase of equipment and furni etc. for the Education Department, have been eliminated in the pro This is a radical improvement in decentralisation of the Develop Programme in the Punjab.

EDUCATIONAL PLANNING AND MANAGEMENT IN BALUCHISTAN

(dress by Mr. Ijaz Malik, Deputy Director, Schools, Quetta*)

Baluchistan province has an area of 126,000 sq. miles. It has a ulation of about 4.3 million according to the census of 1981. It a 7% growth rate which is among the highest in the world. The ber of educational institutions in 1947 and 1983 are given below:–

	1947	1983
Primary Schools	138	3,000
Middle Schools	16	355
High Schools	11	170
Colleges	–	28
Polytechnic Institute	–	1
Commercial Institute	–	1
Teacher Training School.....	1	1

Durmg the period 1977-1980, 489 new primary schools have been ned with the required number of rooms and equipment; 75 primary ools have been up-graded to middle schools; 20 primary schools e up-graded to High Schools. All the schools above have been provi- additional staff and additional classrooms. The buildings of 621 nary, 191 middle and 88 high schools have been improved. The dings for 170 primary, 43 middle and 18 high schools have been structed. 7 hostels alongwith the high schools have been constructed 125 students in each school. Financial Assistance of Rs. 2.524 mil- was provided to Deeni Madaris; and Rs. 4.55 million to non- ernment & private institutions.

Three Colleges of Education were started under the Third Educa- Project aided by the World Bank. No college has been constructed ing the period 1977-81. Improvements, however, have been made he existing colleges for which the Federal Government provided Rs. million. Development expenditure to the tune of Rs. 44.279 million incurred on Education.

There are numerous problems. But some of problems in the field ducational Planning & Management are as under:–

i) Shortage of qualified teachers especially female teachers and

*Abstracted from recording on tape)

science teachers;

ii) Non-availability of qualified staff to work in rural area

iii) Non-availability of accommodation for teachers wor rural schools;

iv) Baluchistan has got a very scattered population and of this vast distances have to be covered;

v) Difficult means of transport;

vi) Disparity of salary between teachers working in urb rural schools;

vii) Sense of insecurity for female teachers living alone rural areas;

viii) Lack of active participation/supervision by Education ment;

ix) High rate of drop-out at almost every level of educatio

x) Non-availability of financial resources in the past;

xi) Difficult geographical conditions and non-availabi medical facilities.

Strategy outlined for the next Plan period:—

- High priority is being given to broaden the base of r cational pyramid.
- For the expansion of primary education, Pesh Imam involved to impart religious education.
- New polytechnic and agro-technical institutions will b ed.
- For the teachers and the students, hostel facilities will vided.
- Special allowances will be granted to the teachers wh in far flung areas/who migrate from urban to rural ar the purpose of teaching.
- Development of play-grounds and promotion of sport given priority.
- Number and rate of scholarships will be improved.
- Scholarships will be given to female students in rural attract them to school.
- In-service teacher training for teachers will be organi equip them with modern techniques/methods in teach inculcate missionary zeal to work selflessly.
- Grant-in-aid to Deeni Madaris and non-Government tions will be provided.

cording to the 1981 census, the primary school age (5-9) popu- of Baluchistan was 700,000. Total enrolment on the primary was 150,000. This means that more than 500,000 school-age an were out of school. To overcome this problem 360 Mosque ls will be opened every year for the improvement of primary tion during the Sixth Five Year Plan. Even these will not be to cater for the needs. In 1983, we will have 800,000 of poten- udents and by this time we will be in a position to provide tional facilities to 172,000 only. We may estimate that in 1988 ll have 1.1 million children, and we will be providing educational es to 250,000 only.

ementary Note: **STRUCTURE OF THE EDUCATION DEPARTMENT**

he Provincial Secretariat of Education (chart-I) is headed by ary Education, Government of Baluchistan. The Department has main components, i.e. Colleges, Schools and Bureau of ulum and Extension Centre, each headed by a Director. Secretary tion is responsible for overall administration of the Education rtment. The Director of Education, Colleges is responsible for the ement of college education. He is assisted by two Deputy Direc- One is responsible for Planning; and another for Administration. s these two Deputy Directors there are other officers like Assis- ccounts Officer, Scholarships Officer, Deputy Director (Physical tion), Assistant Director (Colleges), Principals of Government e Colleges, Principals of Intermediate Colleges, Principals of the chnic Institute and the Principal of the Commercial Institute. All officers are responsible for their concerned sections.

he Director of Education (Schools) is responsible for general istration of primary, middle and secondary education. He is d by Deputy Directors for

i) Educational planning;
ii) Administration;
iii) Audit and accounts;
iv) Implementation
v) Female education

he Deputy Director, Educational Planning prepares the plan for tion upto Secondary level; Deputy Director, Administration, the Director of Education in administration of primary and

secondary schools. Deputy Director, Audit and Accounts up-keeps t audit plus Account matters upto Secondary level; Deputy Direct implementation prepares the progress reports of implementation education upto Secondary level; and Deputy Directoress (female) loo after the staff administration of female education. Besides these Depu Directors, there are Divisional Education Officers, female Assista Director (Planning), Statistical Officer, Accounts Officer, Audit Offic Assistant Divisional Education Officers, Assistant Director (Administ tion), Administrative Officer, District Education Officers, Regist Departmental Examinations, Principals of Comprehensive Schoo Deputy District Education Officers, Assistant District Educati Officers and Headmasters/Headmistresses. These officers work in th concerned sections.

Director, Bureau of Curriculum and Extension Centre is respo sible for curriculum development and extension services in t Province. He is assisted by two Deputy Directors-Deputy Direct (Extension), who is responsible for planning of in-service courses in t Province and Deputy Director (Curriculum) who helps the Direct Bureau of Curriculum. These officers are assisted by Accounts Office Assistant Directors, Subject Specialists, Principals of Governm Elementary Colleges, Principals of Agro-Technical Teacher Train Centres and Headmasters.

EDUCATIONAL PLANNING AND MANAGEMENT IN THE NORTH WEST FRONTIER PROVINCE

Presentation:
L. Habib Khan

Until 1979 the structure for Planning and Management of Educa- on in NWFP Province was more or less the same as inherited at the me of independence. The overall incharge of education in the Province as the Education Secretary who was assisted by two Deputy Secreta- es and a Planning Officer in the Secretariat. In the field, in addition to ther staff the Director of Education was entirely responsible for the ducation in schools and colleges of the Province. He had a number of eputy Directors who assisted him in the Directorate whereas the ivisional Inspectors and District Inspectors of Schools look after the sues in field.

As the number of schools and colleges increased, it added to the roblems of planning and management such as decision making, pervision and evaluation, all of which centred around the Director of ducation. In order to streamline the administrative structure in NWFP, e Provincial Government set up a Committee in 1978 to examine the xisting structure and delegation of powers at different levels, with a iew to:

- identify wasteful organisational practices;
- recommend a sound division of work at the different tiers of the organization taking into account the expansion and variations in the system;
- recommend line of authority and command with a view to effecting a degree of decentralization;
- recommend appropriate system of management bearing concept of line and staff in consonance with principles of scientific management.

In light of the recommendations of the Committee, the adminis- ative structure at Directorate level was reorganized, w.e.f. 1.1.1979. furcation into two separate Directorates of Education, namely Direc- rate of Education (Schools) and the Directorate of Education olleges) was carried out. In case of Schools, reorganization was rther carried out at Divisional, District and Sub-Divisional levels. Brief etch of the reorganized structure is given below (chart - I).

Secretariat level:

The Provincial Education Department is headed by the Educa
Secretary who is the overall authority for administration, planning
management. As we know Education is provincial subject and as
the policy guidelines provided by the Federal Ministry of Educatio
planned into actions at the Provincial level according to its own
and requirements. At the Secretariat level, the Chief Planning Of
(CPO) receives schemes prepared in various Directorates of the De
ment. The CPO is assisted by two Planning Officers and a Statis
Officer.

College Directorate:

There are about 60 colleges in the NWFP. The Director of Ed
tion Colleges is entirely responsible for their planning and manage
The Director is accountable to the Secretary Education. The Dire
is assisted by a Deputy Director and 3 Assistant Directors, one each
Planning, Libraries and Physical Education. All these persons are d
from the college cadres.

According to the Education Policy there is no provision of o
ing of new Intermediate Colleges. However, the Governor of
Province in certain cases has the powers to open a new college with
consent of the Director Colleges. The planning functions of the Co
Directorate fall under two broad categories;

i) Development schemes
ii) Non-developmental schemes

Developmental schemes:

Construction of new college buildings, renovation/improvemen
the existing college buildings, minor repairs and major repair work t
carried out in colleges and in the directorate, purchase of office/lab
tory equipment, library books, and furniture, selection of site and
chase of land for the new college buildings, construction of stu
hostels, construction of residential accommodation for teaching
ministerial and other supporting staff and award of merit scholars
to the college students.

Non-developmental schemes:

Schedule of New Expenditure (SNE) for the creation of additi

ts for various colleges, continuation of temporary posts, schemes for conversion of temporary posts into permanent posts, nominations training abroad are handled by the Directorate of Colleges. For the rance and approval of schemes, the procedure laid down by the ning Commission is followed.

ool Directorate:

The overall incharge of school education in the Province is the ctor of Education, Schools who coordinates the work of the four isional Directors of Education responsible for their Administrative isions consisting of the District Education Officers (DEO), male and ale. DEO is the overall incharge of all schools in the district, he or directly looks after all the high schools. The primary education, constitutes a larger portion of the schools has been entrusted he Sub-Divisional Education Officer (SDEO) at Tehsil level. SDEO countable to the DEO.

SDEO is responsible for planning, management and supervision primary schools in his/her respective Tehsil. He is assisted by ASDEO ning who collects the educational statistics and assesses the demand the public and makes a proposal in consultation with the local ies for the opening of a new primary school.

The proposal is passed on to the DEO who is the overall incharge he educational planning at district level. He consolidates such pro- als at the district level and transmits it to the Divisional Director. At divisional level all such requests received from the various District ication Officers are consolidated and finally in the form of recom- dations forwarded to the Directorate for approval.

The up-gradation of primary schools or middle schools is all done he Directorate level. At the Directorate level there is an Assistant ctor, Planning who is responsible for the functions described under heading of Assistant Director, Planning of the College Directorate. he proposals of the Directorate are forwarded to the Chief Planning cer at Provincial level who after scrutinising the proposals submits n to the concerned authority for approval.

ctorate of Technical Education:

This directorate is specifically responsible for the technical

education in the Province. The planning and management process is
the College Directorate.

Training Aspects of Educational Planning in the Province

Until 1980 there was no specific arrangement for the training
educational administrators. Management Unit for Study and Trai
(MUST) was established in order to train the educational admini
tors in educational planning and management. MUST identifies fr
time to time training needs of educational administrators at var
levels, designs training programmes and implements these program
in order to cater to the needs of the Province.

IN-SERVICE TRAINING OF SUPERVISORS/WORK OF THE EDUCATION EXTENSION CENTRES*

Dr. Parveen Riaz

Before we discuss in-service training of supervisors, it would be de-
able to have a look at the organizational set up and the individual's
sponsibilities. This would provide perspective with regard to duties
which they have been trained and what are the areas in which train-
is needed.

uctural organization:

The organizational structure of the supervision system in the var-
is provinces of the country is almost the same. At the top is the
rector of schools assisted by the Divisional Director(s) or Deputy
rector(s). Incharge of a district is the District Education Officer
EO) assisted by the Deputy District Education Officer (DDEO). There
both male and female DEOs in a district. They are further assisted
Sub-divisional District Education Officers (SDEOs) at Tehsil level. In
ne provinces they are further assisted by Assistant Sub-divisional
ucation Officers (ASDEO) or Supervisors at Sub-Divisional level.

nctions:

The responsibilities of the supervisory staff are as follows:—

DEOs

1. Overall administration and management of school education in the district.
2. Inspection of high schools.
3. Appointment and transfers of teachers.
4. Supervision of work and activities of various supervisory staff.

DDEOs

1. Assisting DEO in overall administration and management of schools in the district.
2. Performing some specific duties assigned by DEO.

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or further details on in-service training of teachers and supervisors
Punjab and Baluchistan, please see Annexures.

1964

SDEOs/ADEOs

1. Overall administration and management of schools in the Division/Tehsil.
2. Inspection of middle and primary schools.
3. Drawing and Disbursement of funds (staff salaries, etc).
4. Maintenance of accounts.
5. Transfer of teachers.
6. Supervision of the work of supervisors where applicable.
7. Examinations at primary level.

Supervisors

Inspection of primary schools (in Sind).

Inspection of Schools:

Inspection of schools is one of the most important responsibi of the supervisory personnel. This is one of the most neglected as of their duties. All of them are so over-burdened with administr work that they are left with no time to go to the field and visit sch Even if they do so, their performance is very traditional, i.e. they emphasize maintenance of discipline in schools and checking of rec daily diaries, etc. They can hardly pay attention to the methods of t ing used by the teachers. They are not in position to provide profes al guidance either in new methodologies of teaching or changes i curriculum content. This is because of the reason that they thems are not aware of or exposed to these aspects of supervision. Ther many other reasons but the most important is lack of in-service tra of the supervisory personnel which is seldom being done in any o provinces except the Punjab.

In-service Training of Supervisors:

There is no set arrangement for in-service training of superv personnel. The Education Extension Centres in the provinces are posed to organize training programmes for teachers and the supervi But they organize such programmes for the teachers only except i province of Punjab. The Punjab Education Extension centre has organizing in-service courses for supervisors but since 1981 this pr has been stopped. The training programmes are held up because o of funds. However, they are working on alternative programmes f service training and improving system of supervision in the pro with the help of UNDP and UNICEF. These include:

1. Enhancement of educational supervisory capacity at primary level.
2. UNDP Programme for Training of Educational Administrators.
3. Establishment of Decentralized Resource Centres.

They have organized a workshop and some training courses for pervisory personnel under these programmes. The Decentralized Re- urce Centres are established actually for the training of teachers. In- vice training of supervisory personnel also forms an essential part of So far 45 ADEOs have received training.

In the remaining provinces, the Education Extension Bureaus/ ngs have organized occasional training programmes for special projects ch as National Training Kit for Primary Schools. In addition, the Plan- g and Management Cell, Karachi, organized training programmes in nning and management for supervisory personnel. The Management it for Study and Training, Peshawar also organized some training rkshops for district and divisional level school managers. The Bureau Curriculum and Extension Centre, Quetta is planning to organize ining courses for the supervisors. They have developed an Inspection rmat for the guidance of inspection teams/supervisory personnel.

In short, there is no regular programme for the training of super- ory personnel both at national and provincial levels. Only occasional ogrammes/workshops were organized which also did not cover all the rsonnel concerned. Even the trained persons can not utilize their ining, for they seldom get time for school inspections. Therefore, ere is need to review the organizational set up of supervision system d the working of Educational Extension centres, so that they organ- training courses for the supervisory personnel as regular feature of ir training programmes.

Service Training of Teachers:

The Education Extension Centre in each province is also respon- le for in-service training of teachers for class 1 through class 10. These ntres organize teacher training programmes regularly. Duration of ese programmes varies from 1 week to 2 months. The objectives of ese courses include:

1. Orientation of teachers to new curricular programmes.

2. Training in new techniques of teaching.
3. Training in use of innovative teaching aids such as Teac Kit.
4. Training in new techniques for testing and measurement,

Sometimes, the Extension Centres organize training program for Master Trainers. These Master Trainers are senior teachers, high sc teachers and headmasters. After intensive training in the above menti techniques, they are supposed to run training courses on similar line local level for teachers of Primary and Middle schools.This method sures covering as many teachers as possible during the shortest pos time. The Extension Centres organize training programmes at their c pus or at some Teacher Training Colleges/Centre Schools depen upon the area to be covered.

The pattern of in-service training of teachers is the same in al all provinces except Baluchistan. In Baluchistan, there is acute sho of trained teachers. Therefore, untrained graduates are employe schools and are then given training in the form of condensed cours Teacher Training Colleges of the Province. There are two types o service training programmes being organized in this Province, i.e.

a. Professional training of untrained in-service teachers.
b. Short orientation courses and curricular training of tra in-service teachers.

But inspite of all the efforts of the Extension Centres, it is possible to organize training programmes for all the teachers workin the field. Therefore, there is need to strengthen the in-service tea training operation, so that the majority of the teachers are given t ing as envisaged in the National Education Policies issued from tim time.

The task of upgrading teachers' skills is thus shared in princip supervisors on their school visits, and by Extension Centres on ca or occasionally at Teachers' Colleges and Centre Schools. Their co ed efforts at present fall short of requirements. The Academy ma vestigate ways of improving the situation.

EDUCATIONAL RESEARCH IN PAKISTAN

Presentation: Dr. Mukhtar A. Bhatti
Secretary General
National Education Council

Research is a difficult and uphill task. It requires a lot of time and ience. The administrator cannot afford to wait for the findings of earch to take a decision. Therefore research is relegated to secondary portance. Another reason for this state of affairs is the platonic ap- ach to decision-making, in which we draw idiosyncratic conclusions the basis of our judgement and experience rather than research. Thus see that in Pakistan, the tradition of research is not deep rooted. It till in its infancy. Those who generally take decisions without research in fact blocking the way of its development.

Linked with the lack of a tradition of research is the scarcity of re- chers. People with degrees in education who have taken a few courses esearch methods have only had initial training for research without sophistication. In these courses the emphasis is more on essay ting, polemic discourses or at best a review of opinion. It is not a ning in empirical research. Prior to 1960 we had no institution doing cational research. After 1960, however, Institutes of Education and earch (IER) were established in Lahore and Dacca. Realising that sters Degree projects taken up by students were not real research, a earch wing was established at IER Lahore.

Educational research requires trained manpower, persistent hard k and lot of finances. In IER, Lahore, a number of projects were iated, e.g. for psychological testing, aptitude tests and intelligence s, etc. Basic vocabulary research was also initiated. The Manpower mmission was also able to conduct research into the conditions of ication in the country. However most of the research undertaken s that of survey type or collection of existing data. So we see that ex- imentation or empirical designing of research did not gain ground in istan and real empiricism was missing. What are the factors respon- e for this? The foremost is that we do not possess a sufficient com- ation of mathematicians, statisticians and educationists. People who ld design research and interpret data are very few and if they are ilable, they are not assigned any important projects. Such rigorous dies are lacking even in IERs because the faculty there is preoccupied nstructional assignments which are quite heavy.

Establishment of institutions at various levels has been recomm
ded quite often but seldom accomplished. We recognise the importa
of research and talk a lot but do very little.

The collection of data has been the popular form of researc
our country. Even there we have miserably failed. The Academy of E
cational Planning and Management will need to have data. It shoul
concerned about, e.g. school mapping and male and female liter
Three years ago we consolidated whatever data was available in the
search Wing of Ministry of Education. After that no such report
come up. So, the latest data available pertains to five years back. We
not know the existing situation. Effective planning depends on know
the existing situation. Some foreign observers like Karvansky and
son have done studies and collected data. But our own studies hav
mained deficient. The Planning Commission has also done a reason
good job. But there has been no specific institution to support or
duct research.

If we continue to have the old attitudes in which we do th
without research, the research is not required. In such judgemental
cision making, people are shy of research. Research is an eye opene
reveals truth. As professionals, we do not want to admit mistakes.
is obstinacy on our part. Educational research is a wide open fiel
has so many facets. We have to ask questions and then we must
answers. You ask questions like: What are the goals of education? Na
of curriculum? Time allocation to different activities? How to g
students in various disciplines and counselling them and so on.

While there are some committed individuals who are dedicated
doing research on their own, we have lacked institutions which sup
this activity. The institutions do not require people to pursue rese
so it remains a personalised activity. Quite often people complain
they do not get money for research. This is fallacious. Money has b
available or can be made available very easily. I think that in Curricu
Wing alone, 10 lac rupees are even now available for various project
is a sort of forgotten money. In my view, availability of money f
the Federal Ministry of Education has seldom been a great problem.

I have made a number of critical observations, I must also sug
some remedies. We now have thousands of people with Masters Deg
in Education. We should select people by preparing a directory of t
interested in doing research and we can sub-contract them for this
. Perhaps we should identify such people from every district and
t them financially for undertaking research. Teacher education insti-
ons could and should play an effective role in education research.
Utility of research becomes questionable if we cannot use it. So
cy-related topics should be selected and findings disseminated. A
onal coordination and information dissemination system is required.
ee to four thousand projects may have been completed in one part
he country but this is not known elsewhere. We are ineffective in
is of coordination. Therefore an effective information retrieval sys-
should be developed.

Nevertheless, we should not be cynical and should appreciate the
evements. There are many more people trained in research now
there were 20 years ago. The projects being assigned by the Open
versity to students of Educational Planning & Management are very
vant. I am sure these people will be able to tackle the problems of
cational Planning and Management. We should make all efforts to
d up a reservoir of talent in this field.

M.A./DIPLOMA IN EDUCATIONAL PLANNING AND MANAGEMENT

Paper presented by:
- Dr. Shaukat Ali Siddiqui
- Dr. M. Athar Khan

The Institute

The Institute of Education and Research Cell is an integral pa the Faculty of Pedagogy and Social Sciences of the Allama Iqbal University. It was established in 1975 under a provision of the which chartered the founding of the Open University, as a nation stitution of distance education. The three main areas of activities o Institute are (1) teacher training, (2) preparation of key educat personnel in E.P.M., and (3) educational research. In addition to activities, the Institute is also undertaking several research studies, cularly in adult education and similar other projects which are sponsored by national and international agencies.

Teacher Training

In the area of teacher training, the Institute has concentrate (1) Primary Teachers' Orientation Course (PTOC), (2) Primary T ers' Certificate Course (PTC), and (3) a Certificate in Teaching programme.

The Institute is also offering an elective course on Educati Intermediate and B.A. level under the general education program the University.

Personnel Education in E.P.M.

M.A. in Educational Planning and Management (EPM)

The Master of Arts degree programme in Educational Planni Management (EPM) was introduced by the Institute in 1976. The gramme aims to provide training in EPM to educational person government and semi-government institutions and organizations programme is meant primarily for the in-service educational pers who are presently engaged in educational planning and administra Candidates to the programme are selected from among the nomine various departments and institutions on the basis of their academic ations and job experience. Admissions to the programme are made ice a year – in April and October. Currently about 250 students are olled in various courses of the programme from all parts of the coun-

ature of the M.A. EPM Programme:

The content of the courses for the EPM programme relates to the requirements of educational planners and administrators in the ntry. The programme of M.A. in Educational Planning and Manage- nt serves as an advanced and specialized in-service training for those o are already in planning and administrative positions, but at the same e it is also a pre-service professional training for those who are pre- tly working in teaching or other related positions in schools, colleges universities etc. and who, by virtue of their seniority or otherwise, expected to be assigned planning or administrative jobs in future.

Requirements: In order to qualify for a Master of Arts degree in ucational Planning and Management, a student is required to com- te a minimum of 8 credit courses, of which four are compulsory and e, a research project, is a required course. Courses equivalent to three dits could be taken from the elective courses. Following are the arses and their classifications.

1. **Compulsory Courses**

Code No.	Title	Credit
EPM-501	Basic Concepts of Educational Planning.	1
EPM-502	Processes of Educational Planning	1
EPM-503	Plan Implementation and Educational Management.	1
EPM-504	Curriculum Planning and Evaluation.	1

2. **Elective Courses** (any of the following Courses totalling to three credits)

EPM-505	Economics and Financing of Education.	1
EPM-506	Development Education.	1
EPM-507	Educational Research and Statistics.	1
EPM-508	Project preparation, Implementation and Evaluation (under development)	1

EPM-509	Educational Facilities (under development)
EPM-511	Population and Planning (under development)
EPM-512	Educational Administration and Supervision (under development)

3. **Required for award of degree**

EPM-510	Research Project.

Each of the above courses, except EPM-510 Research Projec correspondence-tuition course of 18-20 weeks duration. At the e the correspondence phase, each student is required to attend a one group training workshop for the course which he or she takes the semester. The workshop is usually held at the Allama Iqbal University campus at Islamabad. These workshops are conducted b faculty of the Institute and experts from within the country as w from international institutions of repute.

Evaluation and assessment of students.

Students are regularly assessed for their performance durin at the end of each course. During a course, a student complete sends to his or her tutor three assignments (designed on the patte take-home tests) at a certain interval scheduled by the Institut communicated to both the students and the tutor at the beginni each course. A fourth assignment is presented by the student duri workshop. To pass a course and earn a credit, a student has to se minimum of 40 percent of marks in the assignments component a as the final test given at the end of the group training workshop.

Method of Instruction:

The instructional methodology combines the features of tea by correspondence and face to face contact with the students. D the correspondence phase, assignments are used to fill the gap cr by the absence of a teacher in the distance education system: the g training workshops bring the students in a face to face situation their tutors and experts and provide them an opportunity of exc of ideas and experiences, with each other as well as with the exper

Duration of the Programme.

The EPM courses are offered on a semester basis. In one semester, student can register for a maximum of two courses. Normally it should ke two and a half years to complete course requirements for a Master Arts degree in Educational Planning and Management. But depending on the learning ability of a student and time available to him or her r study, it may take longer to complete the requirements for the deg-

Instructors and Resource Persons.

The Institute has full-time employed staff which consists of a Dir- tor, 3 Professors, 2 Associate Professors, 5 Assistant Professors, 4 cturers, and a number of Research Assistants. The Institute's instruc- nal staff has specialization in various fields of education with con- erable experience in teaching and research.

In addition to the full time instructional staff the Institute also en- ges on part-time basis over a dozen tutors who are experts in the field educational planning or management. They are mostly officers of the nks of Joint Secretaries, and Deputy Secretaries/Deputy Chiefs of De- rtments and Ministries of Education, Bureau of Planning, Planning mmission, PIDE, and other related organizations.

Besides the full-time and part-time instructional staff the Institute o utilizes the services of local and international experts as resource rsons in the group training workshops. Many of these experts also laborate in the preparation of reading materials for the EPM courses.

Development and Review of EPM Courses.

The EPM Coordination Committee of the Institute is responsible r development of new courses and review of existing courses of the ucational Planning and Management Programme. A Committee of urses on Educational Planning and Management consisting of the culty of the Institute and four experts from outside advises the Acad- ic Council on the development and review of the courses. Assistance experts form other international institutions is also sought in this re- d. Sometimes, the International Agencies such as UNESCO Offices ovide certain material for use in the courses. In such cases the material tained from international sources is re-written to adapt it to the needs

of local educational personnel, and to suit the system of distance e cation.

Eligibility for Admission to M.A. EPM Programme. In orde register for M.A. EPM Programme, or any of its courses, a candi must possess at least a B.A./B.Sc. degree from a recognized univer The candidate must be in full time employment with a governmen semi-government or autonomous department or institution of ed tion. Preference is given to candidates with higher qualifications, job experience in planning and/or administration. The candidate n also be a nominee of his/her department.

Admission Procedure. For admission to the M.A. EPM degree gramme or one of its courses, candidates are nominated by their res tive departments or institutions, on a prescribed form supplied to t by the Institute or obtainable from the Institute or one of the Regi Offices of the Allama Iqbal Open University. Every semester about candidates are selected for admission in the programme.

Sponsorship of T.A./D.A. for attending Group Training Works Travelling and Daily Allowance for attending the Group Training W shops by the students, is normally paid by the nominating departm and agencies. The University and the Institute do not take any res sibility of students' expenses for attending the workshops. In vie the importance and usefulness of the EPM programme, the Departm of Education, Governments of Punjab, Sind, NWFP, Baluchistan Azad Jammu & Kashmir have already issued directives to their sub nate offices for sponsorship of TA/DA to their nominees for atte the M.A. EPM group training workshops.

Diploma in Educational Planning and Management

For those persons, who for any reason, cannot go all the wa complete requirements for a Master of Arts degree in Educational ning and Management, the University has introduced a programm studies leading to a Diploma in Educational Planning and Manage To be eligible for a Diploma in EPM, a student must complete t compulsory courses i.e., EPM-501, 503 and 505, and any one o EPM courses except EPM-510. In additon to completing the cour student must pass a three hours (duration) comprehensive test adm tered at the end of every semester.

Candidates for admission and other requirements are same as for A. EPM degree programme.

ntre of Excellence

The Institute of Education and Research of the Allama Iqbal Open iversity was selected as the Centre of Excellence in Education under e Centre of Excellence Act of 1974. The major purpose of the Insti- te as a centre of excellence will be to provide facilities for high quality idy and research programmes in education, especially in the fields of ucational planning and management. One of the functions of the ntre will be to train and retrain key personnel in education for the ogress and qualitative improvement of education in the country. The stitute is planning to offer M.Phil and Ph.D. degrees in education with phasis on educational planning and management.

esearch

The Institute of Education and Research Cell is the Centre of the search activities of the University. A Research Cell established within e Institute carries out research on the University's teaching activities, d media and methods of instruction. The Institute provides guidance d support to individuals and other Departments of the University in rrying out research studies within the framework of the University.

One important function of the Institute is teaching the methods d techniques of research and statistics and training of educational rsonnel in high level professional and applied research in the field of ucational planning and management. Research, therefore, has been cluded in the curriculum of M.A. EPM programme as a requirement r award of the degree. Every EPM student has to undertake a research oject as part of the requirements for the M.A. degree. Presently 32 dents are engaged in research for their degrees. The research topics ected by the EPM students are of practical nature which have im- diate relevance with their professional activities.

The Institute has also undertaken several studies for the Ministry Education, and other Departments as well as UNICEF and UNESCO.

ANNEX : LIST OF EPM-510 "RESEARCH PROJECT" STUDENTS TOPICS OF RESEARCH AND MAJOR ADVISORS APRIL 1981 SEMESTER

S. No.	Name of Student	Topic of Research	Major Advisor
1.	Mrs. Qamar Astan Khan	Effects of long leave of teachers of girls colleges of Karachi on academic performance of their students.	Mrs. Razia Abbas
2.	Miss Tasneem Yaseen Khan	Causes of the girl students lower achievement in XI Science Pre-Medical in the colleges as compared with their scores in the high school examinations.	Dr. M. Athar Khan
3.	Mr. Laung Khan	Causes of failure in attaining the goal of universal primary education of boys as set forth in the Education Policy (1972-80) – a case study of boys primary education in Hyderabad.	Dr. M. Athar Khan
4.	Syed Fazal-i-Qadir	Problems of supervision in the primary schools of Daggar sub-division of Distt. Swat.	Dr. Zulkaif Ahmed
5.	Mr. Abdul Rahman Siddiqi	The problems of primary education in Hyderabad.	Dr. Zulkaif Ahm

Mr. Khalid Waseem	A survey of the facilities for teaching Chemistry in Colleges of Multan and surrounding areas and their suitability for teaching the subject at the intermediate level.	Dr. M.A. Bukhari
Mr. Imdad Ali	Causes of malpractices by students in examinations/tests in polytechnic institutes in Sind and their remedies.	Dr. A.R. Saghir
Mr. Faz-ullah Zuberi	A study of vocational attitudes of VIII class students in selected secondary schools of Punjab, developed as a result of taking industrial arts.	Dr. Miss I.N. Hassan
Mr. Manzoor Yusuf	A study of administrative problems of the headmasters and headmistresses of secondary schools in Multan City.	Miss Rashida Sheikh
Dr. S.A. Ghaffar	Development of strategies for the universalization of primary education in Pakistan in the light of experiences of selected developing countries in Asia.	Dr. A Qayyum

LIST OF EPM–510 "RESEARCH PROJECT" STUDENTS: TOPICS OF RESEARCH AND MAJOR ADVISORS APRIL 1982 SEMESTER

S. No.	Name of Student	Topic of Research	Major Advisor
1.	Mr. Iftekhar Ahmed	A comparative study of the general education courses of conventional and non-formal system.	Dr. Miss I.N. Hass
2.	Mrs. Zeb Mahmood	Problems of implementation of Five Year Plans with particular reference to primary education.	Dr. Zulkaif Ahmed
3.	Mr. Mohammad Ishfaq Khan	Rural based industrial development in Poonch District and its implications for requirements of skilled workers to be produced by the educational institutions of the District.	Dr. Arif Zia
4.	Mr. Najmuddin Mangrio	Development and implementation of curriculum in Pakistan.	Dr. Zulkaif Ahmed
5.	Mr. Mohammad Karim Khan	Development of a Management Information Service for educational planning NWFP.	Miss Rashida Sheikh
	Mr. Mohammad Hussain	Analysis of effectiveness of items of teaching kit for primary schools in Tehsil Shakargarh.	Mrs. Razia Abbas
	Sister Sheila Keane	Feasibility of organizing a community based non-formal education centre for school dropout girls of Rawalpindi City.	Dr. M. Athar Khan
	Mr. Mohammad Nasrullah Khan	Relationship of social, economic and educational background of parents with their fertility level.	Prof. Javed Iqbal Syed
	Mr. Nazeer Ahmed Sheikh	Causes of imbalances between supply and demand of technically trained manpower by Govt. Polytechnic, Commercial and Vocational institutions in Punjab.	Dr. Aslam Asghar
	Mr. Saeed Ahmed Chaudhry	Factors influencing enrolemnts and dropouts of the AIOU courses in Faisalabad.	Dr. Maqsood Alam Bukhari
	Mr. Abdul Hameed Janjua	Organizing vocational education through non-formal system of education.	Dr. Aslam Asghar

12.	Mr. Mohammad Iqbal Chaudhry	Feasibility of using mosque for primary education in Punjab.	Dr. Abdul Karii Abid			mand of educated and skilled manpower in Baluchistan.
13.	Mr. Hussain Shah	Development of a strategy for bringing into the elementary school the 5-9 age population of District Sangher in next five years.	Mr. Q. A. Very	Raja Abdul Hameed	Impact of Education on fertility in Pakistan.	Dr. Arif Zia
14.	Mr. Mohammad Akram	Relationship between the specilization of secondary school teachers in District R.Y. Khan and their assignments and their effects on student achievements.	Dr. A.R. Saghir			
15.	Mr. Khadim Ali Hashmi	A comparative evaluation of the science curricula of secondary level in 1967 and 1978.	Dr. Mushtaq Al Goraha			
16.	Mr. Mohammad Hussain	Impact of the new teachers training programme at P.T.C. level on the performance of P.T.C. teachers.	Dr. A.K. Abid			
17.	Mr. Mohammad Ashiq	Attitude of educational administrators towards educational plans and policies.	Dr. Maqsood A Bukhari			
18.	Mr. Baleegh Hussain Siddiqi	A survey to identify the imbalance between supply and de-	Miss. Rashida			

LIST OF EDM–510 "RESEARCH PROJECT" STUDENTS: TOPIC OF RESEARCH AND MAJOR ADVISORS OCTOBER 1982 SEMESTER

S. No.	Name of Student	Topic of Research	Major Advisor
1.	Rana Muhammad Arshad	Factors influencing the implementation of Five-Year Development Plans relating to University Education.	Dr. M. Athar Kha
2.	Mr. Ghulam Mohyud-din	Impact of Public Financing on Education in Pakistan.	Dr. Mushtaq Ahm Goraha
3.	Shah Alam Khan	Effects of reorganization of Administrative Structure of Education Deptt. on the Functions of Supervisors of Primary Schools of Peshawar Distt.	Dr. A. Qayyum
4.	Mian Iqbal Hussain	Problems of handing over Primary Education to Distt. Councils in Multan Division.	Dr. A.R. Saghir
5.	Miss Sultan Jehan	The Effect of regular classroom testing on the academic performance of the college students.	Dr. A.R. Saghir
6.	Mr. Ata-ul-Haq	Problems of Expansion of Primary Education in Baluchistan.	Prof. Javed Iqbal
	Mr. Mohammad Rafiq	Public Financing and its effects on overall Primary Education in the Punjab from 1970 to 1980.	Dr. M.A. Bukhari
	Mr. Talat Khurshid	Causes of continuation and dis-continuation of Semester System in the Universities of Pakistan A case study of Quaid-e-Azam University and University of Peshawar.	Dr. Miss I.N. Hassan
	Mr. Asghar Jameel	A comparative study of educational facilities in Govt. urban and rural primary schools of Rawalpindi District.	Dr. M. Athar Khan
	Mr. Ali Rahman	Feasibility of using mosques as primary school unit in Distt. Swat.	Mr. Qaim Ali Veryamani
	Hafiz Mohammad Faz-uddin	Role Perception of Supervisors of Primary Schools of Karachi.	Dr. Zulkaif Ahmed

MANAGEMENT INFORMATION SYSTEMS

L. Habib Kh

A. Background

1. Pakistan inherited an administrative set up, established b colonial powers with the particular objective of maintainin and order. It was highly centralized in nature as key policy sions were made by them and routine decisions left to indigenous civil servants. Unfortunately, very little efforts been made to modernize the administrative system and gear wards the realization of those objectives set forth in an ind dent Islamic society The set up of educational administrat more or less the same as established in 1929. The old code of cation designed in 1935 is still in practice.

2. We see from our day to day examples that this out- administration has given birth to numerous problems. In ord pave the path for extending this discussion further it is nece to illustrate a few cases.

1) Teachers transfer and placement is a tedious task their dissatisfactions are based on this factor. It is e ved that teachers are posted away from their towns. If a teacher quits his job in the mid of sessi takes more than 4-6 months to get his replace because of lengthy procedure. Information retrieva particular teachers takes month.
2) The supply of equipment to Institutions is hindere to lack of inventory. In the absence of such inven equipment are supplied to those schools where were not needed.
3) Monitoring of budget and disbursement of fund lengthy process and takes 2-3 years to settle such m
4) A teacher retires after sacrificing his valuable life Department of Education and due to lengthy proc and voluminous files it takes years to obtain his pe
5) No information is readily available with a supe that would give you an idea about the size, natur facilities of schools, or the schools in which exp is possible or which needs repairs, replacement etc.
6) There is no information about the use or misuse of teaching kit by the teachers.
7) Statistics for Education are 3-4 years old. Realistic planning for education is not possible with old, unreliable and non-valid data.

These seven examples and numerous others are indicative of various problems which are the product of our educational administration.

Management Information System

3. The MIS presents a solution to the above and many more problems which are a bi-product of Educational Administration. Let us briefly see what MIS is? It is composed of Management Information and System. These three words need a little elaboration.

4. **Management** may be defined as the skill through which you seek the involvement of other members of an organization in a coordinated manner in order to achieve the objectives. An analogy of Management could be hockey team where the captain along with his team-mates struggle together to score the goals. Management is more democratic in nature which should be characteristic feature of an independent society like Pakistan.

5. **Information** is a broader term which not only includes facts and figures related to a particular area but also includes specially selected or prepared materials related to a specific problem at a special time. Information is the heart of the Management process and it is a two way operation, i.e. it is both a giving and receiving process. It is the basis of all other functions within management.

6. The need for information is always there at all tiers of the hierarchical set up. They may vary at various levels for various purposes. Policy makers need information on the extent to which the education system achieves policy goals, analysing the factors which reveal disparities of different types, economic aspects and attempts at evaluation or at costing alternatives in education. Administrators cannot run sound administration without reliable, up-to-date and comprehensive figures describing the sector of education that is being administered. Since administrative function consists of evaluating programmes and planning for the future, in

*Director, Management Unit for Study and Training, Edu Department, Govt. of N.W.F.P., Peshawar.

terms of goals set by policy makers, the administrators need information with this diagnostic planning purpose in mind. They also need information about the rules and regulations governing their administration. Planners need information about the policy directives, goals, objectives of the Education System, resources available within the Education System, and outside the system, the different alternative uses of the resources and the feedback information to plan for the future. Teachers need information about the teaching methods and contents in specific subject areas, available instructional materials in both text-book and individual aid forms and statement of policies, objectives and procedures in the system. Students continuously need and use information as the very substance of learning. They learn new skills and knowledge. The research workers need information with respect to research itself, the trends, methods and results. Parents need information about education, about the objectives of the system, various options it may offer, subject matter and some acquaintance with the skills of teaching and learning. Public in general need information about education to participate in the educational development more effectively. Community involvement and participation is the latest trend in most of the countries of the world.

7. Systems is a functional unit or a set of elements joined together for a common objective. A sub-system is a part of a larger system with which we are concerned. For our purpose the Department/Ministry of Education is the system and its parts, the Directorate of Colleges, Schools etc. are the sub-systems. With the help of high automation and joining together of sub-systems in a scientific computerized organization it is possible to apply to system approach to education management. In other words the concept of MIS is therefore optimizing the output of the Department by connecting the operational systems through the medium of information exchange.

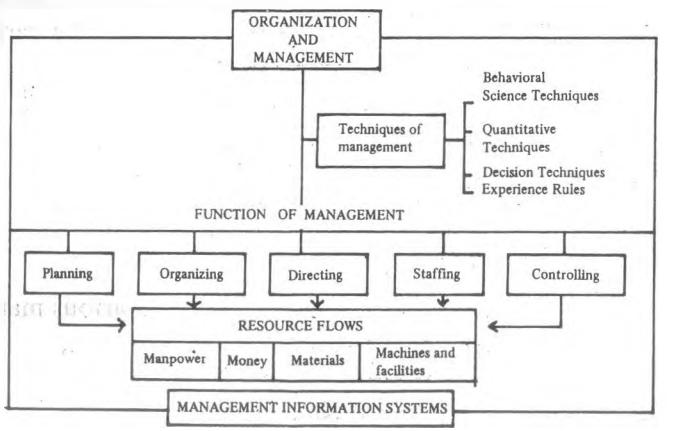
> The objective of an MIS is to provide information to the concerned officers for decision making on planning, initiating, organizing and controlling the operations of sub-systems and to provide a synergistic organization in the process.

What is MIS?

8. Keeping in view the seven problems identified above and the definitions of Management, Information and System it is now necessary to understand what MIS means in management sciences. MIS is functional unit which is capable for providing all information to Managers, required for their decision-making role at the time WHEN they NEED it and in a form which AIDs their UNDERSTANDING and thus stimulates ACTION.

9. Information System constitutes a linkage channel between problem solving and a data bank meant to store and supply information to people according to their needs. Thus MIS is to aid the Manager in making timely, accurate and informed decision. Logical decision-making requires an understanding of the circumstances surrounding an issue and knowledge of the alternatives available. Thus the more partinent and timely the information the better the resulting decision.

10. It may be stressed here that term MIS is not new – only its computerization is new. MIS existed long before the advent of computers because MIS techniques existed to supply administrators with the information. With the introduction of computers new dimensions have been added to MIS such as speed, accuracy, and increased volume of data with the virtue of which a number of alternatives could be considered in a decision. Since decision making is the key element of management process, the purpose of an MIS is to facilitate decisions necessary for planning, organizing, directing and controlling the work of the Department.



Organization and Management-a system

The above model is an envelope called MIS. It encloses entire machinery of management and has been shown as integral part of it. This component collects data, stores it, anal it and displays it to decision makers at all levels for manage of the resources, flow of materials, manpower, money, and f ties. MIS is also vital to the practice of the function of ma ment.

D. FEMIS

11. The Education Department, Govt. of NWFP, with the tance of UNDP initiated a research project entitled "Reform Educational Administration in the Provinces" in order to find ways and means to overcome the problems highlighted above. Project's main concern has been the following:

- To experiment and establish a computerized MIS in trict Mardan
- To train the officials of the department in mo management practices
- To analyse the various tiers of administration in department and develop job manuals
- To codify rules and regulations for the purpose o ready availability

12. In the following paras an account of FEMIS has been g In the traditional set-up the flow of data and its collection p through many stages, and data takes 1-1/2 to 2 years to ultim get converted into files and registers of the Education Depart Under the reforms project an effort was made to cut this path collect data relevant to the needs of managers, in a shortest p ble time. This scheme is given in the diagram. The various involved in the process are the following:

- Developing Questionnaire
- Training of Data Collectors
- Data Collection
- Data Entry and Verification
- Updating the Data Base
- Programming
- Determination of Specific needs of various manager
- Designing of MIS output
- MIS simulation exercises
- MIS out-put and feedback

p No. I

13 Development of Questionnaire: in the previous paragraph we have seen that the key level role of MIS entirely depends on the Information Stages. The more relevant is the data the more efficient will be the MIS. Accordingly great care has to be exercised on the decision that what type of data needs to be collected. To be more specific we quote a rule. "To decide which information is not to be collected". This decision needs to be made collectively by representatives of all levels of MIS as indicated in the diagram e.g. the planning officer, the budget men, the curriculum designer, representatives of inter related Sub-System etc. In case of FEMIS the exercise was carried out in a period of 3 months by administrators, planners, computer consultants, foreign consultants, who actually identified the needs of various levels of Education.

No. II

14 Data Collection: After the number of institutions to be covered has been clearly identified, it is important to decide on the time to be allocated for data collection exercise. Accordingly group of willing, energetic and motivated young persons from the institutions have to be very carefully selected for imparting them the skills and techniques required for the collection of data for the computer. They may be deputed on TA/DA basis for this task or some alternate way has to be sought in order to minimise the chance of the Data Collector spending more time in the field for earning more TA/DA. A workable solution to this issue could be probably be allotting the institutions for data collection on contract basis, which is recommended by FEMIS.

The Data Collectors are assigned schedule for data collection. In order to check the reliability and accuracy the Data Collection has to be monitored regularly.

No. III

15. Data Entry: After the data has been collected from the field and brought into the Computer Centre it acquires a huge voluminous size. It then becomes necessary to arrange it according to the set up of data entry strategy. This arrangement could be in

alphabetic sequence of the school name or sex wise distribu
etc. The data entry accordingly commences and it takes pati
and perseverance to accomplish this task. It has been found ou
the FEMIS experience that 250 Records of 12% Characters
thus making ten primary schools can be entered in a working
on a single terminal. The same effort is required for verificat
The speed can be doubled by double shifts and employing
terminals. FEMIS with two terminals partly available for
entry is proceeding with the same speed. The data is usually st
on magnetic tape, disc and diskette. Diskette is a handy wa
data storage. It resembles a gramophone record and can sto
enormous amount of data.

Step No. IV

16. Institution Directory: Institution directory plays a vital
in retrieval of information on a particular institution. It ha
computer code number and the full address of the institut
Analogous to this directory would be a telephone directory.

Step No. V

17. Updating the Data Base: With the passage of time the
loses its validity and reliability. In order to inject these
characteristics in the data it is imperative to keep it up-to-date
fresh at appropriate intervals depending upon the life span
particular piece of information related to planning, managem
etc.

Step No. VI

18. Identification of needs: After the data base has been com
ted all responsible persons in the sphere of MIS are brou
together for a conference on the pattern of questionnaire desig
They pell out in specific terms their needs in terms of long-t
and short-term requirements and also indicate the time per
when they would be needed.

Step No. VII

19. Management Reporting System: In the light of Step-VI
System Analyst and Programmer analyse the above requireme

and base it on a general design. The Programmer writes step by step instructions for the Computer. It may be mentioned that programming is the process of writing instructions in a specific programmable language like DE/RPG. FORTRAN, COBOL, ASSEMBLER etc. FEMIS is utilizing a small IBM Computer System 5280 which is operationable with DE/RPG.

No. VIII

20. Simulation exercise: It is difficult to interpret and diagnose computer processed information unless the administrators are closely associated with it at its various stages. Thus skill needed for using computer based information for decision making and problem solving are to be imparted to the decision makers. Main objectives of the simulation exercise would be to equip the administrators with the diagnostic techniques of computer based data so that they make best use of the MIS output report.

Reference: Planning & Management Practices of Education in Pakistan, 1982 by Habib, Wasiullah & Jamshed, Peshawar.

RELEVANCE OF THE OUTPUT OF HIGHER EDUCATION SYSTEM TO THE REQUIREMENTS OF THE ECONOMY

(Paper presented by Dr. Abdul Ghafoor, Deputy Chief, Manpower) Section, Planning Commission

INTRODUCTION

Education plays a significantly important role in the socio-ec mic and political development of nations. Most of the empirical st conducted by scholars and researchers reveal that there is a positive relation between the level of educational development and socio-ec mic development of the respective nations. The higher the de and level of education, the higher will be their level of socio-econo and political development. For that reason most of the under develo developing and developed nations attach great importance to the vancement of education. However, it depends on the resource cap ity of a nation as to how much they can invest in education for formation of human capital. More developed countries spend a proportion of their GNP on education; whereas in Pakistan it is less 2%. The level of investment in education as compared to other co tries with similar status of development is quite low. UNESCO rec mends 4 % of the GNP for education in the developing countries. T it is quite obvious that our investment in education is even less than desirable norms for a developing country.

When we talk about education, we refer to various streams of e cation, i.e. primary, secondary, and tertiary. All these streams have t own significant contribution and cannot be isolated from one anot Investment in one stream may require additional investment in anot To be more specific, one level and stream of education reinforces qu tative improvement and quantitative expansion of another. Each str and level of education requires in-depth analysis which we are not position to undertake because of time constraint. The focus of this sentation is intended to be on relevance of the output of higher ed tion system with the requirements of the economy. But before we e into straightforward analysis of the problem, it would be desirable highlight the objectives and status of higher education in the coun

OBJECTIVES AND STATUS OF HIGHER EDUCATION

In textbooks as well as in government policy statements one fi porate lists of educational objectives formulated in different ways. ey vary in both content and emphasis. But there are three main aims of cation which are invariably listed in one form or another. They are: the mental, emotional, spiritual, and physical development of the ividual and his adjustment to society; (b) the economic viability of individual and (c) the maintenance of the cultural identity of the iety to which the individual belongs. These objectives can be classi- into political, social, economic and pedagogical objectives.[1] Our n concern here is the economic objectives of higher education ch include both college and university education.

According to the National Education Policy, the aims of education to impart quality education; to develop fully according to the cap- y, each individual's potentialities, through training and re-training; to develop the creative and innovative faculties of the people with a v to building their capability to effectively manage social, natural, productive forces, consistent with the value system of Islam. It fur- provides that the objective of education is to promote and streng- n scientific, vocational, and technological education, training and re- ch in the country and to use this knowledge for socio-economic wth and development thereby ensuring a self-reliant and secure future the nation.[2] There are a number of other objectives listed in the cy, but for the sake of this presentation, we restrict ourselves to e specific objectives.

In the context of higher education, the National Education Com- ion appointed in 1958, observed that 'The education system in the ntry, specifically at the university level should pursue quality as an ntial objective, and its end-products in arts and science should be parable in competence and achievement with those trained in ad- ed education systems of the world.[3] The reason for such an em- is was the leading role of colleges and universities in the develop- t of leaders in all fields of national endeavour. Quality of education been the constant source of concern for the policy decision makers planners eversince the inception of Pakistan. Deterioration in the ity of education was quite obvious keeping in view the quantitative nsion of the education system.

As far as quantitative expansion of higher education is concerned, e were 40 arts and science colleges in the country with total enrol- t of 14,000 students during the year 1947-48. The number of colleges has gone up to 544 during the year 1981-82 with total en-

rolment of 327,000. These figures have been taken from Pakistan E nomic Survey 1978-79 by putting together the figures of professi and general degree colleges. At the time of independence in 1947, t were only two universities in the country which has gone up to 18 ing the year 1981-82. Though the number of colleges and univers was increased, yet the distribution of courses remained static. Acc ing to Jozefowicz 'The professionally oriented component of the pre educational output is far too weak to bring about radical change in occupational structure of working manpower. The present system h to duplicate the existing educational pattern, adds to already overcro ed trades and fails to satisfy demand for scarce skills.'[4] This situat has been further confirmed by the Fifth Five Year Plan which sta 'The number and pattern of educated unemployed coupled w shortage of skilled workers is a manifestation of the imbalance in education system. The major source of this malady is the ponderance of students studying art subjects.'[5] The Plan further sp out the percentages of students in the art streams. According to Plan, the percentage of students in the arts stream were 53, 60 and at intermediate, degree, and post-graduate levels respectively. The has also expressed concern over the high percentage of failures in public examinations and the deteriorating standards of education.[6]

In order to strike a balance between various streams of educa the plan proposed following percentages of additional enrolments a termediate and College levels:—

Faculties	Intermediate	Degree
Arts	22 %	23 %
Science	49 %	36 %
Commerce	11 %	10 %
Agriculture	3 %	—
Home Economics	3 %	3 %
Education	12 %	28 %

From the above it will be observed that the Plan provided certain gu lines for the educational institutions for restrictive admissions by va faculties of higher education. We are not quite sure as to what ex the educational institutions were taken into confidence to imple such decisions. Formulation of Plans and their implementation are

tinct aspects and as such the Plans could be meaningful only when ey are properly implemented. We do not have time series data of the fth Five Year Plan regarding enrolment in various faculties. However, e University Grants Commission has provided data for two years, i.e. 80-81 and 1981-82 of the Fifth Five Year Plan. On the basis of enrol- nt data provided by UGC, the following table has been constructed as to show the percentages of enrolment in various faculties:—

Faculties	1980-81	1981-82
Art	28.6	31.7
B. Admin	6.0	1.9
Commerce	6.1	6.9
Education	4.8	5.3
Law	12.2	13.2
Science	28.9	29.2
Pharmacy	3.3	4.4
Languages	1.0	—
Others	8.8	7.1

From the above it appears that the proportion of enrolment the ulty of arts instead of declining has gone up. In the field of business ministration, the declining enrolment percentage cannot be accepted the figures seem to have been reported under some other faculties. ere is a slight increase in the percentage enrolment in science faculties. is is the situation which is prevalent in the general universities. As re- rds degree colleges, upto-date data is not available. However the data the year 1977-78 reveals that enrolment in arts and science faculties s 81 and 19 % respectively. We are not quite sure about the shift from s to science subjects which had been the emphasis of the Fifth Year n.

ROLMENT AND OUTPUT OF THE HIGHER EDUCATION STEM

The Fifth Five Year Plan compares the enrolment ratio of higher cation with countries like Iran, India, Indonesia, England, and De- cratic Republic of Germany. The Plan admits that in absolute terms olment in higher education per 1000 population in the country is far from satisfactory. It says that 'there are proportionately more

students at the third level than in many developing and even some eloped countries. Of the total enrolment in the entire education sys 4.2 % are enrolled in colleges and universities as against 1.3 % in I nesia, 1.7 % in Iran, 1.8 % in India, 4 % in England and 4.1 % in De cratic Republic of Germany'. We cannot afford to challenge the fig reported in the Fifth Five Year Plan. However, if we analyse the st ture of our education system and its enrolment in various stream education, we may find that the percentage of enrolment against specific school age population is very low. In this connection Hafiz P and his associates have provided comparative perspectives of enroln during the years 1951, 1961, and 1972. Their findings are give Annex. 1. The percentage of enrolment as compared to school age ulation are reproduced below:—

Year	Primary	Secondary	College	Univers
1951	25.0	6.8	0.8	0.2
1961	31.8	16.4	2.0	0.6
1972	39.4	16.8	3.4	1.1

These percentages indicate that though there had been increas enrolment ratio in the primary education, college and university ed tion, there had been no significant increase in the stream of secon education during the period 1961 to 1978.

It is difficult to establish the degree of consistency between the fi of enrolment of various universities provided by UGC and those o Pakistan Economic Survey. The only faculty for which these fi can be compared is the faculty of law for which the enrolment fi for the years 1980-81, and 1981-82 are available in the statistics piled by the University Grants Commission. It has been observed the total enrolment in faculty of law during the years 1980-81 1981-82 is of the order of 4134 and 3922 respectively. The fi given in the table above seem to be quite on the high side. Base this, we may hypothesise that the estimates provided in the Pak Economic Survey are inflated ones and cannot be relied upon fo dertaking any meaningful analysis.

No authentic data with regard to the output of the educatio tem for the plan period is available. However the estimated figu put at the secondary and post secondary level have been provided in Pakistan Economic Survey 1981-82. These estimates for the post- ondary levels of education are reproduced below:—

OUTPUT OF EDUCATED PERSONS FROM COLLEGES AND UNIVERSITIES

ar.	Inter (000)	Degree (all subj.)	MBBS	Master (all subjects)	L.L.B.	Total
77-78	48.4	41,669	1940	7332	3302	102,643
78-79	50.4	45,589	2000	8015	3916	117,920
79-80	72.0	49,509	2060	8698	4530	136,797
30-81	78.1	53,429	2120	9381	5144	148,174
31-82	84.2	57,349	2189	10064	5758	159,560

rce:— Pakistan Economic Survey 1981-82, p.182.

We are not quite sure as to what percentage of graduates from In- mediate Colleges continue their education to degree level; or what centage having passed bachelor, continue to master degree level. At same time we are not sure as to how many intermediate, bachelor, master level graduates join the labour market for seeking employ- nt. For determining the flow of students at different levels of educa- n we can resort to cohort analysis, but because of deficiencies in a and the time constraint, it is not possible at this stage to determine stock of educated human capital as well as strategic human capital. d we been able to get a report of the 1981 census, the problem could e been partially resolved. Having discussed the short-comings in as- sment of the magnitude of educated human capital, now we have to ch upon the problems of their employability.

EMPLOYMENT OF STRATEGIC HUMAN CAPITAL

The word strategic human capital has been used earlier which needs be further elucidated. This term has been used by Harbison and ers for such personnel who fall under the categories of entrepreneur- managerial/administrative personnel; professional personnel such as ntists, engineers, architects, agronomists, journalists, artists, etc; alified teachers, and sub-professional technical personnel. This means

that those having gone through the process of higher education fa
der the strategic human capital. Human capital refers to all the sto
the basis of educational attainment. Thus the product from the h
education system falls under the strategic human capital. Now the
tion arises as to how this strategic human capital is being utilized.

According to the Labour Force Survey 1978-79, the illiterate
stituted 68.87% of the labour force; whereas the literates were 31.
The percentage distribution of intermediates, bachelor degree ho
and those having post-graduate education in major occupations is
in the following table:–

**PERCENTAGE DISTRIBUTION OF EMPLOYED PERSONS O
10 YEARS AGE AND ABOVE BY LITERACY AND LEVEL O
EDUCATION AND MAJOR OCCUPATION GROUPS**

Major Occupation Groups	Total employed		Inter but less than degree	Degree but less than degree	Po gradu
	Illiterate	Literate			Master
Total	68.87	31.12	1.80	1.26	0
Professional, technical and related workers	.30	2.74	.38	.46	
Administrative and managerial workers	.05	.67	.10	.19	
Clerical and related workers	.19	2.72	.56	.30	
Sales workers	4.89	5.22	.29	.15	
Service workers	2.90	1.70	.03	.02	
Agricultural, Animal Husbandry and Forestry workers, Fisherman & Hunters	42.85	9.78	.19	.04	
duction and ted workers, isport equipment rators and urers	17.66	8.26	.22	.06	.01

rce: Labour Force Survey 1978-79, Federal Bureau of Statistics, Statistics Division, Government of Pakistan, Karachi, May 1982, p. 147.

By applying these percentages on the projected stock of human tal (based on 1981 census) we can roughly estimate the size of mployed by level of education. The most important thing in this cise is the availability of stock data which is unfortunately not lable. Now the question is as to what are other alternative sources lata. An attempt has been made to compile the figures of employ- t exchanges reported in the Quarterly Statistical Bulletins of the istics Division for the year 1981-1982. The following table has been tructed to show the employment situation.

PERFORMANCE OF EMPLOYMENT EXCHANGES DURING 1981-82

el of Education	On live register at the end of the year and those registered during the year	Placed in employment	Percentage of total applicants
nd Total	395,737	61,716	15.6
al illiterates	87,950	18,491	21.0
al Literates	307,787	43,225	14.0
Below Matric	119,180	18,711	15.7
Matric	121,409	15,089	12.4
Matric and post-matric diploma holders	40,261	5,959	14.8

4.	Matric and post-matric diploma holders	6,602	1,069	16.2
5.	Polytech:graduates	3,717	454	12.2
6.	Graduates	15,023	1,820	12.1
	a) Arts.....	8,211	808	9.8
	b) Commerce.....	948	129	13.6
	c) Science.....	1,413	141	10.0
	d) Engineering....	418	4	1.0
	e) Education.....	3,625	695	19.2
	f) Others.....	408	43	10.5
7.	Post-graduates	1,595	123	7.7
	a) Arts.....	923	51	5.5
	b) Commerce.....	59	–	–
	c) Science.....	286	10	3.5
	d) Education.....	196	32	16.3
	e) Others.....	131	30	23.0

Source: Statistical Bulletin Vol. 29, August 1981; St:Bulletin Vol. November, 1981; Statistical Bulletin Vol. 30, Feb, 1982; and Statis Bulletin Vol. 30, June 1982, pp. 102, 103,127,130 respectively.

The employment exchange service has been rendered ineffecti the employers both in the public as well as private sectors have reso to direct recruitment. We are not quite sure as to what extent their is reliable as they have been reporting inflated figures because of fear of reprimand from their superiors by showing actual figures w are usually low. Anyhow the data presented in the table is indicati the fact that the graduates have been visiting the employment excha in desperation as they could not find other avenues to seek emp ment. But it would be unrealistic to rely on the figures of employment exchanges, as the graduates having registered themsel with them might have secured employment through direct contact w the employers. We have no other alternative but to endorse the fi ings of Hafiz Pasha and his associates when they say: "It appears t secondary school leavers and not university graduates (with gene degree) are having the greatest problems in finding employment. T open unemployment rate for the former is almost 6% and if we incl component of under employment it could rise to 7-8%. Secondly, ate of unemployment of professional degree and diploma holders ty low at 1½%".

Sanyal has made quite valid observations regarding the constraints in which educational and manpower planners are operating. rding to him: "The authors of higher education have been handi- ed by the problems of the operation of the employment market its very changing nature. It has been difficult for them to assess the rptive capacity of the economy, due to difficulties in forecasting power needs. There are data constraints like (a) the resource poten- f the country; (b) the changing technology and labour productiv- (c) educational needs for different kind of jobs; (d) occupational ility; (e) attitudes and expectations of the potential employees and loyers; and (f) the recruitment and promotion practices of the loyers. Even if such information were available, economic uncer- ies would still prevail."

The depressed demand for educated manpower inherent in the nizational structure of Pakistan's economy is the most important of unemployment among educated youth. Some of the salient res of this feeble demand have been listed by Jozefowicz which are duced below:–

(a) Pakistan's economy is dominated by a large 'traditional sector' characterized by small establishments and self employed category of personnel, and generating negligible demand for educated and skilled manpower.

(b) Demand for educated manpower is confined to the small modern sector which has been defined as those establishments employing 20 or more workers. Even in this sector the number of large establishments is very small which affects adversely the already depressed demand for educated manpower.

(c) Leading sectors of the economy, i.e. Industry and Agriculture, reveal a very low proportion of skilled and educated manpower. Manufacturing industries are becoming capital intensive minimizing demand for employment of the educated manpower.

(d) Economic growth has not generated a proportionate demand for educated manpower and the supply of educated manpower has outpaced the growth of employment opportunities.

The causes of unemployment among educated youth are de
rooted in the economic and social conditions of an early stage of
nomic development, and deterioration of the present situation is i
table until serious and lasting efforts are made towards moving a
from this early stage of economic development. Educational ref
will only improve quality but quantitatively the situation will no
prove. The solution of the problem will need a higher rate of econ
growth, and a rapid pace of industrialization alongwith educati
reforms. Future expansion of educational facilities should therefo
made within limits of effective employment demand and as such e
ed procedure of planning adopted whereby economic plannir
coordinated with social planning.

The unemployment of educated youth is not only faced by P
tan but also by numerous other countries of the world includin
most advanced ones. In free societies it is the right of each individ
pursue the vocations of his/her own interest. The decision with r
to restricting admissions may not be the right choice as it is pre
with students unrest leading to economic disturbances. Even if
decisions are made they may not be properly implemented due to
and political pressures on the educationists and administra
Commenting on a paper presented by Dr. Hafiz Pasha in a Nat
Conference on Employment Planning and Basic Needs in Pak
Dr. Baqai made some valid observations. According to him: "
restriction of higher education in the name of quality, would see
freeze the scarcity rents. Artificial barriers are already created thr
differentiation between urban-rural, English – Vernacular, Priva
Government institutions, which hinder competitive entry into th
market – especially in its more prized sections."

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SECTION C

The Academy of Educational Planning and Management
Notes on the work of the Academy of Educational Planning and Management

TRENDS IN RATE OF ENROLMENT AT DIFFERENT LEVELS OF EDUCATION

Year	Primary			Secondary			College			University		
	Enrol-ment	School going age popula-tion	Percent	Enrol-ment	School going age popula-tion	percent	Enrol-ment	School going age popula-tion	Percent	Enrol-ment	School going age popula-tion	Percent
1951	1020	4081	25.0	347	5080	6.8	24	3183	0.8	6.3	3080	0.2
1961	2060	6472	31.8	625	3808	16.4	71	3583	2.0	18	3083	0.6
1972	4210	10680	39.4	1370	8173	16.8	186	5545	3.4	54	4736	1.1
1981												

Source: Hafiz Pasha et al; "Education and Employment in Pakistan", in Employment Planning and Basic Needs in Pakistan, Pakistan Manpower Institute, Islamabad, May 1978, p.244. They have worked ou these percentages on the basis of data provided in the Pakistan Economic Survey 1976-77 and Popu tion Censuses of 1951, 1961 and 1972.

NOTES ON THE WORK OF THE ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT

(Dr. K. St. Clair Luqman, Adviser, Academy of Educational Planning and Management)

I. THE ACADEMY

Objectives:

The objectives of the Academy include the following:

- Organizing action oriented research programmes on problems of educational planning, administration, supervision and research and evaluation;
- developing training programmes for different categories of personnel in educational planning, administration, supervision, research and evaluation;
- organizing conferences and seminars on various aspects of educational development for different interest groups such as decision-makers, high level government officials, academicians and research scholars;
- co-ordinating training, research and evaluation functions of other agencies concerned with educational development at the national and provincial levels;
- serving as a clearing-house for information and literature on educational planning, administration, supervision, research and evaluation.

Staffing and orientation of the Academy:

The Academy operates as a semi-autonomous body under the Ministry of Education. It is recruiting a high-level multi-disciplinary team of specialists in fields related to educational planning and management, and these specialists will constitute a faculty.

Note: A draft 5-year Work Plan was submitted to the Seminar as an Annex to the paper.

The range of specialist skills represented in the Academy w
far as possible include the following:

- Human resource economics (manpower, costs and fina
  of education)
- Management information system
- Educational planning
- Management/Administration
- Social survey
- Curriculum evaluation and examinations
- Supervision and teacher education
- Physical resource base
- Technical/vocational education

Experts in these fields have been selected for the 3 Grade-20
3 Grade-19 posts. They will be responsible for designing research
training programmes relating to their special knowledge, but are ex
ted to become fully knowledgeable about all Academy work, both
cross-fertilisation of ideas, and also because they can then represen
Academy as a whole in their travels about the country.

The Grade-18 officers (8) will in some cases bring specialist s
to the Academy; in others they will have general skills in the are
educational planning and management. They will have special resp
sibility for organizing/coordinating workshops and other training a
ities.

The activities of the Academy will be problem-centred, and th
will be an emphasis on action research. As regards training, there
need to develop a wide variety of training courses and assess their r
tive cost-effectiveness. Some training courses will be developed spe
cally for the Academy. Others will be developed for later dissem
tion to the Provinces, notably where there are large numbers of po
tial trainees (e.g. school principals).

ison with the Provinces:

The Academy will work closely with Provincial units/cells operat-
in fields relating to educational planning and management. The
chanism for the cooperation is to be discussed at the inter-Provincial
ugural Seminar and subsequently.

er-Institutional linkages:

The Academy is to undertake research and training relevant to
ucational planning and management. Though semi-autonomous, it
l therefore need to build linkages with many institutions/departments/
ncies, e.g. :

- Education Secretariats (Federal and Provincial Planning Wings, Field administration and Establishment/Personnel, etc.)
- Externally-financed Education Projects
- Planning Commission
- Establishment Division
- Ministry of Labour: Manpower Division
- Manpower Research Institute: Training Division
- Institutes of Public Administration
- Allama Iqbal Open University: Institute of Education
- Pakistan Institute of Development Economics, etc.

II THE FIELD

The field of educational planning and management includes the
owing areas/processes :—

tem maintenance (management):

M1 – Organisational structures and procedures

M2– Budgeting and financial procedures

M3– Generation and utilisation of information flows

M4– Linkage, education and work

M5– Recruitment, deployment and upgrading of hu resource base:

a) Management/admin/supervisory staff

b) Teaching force

M6– Specification, acquisition/production, utilization maintenance of physical resource base

M7- Response to student and community needs and p lems

M8– Support of curriculum and of assessment/certifica processes (see P1/PF4.)

M9– Policy review, policy/plan/project/programme form tion/implementation, and management of innova (see P1 to P6).

M10 Other

System development (through the Plan process and curriculum deve ment):

P1– Review of system performance (achievement and inadequa

PF1. Overall qualitative aspects

PF2. Distributional aspects (lessening of regional and inc based disparities, and provision of facilities for girls men)

. Matching of education system with requirements for economic and socio-cultural development/well-being

. Appropriateness of curriculum and examinations

. Cost-effectiveness at macro and institutional level

. Review of system maintenance processes (see M9)

Policy and plan formulation

Planning, programming and budgeting

Project identification, development, monitoring and evaluation

Plan implementation/management/evaluation, overall organisation of planning work

Other

The Academy may tackle these various aspects of system function rding to the following modes of operation:–

. Problem-related research, including action research

. Research related to training

. Training activities of many kinds

. High-level seminar/workshops

. Coordination activities

. Information clearing house

The sub-sectors of the education system may each be analysed in e terms viz :–

1. Schools

2. Teacher education

3. Technical/vocational education

4. Examination boards and high education

5. Non-formal education

6. General (combinations of these)

A five-year work-programme based on the above areas of sy function and modes of Academy action will be presented at the Se

III. NEW PERSPECTIVES

The Academy has been set up with high hopes that it can trans the education system and dynamise it. It cannot do this using the ing discipline of educational planning and management alone. T because most institutions in this area have been relatively academ otherwise cut off from close contact with the education system, i ministration and management. The Academy has therefore to de new approaches or fail.

This does not mean that the conventional exercises should be lected. They define the challenges for which remedies are sough the framework of operations developed:—

(a) **Macro-studies**

- the dimensions of the education system; distribut problems/access of underprivileged groups;
- costs and financing;
- relation to employment opportunities; etc.

Also analysis of past plans and their outcomes;

(b) **Micro-studies:**

- Problems: past attemps to solve them, and their comes; present situation; range of po solutions and their resource requirement

If the Academy is to serve as the engine of transformation of the cation system so that it serves more adequately the needs of the stu- its as well as society, then something more is required, viz. *action- arch*, to discover a new socio-technology of educational planning management that can revitalise dispirited teachers and educational agers, that can use expansion as the opportunity for improvement, so on.

The following strategies are suggested as having the potential for ieving a breakthrough and may be developed conceptually in 1983, 85 leading to field operations thereafter:

Teacher education and schooling:

Teacher education and schooling:

Establish:	Academy Field Stations at selected teacher education institutions
Assist:	With their planning and management to achieve:
	(a) Revitalisation of teacher training
	(b) Revitalisation of schooling in adjacent area
Use:	The Field Station for *in-service training* of other teacher educators, educational administrators and principals, in new approaches to educational planning and management
Budget:	Providing additional inputs needed to achieve this on an *action research* basis

Administration and schooling:

Establish:	Academy Field Stations at selected District Education Offices
Assist:	With their planning and management activities to achieve:

(a) Revitalisation of administration

(b) Revitalisation of schooling in cone District

(c) Efficiency in budgeting, project for tion and Plan Implementation

Use: The Field Station for in-service traini District administrative staff as well a school principals

Budget: Providing the inputs needed to achieve an *action research* basis

3. **Certification and textbooks:**

Establish Field Station in an innovative Board, etc.

4. **Special Implementation Programme/non-formal education:**

Establish Field Station (s) as appropriate.

5. **Vocational/technical education:**

Establish: Field Station in selected institutions

Assist: With their educational planning and m ment, and provide needed inputs to ac

(a) Revitalisation of studies (theory, tical)

(b) Relevance to world of work

(c) Assistance with and tracer stud placement

Use: The Field Stations for *in-service trai* college principals and educational admi tors

Costs of education:

Establish: A mobile Field Station specifically to coordinate all field activities relating to costs and to low-cost *versus* conventional *versus* enriched resources; and to undertake vigorous analyses of cost-effectiveness.

IV. DEVELOPMENT OF EFFECTIVE TRAINING METHODS

It is well known in educational and management circles that a person who has just been given skills and enthusiasm in a training course may fail to live up to his good intentions when placed in or returned to conservative or restrictive institutional situation. For this reason much aining vanishes from sight. Training courses are likewise thought of as laxation or as a means to a promotion rather than as leading to a change one's behaviour. The Academy does not plan to waste national resources in this fashion.

For this reason Academy training will normally be designed to coicide with a *change in* the work-situation. This may be attempted in ifferent ways, and their relative effectiveness will be evaluated:

(i) Train a *working-group* together – on site or at Academy

(ii) Give the training *on a recurring basis* or with strong follow-up so that the trainee knows that he has to report back to his training group/tutor.

(iii) Give training at the same time as a policy change or change in resource inputs, so that *earlier difficulties are lessened*

(iv) *Give a long apprenticeship-style training* and keep in close touch after trainee returns to his previous work situation (this time the trainee may change the work situation or his perception of it himself).

Training near the work place, on a recurring basis, has a good potential for effectiveness, and low relative cost. It will, therefore, be explored to the full by the Academy. High level short-term seminar-workshops would normally be held at the Academy.

Other

ovincial: Education Secretariats

Planning and Development Committees

Extension Centres

Curriculum Centres

National Institutes of Public Administration

Universities/I.E.R.'s

Employment Secretariats

Other

ab-Provincial:

Pilot Projects

VI. INFORMATION CLEARING HOUSE

The Academy will serve as a national information clearing house rough seminars, including perhaps an Annual General Seminar, through blications and documentation centre, etc.

VII. RELATION OF ACADEMY'S INITIAL PROGRAMME TO VIth PLAN

The Academy's work will begin as the VIth Plan is finalised. Its anagement training activities and training for planners should, Insha ah, substantially improve the capacity to implement this plan, in ich increased priority is given to the education sector. The Academy rough its field studies and action-research should moreover be able to ovide valuable feedback on progress or bottle-necks in plan imple- ntation, with suggestions for appropriate action.

'Assessment of training need' is a controversial subject. Capa to absorb training can be anything upto 100% of working time. question is rather *what* the Academy can usefully offer.

Nevertheless it may be confirmed that the Academy will dev workshop training modules and supplementary materials correspon to each category of field administration staff, to planning staff an selected secretariat staff; plus other trainee categories. These mate will be developed on a trial basis and refined in the light of exac evaluation studies. A comprehensive range of modules and case stu will be in good shape after 2-3 years, plus data and guidelines on use.

V. COORDINATION

The Academy is expected to give leadership and coordinatio respect of the training, research and evaluation aspects of educati development activities of various kinds (see objectives, above). Academy staff should thus at the least be aware of, and at best a with, activities of agencies such as:–

National:

Education Ministry — National Education Co
— Special Committees
— Planning and Project Wing
— Curriculum Wing
— University Grants Commis

Planning Commission

Ministry of Labour — Manpower Div., Pak Manp Institute

Open University — Institute of Education & search

Pakistan Institute of Development Economics

Other

ovincial:

Education Secretariats

Planning and Development Committees

Extension Centres

Curriculum Centres

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SECTION D

Discussions of the Working Groups
A Review of the Working Group Reports

A REVIEW OF WORKING GROUP REPORTS

The participants were divided in four groups and invited to suggest delines for the Academy with respect to:

i) Training
ii) M.I.S.
ii) Coordination
v) Research

The recommendations of each group are as under:

Training:

A group of five educationists was formed for the training function ler the chairmanship of Mrs. Shamas Abbasi, Director, Bureau of riculum Development and Extension Centre, Sind. The group dis- sed the aims of the Academy as laid down in the PC I Form in res- t of training, i.e.

"developing training programmes for different categories of personnel in educational planning, administration, supervision, research and evaluation".

The training needs of the various categories of officers in the Edu- on Service were reviewed. A clientele of about 800, from the District l upwards was identified for the Academy's training programmes. group recommended the Academy to:

i) organize training courses for this clientele;
i) develop training courses for the next category of personnel, e.g. first line supervisors and headmasters of High Schools.

The clientele for the training courses to be organized by the Acad- should be as under:—

i) All officers working in the Planning Sectors, Cells, Units or

Wings of the Provincial and Federal Education Departme and the Ministry.

ii) All District Education Officers and other officers compara to their rank and above, including Principals of Colleges, D ectors and Deputy Directors.

iii) Research Workers from Curriculum Bureaus, Extension C tres, Teacher Training Institutions, Boards of Intermedia Secondary and Technical Education and Text Book Boar etc.

iv) Master Trainers for organizing training courses for Asstt./ District Education Officers and Heads of Secondary Scho The master trainers may be selected from Extension Cent and Teacher Training Institutions.

It was felt that due to intial teething troubles, the Academy m not achieve substantial results in its first year but for the second y and onwards the group recommends to train about 200 persons ea year. For the first year they laid more emphasis on staff recruitme setting up of a well-equipped library, and holding of seminars and c ferences in the field of education.

The report was presented by Dr. Mussarrat Ali Khan and was v much appreciated by the house. The following were the main featu of discussion as pointed out by the participants:—

i) Developing training programmes
ii) Master training programmes
iii) Developing the capability in the Provinces
iv) Training needs to be assessed in a scientific manner

The seminar participants appreciated the report, stating "It is cl in itself and is in accordance with the requirements of the Academ

Dr. Mussarrat Ali Khan explained that the responsibilities of Academy as set out in the P.C.I form should include both organiz and developing programmes. The Academy would develop training p grammes and organize action-oriented research.

Various comments were offered by the participants regarding

ossibility of master training programme. After detailed discussions, it as suggested that the work should be done through various organiza- ons in the provinces. Where appropriate, emphasis should be laid on eveloping the courses.

The Academy should not be an organ for spoon-feeding at various vels, but the activity of the Academy is to develop capability and self- nfidence in the Provinces.

It was also stressed that the Academy staff should go out and see e situation in each Province and study their characteristic features ith respect to planning, administration, etc. at each level. The training eeds have to be assessed in a scientific manner on this basis.

At the end, Dr. Qazi said, the Academy is now getting organized d has selected its professional staff. They will take into consideration l those aspects which have been discussed and they will develop courses a manner that will ensure the various training objectives incorporated re.

MIS functions of the Academy of Educational Planning and Management

The MUST model of Management Information System and the MIS national project which has been developed by the Ministry of ducation for the UNDP third-cycle program were thoroughly studied the committee members chaired by Mr. Habib Khan, Director, UST., Peshawar. The following conclusions/suggestions were made:

i. The EMIS project should be implemented by the Academy.

ii. The group supported the project as developed by the Ministry.

iii. The Academy should pool together the expertise of national & international consultants for EMIS in the Academy who could cater for the needs of each province as and when asked for.

iv. The EMIS needs should be determined through a consultative process initiated by the Academy with the object of creating a common core questionnaire for the entire country. The Provinces would ensure that their specific needs were also met.

v. The Academy should ensure that the information collected is correct and it is handled by personnel equipped with the requisite knowledge and skills in the field of MIS.

vi. The Academy should initiate in collaboration with the Provinces the holding of simulation exercises, motivational and acquaintance workshops on the theme of EMIS for all the key-persons of EPM in the Provinces.

vii. The Academy shall give it priority.

viii. The Zanuttini report should be followed as a guideline for the establishment of EMIS.

The participants took keen interest in the group discussion and the presentation was followed by various questions. The discussion was focussed on:—

i) Common core questionnaire for the entire country

ii) Coordination

iii) Statistics at Federal level

iv) Indicators

Mr. L. Habib Khan explained more fully the MIS functions of the Academy of Educational Planning and Management. He said that in order to enhance the management and decision-making capabilities of the administration, it is essential that they be well equipped with reliable and valid data. He also stressed the importance of quick retrieval of information in the educational planning.

In discussion of computer-based management information system he said that the computer is a modern machine used for electronic data processing, whereas the MIS is used by the administrators for their decision-making. Replying to a question, he said that "Time is money, it is the computer which saves the time". Quick retrieval of information can be had through the computer which helps in timely decision-making.

Dr. Qazi stressed the need for correct, valid and reliable data for planning and administration. He said that in order to keep pace with the rapidly changing world, we can make use of computerised MIS.

At the end, the chairman expressed his feelings that the participants have learnt a lot from the discussion on MIS which can be used as a tool for management, as already agreed.

3. **Coordination:**

This group was chaired by Mr. Abdul Jalil, Deputy Director, Planning and Management Cell, Education Department, Government of Sind Karachi. The following recommendations, were made after discussion on various issues:

1. **Areas for Coordination:**

The Academy in consultation with the appropriate agencies at the International, National and Provincial levels will identify specific areas for coordination keeping in view its aims and objectives for broad areas, i.e.

i) Educational research connected with planning and management.

ii) Training/orientation of personnel connected with planning and management at different levels of administration.

iii) Collection, compilation and analysis of educational data and statistics.

iv) Publication, documentation and dissemination of information in relation to planning and management.

2. **Identification of organizations/agencies for coordination purposes:**

It was recommended that similar approach be adopted for identification of organizations/agencies engaged in activities directly or indirectly linked with the Academy's programme.

3. **Coordination Channels and Linkages:**

It was recommended that the Academy should have direct co munication links with the institutions/agencies in the Provinces but t cooperative linkages with the Planning and Management Units/Cells the Education Departments in each Province should be developed the maximum extent and these units/cells be fully informed or join involved as appropriate.

Mr. A. Jalil was requested to present his report on Coordinati The discussion was opened and the participants discussed various i portant aspects regarding the coordination channels and linkages. Li was also thrown on definition, scope and determination of coordinati in order to provide a full coordination linkage with other agencies.

It was discussed that the specific areas to be coordinated by t Academy have to be carefully sorted out and the Academy in consul tion with the appropriate agencies at the International, National a Provincial levels identify the specific areas of coordination keeping view its aims and objectives.

Dr. Qazi expressed his appreciation of the report and especia welcomed the keen interest shown by Provincial agencies of planni and management in collaborating with the Academy on a continui basis.

4. **Research:**

This group was chaired by Dr. Anwar Khalil, Director, Institute Education and Research, Baluchistan University. Problems and role research in Educational Planning and Management were reviewed length. The group suggested the following broad functions:–

1. Organization of research activities
2. Training for research
3. Coordination of research activities

1. **Organization of Research Activities:**

The following recommendations were made for organization of search activities:

Applied Research

To carry out applied research in educational planning and management for policy and decision-making at national level independently or in collaboration with concerned organizations.

Sponsorship of Research

To sponsor research studies by individuals or institutions in cases where:—

a) a problem for research has been identified by the Academy, which the Academy would, for any reason, like to be undertaken by individuals and institutions anywhere in the country;

b) a problem for research has been identified jointly by the Academy and any other individual or organization, and the Academy would assign the study to that individual or institution;

c) a problem for research has been identified by an individual or an institution or organization, and which the Academy would like to be carried out in the national interest.

Promotion of Research

To provide the Academy:

a) incentives to individuals and organizations for undertaking research in various ways;

b) support for documentation such as setting up of a library, publications, etc. and also to disseminate research activities in various institutions and organizations, e.g. through publication of a research journal of international repute.

Strengthening and utilizing research potentials of research organizations and institutions

a) The Institutes of Education and Research of vari Universities in the country;

b) Institute of Education and Research of the Allama I Open University, which is concentrating on high l professional research studies on Educational Plan and Management;

c) Sections of the Ministry of Education and other dep ments which engage themselves in research activi from time to time.

v) **Providing facilities of electronic data processing**

Data processing facilities to be provided to individuals organizations for data analysis.

2. **Training for Research:**

The Academy shall provide short-term training programmes to terested individuals or organizations in various research areas.

They also suggested the following levels of training for the rese workers:

– General methods and techniques of research	Initial training
– Area Specific Training (such as on Experimental/Survey studies, etc.)	Secondary level training
– Problem Specific Training (Collection and treatment of data and report writing, etc.)	Special training

3. **Coordination of Research Activities:**

The Academy shall collect research reports from various organi tions and will coordinate their activities.

The Group also proposed the setting up of a "National Grou Applied Research in Education" by the Academy for the suppor

gh level applied research studies in educational planning and manage- ent, which may comprise of Directors of IER's, National/Provincial esearch Organizations and research experts of the country.

Various aspects regarding research were presented by Dr. Khalil d members of the group and discussed. Some of the areas specially entioned were:–

- research in communication systems
- research in the management of people
- research in organization patterns
- research in the ecology of education
- type of ecology in educational institutions

These were beneficial areas in which research studies are needed to lp institutions in planning and development.

The significance of any particular research problem is a relative atter. Every society, region or organization identifies its own research ps and priorities according to its own developmental needs.

At the national level, the developmental plans in each country ecify main objectives and targets to be achieved during the specified riod. Priority for research areas may be suggested in such plans.

At the end, Dr. Qazi thanked the audience on behalf of the Minis- y of Education and on behalf of the nascent Academy of Educational anning and Management. He said that "You people are the architects this Academy because this is the first activity that we have started in e Name of Allah, and we hope to grow further. I would like personal- that such type of seminars should be held regularly".

He thanked all the participants belonging to various Provinces who d whole-heartedly devoted themselves to the work of the Seminar in ggesting, discussing and recommending their valuable view points in rious areas.

OVERVIEW OF THE SEMINAR AND ITS CONTRIBUTION TO THE EARLY STAGES OF THE ACADEMY'S DEVELOPMENT

(Dr. K. St. Clair Luqman, Adviser to AEPM)

This section is a retrospective review of the Seminar and accomplishments, with some indications of how its deliberations ha assisted in the development of the Academy in its early stages.

The Academy has a long history in one sense, since it is an exte sion of the Bureau of Educational Planning and Management which u dertook extensive research and training work in the 1970s. In anoth sense it is very young, since its present staff was selected by Intervi Board in December 1982 and are joining in the period February to Ju 1983. Several of the present cadre were able to attend the Semin though it was held in December 1983, and others have subsequent listened to Seminar discussions on tape.

In a very real sense, the Seminar helped to get the Academy off a good start. The high-level representatives from the Provinces we able to offer their support and guidance from the very beginning. T symbolises moreover the fact that the Academy is a service institut designed to make available expertise, information, training and resea findings, etc. that will assist the Provinces in their task of educatio development.

It was made clear by the Provincial representatives that their pl ning and management specialists would wish to cooperate to the f with the multi-disciplinary team of specialists gathered together at t Academy. In respect of research, the various learning experiences co be shared, while the Academy would have the benefit of their Provinc colleagues' long experience in the particular characteristics and ne of each Province.

In respect of training it was clear that the Academy could br Provincial specialists together at their convenience to develop new co cepts of planning and management through workshops, seminars a training courses in various aspects of educational planning and mana ment.The Academy would, moreover, assist in the development methodologies applicable for the Province-based training of school a college principals and of junior officers in the Directorates of Educati

The key role of the Academy in facilitating and promoting the flow of information and research in the field of education was emphasised throughout the Seminar.

It may be added as a postscript that administrative delays have held back the start up of the Work-Plan presented to the Seminar. It will be April/May 1983 before the professional staff is in position, the administrative basis established and substantive work begun. A modified Work Plan for the period up to June 1984 has therefore been developed, emphasising the build-up of knowledge and linkages with each Province. Three main features have been selected for attention:

1) The planning and management of rural primary schooling,

2) The initiation of work on a national EMIS, and

3) Review of the process of plan formulation and implementation at macro-level.

During this period, internal training of Academy staff will be an important objective. Nevertheless, research, training, case-material development and enrichment of the information base will be attempted during the initial period, also, as the need for this work is so urgent. A five-year programme of work will also be developed during this period, drawing upon the draft submitted to the Seminar but enriched by Seminar discussions and by subsequent Academy studies.

It is hoped that Provincial representatives and also experts working in Islamabad will support further Academy seminars to offer guidance on the development of these programmes in detail providing a continuation of the impetus, intellectual and motivational inputs derived from their support of the Inaugural Seminar. The Academy's appreciation of this support is re-emphasised here as the most fitting way of concluding this report. May the blessings of Allah rest with all participants of the Seminar in all their work. The prayers of all for the Academy would be much appreciated.

ANNEXURES

1. List of Resource Persons and Participants

2. Programme of the Seminar

3. Additional papers

   a) The Special Development Programme (Mr. Abdullah Khadim Hussain)

   b) In-service Teacher Education in Baluchistan (Mr. Khurshid Ahmed)

   c) The work of the Education Extension Centre, Lahore (Mr. Abdus Samad)

   d) Problems in the collection of valid educational statistics in Pakistan (Mr. Shafiq-ur-Rehman)

4. Reports of the Seminar Working Groups

   a) Training

   b) MIS Function of Academy of Educational Planning and Management

   c) Coordination

   d) Research

Annex – I

List of Resource Persons and Participants

Resource Persons

1.	Mr. Abdullah Khadim Hussain	JEA (Curriculum Wing) Ministry of Education, Islamabad.
2.	Prof. Khawaja Amjad Saeed	Chairman, Department of Punjab University, Lahore.
3.	Dr. Mukhtar Ahmad Bhatti	Secretary, N.E.C. Islamabad.
4.	Prof. S.H. Hashmi	Chairman, Deptt. of Administrative Science Quaid-e-Azam University, Islamabad
5.	Prof. Dr. Shaukat A. Siddiqui	Director, Institute of Education, A.I.O.U., Islamabad.

Participants

1.	Mr. Abdus Samad	Senior Subject Specialist, Education Extension Centre, Lahore.
2.	Mr. Abdul Jalil	Dy. Director Planning, Education Deptt., Sind.
3.	Dr. Abdul Ghafoor	Dy. Chief, Planning Commission, Islamabad.
4.	Dr. Anwar Khalil	Professor, I.E.R., Baluchistan University, Quetta.
5.	Mr. Khurshid Ahmad	Principal, Elementary College, Quetta.
6.	Mr. L. Habib Khan	Director, MUST, Peshawar.

7.	Mr. Malik Ijaz Ahmad	Dy. Director (Education), Quetta.
8.	Mr. M. Iqbal Malik	Asstt. Director, Education, Centre, Abbottabad.
9.	Dr. M. Rashid Solaria	Head, Statistics Deptt., F.G. College, Islamabad.
10.	Dr. Musarrat Ali Khan	DEA (Curriculum Wing).
11.	Mrs. Shams Abbasi	Director, Bureau of Education & Extension Centre, Sind.
12.	Dr. S.R. Malik	AEA, Ministry of Education Islamabad.
13.	Mr. Riaz Mohammad Baluch	Dy. Director (Colleges), Quetta.
14.	Prof. T.J. Gorgani	Associate Professor, Baluchistan University, Quetta.

Observers

1.	Dr. A.K. Abid	Lecturer, A.I.O.U., Islamabad
2.	Dr. Athar Khan	Associate Professor, A.I.O.U. Islamabad.
3.	Dr. Maqsood Alam Bukhari	Asstt. Professor, IER, A.I.O.U. Islamabad.
4.	Prof. Mohammad Ilyas	DEA, Ministry of Education Islamabad.
5.	Mr. Mohammad Munir	DEA, Ministry of Education, Islamabad.
6.	Mr. Shafiqur Rahman	Technical Assistant (Curriculum Wing).

Academy of Educational Planning & Management

1.	Mr. A.Z. Faruqui	Secretary, Education/Chairman, Board of Governors.
2.	Dr. M.H. Qazi	Acting Director General
3.	Dr. (Mrs.) K. Luqman St. Clair	UNESCO Adviser
4.	Mrs. Haroona Jatoi	Programme Officer (organizer)
5.	Dr. Nujba Islam	Programme Officer (designate)

Annex – 2

PROGRAMME OF THE SEMINAR

26th December, 1982

Inauguration	09.30 A.M.
Working Session	11.00 A.M. to 03.00 P.M.

Session Chairman: Education Secretary

Opening remarks: Education Secretary	11.00 A.M.
Educational Planning and Management (Mrs. M.F. Siddiqui, Chief, Education Section, Planning Division)	11.15 A.M.
Discussion	11.45 A.M.
Work Plan of AEPM	12.00 Noon
Discussion	12.30 P.M.
Working lunch	12.45 P.M.
EPM in Sind: Provincial representative	01.15 P.M.
Discussion	01.45 P.M.
EPM in Punjab: Provincial representative	02.00 P.M.
Discussion	02.30 P.M.

27th December, 1982

Working Session	09.00 A.M. to 03.00 P.M.

Session Chairman: Dr. Khawaja Amjad Saeed, Chairman, Department of Business Administration, Punjab University, Lahore

EPM in Baluchistan: Provincial representative	09.00 A.M.
Discussion	09.30 A.M.
EPM in NWFP: Provincial representative	09.45 A.M.
Discussion	10.15 A.M.
Management Information Systems (L. Habib Khan)	11.00 A.M.
Discussion	11.30 A.M.
Special Implementation Programme (Mr. Abdullah Khadim Hussain, JEA (CW)	11.45 A.M.
Discussion	12.15 P.M.
Working Lunch	12.30 P.M.
Extension/Curriculum Centres: Training of Supervisors/in-service teacher education etc. (30 minutes presentation for each Province)	01.00 P.M.

28th December, 1982

Working Session	09.00 A.M. to 03.00 P.M.

Session Chairman Dr. Mukhtar Ahmad Bhatti, Secretary, National Education Council

Education Research in Pakistan (Dr. M.A. Bhatti)	09.00 A.M.

Discussion	09.30	A.M.
EPM at AIOU (Dr. Shaukat Siddiqui, Director, Institute of Education, AIOU)	09.45	A.M.
Discussion	10.15	A.M.
Refreshments and Informal Discussion	10.30	A.M.
Education Research in Punjab (Director, IER, Lahore)	11.00	A.M.
Discussion	11.30	A.M.
Education Research in NWFP (Director, IER, NWFP)	11.45	A.M.
Discussion	12.15	P.M.
Working lunch	12.30	P.M.
Education Research in Sind (Director, IER, Sind)	01.00	P.M.
Discussion	01.30	P.M.
Education Research in Baluchistan (Director, IER, Baluchistan)	01.45	P.M.
Discussion	02.15	P.M.

29th December, 1982

Working Session	09.00 to 04.00	A.M. P.M.

Session Chairman: Dr. S.H. Hashmi,
Chairman, Department of Administrative Science
Quaid-e-Azam University, Islamabad

Management Studies in Pakistan (Dr. Khawaja Amjad Saeed)	09.00	A.M.
Discussion	09.30	A.M.
Public Administration Studies in Pakistan ((Director, NIPA, Karachi, Lahore)	09.45	A.M.
Discussion	10.45	A.M.
Refreshment & Informal discussion	11.00	A.M.
Relevance of output of Graduates to the requirements of the Economy Dr. Abdul Ghafoor, Deputy Chief, (Planning Division)	11.30	A.M.
Discussion	12.00	Noon
Formation of Working Groups to discuss Academy Province linkages and other linkages (i) Review of topics (Dr. Mrs. Luqman) (ii) Working Groups	12.45	P.M.
Working lunch	01.00	P.M.
Working groups resume	01.30	P.M.

30th December, 1982

Working Session	09.00 to 01.00	A.M. P.M.

Session Chairman: Dr. M.H. Qazi Director General, A.E.P.M.

Plenary Session: Presentation of Working Group reports	09.00	A.M.
Refreshments	10.30	A.M.

General discussion	11.00	A.M.
Summing up (Director General, AEPM)	12.15	P.M.
Lunch	12.30	P.M.

THE SPECIAL DEVELOPMENT PROGRAMME

(Extract from tape recording of address given by
Mr. Abdullah Khadim Hussain, JEA, Curriculum Wing)

The Special Development Programme focuses on rural areas and deprived groups and especially on Primary Education. The Special Development Programme was designed to confront the following problems:–

i) We have a population of 14 million children who are of primary school age.

ii) The enrolment including under-age and over-age children is 6.9 million.

iii) The drop-out rate amongst the children is about 50% in rural areas. Drop-out usually takes place from class 1 to 3 amongst the boys and in class 3 to 4 amongst the girls. The number of schools already existing in Pakistan is not enough.

iv) Teachers do not use the equipment provided to them.

v) Students are over-crowded in the already existing schools.

So keeping in view the above mentioned problems, key features of the Special Development Programme will include:

i) Each school in the Programme will be given some equipment.

ii) The number of teachers has been increased. For example, in Mosque Schools there will be one trained teacher and one Imam and in whichever school classes one to three are being shifted to the Mosque there will be two more teachers for class 4 and 5 in the school itself. The number of primary school teachers under the Special Development Programme thus averages four.

iii) Curriculum will be modified and will focus on reading, writing, Arithmetic and Islamiyat from class one to five.

iv) Supervision. A new dimension in supervision is being introduced, one at the Divisional level and other at the Union Council level. These supervisors will be called resource persons. They are not just the ordinary supervisors but they have the qualification of being primary school teachers with ten years experience. They are up-graded from grade six to eleven which is an incentive for them. They supervise the implementation of the programme and also establish liaison with the community.

Inputs planned in the first phase include:

i. Opening of 7,500 new Mosque schools;

ii. Provision of accommodation in the Mosque for 1,500 shelterless schools;

iii. Construction of 1,000 two roomed school buildings to bring about improvement in the accommodation situation of class IV and V, particularly shelterless schools;

iv. Construction of 300 class rooms in order to add one more room to one-room schools to provide one class room each for class IV and V;

v. Improvement in the accommodation and equipment of 2,000 existing schools by using Mosques to accommodate class I–III and to provide equipment and teaching materials for both sections of each school;

vi. Removing over-crowding in 200 urban primary schools by using mohalla/mosques to accommodate lower classes;

vii. Opening 300 girls primary schools;

viii. Improvement of 200 existing girls schools by providing building, equipments, etc.;

ix. Opening 200 Mohalla schools for girls;

x. Setting up of 500 literacy-cum-industrial training centres for girls;

xi. Provision of supervisory units for the proposed expansion programme;

xii. Provision of Settlement Allowance for female primary school teachers;

xiii. Provision of School Mapping Programme;

xiv. Provision of Coordinating Units at Provincial and Federal levels.

MOSQUE SCHOOLS

Mosque school does not necessarily mean that the school should be in the mosque but only refers to any readily available accommodation where children can assemble for instruction by the Imam and a trained teacher. If there is already over-crowding in a formal school then classes one to three can be shifted to the Mosque and in such cases the equipment will be provided both to Mosque Schools and formal schools (Classes four and five).

MOHALLAH SCHOOLS

There are certain institutions where girls are being taught by a respectable lady who can read and write. Such schools are called Mohalla Schools and these were recognized in the previous policy also. Literacy centres are also being established under the Special Development Programme.

SECONDARY SCHOOLS

Availability of science teachers at the secondary schools is very difficult. Scholarships from F.Sc. to M.Sc. are being provided as an incentive. Science equipment is being provided to secondary schools also.

ARABIC LANGUAGE

Provision of Arabic language is also being introduced under the Special Development Programme.

As the Education Secretary has mentioned about the innovative

management aspects of the Programme, the implementation of the Programme does not go through formal channels of information and there are certain new techniques applied. In ordinary cases the supervisor has to look after 150 to 200 schools. But under this Programme only 20 schools are included to be supervised by one person. It will vary from province to province. Wherever formal teachers are not available for rural areas because of social-cultural reasons, there the qualification of training and basic education are relaxed. Any girl who is capable of teaching is taken as a teacher at a flat rate of 300 rupees. The small projects under this programme do not have to go through the formalities of PCI and Planning Division. After negotiation with the persons concerned the grant is released. The Special Development Programme is also very flexible in its design and implementation. Wherever the Mosque Schools are not possible community schools are being established, for example.

REPORT ON IN-SERVICE TEACHER EDUCATION IN BALUCHISTAN BY MR. KHURSHEED AHMED (PRINCIPAL GOVERNMENT TRAINING COLLEGE, QUETTA.)

This report is based on the annual report 1982 on the activities of the Provincial Directorate, Bureau of Curriculum and Extension Centre, Baluchistan, hence I seek the privilege of quoting from the foreword to the above said report by Professor M. Anwar Rooman, Director of the Bureau.

It is an admitted fact that the national development and prosperity are dependent on the educational uplift of the individuals of that nation. In education the teacher plays an important role. That is why in the Education Policy, 1979 the teacher has very rightly been named the pivot of the educational system. It is also a fact that no system of education is better than its teachers. We always look to the teacher for the effective implementation of our educational policies. Whenever we try to find out the causes of deterioration of the standard of education we come to the conclusion that not only most of our teachers are untrained, they also lack the required knowledge, imagination and innovation. Our teacher is treading the same beaten track and this attitude of teahcer is quite contrary to our national demands. If this state of affairs is allowed to continue our dream to make the education universal will not turn into reality and the acute problem of drop out will remain. As it is luckily the policy of the Government to provide adequate facilities both for pre-service and in-service training programme of teacher education in the Country which is very encouraging and appreciable, hence we should not get disappointed and leave in despair.

Unlike other provinces of Pakistan where thousands of trained teachers are available at P.T.C. and B.Ed level who are still unemployed we are short of trained teachers in Baluchistan. In 1972 the officials recruited by the Government of West Pakistan after 14th October, 1955 were repatriated to the Province of their domicile. As a result, large number of trained and experienced teachers left Baluchistan after creating a vacuum in the field of education. In order to fill the gap they were replaced by raw hands and untrained teachers. These untrained teachers are liability of the department rather than asset as they are deputed for their professional training at the cost of Government. They receive their full emoluments during the period of their training.

After this explanation it would be easier to understand that since 1972 the professional training which is named pre-service in the other provinces of Pakistan is in-service training in Baluchistan.

Thus in-service training of teachers in the province of Baluchistan is two-fold:

PROFESSIONAL TRAINING OF UNTRAINED IN-SERVICE TEACHERS

We are alive to the need of upgrading the quality of teacher education by providing the adequate facility for this in-service training programme; but unfortunately forced by the need of the day focus lies on the quantitative expansion of teacher education programme rather than on qualitative improvement. At one hand the training institutions are trying to fulfil the urgent demand of trained teachers while at the other the utmost efforts are being made for the qualitative improvement and enrichment of such programmes by adopting modern innovative techniques.

This training programme is launched at five training institutions of the provinces out of which 3 are Colleges of Elementary Education while the nomenclature of the other two is Teacher Training Schools.

They are :—

i) Govt. College of Elementary Education for Boys, Quetta.

ii) Govt. College of Elementary Education, Mastung.

iii) Govt. College of Elementary Education for Women, Pishin.

iv) Govt. Teacher Training School, Panjgoor.

v) Govt. Teacher Training School, Uthal.

Out of these Elementary Colleges the former has been equipped and up-graded from the standard of school to the College level in 1980-81 and the expenditure incurred was borne by the provincial Government while the up-gradation of the latter two has been financed by the 3rd Education Project. In Elementary College we have mostly P.T.C. and C.T. classes while at one of these we have Drawing Master Class and P.T.I. Class as well.

418 seats for P.T.C. trainees on the basis of district wise quota are available at all the training institutions out of which 80 seats are purely for female primary teachers at Government Colleges of Elementary Education for Women, Pishin.

Intake of C.T. trainees is 120 out of which 40 seats are for female trainees.

Drawing Master P.T.I. Classes have been introduced since 1977 at Government College of Elementary Education for Boys Quetta.

40 Drawing Masters and 25 P.T.I's are every year deputed for their professional training on the basis of district wise quota. The training is of one year's duration.

100 Senior English Teachers are deputed every year for their professional training of B.Ed. at University of Baluchistan, Quetta. Hence 700 untrained teachers of all categories undergo their professional training every year.

From	1947	upto	1981	58578	J.V. Teachers
From	1962	upto	1981	1460	J.E. Teachers
From	1977	upto	1981	133	Drawing Masters
From	1977	upto	1981	103	P.T.I's.

have been trained by training institutions of Baluchistan. The administrative control of these training institutions is with the Director, Bureau of Curriculum and Extension Centre, Baluchistan, Quetta. These institutions have also been constituted as sub-centres for in-service re-orientation courses and these courses are the joint collaboration of the staff of these institutions and that of the subject specialists of the Bureau.

Government Agro-Technical Teachers Training Centre, Quetta was established in 1976. It is the joint venture of the Government of Baluchistan and that of the Central Government. Every year 50 Agro-Tech: Teachers get their professional training at this Institution.

The division of the seats is:–

Industrial Arts	= 30
Agriculture	= 10
Home Economics	= 10

From 1976 upto 1981, 112 Industrial Art Teachers, 51 Agriculture Teachers and 57 Home Economics teachers have successfully completed their Course at this Institution and are now working in various institutions of the province.

IN-SERVICE TRAINING OF TRAINED TEACHERS

The main function of the Directorate of Bureau of Curriculum and Extension Centre is to deal with the curriculum and to arrange re-orientation courses for the teachers of all level. Education Extension Centre was established in Baluchistan in 1973. It was later on merged in the Directorate of Bureau of Curriculum and Extension Centre, Baluchistan in 1978. This Directorate duly headed by the Director, Bureau of Curriculum consists of two Deputy Directors of Education, two Assistant Directors and 10 Subject Specialists.

All the Subject Specialists are master trainers. Most of them have specialised in the different fields of education through the courses of short and long duration with the co-operation of National and International Agencies like UNESCO, UNDP, Pakistan Primary Education Project and Pakistan Academy for Rural Development, etc.

All the re-orientation courses are run by these subject specialists under the direct supervision of Professor M. Anwar Rooman, the Director of the Bureau. In fact to the Bureau he is the same which is the soul to the body. Since his posting as Director in 1978, he has actually mobilized the programme of in-service training and it is hoped that in the near future, we shall achieve the target of providing one in-service training facility to every teacher working in the field during every five years.

For the convenience of the participants all these re-orientation courses are conducted at district head quarters or at some important station of the district. For this the resource persons have to go a long way from their headquarters. Some times the services of resource persons other than these subject specialists are also utilized for these courses in order to facilitate a large number of participants.

The objectives of these courses are:–

i) To re-orientate the massive number of existing teachers in the ideology of Pakistan and in their respective field of specialization.
ii) To bring constructive change in the attitude of the teacher.
iii) To enable them to make use of teachers guides in a benefitting manner.
iv) To enable the primary school teachers to make proper use of the National teaching kit.

From 1973 upto 30th June, 1982, a total number of 3289 out of 5494 primary school teachers have benefitted themselves with the re-orientation courses. Out of this 2752 are male while 537 are female primary teachers.

From 1979 the Bureau offered re-orientation courses for secondary teachers as well. Out of 11-0 Senior English teachers only 141 and out of 1479 J.E. teachers 521 have so far been accommodated.

Separate courses have been organised for the teachers teaching English, Science and Mathematics to secondary classes. 141 secondary teachers teaching the above said subjects have been re-oriented in the particular subjects.

During 1981-82 main emphasis has been laid on the in-service training of secondary teachers and 10 courses were offered to 234 secondary teachers. During the above said period 127 primary teachers have also been re-oriented through four courses. Courses in the field of Testing and Measurement, use of audio-visual aids, population education and testing and evaluation of Maths, and Science, Master trainer's course for the teachers of training institutions have also been offered. 302 teachers have attended these courses.

Special courses for the use of National Teaching Kit were arranged for Assistant District Education Officer's which were attended by 44 Assistant Education Officers.

CRASH PROGRAMME

For the last 10 years in the province of Baluchistan there has been shortage of Science Teachers and inspite of the best efforts on the part

of Education Department, this shortage has not so far been overcome. Incentives have been offered to the science graduates belonging to the provinces other than Baluchistan. Very few have offered their services. In order to find out a permanent solution to this problem a crash programme has been launched at the cost of Rs. 4,70,000/- per annum.

Under this programme in-service F.Sc teachers or B.A's who have passed Matriculation Examination with Science subjects are required to undergo two Courses of 6 weeks duration each. In case of their successful completion they are to be appointed Science Teacher and will be promoted to N.P.S. - 14.

Two courses of such nature have already been held. In the first phase of the 1st Course the intake was 34 and 11 out of them were successful, who were allowed admission in IInd Phase. Similarly 18 out of 24 succeeded in the 1st phase of the IInd Course. Out of these 29 teachers 28 completed the Second Phase successfully.

Bureau is fully cooperating with the Provincial unit of Pakistan Primary Education Project. Assignment for the preparation of objective Tests for the primary classes was undertaken by the Subject Specialists of the Bureau and Teachers of Training Institutions under the Bureau.

Experts of this Bureau have also trained Master trainers who will re-orientate the Primary School Teachers of 4 districts under primary Education Project.

FOLLOW-UP PROGRAMME

The teachers during re-orientation Courses learn a lot and they feel in themselves certain urge to make some contribution to the cause of education. In other words through these Courses their whole personality is transformed; but whenever they go back to their Institutions they can not keep alive to their enthusiasm and efficiency which are prerequisites for the exercise of their professional activities. It is due to the fact that we do not have any follow-up programme. Bureau is alive to the situation and has chalked out a certain programme in the light of its limited resources. Subject Specialists while conducting Courses at various stations visit the Primary Schools in the surrounding areas. Some times the Principals of Elementary Colleges also visit some schools but it is felt that all this is insufficient. It may be possible only when the financial and manpower resources of the Bureau are re-inforced.

INSPECTION FORMAT

Since long, school inspections are being conducted as a tradition. Conventional methods have proved in-effective as the educational activities of the teachers and the taught were not actually assessed to the extent they ought to be. In view of all these facts the Bureau has evolved an inspection format for the guidance of Inspection Team. This inspection format is liable to further amendments in the light of relevant recommendations of the Inspection Staff.

THE WORK OF THE EDUCATION EXTENSION CENTRE, LAHORE

(Circulated by Mr. Abdul Samad, Subject Specialist Education Extension Centre, Lahore)

MAGNITUDE OF THE PROBLEM:

Education Policy: In order to ensure continuous professional growth all teachers will be required to undergo at least one in-service training course during every five years.

	*Total No. of teachers at various levels	No. of teachers to be provided training each year	**Cost for each year (in rupees)
Primary	79533	15906	67,60,305/-
Middle	35408	7081	53,10,750/-
Secondary	35350	7070	70,70,000/-
			Total Cost per year 19.1 million

*= Actual figures for 1980-81
‡=Rates: Primary teacher @ Rs. 425/-
Middle teacher @ Rs. 750/-
Secondary Teacher @ Rs. 1000/-

Duration of Course = 4 weeks

ADP ALLOCATIONS FOR IN-SERVICE TRAINING OF SCHOOL TEACHERS DURING THE LAST SIX YEARS

ADP allocations for various levels

Year	Primary	Middle	Secondary
1977-78	36,25,000	32,09,000	12,00,000
1978-79	3,00,000	5,00,000	4,00,000
1979-80	Nil	Nil	Nil
1980-81	Nil	4,00,000	5,00,000
1981-82	3,00,000	2,00,000	2,00,000
1982-83	2,34,000	Nil	3,66,000
Total	44,59,000	43,09,000	26,66,000

Total for all levels = 1,14,34000
or say Rs. 11.4 million

TEACHERS TRAINED AS COMPARED WITH THE TARGETS OF EDUCATION POLICY

	PRIMARY		MIDDLE		SECONDARY	
	Policy Target	Actually Trained	Policy Target	Actually Trained	Policy Target	Actually Trained
1977-78	14516	3095	6462	4358	6452	202
1978-79	14965	2665	6682	5524	6652	942
1979-80	15428	1756	6868	NIL	6857	325
1980-81	15906	6397	7081	NIL	7070	620
1981-82	16383	2951	7293	305	7282	596
Total	77178	16864	34386	10187	34313	2685
1982-83	16874	1389	7512	38	7500	428

Percentage of targets (1977-78 to 1981-82)

Primary = 21.84%
Middle = 29.63%
Secondary = 7.83%

INCREASE IN PER TEACHER COST OF TRAINING

Average per teacher cost during 1977-79 to 1981-82

Primary teacher :	Rs. 196/-
Middle teacher :	Rs. 436/-
Secondary teacher:	Rs. 511/-

Average cost of 1982-83

Primary teacher:	Rs. 425/-
Middle teacher:	Rs. 750/-
Secondary science teacher	Rs. 1050/-
Secondary arts teacher:	Rs. 950/-

AN ALTERNATIVE MODEL FOR IN-SERVICE TRAINING OF PRIMARY TEACHERS

The scheme for establishment of Decentralized Resource Centres (DRCs)

Objectives:

i) To provide in-service training at low cost.
ii) To provide easy access to in-service training.
iii) To provide opportunities for continuous professional growth.
iv) To ensure steady infusion of educational innovations into the primary schools.

Work done so far:

1. 116 DRCs have been established. Paper, books, duplicating facilities have been provided to all by UNICEF. Some DRCs have been provided modern A.V. Aids and science equipment as well.

2. E.E.C. has provided training to:
   i) 232 master trainers of DRCs,
   ii) 116 heads of DRCs, and
   iii) 48 DEOs.

3. E.E.C. has produced 12 supplementary readers for primary teachers.

4. DRCs have trained 4503 primary teachers in 104 courses of one week duration from April, 1979 to Jan., 1982.

Cost of DRC programme

The entire project of establishing and equipping 116 DRCs and providing additional facilities to E.E.C. as well as training of 29600 primary teachers, all A.E.Os and D.E.Os was to cost Rs. 89,74,000/- upto 1981.

The total funds provided by UNICEF for training and equipment, books (to be purchased locally) amount to Rs. 4,07,000/-

No more funds are forthcoming from UNICEF for the time being.

TRAINING OF SCHOOL SUPERVISORS

PROBLEMS:

(i) The obsolescence of knowledge and skills of the supervisory staff due to the adoption of modernized curricula;
(ii) The rapid increase in the number of schools' while the number of supervisors did not increase proportionally;
(iii) Meeting 5th Plan targets of 7.7% increase in enrolment per year – which meant the holding power of schools must be increased, more schools must be opened (6661 new primary schools and 4000 mosque schools were planned).

PLAN: A programme entitled 'Enhancement of Educational Supervisory Capacity at primary level" was launched with UNICEF assistance in 1979.

A. Plan Targets:

(a) To enchance the supervisory capacity of
- 450 AEOs
- 27 DEOs
- 500 Centre Headmasters

(b) To increase the mobility of supervisory staff by providing

- 21 jeeps to female DEOs
- 262 motorcycles to AEOs

B. Planned Action Sequence:

i) Analysis of current supervisory practices.
ii) Collection of data from the field and using the same for making projections for educational planning in various areas. The data to be obtained from DEOs, the teachers and the community leaders.
iii) Designing models of training programmes and using these models for training of supervisors and administrators.
iv) Training of AEOs and DEOs
v) Refining of model and further training.

C. Work Done:

i) Preparation of questionnaires for field survey of current practices of supervision.
ii) In-service training course for AEOs to collect data about present practices.
iii) Collection of data from the field-5 districts.
iv) Preparation of outlines of training courses and preparation of pre-tests, post-tests to evaluate in-service courses.

UNDP PROGRAMME FOR TRAINING OF EDUCATIONAL ADMINISTRATORS

Preliminary Work: Study of present structures, procedures and practices of educational administration and management in Punjab.

- Identification of problems.
- Defining objectives of training.

WORKSHOP ON EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Oct 22 - Nov 5, 1981

Workshop activities:

- Presentation Lectures
- Group discussions
- Problems solving exercises
- Individual projects.
- Pre-tests and post-tests to evaluate the outcome

Follow up.

Participants: 43 Dy Dirs., Asstt. Dirs., AEOs, Principals, DEOs, etc.

Annex – 3 d

PROBLEMS IN THE COLLECTION OF VALID EDUCATIONAL STATISTICS IN PAKISTAN

(Paper submitted for the consideration of Seminar participants
by Mr. Shafiqur Rehman,
Technical Assistant, Curriculum Wing, Ministry of Education)

Educational Statistics, according to Good, are the facts in isolation before exploration of their bearing on the subject. According to King, "the science of Statistics is the method of judging collective, natural or social phenomena from the results obtained from the analysis or enumeration or collection of estimates". Statistics play an important role in planning and research. This is a tool in the hands of planners which helps them to rationalize the process of planning, without which neither the planner nor the administrator can perform his job successfully.

Most countries of the world are faced with increasing demands for education, but their resources are limited. Therefore, the most appropriate answer for this is planning, which is not possible without educational statistics or data. Data may he raw or derived. Its cources may be primary or secondary.

Data is of two types, qualitative and quantitative. The qualitative data includes objectives of education, quality of education, equality of opportunity to education and the teacher education, etc. while the quantitative statistics consist of data on students and teachers, school buildings, furniture, equipment and teacher salaries, etc.

The main purposes of educational statistics are, that:

(i) It tells us about the future student populations for which education would be needed. It helps in the projection of additional teachers and school buildings and equipment, etc. required.

(ii) It helps in the forecast of educational output in terms of educated or trained manpower which will be needed for other sectors.

(iii) It helps in the estimation of the future costs for the educational system.

(iv) It gives useful information for educational research, e.g. for the efficiency of the educational systems in the light of educational plans.

(v) It gives a picture of the administration of the educational system.

(vi) It gives a broad picture of educational sector for the general public.

COLLECTION OF DATA:

Generally the educational data is collected through:

i) Regular census of students, teachers, buildings, equipment and other assets of educational institutions.

ii) Regular sample surveys.

iii) Adhoc surveys.

iv) Population census.

v) Routine reporting of data obtained as a by-product of educational administration.

In Pakistan, the basic process of collection of data from the schools s nearly the same all over the country. The questionnaires/proformas or this purpose are sent one month before the census day to all the institutions. In Punjab the data is collected as it stood on last working lay of the academic year. In the provinces of Sind and N.W.F.P., it is ollected every year in the months of January and October respectively nd in Baluchistan it is collected as it stood on September 30, of the ear. No date is fixed for FATA/FANA. In Federal Areas the Central ureau of Education is trying to streamline it on the basis of 31st May.

The head of a primary/middle school fills the proforma of educaonal statistics and sends it to A.D.E./Education Supervisor who after

compiling it sends to D.E.O. (District Education Officer). The headmasters of the high schools send this proforma directly to the D.E.O., while in some areas it is collected by S.D.E.O. through ADEO/Supervisor or headmasters and then sent to D.E.O.

This data is compiled by Directorate of Education, Provincial Education Department and then sent to the Central Bureau of Education where it is consolidated and printed for the use of planners and policy makers in the Federal Ministry of Education.

Similarly the data on colleges is collected and compiled by the Directorates of Education and then despatched to the Central Bureau of Education or Education Department.

The statistics of the Universities are collected by the University Grants Commission and then supplied to the Federal Government.

PROBLEMS:

Following are a few problems identified during the visit to the Directorate of Education, D.E.O. Office and Central Bureau of Education, which is responsible for compilation and printed of Educational Statistics at national level.

1. Wrong reporting of data (e.g. ghost schools)

2. The data is inconsistent when the fresh data is compared with the data of previous years.

3. Heavy fluctuations in the figures are found without any justification or explanation of casual factors.

4. Questionnaires are received very late resulting into lag in data compilation, which is about 2-3 years.

5. Internal inconsistencies are found in the tables of same nature with different break-ups.

6. The break-ups required by the policy-makers are not available.

7. Actual data on educational expenditure is not available.

8. Poor responses.

9. Aims of data collection are not clear or some times hidden and the priority assigned to the collection of data is low as compared with administrative matters.

10. Shortage/non-availability of trained staff.

11. There are frequent transfers of the trained field staff engaged in the collection of statistics.

12. Lack of facilities for data analysis.

13. Collection of data of the same nature by more than one agency.

14. Non-realization of the importance of collection of educational data.

15. Fear of administrative consequences, i.e. closure of schools due to under-enrolment, bad results, etc.

16. Lack of conscientiousness.

17. Office records are not maintained properly.

18. Data on private educational institutions are not included in the reports on the assumption that they are not under the control of the Government although they are supplementing our educational system. So we miss a large number of institutions, their expenditure, enrolments, students and teachers.

SUGGESTIONS:

(a) A uniform school census day preferably 1st June may be observed, as the admissions are completed by that date.

(b) Coverage should be complete and the educational statistics of recognized and registered private institutions may be collected as well.

(e) The administrators and educational personnel at primary and higher levels who are involved in the collection of statistical analysis should be made conscious of the importance and usefulness of educational statistics.

(d) Collection of educational statistics may be made a part of teacher training, as they are the people who prepare raw data.

(e) Sub-divisional Education Officers, A.D.E.Os and Supervisors should be trained in this art and the trained field staff should not be transferred frequently.

(f) Records in the offices should be maintained properly so that the data be easily obtained whenever required.

(g) The questionnaires for the collection of data should be simple, attractive, handy and understandable, as many heads of schools at lower level cannot even understand the language of the proformas.

(h) A standard proforma should be utilized throughout the country. One such proforma was recently prepared at the Central Bureau of Education.

(i) Most of the staff engaged in the process are heavily loaded and they think it an extra burden and consider it a thankless job. A nominal honorarium should be given.

(j) A check system should be evolved to ensure the validity of data. D.E.Os should make surprise visit to verify the authenticity of data.

(k) Only one agency should collect educational data and the others should utilize it for their purpose.

(l) To avoid time lag, target dates should be fixed for the collection of different questionnaires in accordance with the nature of the information.

(m) For valid educational statistics a large scale movement for data collection should be launched as Management Unit for Study and Training has done in certain areas of N.W.F.P.

(n) Provincial and central authorities should directly obtain data from the D.E.Os to save time.

TRAINING

The group consisting of the following persons met under the chairmanship of Mrs. Shams Abbasi, Director, Bureau of Curriculum Development and Extension Centre, Sind:

–	Dr. Musarrat Ali Khan	Chairman
–	Dr. Tanwir Jahan Gorgani	Member
–	Mr. Abdus Samad	"
–	Mr. M. Iqbal Malik	"
–	Mr. Khurshid Ahmad	"

The group considered the aims of the Academy as set out in the PC I Form, and restricted its discussions to the second aim, namely:

"Developing training programmes for different categories of personnel in educational planning, administration, supervision, research and evaluation".

The group specifically noted the use of "*developing* training programm" and *not* "*organizing* training programme".

In the broader sense, it would include the entire personnel of the Education Departments :

–	all primary school teachers	Curriculum evaluation
–	all heads of primary schools	Curriculum supervision with some administration
–	all secondary school teachers	Curriculum evaluation
–	all heads of secondary schools	Curriculum supervision with some administration
–	all Assistant Education Officers	Administration and curriculum supervision
–	all DEO's Dy. Directors and above	Administration
–	all lecturers, professors, etc.	Curriculum evaluation
–	all principals of colleges	Administration with little supervision

The total target clientele comes to about 3 lakhs. We are told, (this needs confirmation) that according to the project document, the clientele of the Academy will be District Education Officers and all officers comparable to this rank or above. If it is correct, then the clientele will reduce to about 800, which appears to be reasonable.

The group feels that the Academy should *organize* training courses as well in addition to *developing* training courses for the next category of personnel such as Deputy Education Officers and Headmasters of high schools.

Comparing the Academy with the Administrative Staff College and keeping in view the estimated reasonable maximum potential of the Academy, the group recommends that the clientele for the training courses to be organized by the Academy may be as under:

i) All officers working in the planning sectors, cells or wings of the Provincial and Federal Education Department and the Ministry.

ii) All District Education Officers and officers comparable to their rank and above, including Principals of colleges, Directors and Deputy Directors.

iii) Research workers from Curriculum Bureaus, Extension Centres, Teacher Training Institutions, Boards of Intermediate, Secondary and Technical Education and Textbook Boards etc.

iv) Master trainers for organizing training courses for Assistant/ Deputy District Education Officers, and Heads of Secondary

Schools. The master trainers may be selected from the extension centres, and teacher training institutions.

It may be noted that training courses may be planned keeping in view the job expectations/requirements and problems faced by the participants.

Because of the time constraint, lack of knowledge about the available potential or expertise of the Academy, and the delimitations of the target clientele, the group could not discuss and recommend about:

- schedule of training programme
- topics and contents of courses
- duration of courses
- number of participants in the courses

Some members of the group feel that during the first year, much ground may not be covered because the Academy is yet in infancy stage. From the next year and onward, the Academy should attempt to train about 200 persons each year. Unless substantial proportion of the target clientele is trained, the impact of training will be lost because personnel in the field are changed and replaced frequently. During the first year, priority may be given to the appointment of staff, collection of books and printed material to set up a good library necessary for training programmes and other necessary equipment. In addition to organizing a few courses in educational planning and educational management, the Academy may hold seminars and conferences on critical issues in the field of education.

MIS FUNCTION OF THE ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT

The group comprising of the following studied the MUST model in detail:

–	Mr. L. Habib Khan	Chairman
–	Mrs. Haroona Jatoi	Member
–	Dr. Solaria	,,
–	Mr. Shafique-ur-Rehman	,,

They also discussed the EMIS national project which has been developed by the Ministry of Education for the UNDP Third Cycle Program. The committee arrived at the following conclusions/suggestions:

1. The EMIS project shall be placed, owned and implemented by the Academy.
2. It supports the project as developed by the Ministry.
3. The Academy shall pool together the expertise of national and international consultants for EMIS in the Academy who could cater for the needs of each province as and when asked for.
4. The EMIS needs shall be determined at the Academy with the objective of creating a common core questionnaire for the entire Country. And the Provinces could then add their specific needs questionnaire to it.
5. The Academy shall ensure that information collected is correct and it is handled by personnel equipped with the requisite knowledge and skills in the field of MIS.
6. The Academy shall arrange in collaboration with MUST, simulation exercises, motivational and acquaintance workshops on

the theme of EMIS for all the key-persons of EPM in the provinces.

7. The Academy shall give it top priority.

8. The Zanuttini report shall be followed as guideline for the establishment of EMIS.

Note:

Mr. Zanuttini led an evaluation mission from UNESCO Headquarters review the MUST project and the future of MIS in Pakistan. Mr. Zanuttini is the head of computer services in UNESCO and has in depth knowledge of MIS and its establishment in more than 40 countries of the world. He has developed a detailed plan for EMIS in Pakistan, in consultation with NWFP, Punjab, Sind provinces and the Ministry of Education, respectively. It is a detailed report and has the approval of the Government of Pakistan and UNESCO.

COORDINATION

The following were the members of this group:

–	Mr. Abdul Jalil	Chairman
–	Dr. Maqsood Alam Bukhari	Member
–	Dr. Said Rasul Malik	”
–	Mr. M. Ijaz Ahmad	”
–	Dr. (Mrs.) Luqman	”

Issues discussed:

1. Areas for coordination
2. Identification of organizations/agencies engaged in activities relating to educational planning and management
3. Coordination channels and linkages

Decisions:

1. **Areas for Coordination**

The Academy in consultation with the appropriate agencies at the international, national and provincial levels identify specific areas for coordination keeping in view its aims and objectives.

Broad areas for coordination may be:

i) Educational research connected with planning and management

ii) Training/orientation of personnel connected with planning and management at different levels of administration

iii) Collection, compilation and analysis of educational data and statistics

iv) Publication, documentation and dissemination of information in relation to planning and management

2. **Identification of Organizations/Agencies for Coordination Purposes**

Similar approach be adopted for identification of organizations/agencies engaged in activities directly or indirectly connected with the programmes of the Academy as proposed for identifying areas of coordination.

3. **Coordination channels and linkages**

Horizontal, vertical coordination channels and linkage between the Academy, the international, national and provincial/regional agencies/organizatons.

The Academy may have direct communication links with the organizations/agencies in the provinces but it is considered necessary for coordination within a province that all the information be channelized through the Planning and Management Units at the Education Departments of the Provinces.

RESEARCH

Following were the members of this Group:

–	Dr. Anwar Khalil	Chairman
–	Dr. Shaukat Ali Siddiqi	Member
–	Dr. Abdul Ghafoor	Member
–	Dr. Nujba Islam	Member
–	Mr. Riaz Mohammad Baloch	Member
–	Dr. M. Athar Khan	Member/Secretary.

The Working Group on Research held its preliminary meeting under the chairmanship of Dr. Anwar Khalil, Director, Institute of Education and Research, Baluchistan University, on 29th December. The group briefly reviewed the "Design of the Work-plan for the Academy of Educational Planning and Management". The objectives and functions of the Academy were especially examined in the meeting. The Group also reviewed the situation relating to the problems and role of research in educational planning and management in the country. The functions and role of the Academy in organizing and promoting research were discussed in the perspective of educational planning and management in general terms and in a broader connotation. The members of the group undertook more thinking on the subject of research as a function of the Academy and came up with more specific suggestions in this regard.

The group held its final meeting on the 30th December, and prepared its report on research as a function of the Academy of Educational planning and management.

As an autonomous national institution the Academy of Educational Planning and Management should create within its framework a special cell to perform the following broad functions:

– Organization of research activities

- Training for research
- Coordination of research activities

Organization of Research Activities

The Academy may assume the following specific functions for organizing research activities nationally:

i) **Carrying out applied research in Educational Planning and Management**

The Research Cell of the Academy will undertake research activities which will have direct bearing on policy formulation and decision making at the national level. Such research studies may be carried out by the Academy independently or in collaboration with the concerned Divisions or Departments or the Ministry of Education or related organizations.

ii) **Sponsorship of Research**

The Academy will sponsor research studies to be carried out by individuals and institutions outside the Academy, in cases where:

a) a problem for a research has been identified by the Academy, and which the Academy would, for any reason, like to be undertaken by individuals and institutions anywhere in the country;

b) a problem for a research has been identified jointly by the Academy and any other individual or organization, and the Academy would assign the study to that individual or institution;

c) a problem for a research has been identified by an individual or an institution or organization, and which the Academy would like to be carried out in the national interest.

iii) **Promotion of Research**

In order to promote research activities in the country, the Academy will do the following:

a) **provide incentives to individuals and organizations for undertaking research.** These incentives may be in the form of rewards, remunerations, and recognition of the work done,

b) **documentation of research.** The Academy will make available to individuals and institutions or organizations, such information as will be necessary for carrying out research. This may include the following:

- Establishment of a library of research studies carried out within the country;
- Availability of research studies, and other documents, with persons, institutions, organizations and libraries. For this purpose the Academy will compile periodical catalogues containing the titles of documents and where they could be found;
- Dissemination of research studies to research organizations and institutions;
- Publication of an international research journal.

v) **Strengthening and utilizing research potentials of research organizations and institutions**

The Academy will devise and use ways and means for strengthening and utilizing the research potentials of:

a) Institutes of Education and Research of the Universities of:

- Punjab
- Sind
- Peshawar

b) Institute of Education and Research Cell of the Allama Iqbal Open University, which is concentrating on high level professional research studies on educational planning and management;

c) Sections of Ministry of Education and other Departments which engage themselves in research activities from time to time.

v) **Providing facilities of electronic data processing**

The Academy will arrange to provide the facility of electronic data processing for analysis of data in connection with the research studies undertaken by individuals and organizations on behalf of, or under the sponsorship of the Academy.

Training for Research

The Academy will, from time to time, organize training programmes (short-term) for persons or organizations interested in carrying out research studies, or whom the Academy would like to engage in research activities of some kind. While the duration and nature of such training programmes are left to be worked out by the Academy the Group on Research suggests the following levels of training for the research workers:

– General methods and techniques of research	Initial training
– Area Specific Training (such as on Experimental/Survey studies, etc.)	Second level training
– Problem Specific Training (collection and treatment of data and report writing, etc.)	Special training

Coordination of Research Activities

As a national institution the Academy will be informed about the research studies completed or being undertaken by various organizations and will develop a system of coordination of the research activities of these organizations.

National Group on Applied Research in Education

The group on Research proposes the formation of a National Group on Applied Research in Education by the Academy for coordination and promotion of high level applied research studies in the field of educational planning and management. The National Group on Applied Research in Education may comprize Directors of IER's, National/Provincial Research Organizations and Research Experts and users of research in the Country.

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