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A STUDY OF THE DEVELOPMENT OF HIGHER EDUCATION WITH SPECIAL REFERENCE TO UNIVERSITY EDUCATION IN PAKISTAN DURING THE PERIOD 1960-83

DR. S. A. GHAFFAR

Asstt. Professor

INSTITUTE OF EDUCATION AND RESEARCH

UNIVERSITY OF PESHAWAR

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Chapter I

I N T R O D U C T I O N

What Was Lost?

In the previous study of the researcher on the development of higher education since Independence 1947 to the end of First Five Year Plan 1955-60, it has been observed that the Muslim's glorious tradition of education and scholarship in Indo-Pak sub-continent received an unrecoverable shock by the so-called modern system of British education. The 'western light' was confined to a few commercial centres but the light which emanated from Delhi did not leave any corner of the sub-continent in the darkness.

In fact, no political frontiers could prevent the Muslim scholars going from one state to another to spread knowledge. These scholars occupied a privileged position in the courts of the rulers and were treated with great reverence and respect.

Education in the Muslim world was obligatory from the

religious point of view. It was free and uncontrolled and was based upon the conception of freedom. Another characteristics of it was that it was encouraged both by the rulers and the local people. Higher education was provided in Madrasah now called Darul-Ulum, and primary education was imparted in Maktab identical to the present mosque-schools. Education however, was good enough for employment in Government service at lower position. The literacy rate among the Muslim community was high. The western travellers had been much impressed by the zeal and the common urge among the people towards education of their children. The quality of education at higher level had been maintained. The education besides meeting the spiritual needs possessed economic and social values. (Qureshi pp5-9).

But all this changed with the establishment of the British tradition. It was rightly directed to subvert the Indian religion as well as its culture through the introduction of English in administration and in institutions. Macaulay's dream of seeing the sub-continent inhibited by a race of brown Englishmen who may be different from

the real Englishmen only in race and complexion, became true. (Ibid p-10).

The shortcomings of the system were patent to anyone. Even the British administrators had realized them and had raised their voice in the support of more liberal policies to be adopted. The system was not conducive to the creation of the qualities of leadership or the development of the capacity for decisive actions. Teachers were expected to teach the prescribe topics. The idea of extending human knowledge through research and discovery was neither mooted nor understoond.

In short, the colleges and universities were not the seat of learning. They were more examining bodies and the success in examination was the sole means to employment in the Government service. (Ibid p-12).

The Problem of Guide-Lines

When Pakistan came into being, its educated'elite' was not clear in mind about the direction that the state policies should take,. They could not decide

whether the state should stand for the 'British' philosophy permeating the entire education system of the Muslims or to go a little further and try to provide Islamic framework upon which the edifice of the future education could be erected. The alienation between the products of the two systems had almost dried up all channels of communication between them and no efforts were made towards their integration. The situation favoured the view that political strength was the real aim and religious sentiments was merely a subsidiary matter. Material strength, and individual and national prosperity in terms of material advancement were the targets to be achieved.

Morality, spiritual fervour, religious convections and even patriotism were to take back seats. Unfortunely, no one had the vision to suggest that education in Pakistan needed a firm commitment to its ideology. There was only vague feelings that Islamic ideology would be its basic philosophy. This situation not only made the education system aimless and invertebrated but posed a serious problem of how to formulate guide-lines for the reconstruction of education in the future for Pakistan.

Quad-i-Azam's View on the Importance of Education

The Father of the nation was fully aware of the importance of education for his country-men. In a meeting of the All India Muslim-League Committee in 1946 he directed the members to impregnate the various disciplines with the philosophy and ideology of Islam but this could not be carried out because of political disturbance in the sub-continent.

In a social gathering, on August 14,1947 chating to a group of the members of the Constituent Assembly interested in education, Quid-i-Azam said:

> ' Now we have got our state. It is upto you to establish a visble, productive and sound system of education suited to our needs. It should reflect our history and national ideals. You shall have ample resources for all promising schemes. Never hesitate to come up to the Government with ideas and suggestions. I am confident that they will receive earnest considerations.' (Ibid p-27).

It was most probably his interest that led the Government's decision to hold the All Pakistan Education Conference in November, 1947, to lay-down the guide-lines for the future educational policies of Pakistan.

In the following monumental message of Quid-i-Azam to the above mentioned conference held at Karachi from 27th November to 1st.December, 1947 he laid the fundamental guiding principles for the education policy formulation of the country, he said:

' You know that the importance of education and right type of education, cannot be over-emphasized. Under foreign rule, for over a century, sufficient attention has not been paid to the education for our people and if we are to make real, speedy and substantial progress, we must earnestly tackle this question and basing our educational policy and programme on the lines suited to the genius of our people, consonant with our history and culture and having regard to the modern conditions and vast development

that have taken place over the world.'

There is no doubt that the future of our state will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to see that our people take to science, commerce trade and particularly well-planned industries. We shouldnot forget that we have to compete with the world which is moving very fast in this direction.

At the same time we have to build up the character of our future generation, we shouldtry, by sound education, to instill into them the highest sense of honour, integrity responsibility and selfless serice to the nation. We have to see they are fully qualified and equipped to play their part in the various branches of the national life in a manner which will do honour to Pakistan. (Proceedings of Pakistan Educational Conference, 1947 p-27).

In his sugural address to the Conference, Mr. Fazlur Rehman, Central Education Minister made a clear and unambiguous statement that education was an integral part of the national development. He said that to purgemens needs of barbarism and turn them to humanitarian purpose was the great task of education and without religious insight, they cannot hope to build up character or lay foundation to an adequate philosophy of life. He further said that Islamic ideology as the basis of education in Pakistan, the training of citizenship, provision of universal primary education and gradually disregarding English as medium of instruction should form the main goals to be achieved.

Unfortunately, the recommendations of the conference soon found their way into oblivion. One does not find any reference to them in the records of the subsequent meetings of the educational bodies and particularly in the proceedings of the Inter-University Board of Education.

In short, all the pious hopes for re-building the educational system were smashed into pieces on the anvil of hard-boiled buresucrates.

Statement of the Problem

Against the aforesaid background, an edifice of our educational system had been erected and its critical analysis with special reference to university education since Independence 1947 to the end of the First Five Years Plan (1955-60) has been made in the previous study. The present study is an attempt to analyze critically the development of the university education in Pakistan, during the period 1960 to 1983.

Key Questions To Be Answered in the Study

The objectives of this study have been spelled out in the following key-questions to be answered.

I What were the basic concepts which provided guidelines to the development of University education in Pakistan?

II How far the limitations of the preceeding plans which had effected the course of development of higher education, have been overcome in the future plans?

III What weaknesses and limitations still exist which infleunce adversely the course of development of University education?

IV What crucial problems and issues had been facing to the planners and policy makers and other concerned in the development of higher education?

V What steps have been taken to bring about improvement in higher education, particularly university education ?

VI How planning and the implementation machinery had been strengthened and streamlined for better formulation and execution of the plans?

VII What has been the mode of the development of higher education as compared to the development in the preceding plans ?

VIII What specific role has been assigned to university education in the task of national reconstruction ?

IX What has been the nature and scope of university education in view of the social, cultural, political, economic and ideological demands of the country. ?

X What strategies should be adopted to re-structure the system of university education in future in the light of the analysis of the present study ?

Expected Contribution of the Study

The need and importance of the study may be revealed from its expected contribution stated in the following lines.

I The study would build a rationale for providing a bold thought to be given to the re-construction of higher education, particularly at university level which has always been subjected to bitter criticism in its course.

2 The study identify the pitfalls inherent in the system of university education so that those could be avoided in future.

3 The study may also point out some significant characteristics which could be retained and improved in the present system of university education.

4 The study would provide guide-lines to all concerned with planning, development and

implementation of higher education, particularly at university level to set the system on right direction.

5 The study may infleunce the ongoing programmes and innovations, undertaken for the improvement of quality of university education in the country.

6 The study would stimulate further studies in the areas of higher education.

7 The study may have international value for research students interested in higher study in Pakistan.

8 The study would provide a source document on education system at university level for students and teachers, particularly of training institutions.

9 The study would make us more sensitive about the problems and issues of higher education specially relating to university education and would enable us more determined and committed to search for better solution.

10 The study may provide forecast about the future

nature and status of higher education with simultaneous obligation of meeting the new challenges with changed weapons and tactics in the field.

Delimitation of the Study

The study has been delimited to:

I The period of development of university education from 1960 to 1983.

II The general universities established by the Government during this period.

III The graduate and post-graduate programmes in liberal and scientific disciplines introduced in universities of Pakistan.

The study has been further delimited to the following aspects of university education:

a. Planning organization and management
b. Curriculum, methods of teaching and evaluation.
c. The status of research.
d. Phsyical and instructional facilities.
e. Students-teachers problems and welfare.

f. Financing and priorities.

g. Strategies of qualitative imrpovement.

Method Adopted For the Study

(a) Method

This study has been treated as documentary analysis of the planning, development and implementation of all plans and politics relating to the growth of higher education with more concern to university education in Pakistan, during the last three decades.

As every research student knows documentary analysis is one of the pattern of descriptive research preferably used in analyzing the academic and co-academic activities, administrative procedures, specific situations, conditions and practices that exist in the orgabization, institutions and community. Through this method one can better spot out the trends, strengths and weaknesses in the development of educational efforts of any country. (Good, p.256).

(b) Organization

After making a thorough study of the entire process of the development of higher education with special emphasis on university education, the data so obtained was organized in seperate chapters. The researcher also felt the need to develop certain criterion concepts in relation to planning and development of an education system so that a better and more realistic analysis could be made in the light of these guide-lines.

For more convenience sake, the study has been divided with three decades and each decade has been analyzed in seperate chapter. Summary of the principal findings, conclusions and recommendations comprise the last chapter of this study.

(c) Sources of the Study

The nature of the sources used in the study are:

i : Government reports relating to reviews of implementation of educational reforms and achievement in education during the period 1960 to 1983.

ii : National plans of development particularly relating to the period 1960 to 1983.

iii : New Education Policy 1970, Education Policy 1972-80 and National Education Policy, 1979.

iv : Years Books (1964-65) to (1969-70).

v : Pakistan Economic Surveys 1964-65 to 1982-83.

vi : Commission on Students Problems and Welfare

vii : Pakistan Education Conference 1977.

viii : Books, Periodicals, country reports and other documents published on the development of higher education in Pakistan.

d. Reliability of the Sources

While using documentary sources care has been taken to look into the genuineness and meaningfullness of the document and consistency within the same material. The

reliability of the sources is based upon authoritative Government documents as were available to the researcher.

Chapter II

A RAPID REVIEW OF THE DEVELOPMENT OF HIGHER EDUCATION IN PAKISTAN DURING THE PERIOD 1947 - 1960

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In this chapter a rapid review of the development of higher education during the period 1947 - 1960 is presented so that a reader can get a compact picture of the pace and nature of development before he could proceed further on the subject.

The Impact of Partition

The Second Great War and the Independence Movement in the sub-continent had changed the outlook of the people and created a strong and urgent need for more and better education. The British Government could not adequately provide facilities of higher education to satisfy this demand. With the achievement of Independence, the horizon of national ambitions and aspirations, grow rapidly. Evidently, the educational

development has been the result of Government efforts,.

The development indeed had been encouraging during the past decade inspite of grave difficulties. (Zaki 1967 p.13).

As every one is aware of the fact that immediately after Independence in 1947, the country was facing grave difficulties and more particularly there were staggering problems in the field of education. The first task was to save the system from the total collapse and to make good the damages caused by the wholesale exodous of Hindu teachers and the absorption of the displaced teachers and student came from India. The situation was met, the schools and colleges were kept running and most of the abundant institutions were revived.

This work, however, represented improvisation. There was no systematic and coordinated programme of action. It was primarily because of lack of authentic data which constitute the 'sine qua non' of systematic planning. Further, the financial position of the country was not so strong as to permit the launching of ambitious educational activities. The socio-economic goals too

had not been spelled out in precise terms (Haq p.40).

First Education Conference, 1947

The Government was fully aware of the importance of education. In 1946, the All India Muslim League Committee on education recommendations on the reorganization of education, could not be implemented because of adverse law and order situation in the country.

Therefore, immediately after Independence, in November, 1947 the First Education Conference was held. Quid-i-Azam in his monumental message clearly spelled out the goals of education. Mr. Fazlur Rehman in his sugural address highlighted the characteristics of the future education with particular emphasis on universal primary education, adult education, religious and moral training and training of citizenship of the growing generation.

Some important educational bodies were set-up

at various levels to probe in depth into their problems. Unfortunately, the recommendations of the Conference to a great extent found their way into oblivion.(Qureshi, p.54).

Education Conference, 1951

Inspite of the efforts made, the progress was slow as far as quality was concerned. Therefore, the Government called a conference of the Provincial Ministers, Secretaries, Vice-Chancellors and Directors of Public Instruction to determine the basis for a National Plan of Educational Development, for the country. In order to discuss and finalize the National Plan, a joint conference of the Advisory Board of Education, Inter-University Board and the Council of Technical Education was called which gave the final shape to the Six Year National Plan of Education Development for Pakistan. (Implementation p.7).

Six - Year National Plan Of Education Development

1951 - 57

Pakistan had inherited an educational system which intended to serve narrow utilitarian objectives. Its growth had been largely a matter of simple expansion. It was devoid of realism and incapable of adjusting itself to the socio-economic needs of a rapidly changing and developing society. It was therefore, in 1951 the first attempt was made to formulate an ambitious Six-Year Development Plan (1951-57).The priorities selected in the field of education were:

(a) To arrange for the training of teachers and facilities for educational research.

(b) To arrange for technical, vocational and commercial education.

(c) To provide equipments, laboratories and buildings and

(d) To bring the existing schools to a minimum adequate standard in physical facilities and open new schools

in the backward areas.

The chief merit of this effort was the translation of of the aforesaid priorities in terms of money, material and the people for the educational tasks, but it was not closely related to the overall plan for social and economic development. Consequently, it could not serve as a concrete plan of action and had to be scrapped soon after its launching. However, it proved a useful guide to the relative needs of the various levels and phasis of education. (Haq p.23).

The Salient Features of the First Five Years Plan (1955-60)

As the Sixth Plan was not based upon overall socio economic development, so the solution of this problem called for a more comprehensive, expanded and coordinated approach to planning and development. The draft of the plan was revised in 1957 and was approved by National Education Conference in April, 1957.

The basic concept which guided the formulation of the plan, were to provide healthy economy with social stability through coordinated development and to lead further towards the attainment of satisfactory standard of life both materially and culturally.

Education was accorded 6.2 percent of the total allocation to the field of education in the public sector which was comparatively lower than other sectors. However, priority had been given to higher education over other levels of education.

The first need of the universities as felt was the provision of qualified teachers, equipments, for laboratories and books for libraries. It was thought to develop an integrated and unified system at higher level.

It was also desired to make university education free from too political and administrative control. The establishment of Central and Provincial University Grant Commissions were also recommended. Councils of scientific and industrial research, Institute of Islamic Research Councils of Research in Basic Sciences and Social Sciences were also proposed

to be established. Other suggestions maintained in the Plan were to determine clear responsibilities for universities to regulate the and imrpove the admission procedures and reform the examination system and the management of private colleges.

The achievement of the First Plan, though by no means negligible were in several aspects disappointing. In relation to higher education no perceptible improvement in the quality of education was noticed.The achievement in technical education was below the plan target. The growth of enrolment had doubled at higher level while the requisite physical facilities could not be increased proportionately.

This resulted in further deterioration of standard rather than their improvement as envissaged in the plan. Lack of financial support was the real difficulty. (Haq p.24).

Report of the Commission on National Education,1959

During the decade after Independence much efforts were

made in the development of the country but success was limited in the field of education. Adequate resources or any degree of priority to education in the development plans could not be provided. The result was a persistent stringency in the education system. Therefore, a commission on National Education was appointed by the Government Resolution in December 1958, to review the education system in consonance with the socio-economic conditions of the country and recommend measures for its reorientation and reorganization across the levels.

Regarding higher education the commision was directed to examine the standard of teaching and research in educational institutions and suggest appropriate measures within the limits of the available resources of the country. (Commission 1959 p.15).

In order to transform universities from mere examining bodies to teaching and research organizations as suggested by the Commission specific measures were taken by the Government. Intermediate colleges were seperated from the control of universities and Intermediate Boards

were established for them. Extra departments were opened in universities. Additional physical facilities were provided to universities to strengthen their teaching programmes. They were desired to organize seminars and courses in summer vacation. Scholarships were provided to talented students for further education (Commission 1959, p.24).

Inspite of these achievements certain significant recommendations relating to the improvement of university education could not be implemented.

A Critical View of the Past Developments

Both colleges and universities indicated substantial progress. Scholarships were largely utilized and cultural research organizations made good start of their activities. But on the whole, the performance of the plan was not satisfactory. This was because of inclusion of non-plan schemes of low priority, modifications in the order of priorities and programmes, late approval and launching of the plan, inadequate provision of funds, shortage material, equipment and technical personnel and lack of concrete measures essential for implementation of the recommendations. (Implementation, pp 16-17).

Observations on the Quality of Education

It had been already observed that the system of education was growing at a fast rate and the country was equally committed to programmes of inhancing equality of educational opportunity.

To reconcile the rapid growth in quantity and to maintain the standard and improve the quality of education must be considered simultaneously.

Therefore, efforts should be made to improve the quality of education through provision of adequate physical and instructional facilities and improving the academic and professional capabilities of teachers through providing them ample facilities of further education in foreign universities. Emphasis was desired to be laid-upon improving advanced studies and research activities in the universities, and each university should be encouraged to concentrate upon the centres of advanced studies in a limited number of subject area.

It was further emphasized that new universities should not be brought in with similar departments of traditional subjects which might result in considerable waste of financial resources in duplicating facilities in various parts of the country. (Haq p.37).

Chapter III

THE CRITERION CONCEPTS

IN EDUCATIONAL PLANNING AND DEVELOPMENT

Chapter III

THE CRITERION CONCEPTS

IN EDUCATIONAL PLANNING AND DEVELOPMENT

A Rationale for Evolving Criterion Concepts in Educational Planning and Development

The national plans for development in fact reflect the hopes and aspirations of the pepple. They are the blue-prints indicating not only programmes of socio-economic development but also problems and constraints affecting the course of development. Before proceeding to the analysts of our development plans formulated from 1960 to 1983 the researcher thought important to forward certain criterion concepts in the light of which the development period under study could be analyzed and evaluated.

In fact, planning is a conscious and very careful exercise, and it is the inherent part of national life. There is

position to a higher level or position. Such an increase or improvement can be either tangible or intangible. Social scientists use the term development the standard or quality of a country but in the broad sense development, is the gradual and the eventually culminating struggle for bringing about the quality of life and the word could be further interpreted in our ideological context, it would mean both guaranting the development of the both temporal and spiritual life of the people.

The Concept of Educational Development

What is educational development? Educational development means determining the manner in which we could directly and consciously intervene in adjusting education to the spiritual, social, cultural needs of the nation and the challenges of the scientific and technological explosion facing the country. Education development in fact is a process by which both growth and change are ensured. It is a goal of action directed towards achieving more

'richer, happier and healthier life', but such goals are required to be defined in concrete and measurable terms. (Haq 1965 p.36).

According to Dr. Shamsul Haq, development implies change in economic, political and social system ensuring optimum use of a country's human and physical measures, raising the level of living of the people. (Ibid 9.44).

The Inter-Dependence of Economic And Social Development

The development of education as is generally observed in developing countries including Pakistan has not been suffered so much by lack of good intention and technical knowledge but more by lack of correct perspective in planning and awareness of the goals and means and their relationship.

The economic planner usually assign highest priority to economic growth in the allocation of resources. This takes in the form of investment in physical capital and

the residual of the available are allocated to education and other remaining sectors. The value of education to economic growth is considered in producing technical know-how and is assigned priority at the cost of other levels of education inspite of the fact with the value of education to social development is recognized by the economic planners themselves.

In fact, economic is not an end in itself but a means to a vital end that is the well-being of the people which cannot be secured by economic well-being alone. (Ibid p.97).

An other serious defect as observed in such economic planning for development is that general education has not been considered as contributing factor to economic growth. In fact, all types of education designed on a sound basis contributes to the creation of human capital essential for it.

An other way, in which educstion contributes directly to economic growth are the motives, habits and attitude which are formed by education and which determine the inclination and achievement of such growth. This is the

education which plays a major role in inspiring progress and bringing about desirable changes in the traditional habits and attitude, essential for economic growth.

In short, if economic growth is vital for development educational development is also equally vital for economic development. (Ibid p.98).

Education and National Plans

The goal of education must be thought of in terms of overall national development aiming at not only economic development but also human and social development, which derives inspiration from the national goals. Education should become a dynamic process. It should transmit not only the national ideals but these should be interpreted and re-interpreted and modify the values, attitudes, motivation to stimulate and sustain continuous progress, enrich the social and cultural life of the nation and raise the personal life of its citizens to an increasing higher level of fulfilment. (Ibid p.99).

Development as already mentioned, is a comprehensive and dynamic concept. Therefore, development plans must be oriented to the goal of achieving for the common man a fuller, richer and better life. In this view, it embraces all aspects of growth, human and material.

Educational planners must understand that development means to recognize the crucial role of economic growth in educational development just as economic planners have to recognize that of education in economic development. (Ibid p.100).

Education as an Integral Part of National Plan

Educational planning should form an integral part of an overall national plan for development, motivated by national goal and ideals. Educational objectives should be carefully selected not only in terms of changes in values, habits and attitude as warranted by the development goals of the nation, essential both for economic and social development. Educational

planning must be geared to the manpower needs of the country for its accelerated economic growth. In the allocation of resources, education as an investment in human capital, should be assigned a priority not lower than that is assigned to economic sector.

These concepts will have secured implications and will influence the design of a plan. Such as (a) the overall plan will be motivated by national goals and ideals. (b) It will be an integral plan with the educational plan forming a part of it. (c) The national goals and ideals will be stated clearly and will be made consistent with the objectives of the programmes, derived from the nation's own ideological considerations. The objectives cannot be accomplished if a national plan locks the organic unity and balance. Such imbalances, invariably happen when the interrelationship of purposes and functions of the programmes in different sectors of development are not worked out in advance with reference to the national objectives and when the resources allocated to one sector couldnot provide maximum support to other sectors and when the activities in different sectors are

not moving in unism as parts of an organic whole. (Ibid p.103).

Preparation of such a plan is a very difficult task. It requires a good deal of careful work and adequate basic informations alone in purposes and functions of other related sectors. It calls for the interdisciplinary cooperation of all concerned sectors as the intersector cooperation, understanding are pre-requisites for a good plan. Such cooperation and understanding must begin with the thinking of all who share in the formulation of plans in various sectors and those who are responsible for policy making decisions so that conflicts and misunderstanding could be avoided in the later stage of plan development. (Ibid p.104).

The Role of National Goals and Ideals in the Plan

The national goals and ideals serve the fountain head

of motivation for plan design as well as implementation. The drive for progress is traced to 'achievement motivation', and this stemps up from national goals and ideals. Therefore, they must be carefully examined and selected and build with the nation's cultural heritage. As the goals have an emotional vigour and ferrour of our ideology, therefore, their influence as a source of motivation should be more enduring in keeping the nation out of inertia, passivity and on the move along the path of progress. (Ibid p.105).

Goals are the beacon lights that mark destination to be reached over a period of time, perspective in planning needs to encompass not merely a plan period of five or six years but a long perspective plan as may be necessary to reach the ultimate goal.

The goals also provide basic clue to the course that the planners should chart out as well as the conditions, motivation that should be built into the plan and ensured through adequate measures,. For example, if the national goals of development is a better and fuller life for all its citizens based on equality of opportunity, dignity of

individual and social justice, then measures should be taken within and outside the plan to ensure that people have incentives to work more productively and have more equal opportunities to get the benefits of economic development. They should be treated more fairly and with greater respect in their interpersonal and professional relationship within the society.

Further, more, objectives should not be formulated in terms of quantitative targets but should also be related to the larger national goals interpreted in terms of values, attitude and motives. (Ibid p.106).

Allocation of Priorities

An other concept to be considered of fundamental importance to over all national plan as well as to educational planning is that education should be assigned, a priority not lower than that is assigned to investment in physical capital.

The 'residual theory' of the resources after allocation to economic sector is altogather for this simple reason. Because human capital is an essential and important part of the capital needed for economic growth, is created by investment in education. The implication of this concept is that plans for economic growth and educational development should be worked out not in isolation but with the closest possible collaboration among the economic and educational plans (Ibid p.110).

In fact, educational development has the function of preparation for growth of other sectors and reflects the manpower needs of various sectors of development.

Skilled manpower has to be produced before certain programmes for desirable growth would fail. Therefore, there is a very strong justification for assigning the highest priority to education in the allocation of resources for development (Ibid p.111).

The Concept of Human Resources Development

The development of human resources is the central purpose

of all educational plan. It has already been indicated that economic growth is a means to an end which is the self-satisfying life of man. The concern of education is, therefore, to develop the human resources so as to promote the economic development as well as human and social growth.

There is close relationship between the stage of the development of human resources and the stage of country's development and the term ' under-development ' can be defined as the failure to make adequate use of human resources. Goals of development can only be achieved through human resource development (Ibid p.115).

Through the progress in economic growth depends upon the progress of education, yet the vast human resources covered by the first and second level of education should not be overlooked. The question as how priorities within the education sector has been in the national plans of Pakistan will be studied in the next chapter.(Ibid p.118).

Targets in Educational Planning

Fixing targets of an educational plan is an important policy issue. It calls for a well thought out strategy on the part of the planner in the light of the national objectives, incentives and motivation and available resources. The targets are necessary steps in realizing the national objectives. Therefore, the targets of a short period plan have to be reviewed and designed in the context of the long term goals. These are a part of the strategy to be adopted to accelerate the pace of progress towards the goals. They should reflect the weight to be assigned to the crucial areas of education development and the planners will have to chart different courses. He should have to analyze the needs and resources, make appraisal of the system of education in general and would also make a survey of the existing programmes for on the job training and would also analyze the structure of incentives and utilization of high level manpower. (Ibid p.119).

How To Set The Targets in Planning

After collecting the basic information needed for planning, the next step is to set the targets in the light of national objectives. Here the critical areas of need of high-level manpower will demand top priority. Assigning such high priority to the critical areas of manpower needs does not mean that such priority can be confined to the finishing level of education necessary for turning out of such personnel but priority will also include the preceding levels of education which serve as foundation.

It is the characteristics of the function of production of education that production at lower level has to be increased considerably to support the additional production desired in the higher level. The planner, is therefore, required to be fully aware of the interdependence of the various areas of education and be dynamic and should take a comprehensive view of the requirements for human resource development. (Ibid p.121).

Quality and Quantity in Education

If priorities are to be goal oriented, the quality of education seems to assure a special significance. The concept of quality of education is an integral to the very concept of education which is the process of qualitative change through the development of the innate capacities of an individual so that he may live a fuller, better and more productive life. The quality has different meaning in different countries, and change with changing resources and aspirations.

A planner is always subjected to the dilemas of quantitative expansion and qualitative improvement.

As a matter of fact most developing countries intend to move both vertically and horizontally in educational development so that to ensure maximum attainable expansion of basic education and stimulate efforts in higher education., and research to approach the level of quality attained in advanced countries. The solution of the disparity between these two extremes can be reduced considerably through

better teacher education, enriching the curriculum improvement of text books, introduction of extensive in-service training for teachers as wellas fpr administrators. In other words, the educational input can and should be improved. (Ibid p.126).

The determination of priorities does not simply solve the whole problem of allocation of resources among the various areas of education. It needs to build into the plan an effective mechanism of controls over the distribution of material resources in the public as well as in the private sector. However, the situation might be different in support to human resources which are largely influenced by the cultural tradition of the country. (Ibid p.126).

As the success of the plan depends upon the attitude of the people towards development, it is therefore, development plans should be launched in a favourable physical climate. People will have to be educated to understand the philosophy and purpose of development. The cooperative efforts of all agencies in all sectors

concerned will have to be directed to this task. The available mass media and the educational institutions would have important role to play in this regard. (Ibid p.129).

C O N C L U S I O N

The following conclusion is being drawn from the present conceptual framework of educational planning for Pakistan:

I Educational planning should be designed as an integral part of the overall national plan for development duly motivated by the national goals and ideals.

II The educational plan should keep in view the national objectives, thrashed out in terms of manpower needs and of values and attitude.

III Education in the plan should be viewed as investment in human capital and should enjoy priority not less than is assigned to physical capital.

IV In view of the interdependence of various sectors of national development, the educational plan be based on joint and coordinated thinking of all concerned for development.

V The national goals such as reducing disparities providing universal primary education should be reflected in the educational plans.

VI Targets should be viewed as mile-stones on the roads to the ultimate development goals.

VII Because of the leadtime in education, a plan will have elements in it with short range, medium range and long range, goals so as to result in a viable development policy.

VIII In educational planning priorities and balance have to move together because of the interdependence of the various stages of development. Proirities to certain areas of strategic importance should not be considered at the cost of other levels of education.

XI The educational plan should provide for the re-orientation of the attitude of the community as well as of the academic profession towards scientific and technological education.

X Quality in education depends upon the efficiency of the mechanism of converting input into output and therefore, its capabilities should be increased and improved.

XI In the allocation of the given resources between capital and recurring outlay, the later should be sufficiently weighted in order to ensure adequate supply of teachers improvement in the salary and other incentives to make the profession attractive.

XII While making the people development-minded a drive for public education through mass medias, educational institutions and other cultural organizations will have to be launched as an essential part of the strategy of any development plan.
(Ibid pp.127 - 129).

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Chapter IV

THE DEVELOPMENT UNIVERSITY EDUCATION IN PAKISTAN DURING THE PERIOD, 1960-70

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THE DEVELOPMENT OF UNIVERSITY EDUCATION IN PAKISTAN DURING THE PERIOD, 1960-1970

(A) Background and the Nature of Strategy for Development of Education in the Second Five year Plan. (1960-65).

The Planning Commission presented the Second Five Years Plan (1960-65) at a time when there was a 'perceptible upsurge of enthusiasm in the country and when the national spirit was high.' The economic progress that was initiated from a small beginning at Independence had acquired form and direction. More particularly, under the experience of the First Plan, some important economic infra-structure has been built and the country's ability to undertake and implement development, had been gradually enhanced.

The machinery of the administration had been refashioned and reinforced. There was a growing understanding and appreciation of the problems and potentialities of the country to attain economic independence. Inspite of these achievements, some objectives of the First Plan could not be achieved because of political instability, absence of sustained endeavour, lack of imaginative approach to organizational problems, non observance of the discipline of the Plan and late commencement of the Plan.

The fundamental problem was how under such limiting conditions to find out ways and means towards the liberation of the people from the crushing burden of poverty.

A break through in agriculture, to push ahead industrial development, to expand education at all levels, were the determinant strains running through the Plan. The Plan was based as claimed by its framers, on a dynamic rather than static approach to resource mobilization. The Plan was essentially an operative

programme intended to provide a basis for action by the people as well as by the Government. The challenge was hoped could be met through faith, vision, and courage of high order of all concerned with implementation. (Second Plan, 1960-65, pp xiii-xv).

The situation at the time of formulation of the Plan was serious in view of the state of unemployment, shortage of foreign exchange. The Plan, therefore, endeavoured to overcome the inadequacies of achievement during the First Plan Period.

The highest priority was attached to increasing agricultural production, to narrow the gap between foreign exchange earning and the essential nondevelopmental import requirements of the country. Education was also accorded high priority and emphasis was laid on technical and vocational education.

A nationally coordinated programme for the training and use of manpower was envisaged to be undertaken. (Ibid p.8).

The following comparison indicates the size of the plan in the public and private sectors.

TABLE 1. A Comparison of the Size of the First and Second Plan.

Sector	First Plan (Rs.in million)	Second Plan (Rs.in million)
Public Sector	7150	11500
Private Sector	4000	7500
Total	11150	19000

Source : Second Plan, p.9.

The following table indicates the breakdown of the allocation of the development plan by major sectors.

Table 2. Allocation of the Second Plan To Various Sectors of Development

Rs. in Million

Sector	Public Sector	Private Sector	Total	Percentage
1.Agriculture	1660	880	2540	13
2.Water & Power	3040	60	3390	18
3. Industry	125	2380	4050	21
4.Fuel and Minerals	125	550	850	4
5.Transport & Communication	1990	830	3350	18
6.Housing and Settlement	895	1135	2840	15
7.Education & Training	890	100	990	5
8.Health	350	50	400	2
9.Manpower	95	15	110	1
10.Social Service	480	-	480	3
Total	9750	-	19000	100

Source : Second Plan p.12.

Education Development under the Plans

In view of the planners, the supreme task of preserving the national ideals and building up the national character on strong foundation of faith, unity and discipline, falls on education and through the advancement of education alone, the essential goals of providing an informed leadership, a responsible citizenry and trained manpower can be achieved. No uneducated community can make progress in the modern world and no educated community with initiative and leadership can remain backward.

Educational advancement has also been conceived as a complicated process. A strict priority among different branches of it was thought necessary. From that point of view universal literacy was the most important goal to be pursued. High priority has also been given to technical and vocational education and other specialized training in the most essential activities.

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standard but at higher and in the most specialized field of education, the greater emphasis must be laid on quality. (Second Plan page 332).

As this study relate to the development of higher education, therefore, the strategic approach towards its development is stated here.

Strategic Approach to the Development of Higher Education in the Plan Period

The First Plan in its recommendations laid emphasis on the reorganization of the education system. It laid stress on to make the qualitative deficiencies in the educational structure and to undertake such expansion in the system as may be permitted by the limited resources. But in fact, no significant improvements even in the quality of school education were made. The Commission on national education which had provided not only direction but also a framework for the reorganization and reconstruction of education. Its principal recommendation

which required to be considered in the Second Plan was to pursue the quality as an essential objectives at university level so that its product in the Arts and Science could be comparable in competence and achievement with those trained in advanced educational system of the world (Ibid p.338).

The following table reveals that comparatively substantial increase in the plan allocation for education and training has been made. Relatively, allocation for primary and technical education is higher. At higher level emphasis has been laid on the inculcation of qualities of leadership. Programmes of training of teachers and research activities which were limited in scope, have been proposed to be broadened and improved. (Ibid p.339).

Table 3. First and Second Plan

Allocation to Education and Training

(Rs. in Million)

Level	First Plan	Second Plan
Primary	105	328
Secondary	155	290
Teacher-Training	38	50
Technical	50	182
Colleges	68	55
Universities	87	135
Research and Scholarships	77	283
Total	580	1323

Source : Second Plan p. 353.

The First Plan envisaged the evolution of a unified system of higher education. The Second Plan provided for a number of measures through which these basic reforms can be achieved.

Particular emphasis has been laid upon the improvement of the existing colleges and universities. To develop a high standard of instruction and to encourage and facilitate research at universities, the plan envisaged the construction of libraries, laboratories, study-rooms for teachers, and other essential buildings at universities. (Ibid p.16).

UNIVERSITY RESEARCH

Research is an essential function of the universities. At the higher education level, research is as important as teaching. The universities were demanded to have a duty in the development of fundamental research in scientific fields. It was envisaged in the Plan that full time research professorship in the fields of key importance would be established in the principal universities and technical institutions. Effective planned university research programmes were advised to be subjected to some degree of coordination in relation to the programmes and activities of other agencies. The broad research requirements of the country and necessary improvement in research organization, were considered more specifically in the Plan.

SCHOLARSHIPS

The Plan has provided a comprehensive system of scholarships to be awarded on the basis of merit from

class VIII upto university level.

ISLAMIC STUDIES

The Plan has emphasized the need for promoting Islamic Studies and research in the universities and in institutions especially established for this purpose. The Plan provided further facilities to the existing departments of Islamic Studies in the universities.

In addition, the Institute of Islamic Studies would be supported by comprehensive library, research, scholarship and facilities for the publication of research studies The main task of the Institute would be:

I To define Islam in terms of its fundamentals, particularly its basic concepts of universal brotherhood, tolerance and social system.

II To interpret the teaching of Islam as to bring out their dynamic character in the context of of the intellectual and scientific progress of the modern world.

III To carry out research in the contribution of

Islam to human thought.

IV To organize and encourage research in Islamic history, philosophy, Law and jurisprudence.

The proposed institutes were also required to undertake studies in scientific interpretation of Islamic Studies and provide guidance to other institutions. (Ibid pp.340-47).

(B) The Commission On Students Problems and Welfare, 1964

On 15th December, 1964 a Commission on Students Problems and Welfare was set up under the chairmanship of Mr. Justice Hamoodur Rahman. The terms of reference set up for the commission were:

I To examine the provision of the University Ordinance and suggest modification wherever necessary.

II To take stock of the existing facilities, for sound programme of studies and to suggest remedial measures commensurate with available resources.

III To determine the adequacy or otherwise of the recreational and welfare facilities of students and suggest ways and means of providing them with available resources.

IV To examine anyother matter affecting students life. (Commission on students problems p.1).

The Commission interviewed large number of students of their organization, representatives of colleges and universities, unions, representatives of teachers associations.,

principals of colleges and representatives of parent's associations and have recorded their observations and comments and suggestions for change and improvements in a comprehensive report.

General Observations of the Commission On Higher Education

The Commission had with deep sense of anxiety taken notice of the rapidly growing spirit of indiscipline amongst the younger generation and what was worst, it observed a disquietening sense of frustration amongst teachers who appeared to be gradually adopting a policy of indifference. The Commission was also made painfully aware of a precipitate deterioration in the standard of teaching. The Commission was made aware that the adoption of unfair means to get through in examinations had became rampant, and that it was being practised not only with the connivance but also with the active cooperation of some of those responsible for conducting

the examinations. The system of internal evaluation had been flagrantly abused and the disappearance of integrity and honesty from the academic field was feared.

Allegations of the growth of authoritarianism in institutions of higher learning and a general dissatisfaction with the methods of administration adopted in these institutions, surprised the Commission (Ibid p.3).

The old universities in Pakistan did not had adequate facilities to meet the increased responsibilities. The student population had become enormously augmented by the influx of a large number of refugees students and faced difficulties of all kinds. The state of affairs continued to exist from year to year and even then new universities were established. Students when found that there was a callous indifference to their mounting difficulties, and the responsible were making glib promises, they ultimately in disperation resorted to demonstration and agitation. (Ibid pp 4-5).

Observations of the Commission On Degree Colleges

The authorities of the Education Department, as observed by the Commission, were strongly supporting the proposal to develop post-graduate teaching at Government colleges both on academic and financial grounds. On academic plan they believed that such measures would promote 'intellectual growth' among the students and teachers. But such view could not be favoured by the Commission due to unattractive pay scales and nonavailability of qualified teachers.

Even the universities were facing difficulty to find qualified teachers for their departments. The Commission thought that a nucleus of a university must first be brought into being and then the university itself. (Ibid p.41).

The Commission expressed with regret that more money was sunk on 'bricks and morters' rather than to provide teachers laboratory equipments, libraries, books and other teaching facilities at higher level.

During the second plan period a policy of rigorous expansion had been adopted in education but had totally neglected the consolidation of the existing educational facilities, particularly at higher level. In view of the Commission even if 10 percent of the money spent on new construction had been saved by building less 'portentous edifice's' often functionally defective, the country might well have been able to afford some fund for much needed improvement of the existing facilities.

These grandiose buildings had also created dissatiscation among the students who are not fortunate enough to share them. In fact, colleges were not occupying an extremely important position in the system. (Ibid p.42).

Universal grievances brought into the notice of the Commission were that the Government colleges were insufficiently staffed. Their science departments were insufficiently financed.

Other problems were the rigid procedures and the red tapism in the procurement of library books and other equipment and the improper utilization of fund.

Other common problems faced to colleges were the problems

of brain drain, discrimination in the pay scale among the new entrants with foreign qualification and the old ones who had improved their qualification and the absence of residential facilities for teachers. (Ibid p.42).

The Commission, while finding these genuine problems which had seriously hampered the quality of instruction at higher level, recommended that:

I The practice of utilizing funds of colleges for other purposes, must be stopped.

II The allocation of fund should be adequate enough to meet their needs.

III Restrictions on the utilization of fund allocated for specific purposes should be removed.

IV If a teacher is on deputation for more than three years, he will cease to have any lien on his original post.

V Cases of teachers appointed on temporary basis must be submitted for approval of Public Service Commission within six months and the decision of it must also be communicated to the concerned colleges within six months of the submission of the case.

VI Teachers who improve their qualification must be given advance increments or at least the same pay scale admissible in the case of a new appointed person with a similar qualification.

VII The Government should provide suitable residential quarters attached to colleges for 50 percent of the staff.

VIII The Government should pay the normal house rent to those teachers who are compelled to hire accommodation outside the institution.

PRIVATE COLLEGES

The position in most of the colleges in the west wing was worse. The teachers were poorly paid. They had no service conditions, no security of service and no incentive for good work. A general complaint was that they were running on commercial basis. The Commission on National Education in its report had observed that private colleges had usually been founded for purpose of prestige rather than to meet a genuine educational need.

Some colleges were of great repute which had been established long before the partition and had been rendering excellent services to the community. The Commission made recommendations to enable these institutions to play a working role in the national development.

I Grant-in-aid to private colleges should be made upon a uniform principal according to their needs.

II For affiliation private colleges should fulfil the following conditions:

a. They have a governing body.

b. They should provide suitable conditions of service for their teachers and

c. They should adopt the same pay scale as given to teachers in Government colleges.

III There should be a special cadre for principles of non-government colleges.

IV There should be a small committee consisting of the local Director of Education as Chairman and four principals of colleges to whom:

a. All appeals should be from the decision of the governing bodies concerning their staff.

b. All grant-in-aid to non-government colleges should be made in consultation with this committee.

V The scheme of bifircation of intermediate colleges should be implemented.

VI No college should be allowed to run a double shift unless it has a seperate set of the staff for each shift. (Ibid pp 47-48).

Students Demands and their Consideration by the Commission

The Commission which took up the consideration of the students demand concerning college education, are briefly stated:

I The Commission recommended the establishment of one general college in each sub division and one college for women in each district.

II The demand for opening evening classes in professional disciplines of various type, was considered to be academically unsound.

III The Commission was not satisfied with the demand of reduction and uniformity in tution fee. However, it recommended that the disparity should be eliminated and the Government should introduce a uniform rate of fee at Government colleges in West Pakistan.

IV The complaint of students about the general lack of proper physical facilities and sports, and recreational arrangements in colleges, was thought a genuine grievance and recommended that a class in a college should consist not more than 50 students. Every college should have a large lecture theatre, properly equipped laboratory for each science subject and a seperate room for a library in charge of a qualified librarian.

V So far other common facilities were concerned, the Commission thought that each college should have a seperate common room, one cricket field at least two tennis courts, a hockey ground, or a foot ball ground, and a covered or open gymnasism. In big cities, where colleges are situated, the Commission suggested that Government or municipal authorities should provide land on the outskirt of the city to group of colleges to be used as playing fields.

VI The problem relating to the hostel facilities was considered a very genuine one. The standard of comforts provided varied from college to college. Most of them were in s sad state of neglect and deplorable condition. The Commission suggested that all hostels attached to the institutions should be provided with staff, equipment and other amenities. Students should be enroled in goverance of the hostels.

VII The Commission endorsed with a ppreciation the demand of students for introducing compulsory military training but thought it a matter of policy of conscription on the part of the Government.

VIII The Commission appreciated the feelings of the students that commercialization of education should not be allowed. As private enterprise was indispensable for the development of education, therefore, it cannot be discouraged but necessary steps be taken by the Government to prevent institutions being exploited for profiteering.

XI The complaint ofthe students with regard to the syllabi was that they were neither balanced nor suitable for the achievement of their national goals. They demanded that the entire syllabi should be scrapped and a new system of education so desired should be based on Islamic ideology. The Commission highly appreciated such type of changes and and thought in youth which should be brought up with full sense of abiding values of Islam, so that they should not only having the 'ilm' of such values but also having their 'amal' in accordance with them. The Commission further desired that an evenly balanced material and spiritual advancement be achieved through education. It recommended the introduction of compulsory religious, moral and ideological education at higher level. Regarding the general dissatisfaction about the curriculum the Commission suggested the establishment of experts committee consisting mainly of teachers from the universities and colleges to review and reframe the syllabi in consonance with national ideology and aspirations and in keeping with the latest development of knowledge. The commission was also in full agreement with the students view that syllabi should not be frequently and hurriedly changed.

X Students wanted cheaper and better text-books. In fact, the college libraries were poorly equipped and the grant to Government colleges was also meagre and could not be fully utilized. The Commission suggested that committees should be set up consisting of senior college and universities teachers to prepare good text-books in all subjects and these should be reasonably priced. Every college should have a rented library system for text-books. (Ibid pp. 55-58).

XI Regarding the admission of students to educational institutions, the Commission maintained the right of the institution but the power of the refusal to be exercised upon some cogent reason and valid ground. It further recommended the constitution of a small admission committee of two senior teachers with principal or chairman which could lay-down principles and other regulations for admission. (Ibid p.59).

XII Students demanded that colleges should be staffed with experienced and trained teachers. The position as observed by the Commission was that a great many teachers at colleges and universities were mere who had just taken their M.A or M.Sc degrees. Most of the heads of the institutions complained that teaching suffered because the teaching profession was not attractive enough to induce the best talented one to adopt., it. The pay scales were low, prospects of promotion were uncertain, fringe benefits were negligible and security of service was doubtful. In addition, neither society nor Government gave to the teacher the status he deserved. The only source of recruitment of teachers was the raw product of the universities and mostly they treat the job as merely a jumping off ground for a more rewarding one. The more talented amongst them invariably aspire to complete public service examinations. Of course the main cause of deteriorating standard of teaching and of students indiscipline, were the indifferent type of teachers who regard teaching job merely of incidental nature and interlude to some other better appointment. In order to surmount such difficulty, the Commission suggested that the in government colleges and universities no person

should be appointed as teachers who is not atleast of 25 years age, or has atleeast three years teaching experience.

XIV In view of the importance and the pivold role of teachers in the education system, the Commission expressed tis conviction that unless a proper solution of teachers problems can be found no solution of the students problem can be effective. To expect to guide students without the active support of teachers is to expect the impossible the relationship between the teacher and the taught is such of a closely reciprocal nature that one cannot effectively function without the other. The impression that the Commission had gathered from discussion with a large number of teachers was, they were disgusted from their profession. The reforms recommended by the National Commission could not to be fully implemented to restore their confidence in it, . The serious problem was about the pay scale of teachers, particularly, in private colleges. Other problems related to their accommodation and disciplinary rules. Teachers generally complained that they cannot be expected to bring about any significant change even if they their pupil have all the codes of ethics and rule of conduct both by precept and example, if the influence of their homes is not of proper type.

XV Many teachers candidly expressed before the Commission their deep concern over the teaching methods and examination practices and the general moral tone particularly, in the institutions. The Commission regretted that inspite of such wide-spread dissatisfaction within the teaching

community and outside, no code of professional conduct had yet been either voluntarily adopted by the teachers themselves or authoritatively prescribed for them to remedy these shortcomings and abuses. Therefore, the Commission recommended that a high power body should be made responsible for laying down a code of professional conduct for teachers for all categories and setting up. an appropriate agency for its implementation It will reinforce the moral sanction behind the code of it is framed in consultation with college and university teachers and administrators.

XVI The Commission was of the view that inspite of of giving special status to some renouned colleges with the charter of granting their own degrees, resulting in a wide variation in the standard of teaching and in the quality of students, it would be preferable to allow them to form what has been called a unitary centre rather than to make them a chartered degree conferring college. In such centres, they can develop a system of cooperative teaching and research in the discipline which they find themselves competent to undertake. Such centres must have proper physical and instructional facilities. (Ibid pp 65-70).

UNIVERSITY EDUCATION: GENERAL OBSERVATION

There ~~are~~ were ten universities in Pakistan. Three more universities were proposed to be set-up. All these were in the process of construction and expansion. The general universities were imparting instruction both at honour and post-graduate levels.

From a thorough investigation, of these universities, the Commission came to the conclusion that it could not see any clear demarcation between the functions of a university as a distinguished seat of learning and other institution of higher education. They were not developing on properly planned coordinated basis and with due regard to the resources of each university. There was a lack of focus on major purposes of the university and a tendency to yield to duplication of academic effort and diffusion of educational programmes leading to wasteful profiteering was evident.

The Commission on National Education, 1960 had maintained that a university should be both a teaching

and affiliating body. The university need not teach every subject and if an affiliated college is in a position to develop a strong teaching programme in certain subject, it should be encouraged to do so through recognition of its syllabus and evaluation system. This clearly indicated the need of a machinary for coordination. The Commission, therefore, suggested the establishment of a University Grants Commission on the pattern adopted by Britain and other Common-Wealth countries, till then the Ministry of Education should set up an adhoc Advisory Committee including all the Vice-Chancellor of the universities to coordinate the development of higher education and this Committee would prepare the ground for the establishment of a full Grant Commission,.

The Provincial Governments of both wings were deeply perterled by the tendency towards duplication and infusion of resources displayed by the universities and were thinking of setting up some organization as a coordinating agency.

THE ESTABLSIHMENT OF CHANCELLORS COMMITTEE

The Commission agreed both idea of a Chancellors Committee as a body for advising the Chancellor on all matters relating to higher education, particularly, university education. The Committee as suggested by the Commission, should consist of five independent persons of high eminence drawn from different walks of life. Two of them must be educationists of repute, and the Chairman of it should be a retired judge of High or Supreme Court.

Functions of the Committee

Functions of the Committee will be:

I To make in consultation with the relevant government and non-government establishments, a quenquennial forecast of the manpower requirements in various spheres of national endeavour which Institutions of higher learning within their jurisdiction are to meet.

II To make a proper assessment of the existing facilities available at institutions, of higher education including the universities.

III To make a proper distribution of functions between the colleges and universities and between the universities themselves.

IV Wherever there is any overlapping, to coordinate the work of the colleges and universities in that particular field.

V To determine the teaching and other physical requirements of each such institutions.

VI To suggest the extent and quantum of any special financial assistance to be given to an institution for the setting up or development of any particular department or field of studies.

VII To advise the Chancellor on the feasibility of any major change in educational policy.

VIII To bring about uniformity in the standard of teaching and examinations at various universities

and to see that those standard are maintained.

IX To advise universities as to the ways and means to be adopted to improve the standard of teaching and examinations.

X To advise the Chancellor with regard to the appointment of Vice-Chancellors and treasurers.

XI To advise the Chancellor generally on all such educational matters as may be referred to it by him.

This Committee will have the powers to consult experts or to set up experts committee to examine any problem it considers necessary to be so examined and should have a small secretariate to assist it in its work. It was hoped that such a committee would not only provide coordination in provinces but also a mutually acceptable channel of communication between institutions of higher learning and the Chancellor.

ESTABLISHMENT OF A CONSULTATIVE COUNCIL

Alongwith the Chancellors Committee the Commission recommended the setting up of a Consultative Council to advise the Government on all educational matters of national importance. The Commission strongly recommended that there should be an authoritative re-examination of the physical requirements of a university and attached greater importance to the provision of teaching, laboratory and library facilities than ostentatious buildings.

ENCOURAGEMENT OF RESEARCH

In order to encourage research, the Commission recommended that some recognition should be given to each significant research publication by a teacher in the form of an advance increment.

CONSTITUTION OF A SELECTION BOARD

Regarding the selection of professors and lectureres, the Commission maintained the method of selection by an appropriately constituted Selection Board which should include not only experts but also persons experienced in making appointment and taking decisions with fairness and objectivity. (Ibid pp 71-83).

ADMISSION

Students demanded that admission of students should be made on the basis of merit only and that no age limit shoudl be fixed., for entrance to an institution of higher learning. The Commission suggested that admission must necessairly be made on a selective basis so that those who best fitted and were likely to profit most from higher learning should not be denied the privilege. The fitness of the students to pursue the preferred course

and the extent of various facilities required for its effective presentation were the relevant factors to be taken into account. For this purpose, necessary guide-lines prior to the selection should be provided to the students.

The Commission was also of the view that each university should have admission committee consisting of the Vice-Chancellor as Chairman and Deans of Faculties as members. The function of this Committee would be to fix the maximum number of seats against which each department would admit students and to lay-down the guiding principles upon which admission should be made.

A better method of excluding the undesirable type of students, the Commission suggested that no student should be on role more than three years in case of intermediate BA and BSc pass course and four years in case of post-graduate course. The Commission further suggested that no one should be admitted to a second MA course except with the special permission of the Academic Council. (Ibid p.87).

Scholarships

The Commission laid stress upon merit scholarships. It also suggested that merit scholarship holders should also be exempted from tution fee. The Commission recommended that the needy and deserving students should also be given free gifts financial assistance in the form of loans payable on very considerable terms. Such aid should be used for further studies.

Hostel Accommodation

The hostel accommodation observed by the Commission as inadequate. It recommended that the allottment of the rooms in the hostel should be on the basis of need and not prestige.

It further recommended that each hostel should have a prayer-room, a longue , a reading room and an indoor games room. (Ibid p-89).

Contents of the Courses

The consensus of opinion of teachers as observed by the Commission was that they did not comprehend the

the recent developments.The courses were much below the standard in various branches of knowledge. This was particularly true in the field of natural science and this was why students were too ill-equipped to undertake advanced studies abroad. The Commission therefore, recommended setting up of experts committee by the Vice-Chancellors to reexamine the courses and bring them up-to-date so as to correspond them with international standards wherever necessary.

Moreover, the Commission was not of the view to increase the duration of the pass course from two to three years but suggested that the extension of the period at secondary level, would be very useful instead of higher level. (Ibid p.92).

TEACHER-STUDENT RELATIONSHIP

To bring about better teacher-student relationship the Commission stressed upon the dynamic role of the teacher as a friend, philosopher and guide for his students

and to provide better recreational facilities and to extend the programmes of students activities, sports and games and the participation of teachers in such activities should be considered essential.

Moreover, for improving the standard of teaching and bringing about a better understanding between the teachers and students, the Commission recommended that 1:12 or 1:15 teacher-student ratio be maintained. (Ibid p.93).

The Commission recommended other facilities such as a seperate medical ward not only for medical students but for all other students requiring special medical treatment, bus concession and other concession at various occasions such as exhibition, matches, and tournment. It did not support the claim of the students to the concession in charges made in cinema houses. (Ibid p.96).

SOCIAL AND MANUAL WORK

The Commission noted with regret that the student community regard manual work as something below its dignity and suggested that special programmes of work experience should be organized at all levels in education system. Particular programmes, it suggested were the work experience camps, national service, civil defence and specially the establishment of National Cadet Corps.

The Commission advised that such programmes should be organized in such a way as not to interfere with the students programme of study. The best time for these will be the utilization of summer vacations (Ibid p.96).

STUDENT GUIDANCE

The Commission observed that little has been done in the area of students guidance. Only in one university, (Dacca) an employment bureau has been started. In Karachi and Hyderabad universities there were deans of students affairs. Peshawar and Punjab had instituted posts of directors of students affairs. The activities of these

concerned persons were treated with suspicion and distrust. The Commission therefore, recommended a full-time post of a director of guidance and counselling in every university and such work should be handled by a teacher specially trained and equipped.

Researches should also be undertaken in student thinking and attitude to keep the university's fingers on the pulse of students and design an effective method to anticipate the general causes and specific issues and discontent amongst students. (Ibid p.97).

THE ESTABLISHMENT OF NEW UNIVERSITIES

In view of the demand of students for and establishment of the new universities for Quetta, Kalat and Khairpur and Multan divisions, the Commission had already given reasons for disagreement in this respect. It stated in clear words:

> ' The setting up of a university and providing it with its huge administrative paraphernatia is such as an expensive affairs that we w ould strongly advise the use of extreme caution in embarking upon the venture.Political considerations, though important, should not, in this matter be treated as decesive. The practice hitherto followed of setting up a university without buildings,without staff, without essential teaching facilities,soon creates problems which assume agitational proportions as time goes on.' (Ibid, p.99).

The Commission suggested that instead of creating new universities, some colleges in compact areas should be equipped to provide honour and post-graduate teaching in selective subjects and only after this development has been achieved and quality of teaching in these institutions is brought up to the level of university standard, a 'University Centre' may be opened for this group of colleges within this area with common laboratories, reading halls, research arrangements and other facilities comparable to those of a university to be shared by all the colleges so developed in that area.

After the centre has functioned for a sufficient period of time and the exact needs of the area for a university determined, should the centre be constituted into a University,. Regarding the establishment of a central university at Islamabad, the Commission was not sure that the existing legislative powers of the central government to legislate for setting up central agencies or central institutions for promotion of special studies and research, can be interpreted. (Ibid, p.100).

INTER - UNIVERSITY BOARD

An Inter-University Board had been set up in 1948. The functions assigned to it included such high important matters as maintenance of standard of teaching and examinations, coordination of higher studies and research, initiation of fresh developments in universities and determination of equivalnce of degrees. Since it had only an advisory capacity, its recommendations had not usually been honoured and implemented.The Commission, therefore, recommended the setting up of a Chancellors Committee in each province and the formulation of a large body for matters of national importance.

It also recommended that the Vice-Chancellors to have a committee of their own for a periodic internal review of university developments in the country and exchange of views on matters of their common academic and administrative concern. (Ibid p.101).

EXAMINATIONS

An unusual degree of anxiety among teachers students and the general public was found by the commission to the serious limitations of examination system which neither provided an accurate test of the scholastic attainment of the students, nor it was designed to assess his intellectual development. The questions were of such type that could easily be anticipated and the evaluation depended upon the idiosyncracies of the examiners. The use of unfair means had become so wide spread that the truthfulness of examination results has become more questionable. The inordinate emphasis placed on a final public examination also gave rise to other undesirable tendencies. Students tend to show sustained work. Cramming was done a few weeks immediately proceeding the examination with the help of note-books, guide-works and guess question papers, (Ibid p.102).

The Commission on National Education was also of the view that the existing system of examination was little more than mere formality which made no attempt at an objective or comprehensive assessment of the work of the

of the students.

It is therefore, suggested that the system should be reorganized and the award of the certificate should be based to the extent of 75 percent of the total marks, on the result of public examination and 25 percent marks upon the students record of his class work and the result of periodic tests.

Even that system completely failed to achieve its purpose. This power was widely abused by some teachers. A fairly large number of teachers and students were in favour of the semester and credit system but the Commission hesitated to recommend its adoption as the introduction of such system and its success would depend upon an honest and objective evaluation by the teacher and involved a radical change over to a method not fully understood by the teachers themselves.

The Commission also seriously apprehended the same result as the system of internal education. The Commission, therefore, suggested certain modifications in the existing public examinations:

Suggestions For Improvement in the Examination System

I The sessional or internal education should not be taken into account in a public examination, The system, should, therefore, be continued for determining whether a student should or should not be permitted to take a public examination.

II The manner of setting papers should be changed, Every question paper should be divided into two parts, each of an equal value. The first part will be the syle now set. But in the second part will contain questions designed especially to test the intelligence of the students.

III Teachers of a subject in a particular class shall not be paper setters in that subject.

IV No teacher should be appointed an examiner of the script of his own school or college.

V At post graduate level there should be a uniform system of examinations in all universities in both wings. These should be both internal and external examination syste,.(Ibid p.105).

VI In the event of a difference between the markings

of the internal and external examiners being 10 percent or more, the paper should be referred to the third examiner and the aggregate of the three awards should determine the result, otherwise the result of the candidate should be determined by taking average of the two examiners markings.

VII At the honour and post graduate level there should be a viva voce examination conducted jointly by an internal and one or more external examiners.

VIII Cases of unfairmeans should be punished with security. If a teacher is found to be assisting in on the adoption of unfairmeans, he should be removed from service and disqualified to work as teacher in any institution.

IX The Commission recommended the award of division on the basis of the following percentage of marks such as:

(i) Third Division : 33½ % in each paper and 40 % aggregate.

(ii) Second Division : 50 %.

(iii) First Division : 60 %.

X The Commission recommended that a supplementary examination should be availed only for those

who fail in one subject and it was definitely not in favour of the facility of supplementary examination to MA and MSc students.

NATIONAL TESTS

The Commission thought that as so many universities andteachers are functioning in the country. There is serious danger of wide variations of standard. Such variations had become manifest. It had already suggested that the Chancellor's Committee would advise to maintain uniform standard. The Commission while thinking on a certain practical approach to this problem suggested that the central and provincial governments should jointly collaborate in devising a scheme for holding national test as done in Japan, at Matric and pass degree level. These tests will be purely intelligence tests.The question will be of the standard student is expected to have attained up to that stage but will not be based upon any prescribed syllabus or text. (Ibid p.106).

The Nature of the Development of Education as Maintained in the Third Five Year Plan (1965-70)

Background and General Nature of the Plan

The Second Plan (1960-65) was, though formulated in the presence of the grave problems and limited resources, its achievements were significant and enabled the country to 'advance into' the future with fresh hopes and aspirations. The economic development through this plan, was conceived as a part of the broader social and economic framework, rooted in the cultural and religious tradition of the country and guided by the political ideals, longterm social objectives and the proud cultural heritage.

The planners of the Third Plan, intended to evolve a synthesis between economic growth and moral and spiritual values. The planners had claimed that the approach to economic development had been pragmatic, to mobilize the

creative energies of the nation, and to give possible incentives for the stimulation of private initiative.

The plan has expressed its firm policy:

a. To prevent excessive concentration of income and wealth in the hands of few.

b. To regulate private enterprise for the benefit of the society as a whole.

c. To distribute economic opportunities widely.

d. To humanize vested interest that stands in the way of a progressive dynamic society, and

e. To make speadily towards the attianment of Islamic socialism by the ultimate efforts in economic and social affairs.

f. To eliminate disparities in per capita income in the shortest possible time. (Third Plan 1965-70 pp iii-iv).

One of the fundamental objectives of the policy was to bring about a better cohesion between East and west Pakistan in all fields of economic, political and social development.

In the industrial sector major emphasis was placed on

the development of capital goods industries. The social welfare programme of the plan included to provide medical facilities to 40 percent of the population, to introduce an integrated national insurance system and to provide education to 70 percent of the age group of primary scheme children. The main strategy of the development plan centered round some important crucial questions as how ~~to~~ fast the country can be developed and what resources of courage, sacrifice, of wisdom and of endurance can be mustered in the name of war against poverty. (Ibid p.x).

LONG PERSPECTIVE PLAN

1965-85

The Third Plan was the First Plan to be formulated within the framework of a Perspective Plan for 20 years commencing from 1965 to 1985.

The explicit aims of the Perspective Plan were to achieve:

a. A tripling of Gross National Product. (GNP).

b. Provision of full employment to the entire labour force.

c. Parity in per capita income between East and West Pakistan.

d. Achievement of universal literacy, and

e. Elimination of dependency on foreign assistance.

The Objective of the Plan

The Third Plan, like other preceding plans was admitted

to be based more firmly on the concept of education as vital national investment and a major determinent of the nations economic growth. The Plan was envisaged to be guided by the following basic and inter-related objectives:

I To provide an educational system which would facilitate transition into an era of science and technology, promote political, social and economic development and bring the country's spiritual and cultural heritage into harmony with contemporary world.

II To provide the youth of the country with conditions conducive to the full-fledged development of their individual capacities and character.

III To raise the quality of education at all levels so that it may properly fulfil its nation building task (Ibid p.157).

Priorities in Education

The following table will indicate comparatively priority assigned to education in the Third Plan:

Table 4. PRIORITIES IN EDUCATION SECTOR (Rs.in Million)

Sub Sector	First Plan (Actual)		Second Plan (Actual)		Third Plan (Actual)	
	Amount	%	Amount	%	Amount	%
Primary Education	72	20	101	9	600	22
Secondary Education	72	19	183	17	585	21
Teacher Education	9	2	70	6	160	6
Higher Education	22	6	260	24	660	24
Scholarships	5	1	93	8	200	7
MISC	98	26	115	11	190	7

Source : Third Plan 1965-70

p. 161

Strategy of the Plan

For the Improvement and Development of Higher Education

The Third Plan had adopted the strategy of the following nature to improve and develop higher education in the country, in its period:

I The Plan would be particularly directed towards a well balanced and integrated development at all levels of education.

II Quality education would be the key note of the Third Plan.

III Various educational problems and issues would be resolved through empirical research and inductive surveys rather than by adhoc judgement.

IV Efforts would be made to strengthen and encourage the programmes of educational research in the country.

V At college and university level the emphasis must be on consolidation.

VI Effective system of educational and occupational guidance would be developed so that students could be retained in the educational system, guided into type of education more related to their talent and employment opportunities.

VII The Plan has been claimed as flexible whose programmes would grow and develop in accordance with the dynamic needs of the country.

Other Means Suggested

In the Plan For Improving and Consolidating

The Higher Education, Particularly The

University Education

Though the country, so poorly supplied with facilities for higher education, has been able to make much progress in this field. This was largely due to the important place assigned to it in the previous plans. But education had still two apparent failings: The first was that the proportion of science and technology graduates was far too low for the country's needs and the second was that the quality of academic achievement left a great deal to be desired. Therefore, some expansion at higher level was intended to be made but greater emphasis would be laid on improving the quality of existing institutions. (Ibid p.173).

Laboratories will be added and modernized. Libraries will be equipped with books, periodicals and accommodation will be provided to the teachers where they are needed in colleges.

The improvement of quality, expansion of facilities for study and research in scientific and technological disciplines and consolidation in general, will be the key notes for the development of universities in the country. Post-graduate study and research will be strengthened. Institutes of Applied Research were proposed to be established which would provide setting for multi-disciplinary research and studies. (Ibid p.174).

It was felt that the system of affiliation was not conducive to good education and, therefore, it was desired to establish a few more universities of unitary type. It would be more convenient to develop some often good colleges as potential university centres during the Third Plan period (Ibid p.175).

To bring about qualitative improvement in the academic life of students, it was desired that possible attention

be given to individual supervision, tutorial and seminars, discussion, encouragement of critical thinking, creating zeal for inquiry, arranging periodic tests and objective evaluation of students achievement.

As the effectuveness of these measures depend entirely on the competence of teachers, therefore, every possible step should be taken to keep them there and to ensure that they have the facilities to continue their studies and research.

The planners also desired to expand the facilities for research such as, scholarships, foreign training, periodical leave, recruitment of additional professors and scholars. It has also been initiated that duplication of highly specialized area of study and research, should as far as possible be avoided. The Inter-university Board should aim at more effective coordination and a system of fraternal academic affiliation between the university in the country. For better coordination of university education and systemitization of Government aid, it was thought necessary that a high powered University

Grant Commission should immediately be established. (Ibid p.176).

The Plan provided for the introduction of a comprehensive system of merit scholarships for talented students at all levels. The Plan also included a systematic and well coordinated programme of foreign training of teaching staff. (Ibid p. 176).

Inspite of financial constraints, poor investment performance, bad weather, Pak-India conflict and postponement of foreign aid, the overall size and main targets of the Plan were maintained.

S U M M A R Y

The nature of the strategies for development of education through the Second Five Year Plan (1960-65) centred round to make up the insdequacies of schievement of the preceding plan. Priority was accorded to technical and vocational education and a nationally coordinated programme for the training and use of manpower, was suggested. Research was considered the essential function of the universities, particularly, the development of fundamental research and research in Islamic Studies. The Plan also provided a comprehensive system of scholarship.

The Commission on student problems and welfare 1964 thoroughly analyzed the situation of educational institutions and other relsted problems of students. The Commission painfully observed the growing spirit of indiscipline among the younger generation and the disquietening sense of frustration amongst teachers who had adopted a policy of indifference.

Universal grievances brought to the notice of the Commission were that the Government colleges were

insufficiently staffed, science departments were inadequately financed, rigid procedures and red-tapism in the procurement of books and other equipment. Other problems were, the problem of brain drain, indiscrimination in pay scales of teachers.

Regarding university education, the Commission recommended the constitution of Chancellor's Committee, the establishment of Consultative Council, encouragement of research, constitution of selection Board, regulating admission procedures, revision of courses, provision of scholarships and financial assistance in the form of loans and improvement of teacher-student relationship and other amenities. The Commission was not in favour of establishing new universities.

The achievement of the Second Plan was significant in the economic development. The Third Plan (1965-70) intended to evolve a synthesis between the economic growth and the moral and spiritual values. It firmly expressed to prevent concentration of income, regulate private enterprise and humanize the vested interests and eliminate disparities in the shortest possible time.

Chapter V

THE DEVELOPMENT OF UNIVERSITY EDUCATION EDUCATION IN PAKISTAN DURING THE PERIOD, 1970 - 1983

Chapter V

THE DEVELOPMENT OF UNIVERSITY EDUCATION IN PAKISTAN DURING THE PERIOD, 1970-1983

The New Education Policy

Background

President General Yahya Khan in his broadcast to the nation on March 26, 1969 and subsequently his Press Conference, announced that his Government would lay greater emphasis on the social sector and would attach a high priority to the problem of education. Accordingly, an intensive review of the entire education system was undertaken by a number of groups at the centre as well as in the provinces. As a result, a set of proposals for a new education was formulated. The proposals were debated, reviewed and modified in a series of meetings of the representatives of professional groups and agencies of the Government. The revised proposals were

finally considered to be adopted by the Cabinet on 26th March, 1970 as the New Education Policy of the Government of Pakistan. (New Education Policy, 1970 p.1).

The Main Themes in the Proposals

In the original proposals for a New Education Policy, the importance of education has been stressed. The quality of manpower resources which is a greater factor in a nation's economic progress, can only be improved through education. Education should not be merely treated as a social service but should also be regarded as a necessary investment in man without which real economic progress is difficult. The first priority of education for creating a literate policy has been maintained in the proposals, so that changes could be brought about in the attitudes and to facilitate the acquisition of analytical and technical skills. (Year Book, 1970,p-420).

The proposed educational plan had further placed emphasis on the scholastic approach on higher level., and on imparting functional literacy programmes.

It has also expressed a deep concern and stressed the need to improve the falling education standards and to make it more relevant to social economic needs of the country, to eliminate the waste of educational unemployment and to introduce national language as the medium of instruction.

Aims of Education

The New Education Policy, 1970, centered round the following major aims:

I To impart a common set of cultural values based on the precepts of Islam.

II To create a literate society.

III To attach a high priority to the development of analytical and technical skills.

IV To attract some of the best talents of the society into teaching profession.

V To use education as a force of national unification (Ibid p. 421).

The Basic Principles and Concepts

The New Education Policy, 1970 rested on the following principles:

I Educational development is a dynamic and continuous process which by its very nature implies on evolutionary exercise and periodic appraisal of polides and programmes on the part of the state community and all others concerned with it.

II The inetrests of the nation warrants a policy with a flexible approach to the varying and developing needs of the country.

III The validity of the educational process depends on the extent to which it can be inspired on one hand by the nation's ideological and cultural heritage and on the other, by the universal structure of human knowledge and concepts of human progress. (New Educational Policy, 1970, p.1).

The basic concepts which inspired the goals and guide-lines of educational development, as envisaged in the policy, were to set on the following keynotes:

(a) The role of education in the preservation and inculcation of Islamic Values as an instrument of national unity and progress.

(b) Reorientation of educational programmes in the light of the economic needs of the society particularly by sifting the emphasis to scientific, technical and vocational education.

(c) The role of education as an instrument of social change and developments and as a factor in the creation of a democratic social order by ensuring an equal access to opportunities of education.

(d) The paramount importance of quality in education and in the crucial role of teachers in the improvement of educational quality and

(e) The decentralization of educational administration to ensure academic freedom and administrative and financial autonomy required for healthy and efficient growth of educational institutions, particularly at the higher state. (Ibid pp. 1-2).

In view of the framers of the policy, the ideological framework was to be provided by the basic values, stressed in Islam. Education and training were regarded as critical inputs in economic efforts of the nation. The emphasis on the universal and egititarian aspects of education was thought necessary in the interest of social and cultural harmony and a peaceful and orderly evolution of a democratic society.

Observations on Higher Education and Suggestions for its Improvement and Development

The Policy examined various aspects of higher education in the country. A shift towards scietific ratherthan liberal arts programmes was highlighted in order to remove imbalances between arts and science.

To achieve excellence in different spheres of higher education, special emphasis was laid-on increased salaries and other amenities for teachers so as to enable the institutions compete effectively for talent with other employing agencies. It stressed improved physical facilities in the institutions more efficient and democratic administrative structure and greater students amenities. Democratization in university administration by setting university grant commission was another step towards decentralization of higher education.

The proposed institutions of the programmes of National Research Fellowship and National Professorships would be

great incentives for the pursuit of scholarship and advancement of research. (Pakistan Education Review, 1970, pp. 6-7).

The universities were particularly required to promote and develop post-graduate programmes and facilities for Doctoral and post-doctoral research. The basic strategy was to establish and develop Centres of Excellence at various universities by selecting fields of study which could be developed to the highest level.

It was also proposed to undertake immediate review and reorganization of courses of studies and curricula in various disciplines particularly, in those which have a direct bearing on the national development efforts. (New Education Policy, 1970, p.8).

Other recommendations contained in the New Education Policy, 1970 related to:

a The establishment of the Institute of Modern Languages.

b The establishment of new universities with

careful planning and with more equitable distribuntion of university facilities in various regions of the country.

c A central university to be set up in East Pakistan like Islamabad University.

d A system of study leave, Contributory Provident Fund, Benevolent Fund, Group Insurance and other facilities for teachers.

e Necessary legislation by the Provincial Governments for the restoration of the Senate, introduction of elective system to various bodies of the universities with fair representation of all sections of the academic community, repeal of all the provision for withdrawal and development of universities as centres of teaching and nurseries of values and ideals in an atmosphere of academic freedom (Ibid pp 10-11).

Moreover, at university level, science teaching programme required continuous evaluation to achieve high standards comparable to those at the universities in the developed countries, as the doctoral and post-doctoral programmes remained weak and ineffective, therefore, it was thought necessary that a determined effort be made in the Fourth Plan to strengthen these programmes in order to meet the requirements of high level scientific manpower.(Ibid p.13).

Other important matters looked into by the Policy are briefly stated:

Examination System

The desired changes in the content were thought to be accompanied by necessary reforms in the examination system as it had failed to serve as a measure of achievement or an incentive to learning. It was recommended that a committee of experts, should be appointed to look into various facets of the system at different stages and to suggest suitable reforms. (Ibid p.16).

Student Amenities

It was thought of paramount importance to provide students the best possible environment for the pursuit of their studies and welfare. Therefore, the following measures have been envisaged for improving the amenities in the Fourth Plan:

a Provision of scholarship.

b An educational financing programme under the

auspices of Pakistani Banks for giving loans to deserving students.

c Schemes for residential accommodation for students.

d Provision of wholesome food at the cafeteria of the educational institutions at reasonable price.

e Provision of facilities for free medical check up.

f Looking into the problem of conveyance for students through setting up an expert committee from the concerned agencies.

g The establishment of an effective guidance and councelling service.

h Making suitable arrangements for ensuring adequate supply of text-books.

i Encouraging and assisting the establishment by Government of an Educational Foundations in private sector to supplement the facilities provided by the Government for promoting the cause of education and in particular for providing amenities to deserving students. (Ibid p.16).

National Council for Education

At the centre, it was proposed to set up a standing advisory body to be known as National Council for Education consisting of experts, educationists and eminent citizens drawn from various walks of life. The Council would advise on the guide-lines for the national education policy and assist in evaluating educational progress, initiate and support research in education, harnesing and mobilizing latest educational techniques and resources for the improvement of education. (Ibid p.23).

The Proposed Functions

of University Grant Commission

The following functions were suggested to be performed by the University Grant Commission (UGC) as proposed in the Policy to be established for universities in Pakistan:

a Assessment of the needs in the field of university education and formulation of plans for the development of university education.

b Determination of the financial needs of universities.

c Allocation and distribution of grants to universities for maintenance and development

d Evaluating the programmes under implementation.

e Examining of university development plans both of physical and academic nature.

f Collection of statistical and other kinds of information on university matters.

g Formulation of advice for Government on the establishment of new universities. (Ibid p.25).

The Development of Higher Education under the Fourth Five Year Development Plan (1970-75)

The Compulsion

The compulsions for a new development strategy have been clearly in the 'Socio-Economic Objectives' of the Fourth Plan, launched in November, 1970. The Plan laid greater emphasis on consideration of social justice, particularly, to secure better income distrilention among various income groups and regions. It was expected that its results would be judged not only in terms of the usual economic indicgs, but also, in terms of success it would achieve in eliminating the sense of economic deprivation and hardships from the parts of the country and would also ensure social justice for the under privile ged segments of population. (Year Book p.112).

The Development Strategy of the Plan

The above considerations have been incorporated in the following principal objectives of the Fourth Plan:

a To maintain the tempo of development in the country through a determined effort to secure the maximum and more effident utilization of material and human resources.

b To r educe inter-regional and intra-regional disparity in per capita income.

c To make the economy self-reliant in most essential fields.

d To move towards a viable synthesis between the claim of economic growth and social justice through the pursuit of prgamatic policies and to direct the forces of economic and social change towards the establishment of a just society.

Specific Targets

The following specific targets have been proposed in line with the above stated objectives.

1 To attain an annual growth rate of at least 6.5 percent in G.N.P.

2 To reduce the disparity in per capita income between various regions.

3 To increase per capita consumption of food grain.

4 To reduce the extent of unemployment and under-employment

5 To move towards a more equitable distribution of income and wealth.

6 To reduce the country's dependence on foreign assistance.

7 To move greater self-reliant by developing capital goods and defence-oriented industries.

8 To mobilize the maximum possible financial, human and administrative efforts for a decisive change in the education system by increasing the outlay on education to 2.5 times, the level of Third Plan. (Ibid pp. 154-159).

Implications

The major implications of the endeavour to fulfil these specific objectives include the following considerations:

1- To mobilize domestic saving and stimulate export earnings.

2- To attain self-sufficiency.

3- To integrate defence industries into future development efforts.

4- To gain priority to the development of human resources.

5- To provide greater equality of opportunity. (Ibid p.155).

Plans Size and Allocation

The Plan received its formal approval on July,1,1970 and fixed the size of the total development effort during the plan period at Rs. 75000 millions, composed of Rs. 49000 million in the public sector and Rs. 26000 million in the private sector. The allocation made were expected to lead to an annual growth rate of 7.5 percent in East Wing and 5.5 percent in West Wing which in turn would result in a substantial reduction in inter-regional disparity of income during the plan period. The target for the total annual growth rate of the country as a whole was set at Rs. 6.5 percent. (Third Five Year Plan, 1970-75 p.576).

Strategy of the Plan

in Relation to Education Development

The strategy of the Plan in relation to the development of education was:

i To make the system of education more functional

and to reflect a more rational distribution of resources among its component parts.

ii To increase the size of the primary education substantially.

iii To confine the expansion of the universities to certain special disciplines and to lay emphasis on raising the standard and output of research activities.

iv To raise the teachers overall emoluments.

vi To review the present policy of provincialization of schools and colleges.

vi To create District School Authorities as a statutory bodies with autonomous character.

The Development of University Education Under Fourth Plan (1970-75)

At University, level, improvement of programmes of teaching scientific subjects been received high priority. It was expected that the Central Universities at Islamabad and Jahangir Nagar would provide leadership in improving scienece teaching.The Government Degree College Syllet would also be developed into a University.

In West Wing,new universities have to be set up at Quetta at Multan or Sargodha to relieve the pressure on the University of the Punjab. The pressure of affiliation on the existing universities would be further reduced by allowing outstanding degree colleges to attain a greater measure of self-government as potential university centres. To ensure that the allocation of economic resources to universities is made in a rational way, the Provincial Governments may be asked to establish University Grant Commission where necessary. Religious education would receive

emphasis in the educational programmes under the Fourth Plan, expenditure on scholarships would be increased particularly, to accommodate the growing needs in the domain of science, technology and vocational education. (Ibid pp 61-61).

The Fourth Plan programmes laid special stress on providing appropriate facilities of physical education in educational institutions. The plan envisaged the completion of important on-going library projects and to establish a network of rural libraries throughout the country. (Ibid p.61).

Rs.14.0 million were placed at the disposal of universities for setting Book Bank of the Prescribed books to be used by students (Year-Book 1971,p.176).

The Plan also intended to build up facilities of research on problems of curriculum revision in the Institutes of Education and Research in Pakistan. Literature and text-books would be produced for a smooth and gradual switch-over to the national language. Special attention would be given to providing educational facilities in the less developed areas. (Summary of Fourth Plan,p.62).

The following table will indicate the nature of allocation to various sectors of development and will also show the position given to education.

Table 5 PUBLIC SECTOR ALLOCATION IN THE FOURTH PLAN (1970-75)

Sector	(Rs.in million) Third Plan(Estd.actual)	Fourth Plan (Allocation)	% age increase
Agriculture	2811	6695	138
Industry	2331	4418	95
Fuel and Minerals	510	577	13
Water	6458	10,125	57
Power	3507	5840	67
Transport and Communications	4312	7905	83
Physical Planning and Housing	1636	3795	132
Education and Training	1328	3665	176
Health	638	2945	283
Social Welfare	396	695	95
Man Power	51	210	312
Public Administration	50	140	180
Works Programme	1136	2450	116
Total	29147	49000	95

Source: Summary of the Fourth Plan (1970-75).

Objectives of the Plan

The Objectives of the Fourth Plan generally includeed the main elements of the New Education Policy, 1970. They were:

i To create a literate population and educated electorate.

ii To make the educational system more functional in terms of its contribution to productivity and economic growth.

iii To remove the existing disparity in education services between the rural and urban population.

iv To develop national conciousness through a more equitable distribution of educational opportunities and

v To make optimum use of the available resources, including physical facilities.
(Summary of the Fourth Plan, p.55).

The Education Policy 1972-80

and

its Strategy for the Development of University Education

The Objectives particularly relating to higher education have been stated as:

I Providing greater academic freedom and due autonomy to educational institutions within the framework of national objectives and requirements.

II Mobilizing the youth for leadership role through participation in programmes of social service and environmental improvement and by inculcating in them the dignity of labour.

III Ensuring active participation of teachers, students and representatives of parents and the community at large in educational affairs.
(Education Policy, 1972-80, pp 1-27).

OBSERVATIONS OF THE POLICY ON HIGHER EDUCATION

The following observations have been recorded in the Policy regarding the prevailing status of higher education. Institutions of higher education play a decisive role in the advancement of a nation. At that time only 2 percent of the population of the relevant age-group was enrolled in institutions of higher education in the country as against 50 percent in United Statesof America and 25 percent in Japan. To improve the position, the Policy maintained that 100000 additional places would be created in institutions of higher learning by 1980, which would cover 3 percent of the age-group.

Moreover, more than 80 percent of the students enrolled in universities, were studying arts subjects. Therefore, an increase in science of about 10 percent per annum would be maintained in future. (Ibid p.15).

Establishment of New Universities

It is envisaged in the Policy that new universities

would be established progressively. To start with it new universities would be established at Multan, Saidu-Sharif and Sukkar. The Jamia Islamiya Bahawal-pur would be converted into a full-fledged university. Collaborative programme would be developed between the PINSTECH and University of Islamabad so that students of Islamabad University can utilize the physical facilities of PINSTECH and provide opportunity for scientists working with PINSTECH to give sometime to the teaching and guidance of post-graduate students. (Ibid p.15).

Innovations in Higher Education

The innovations proposed to be introduced in higher education are briefly stated:

1. University Grant Commission

In order to coordinate the programmes of the universities and develop their facilities without unnecessary duplication and waste, a University Grant Commission, was proposed to be established. The Commission would serve as a buffer

between government and bureacracy and university administration, helping in an objective assessment of the requirements of the universities and securing fund for them. The Inter-University Board would serve a nucleaus of the University Grant Commission (Ibid p.13).

2.University Ordinance

The ill-framed University Ordinance which has caused much unrest amongst students and teachers would be replaced by enlightened and progressive legislation that would democratize the working universities and ensure full paticipation by representative of teachers, students and parents in their affairs. (Ibid p.14).

3.Professional Councils

To lay-down minimum standards of education in various professional fields and to maintain uniformity among them, professional councils would be established for agriculture, engineering or law.

4.Centres of Excellence

The advancement of knowledge and the promotion of research

are the essential functions of a university as teaching and conducting examinations. To reduce foreign dependence for training the experts and specialists, centres of excellence would be established in universities. The subject of specialization would be determined by University Grant Commission in consultation with universities.

5. Area Study Centres

Area study centres for research and advanced studies of contemporary societies, particularly those of special interest to Pakistan would be established. (Ibid p.13).

6.Pakistan Study Centre

In view of inadequate understanding of the language and literature of one region by other region of Pakistan and for national cohesion, therefore, a National Institute of Pakistan Studies was proposed to be established at Islamabad University.

7. Shift towards Science and Technology

At that time about 60 percent of students in degree

colleges had been enrolled in arts subjects. A progressive integration was desired to be achieved of general, scientific and technical education at degree level.

8. National Professorship

As the highest remuneration in the educational pyramid were reserved for administrative posts, a programme of National Professorship was proposed to be instituted so that highly qualified scholars and scientists may continue as teachers and research workers.

9. National Research Fellowship

As there was no specific programme to encourage scientists and scholars of outstanding merit to continue their study and research work in their fields of specialization, therefore, National Research Fellowship were to be proposed instituted. Universities and other institutions would be financially supported so that they could provide physical and other facilities for the work of such outstanding scholars. (Ibid p.14).

10.Peoples Open University

A People's Open University was proposed to be established to provide part-time educational facilities to people who cannot leave their home and jobs for full-time studies.

11.Academy for Teacher and Educational Planners/Administrators

An Academy for Teachers and Educational Planners/ Administrators was recommended to be set-up on the lines of academies existing for the officials of civil services and financial services in Pakistan.(Ibid p.24).

12.Students Welfare Programmes

Students Welfare Programmes as proposed included book-banks, transport facilities and facilities for medical check-up.

13.National Book Foundation

To strengthen and support the existing book production channel, a National Book Foundation will be established. The Foundation would undertake as stated the writing

editing, compiling, translating, printing and publishing both text-books and reading material both for lower and higher levels. (Ibid p.28).

14.Libraries

In colleges and other institutions of higher education where libraries existed, were poor both in number and quality and much of the material was out of date.Therefore, adequate provision was promised to be made for the well-equipped libraries to be established in all institutions.

In addition, a Public Library Service would also be estaboished throughout the country.(Ibid p.29).

Educational Policy and Administration

The following recommendations have been made for change and improvement in the existing educational policy and administration.

1 The present educational administration set up in the country as observed by the policy inadequate and unnecessary complicated by

variety of somewhat superficial tiers, was thought to be streamlined in consultation with Provincial Governments.

II The entire educational system was thought to be kept under constant review and evaluated by the education councils and would be developed further in the light of practical experience gained and the course of its implementation.

III In order to provide the institutional framework for planning, guidance, and evaluation and also the resource data on which to base administration and policy decisions, educational research unit will be established and developed by Ministry of Education and the Provincial Department of Education. These units would work in close collaboration with these respective councils.

IV To assist in the formulation, implementation and evaluation of education, policies and practices, consultative and Policy-Planning Education Councils would be established at national, provincial, district and institution levels. These would include elected representatives of national, provincial assemblies, local bodies, citizens, of various shades of opinion, representatives of teachers, students and concerned government departments and other agencies. (Ibid p.29).

The Functions of Education Councils

The Education Councils were expected to perform the following functions:

a To formulate and recommend changes and development in education policy.

b To oversee the implementation of the policies developed from time to time.

c To assess and evaluate educational progress in their respective spheres.

d To initiate and support educational research and dissiminate its findings.

e To harness and mobilize the latest educational techniques and resources for the improvement of education.

The councils and standing committees for various specific areas of activity in education.(Ibid pp 29-30).

Background of the Formulation of the National Education Policy, 1978

Mr. Mohammad Ali Khan, Minister of Education, made his own observations on the existing status of education, to the Cabinet on the eve of announcing the Salient Features of the National Education Policy, 1979. He said that Pakistan was created by the Muslims of sub-continent. The object of the creation of Pakistan was that they could lead their lives in accordance with the precepts of Holy Quran and Sunnah, enrich their cultural heritage and fulfill their ideological aspirations without any force or fear. But unfortunately, the efforts of the preceding governments confined to lip service, left much to be desired, and consequently, the nation was still without any clear sense of direction groping in the midst of divergent views and confusion.

He further said that the need was to clearly set the directions, define objectives and develop practical work plans through the process of education. (National Education Policy, 1979, p.11).

While making a reference to the system of higher education, he said that it was not geared to supporting development in the coutry. There was rising unemployment among educated youth and the interference of vested interested groups in campus activities. What was worse the standards of education were consistently falling. As a result large number of youngmen and women with certificates, degrees and credentials had no real academic merit or comptenece to participate meaningfully in national development. (Ibid, p.iii).

Formulation of the

National Education Policy, 1978

While realizing the significance of education in Pakistan, the Martial Law Government convened a National Educational at Islamabad in October, 1977 to examine and redifine the aims of education in the search pf purely indigenous education policy, based on national choice of strategies with in a given and retewant framework.

A National Education Policy was framed on the recommendations of the Conference. A 12 point strategy was also devised for the implementation of the policy.The policy recognizes the importance of universities as institutions of higher learning and research in promoting progress, development and change. Education sector in its views needs constant vigilance and improvement and therefore, it has recommended the establishment of National Education Council as a permanent, consultative body for this purpose.

So far as the resources are concerned,, it was proposed to enhance the percentage of G.M.P from 1.9 percent which is usually spent on education to 3.7 percent progressively in the next five years. Special measures would also be taken to identify and make use of non-conventional and untapped resources, increase community participation and enhance productivity of educational institutions, to make them at least partly self-financing. (Ibid p.v).

As the universities were facing financial crisis because the previnues could not meet their expenditure

Therefore, the Federal Government maintained in the policy, would meet the entire expenditure of universities in future. The need for federal funding of universities in Pakistan has further been justified on the following grounds:

I The number of universities had been increased to an extent that the provinces could not be able to provide adequate fund for their development and recurring expenditure.

II Certain provinces had no resources to sustain the programme of even a single university.

III Every university was trying to create facilities in almost all disciplines irrespective of market demand of the graduate in the provinces or the country which is resulting in unnecessary duplication of efforts and wastage of resources. (Ibid p.80).

UNIVERSITY EDUCATION

Regarding University Education the Policy maintains that educational progress and economic uplift of a country is determined by the quality of teaching in institutions

of higher learning. There has a rapid growth in university education in the past five years. There was therefore, an important need for its consolidation and improvement.

Reforms Suggested in the National Education Policy in University Education

1.University Grant Commission

It is envisaged in the policy that University Grant Commission will be strengthened and expanded to enable it to coordinate and regulate research and teaching programmes of all universities.

Certain departments of universities processing necessary research potentials, will be developed and centres of advance studies for doctoral and post doctoral programmes for teachers will be instituted. Libraries and laboratories will be improved in order to improve the

quality of research and teaching. As the benefit of higher education and expertise from universities do not reach the community, the universities, will, therefore, be required to undertake extension services in the field of their specialization.

2.Teacher Education

Regarding teacher education, an Academy of Higher Education under University Grant Commission will be established to provide pre-serive and in-service training facilities to all the faculties of universities and colleges.

Moreoever, an Academy of Educational Planning and Management will be established to provide suitable in-service training facility to vast number of administrators and supervisors working at different levels of education system. The role of these institutions as compared to the role of Provincial Education Centres will be clearly delineated so that so as to avoid any confusion.(Ibid p.62).

3.Evaluation and Examination

So far as reforming the system of examination is

concerned, the admission policies of higher education institutions and professional colleges will be substantially improved. Besides it, the marks obtained in public examination, the marks awarded in internal evaluation alongwith the results of the aptitude and admission tests will also be given adequate weightage at the time of admission.

The policy further maintains that the improvement of examination system is directly linked with the improvement of education as a whole. Reforms in examination system must, therefore, be considered in totality of the education system perceived to consist of academic, organizational, political, and socio-cultural dimensions.(Ibid p.67).

4.Consolidation of Universities

The Policy maintains that no new university will be established within the next five years, except the women's universities. In view of the financial constraints and the need to conserve the resources, high priority will be accorded to the consolidation of universities already established.

5. Strengthening the Centres of Excellences

The existing Centres of Excellences will be strengthened and at least five more Centres of Excellence in important disciplines, particularly, production oriented, will be established. Moreover, certain important departments of universities possessing necessary research potential, will be developed as Centres of Advance Studies for doctoral and post-doctoral programmes.

6. Revision of Curriculum

The curriculum at graduate and post-graduate levels and research programmes of universities, will be reveiwed by University Grant Commission. Necessary changes will be made to improve the quality of education and to link it with the overall development and future needs of the country. It will be ensured that curricula and text-books are in line with the principles of Islam and ideology of Pakistan.

7. Admission

Admission to the universities will be restricted to those who have the necessary aptitude and ability to profit from higher education. A national system of examination for admission to the higher education will be developed and launched.

8. Generation of Fund

Practical programmes based on the advice and under-supervision of teachers will be developed so as to enable the universities to generate their won fund. Small production units will be attached with university departments wherever possible.

9. Good Will Mission

In order to promote national integration, good will mission of students and teachers among universities will be encouraged.

10. University Act

The University Act will be suitably amended in order to stream-line the working of the universities.

11. Other Recommendations

(i) Post-graduate classes will be introduced in selected

Girls Colleges in all provinces.

(ii) Scholarships will be provided for higher studies to outstanding teachers and students.

(iii) Study leave will be allowed to university teachers for higher studies within the country as well as abroad.

(iv) A Code of Ethics will be evolved for teachers.

(v) A comprehension system of accountability and evaluation of teachers will also be introduced. (Ibid pp. 62-83).

The Nature of Development of Higher Education under the Fifth Five Year Plan (1978-83)

The Fifth Plan was conceived as a comprehensive national efforts to overcome the economic difficulties and strain and to correct the insufficient emphasis on the spread and quality of social services. The following are the in-brief principal objectives of this Plan.

i. Development of rural areas

ii. Easing of urban problems.

iii. Development of backward regions.

iv. Meeting the basic needs of population and promotion of equality.

v. Laying down the foundation of long-term economic growth. (Fifth Plan 1978-83).p.10).

The Fifth Plan marked a fundamental re-ordering of national priorities in favour of primary education, vocational and technical training. In secondary and higher education a shift of emphasis from quantitative expansion to qualitative improvement, was suggested.

The planners observed that during the last three decades, the growth of higher education in country had been more rapid than in other types of education. Such rapid expansion without concomitant growth of elementary and secondary education, created a number of imbalances which needed to be rectified. A high percentage of failure in public examination was also a matter of deep concern. (Ibid p.153).

Allocation of the Plan

The forecoming table shows the sectoral allocation of public sector development:

SECTORAL DISTRIBUTION OF PUBLIC SECTORS DEVELOPMENT PROGRAMMES DURING THE PLAN PERIOD (1978-83).

(Rs. in million)

Sl. No.	Field of Development	Total Allocation	Percentage
1	Agriculture	15.00	10.1
2	Water	17.12	11.6
3	Power	27.93	18.8
4	Fuels	5.59	3.8
5	Industry	21.00	14.2
6	Minerals	2.00	1.3
7	Transport & Communication	27.40	18.5
8	Mass-Media	0.75	0.5
9	Physical Planning and Housing	9.78	6.6
10	Education and Training	16.28	6.9
11	Health	6.60	4.5
12	Population Planning	1.80	1.2
13	Tourism	0.52	0.4
14	Man Power	0.70	0.5
15	Social Welfare	0.20	0.1
16	Rural Development Programme	1.50	1.0
	Total	148.17	100.00

Source: Fifth Plan p. 37.

Objectives of the Plan in relation to

Higher Education

The Plan sought to achieve the following objectives in higher education.

i Attainment of a more balanced distribution of enrolement between different stream.

ii Improvement and expansion of facilities for the teaching of science.

iii Improvement in the quality of instruction, through introduction of semester system, modern techniques of assessment and professional training of teachers.

iv Expansion of facilities for higher education in under developed regions.

v Development of research programmes in institution of higher education.

vi Expansion of facilities for female students particularly at post-graduate level. (Ibid p.154).

Suggested Reforms in the Post-Graduate Educa tion

The following reforms and developments were suggested to be brought about in the post-graduate education in the plan period:

I The Fifth Plan envisaged an increase in enrolement in post-graduate courses in general universities from 22000 to 27000 by 1982-83. The increase in enrolement would be accommodated largely in the newly established universities.

II With a view to improve quality of higher education, it was proposed to restrict admission into universities only to those who had the necessary aptitude and ability to profit from higher education.

III The Ministry of Education would also examine the possibility of enhancing the tution fee with a view to restricting non-serious students from entering universities and colleges.

IV The existing centres of excellences would be provided funds to complete physical facilities and shall be encouraged to enlarge their doctoral programmes to their planned capacity.

V Research activities would be promoted in all universities through award of research grants by University Grant Commission.

VI A National Acsdemy of Higher Education would be opened for the pre-service and in-service training for colleges and university teachers.

VIII Facilities for the post-graduate education would be expanded in under developed regions by opening of post-graduate classes at degree colleges, located far off places. Similarly, post graduate classes at ten women colleges would be started for the convenience of those who do not wish to attend mixed classes in the universities.

VIII During the plan period, it was proposed to use the existing scholarships scheme for achieving certain desirable objectives like encouraging female education, shifting enrolement from arts and science and job oriented subjects and promoting education in the backward areas.

XI The Plan also provided for research in various aspects of education which would have a significant impact on socio-economic development of the country. (Ibid pp.155-156).

S U M M A R Y

The New Education Policy was framed in 1970 which was based on an intensive review of the system of education. The main issue of policy was to improve the the quality of man power resources to create a literate society, to improve the falling academic standard, to eliminate the wastage of educational unemployment and to introduce national language as a medium of instruction,. The policy examined various aspects of higher education in the country. A shift towards scietific rather than literal arts, to remove the imbalances between arts and science, to lay special emphasis on increase d salary to teachers, to improve physical facilities of the institutions and to democratize administrative structure and greater students amenities, were recommended.

Other recommendations related to the establishment of Institute of Modern Language, a Central University in East Wing and the establishment of new university with careful planning, a National Council for Education, and University Grant Commission to advise the Government on

the financial needs of the universities and on the establishment of new universities in the country.

The Fourth Five Year Plan was formulated in the light of the recommendations of the New Education Policy, 1970. The compulsion of the development strategy of the Plan revealed in the socio-economic objectives which laid greater emphasis on considerations of social justice and better income distribution among various income groups.

The strategy of the plan in relation to the development of education was to make the system more functional, to improve the size of the primary education, to improve teaching of scientific subjects, to open new universities at Sylhet, Quetta, Multan, or Sargodha, to develop certain outstanding degree colleges as pontential university centres and to provide appropriate facilities for physical education.

The new government which stepped in 1971 presented its own Education Poliwy 1972-1980. The main objectives related to higher education were to provide greater academic freedom and due autonomy to educational institutions, to

mobilize the youth for leadership through participation, in the programmes of social services and to insure active participation of teachers, students, parents and the community in educational affairs. The innovations proposed to be introduced in education, were the establishment of University Grant Commission, repealing of the University Ordinance, establishment of Professional Councils, Centres of Excellences, Area Study Centres, Pakistan Study Centres, National Professorships, National Research Fellowships, Peoples Open University, Academy for Teachers and Educational Planners, National Book Foundation, and to make shift towards science and technology and to decentralize educational planning and administration.

Recognizing the need of a greater change, the Martial Law Government convened a National Education Conference in 1977 and according to its recommendations, a National Education Policy was announced in October, 1978. The Policy recognized the greater potential of our indigineous institutions. It stressed upon abiding loyalty to Islam and Pakistan, to create awareness in every student as a member of Pakistan nation and a part of the Universal

Muslim Umma, and to develop character and the conduct in accordance with the Holy Quran and Sunnah. The implementation strategy indicated to assign high priority to the revision of curricula, to integrate traditional religious institutions with modern institutions, to mobilize the community resources.

Reforms suggested in higher education related to the expansion of the functions of University Grant Commission, provision of pre-service and in-service training to College and university teachers, reforming examination system and admission policies, consolidating universities, strengthening centres of excellences, revision of curricula and amending University Acts.

The Fourth Plan was framed in the light of the spirit of the National Education Policy, 1978-. Its principal objectives related to the development of rural areas, easing urban problems, and laying down the foundation of long term economic priorities. The Plan marked a fundamental reordering of national priorities in favour of primary education, vocational and technical training.

The main objectives relating to higher education appeared in improving the teaching of Science, introduction of Semester system, development of research programmes, expanding facilities for female students.

Chapter VI

FUNDAMENTAL RECONSTTRUCTION OF HIGHER EDUCATION AND THE FUTURE PLAN OF ACTION, (1983-88)

Chapter VI

FUNDAMENTAL RECONSTRUCTION OF HIGHER EDUCATION AND THE FUTURE PLAN OF ACTION, (1983-88)

Dr. Mahboobul Haq, Deputy Chairman, Planning Commission in a meeting at University of Peshawar in November, 1982 put forward a new strategy for the reconstruction of higher education in Pakistan. He was appraised of the problems of poor quality of staff, low salaries, inadequate facilities and very limited financial support to higher education. He forwarded his own point of view regarding the real issues which were faced with rare courage.

According to him, there was a tragic waste of investment in higher education. During the last 10 years, these they had been a mindless growth of colleges and universities. The Government had not been able to absorb this rapid expansion. Moreover, the students who entered colleges and universities were very poorly prepared and majority of them were in general courses and were generally ill-equipped for the kind of society that awaited them and the kind of

skills that it demanded.

In such system every body lost the society, the students, the teachers and the parents. (Fundamental Reconstructing Higher Education, p.2).

It is in this spirit, he suggested a 10-point programme for a fundamental reconstructing higher education during the Sixth Plan period. He suggested it not ass final solution but as a n irritation to thinking, not a definite proposal for inclusion in the Sixth Plan but as ideas on which we must generate a national debate.

A suggested 10-point programme

for a fundamental Reconstruction

of Higher Education in Pakistan.

The following is the brief nature of the proposed strategy:

I Firstly, in order to have a proper higher education, the base from which our students emerge must be broadened through widespread of primary and secondary education.

II Secondly, a long term man pow er plan should be drawn up by the Planning Commission to serve as a guide to the students.

III Thirdly, students should be encouraged and directed quite-earlier, towards their profession for which there is a demand in the society.

IV Fourthly, it was thought absolutely necessary to restrict admission to colleges and universities. The admission should be solely on merit, not on the basis of income level, powerful connections or class structure.

V Fifthly, a ~~loan~~ Can on any new college or university in the Sixth Plan period should be seriously considered and the existing one should be improved.

VI Sixthly, the subsidy that is made in the training of our students must be reduced as the 95 percent of the cost which is spent on higher education is born by the society. Primary and secondary education usually suffer of the cost of higher education. The higher stage may not be considered as right but a privilege and for this privilege the society has the right to charge.

VII Seventhly, to deal with the quality of education, some departments of excellence should be established as it is impossible at this stage to improve each department

in each university. For this purpose, two or three strong departments at each university should be selected and all financial resources and efforts should be considered to make them outstanding.

VIII Eightly, efforts should be made to establish one or two private or private-endowed universities as there is a good deal of money flowing inside and outside the country which can be used for competition and academic excellence.

IX Ninethly, the denationalization of some colleges and universities and provincialization of others should be seriously considered. They must be made more autonomous as the present federalizid structure is totally non-viable.

X Finally, the incentives for science and technology in which the country is lagging behind must also be strengthened as at present 0.1 percent of GNP is spent on science and technology while other developing countries as poor as this country spend 10 times of their G.N.P.

These are much serious issues on which national attention must be focussed because all of us are answerable to them. (Ibid pp. 3-8).

The Sixth Five Year Plan

(1983-88)

and the Development of Higher Education

An Overview of the Past Development

Education in the Sixth Five Year Plan (1983-88) has regarded as the vital investment in human resource development. Its significance has been expressed by the planners in the following words:

> " Education is the most vital investment for any programme of socio-economic development. It neglect can cost generations. No uneducated society has ever achieved the heights of economic and political power. No educated society has ever been left behind in the relentless march of history."
>
> (Sixth Plane (1983-88) p. 37).

The situation in the past plan period regarding higher education improved a little but the base of the pyramid did not, expand satisfactorily. Its top was raised further by the opening of new colleges and universities. Four new universities were established against none provided in the Fifth Plan such an upside-down state of educational priorities is now reflected in the co-existence of the quantitative expansion of the consumptive higher education and falling participation of primary education.

The keynote of the present plan strategy too aim to reverse the trend. (Ibid p.339).

The following table which shows the financial allocation to various levels of education reveals this trend:

(Table on page 174 overleaf).

Table 7. FINANCIAL ALLOCATION FOR EDUCATION. (Rs.in Billion)

Programme	Fifth Plan Expend.	Sixth Plan allocation	Percent increase	Percentage Share	
				Fifth Plan:	Sixth Plan
Total Ed.& Man Power	5.6	19.6	265	4.6	8.1
Primay, secondary and other basic, Primary Ed.	2.9	11.4	293	52.5	57.3
Technical and Vocational Ed. Programme	0.6	8.3	283	10.2	11.4
Higher & Misc.	0.1	6.2	195	37.3	31.3

Source : Sixth Plan (1983-88) p.340.

Higher Education and Research Development

Science, technology and higher education as stated will receive particular emphasis during the plan period. Universities will be consolidated and allocation to them will be confined to improvement in quality than further expansion. No new universities will be set up. The enrolement will be stabilized with some shift towards science and technical subjects. Funds and other resources will be re-structured to the improvement of universities on one hand and to expanding the base of the educational pyramid on the other from which university entrants are to be selected. (Ibid p.349).

Scientific research and technological development allocations have been increase d from Rs. 2 billion in the Fifth Plan to Rs. 7 billion in the Sixth Plan. The Plan aims at creating certain specialized institutions of international standard and strengthening the capability of the existing research development institutions most of which are poorly staffed and equipped.

Improvement in the teaching of science, an other critical factor in bringing about the required breakthrough in science and technology, has been considered. This will be attained through a comprehensive programme aims at removing the deficiencies in curricula, text-books, laboratory equipments, library resources and teachers competencies and will cover all levels of educa tion. (Ibid p.349).

Strategy of the Plan

For the Development and Improvement of Higher Education

The following strategy has been proposed for the realization of the objectives relating to various aspects of higher education:

i Improvement of physical and human resources of the existing institutions through additional inputs and establishment of collaboration linkage between institutions imparting education at different levels.

ii Improvement of the management of institution by delinking the intermediate section from

the higher colleges and undergraduate programmes from the universities under a phased programme.

iii Development of selected university department into centres of advanced studies specially for updating knowledge and skills of teachers through M.Phil and Ph.D. programmes.

iv Development of reputed Government colleges with considerable academic and administrative freedom.

v Induction of private sector at all levels of higher education for introducing healthy competition and reducing state liability and control. (Ibid p.350).

In addition, the plan proposed to implement the following programme designed to improve the quality of instruction:

a Admission tests covering aptitude communication skills and proficiency in academic subjects proposed to be studied.

b In Science Laboratories and Libraries better equipment latest books and journals will be provided.

c Teachers shall be provided facilities and incentives to improve their qualifications

through study at Pakistan and foreign universities.

d Arrangement for in-service training for teachers.

e Services of expatriate Pakistani scholars shall be made available from the degree colleges as visiting professors particularly in scientific discipline (Ibid p.350).

Post - Graduate Education and Research

The Sixth Plan seeks to re-structure university education to consolidate its human and physical resources. The following policies and measures have been proposed to be adopted during the plan period.

I No new university will be opened in the public sector.

II Undergraduate programmes at univerisities will be discontinued.

III A system of admission test and make up courses for removing the deficiencies (assessed through admission tests) will be introduced.

IV Selected university departments will be developed into centres of Advanced Studies.

V A previously endowed university for science and technology will be established with complete freedom to determine contents and duration of the courses of studies, admission criteria, salary and qualifications of teachers and rate of tution fee etc. It may have collaboration with foreign universities.

VI Scholarships to talented students, particularly in scientific fields will be awarded. To make higher education a privilege for the talented special award of scholarship will be introduced for talented students for low income group cover the entire expenses which will be financed out of Zakat and Usher Fund.

VII The quality of science education suffers greatly due to non-availability of funds for the purchase of consumable materials in the colleges and universities. It is proposed to meet the recurring expenditure of these items from the development funds on an experiment basis in accordance with the scale of expenditure to be determined by the Boards of Education and University Grant Commission (Ibid p.351).

Scholarships

A large number of scholarships are awarded by autonomous educational bodies which according to the planners needs assessment of the overall size of expenditure and utility of these scholarships. It is also proposed to devise a system to ensure that in future all scholarships are in line with national national educational priorities.

A National Scholarships Coordination Committee headed by the Federal Secretary of Education and consisting of representatives of the Ministry of Finance Planning Commission and the Provincial Government will be set up

which will give policy guide-lines to various agencies for award of scholarships and for laying-down the condition of eligibility. (Ibid p.352).

National Scholarship Foundation

In addition, it is proposed to launch a comprehensive programme of scholarships meant exclusively for the children and youth coming from families having limited incomes. This scholarship programme will provide financial assistance to students at all levels of education and for studies within country and abroad. These scholarships will be financed through Zakat and Usher Funds and will be administered by a specially created foundation to be called National Scholarship Foundation. This shall be governed by a Board of Governors. It is estimated that Rs. 1000 million may be spent for this purpose dealing the Sixth Plan period through the Foundation. (Ibid p. 353).

Text-Books

Perhaps one of the major cause of poor quality of higher education is the absence of suitable books. It is necessary that the Ministry of Education in consultation with Provincial Governments and University Grant Commission develop a plan to give sufficient interest and provide incentives for the writing of books particularly, technical books in Pakistan. (Ibid p.354).

Major Issues

Three major issues which may have a bearing on the Sixth Plan education programme are:

I One which mainly apply to basic education is involvement of local bodies in planning, management and maintenance of educational facilities.

II The second basic issue is of user charges which applies to all levels of education but specially to higher education. An expansion in the education base and qualitative improvement at higher levels can never be adequately tackled unless the existing collections which is very little, are considerably raised. Consequently, it is intended to recover a sizeable part of the costs of education through the introduction or enhancement of fee. Scholarship programme

will be expanded so that no underprivilged students are kept out of school, college and University.

III The third issue is that of the role of the private sector. The nearly comprehensive nationalization of educational institutions and the accompanying the policy of free education ten years ago had at least two casualities:

(i) The large financial burden

(ii) Some of the institutions run by education conscious communities lost their existence under the public control.

The private sector has now been allowed to open schools. In the sixth plan, it is proposed to return the existing schools back to the original owners. Wherever, it can be assured that the quality and courage will not suffer as a result. (Ibid p.357).

Plan Allocation

The total allocation for the development sector of

of Education and Training in the Sixth Plan period is Rs. 19,85,0 million, out of which recurring expenditure is estimated Rs. 8,500 million.

In the past nonavilability of sufficient funds, in the revenue budget of the executing agencies has been one of the most important bottle-neck in the success of educational programme, specially primary education. In the present plan the total expenditure on education in the public sector has been raised to 130 percent as compared to the Fifth Plan. In term of proportion of G.N.P. expenditure on education will raise from 1.5 percent to 2.0 percent (Ibid p.358).

Moreover, Rs.1000 million have been earmarked in the private sector. It is expected that local government will also generate additional resources.

The essence of the Sixth Plan education strategy is to ensure a quantitive jump in the spread of primary education and consolidation and restructuring of higher education to improve its quality. In this plan, is guided

by the demand to create a literate society and to train high level scientific, technical and professional manpower meeting the requirements of economic development and providing leadership in all walks of life.(Ibid p.358).

Action Plan for

Educational Development under the Sixth Five Year Plan

(1983-88)

An Action Plan for Educational Development has been prepared by the Ministry of Education to implement the strategy laid down in the Education Sector in the Sixth Five Year Plan (1983-88) in better and spirit and more particularly to readjust it within the limits of financial requirements and the development of education at various levels according to the growing needs and demands of the country.

The following measures essentially for raising the

quality of higher education have been emphasized in the Sixth Plan.

I Universities will be consolidated and allocations will be confined to improvement in quality rather than further expansion.

II No new university will be set up.

III Study of science and technological subjects will be further encouraged.

IV Universities will be benificiaries of research and development programme being launched on a large scale in Pakistan.

V A comprehensive programme for the improvement of science education will be undertaken. This will be directed towards removing the deficiencies in curricula, text-books, laboratory equipments and teacher competencies.

VI Development of selected university departments into centres of advanced studies to enable the universities to build up a viable M.Phil and Ph.D. programmes.

VII Development of reputed government colleges with considerable academic and administrative freedom and discontinuation of undergraduate

programmes in the universities.

VIII Improvement of the management of institutions by delinking intermediate section from degree colleges.

IX Induction of private sector at all levels of higher education.

X Making available the services of expatriated Pakistanis as visiting professor in universities and colleges.

XI Providing incentives to teachers to enable them to improve their qualifications. (Action Plan p.53).

In the Action Plan certain specific measures have been proposed with a view to raising the efficiency of teaching and research in the universities and thus augumenting the strategy of the plan. These are:

1- The Action Plan does not agree with the temporary embargo placed on opening new universities in the plan period, because the opening of the women's university, the possibility of raising Khairpur Campus to a full university status and setting up a high level university of science and technology have to be considered alongwith the process of

consolidation.

2- The Action Plan is more concerned with inspiring the quality of teaching and research in the universities. It proposed that the serious limitation imposed by the pavcity of consumable laboratory materials and expandables be removed by providing sufficient support for this purpose, to the universities through development grants till the end of the plan period.

3- The Action Plan observes that the existing infra-structure in the universities for creative and productive research is weak. The limitations imposed on the system are due to lack of sophisticated equipments, insufficient fund, poor research, library facilities, absence of a critical mass of scientists, inadequate communication with the international scietific community and a shattered academic environment. Therefore, the Action Plan suggested the following specific measures to reverse this trend and to enable the universities to undertake more fully the task of research:

(a) Strengthening of the Centres of Excellences.

(b) Raising promising university departments. to Centres of Advanced studies and research.

(c) Introducing post-doctoral programmes within the country and providing financial support to promising researchers and post-doctoral students abroad.

(d) Providing financial support for acquiring current scietific journals of repute.

(e) Encourage the participation of university researchers in international conferences and seminars.

(f) Offer liberalresearch grants to university teachers.

(g) Developing linkages of research departments of universities with centres of internations repute abroad.

(h) Instituting career scietist awards.

(i) Providing incentives through national awards for published high quality scietific research.

(j) Allowing consultancies to teachers and at least 50 percent benefit on the new processes and products patened.

The most important institutional development would be the establishment of Institute of Scietific Technology which would provide facilities for high quality application oriented research linked with the industrial sector. (Ibid p.547).

Moreover, the research in universities will be further fortified by two institutions of University Grant Commission the Centre of Basic Sciences (COBS), and the Centre of Social Sciences and History (COSH). The National Academy of Higher Education with further intensify the pre-service and in-service programme for university teachers. An institutional framework will be created for guidance and counselling of university students. The Action Plan also makes provision for

a 'scientist pool'.

S U M M A R Y

Dr. Mahbobul Haq, Minister for Planning and Development put forward a new strategy for the fundamental reconstruction of higher education in Pakistan. The salient features of it were to broaden the base of primary education, to draw a longterm manpower plan, to direct students to the profession of their choice, to restrict the admission, to stop expansion at higher level, to improve the quality, to encourage private enterprise in higher education to denationalize some colleges of repute and to provide incentives for science and technology. Such were serious issues which needed national attention to them.

In the formulation of the Sixth Plan (1983-88) education has been regarded as vital investment in human resource development. Science and technology would receive particular emphasis. Universities would be consolidated and allocation to them would be confined to the improvement in quality than further expansion.

Improvement in physical facilities, in management of the institutions, developing selected department into centres of advanced studies, induction of private sector, provision of adequate instructional facilities and scholarships to talented students, are the main features of its developmental programmes. Major issues having bearing on Sixth Plan Education Programmes are the envolvement of the local bodies in planning and management and maintenance of educational facilities, the enhancement of tution fee at higher level and role of private sector which has to be revedolized.

The Ministry of Education prepared simultaneously an Action Plan for educational development to implement the strategy of the Sixth Plan (1983-88). To raise the quality of higher education, the measures suggested in the Action Plan are the consolidation of the universities, encouragement of science and technological subjects, development of science programmes, providing incentives to teachers to enable them to improve their qualifications. The Plan does not agree with the temporary lean on the opening of new universities. The

plan is more concerned with inspiring the quality of teaching and research in universities and to provide incentives through national awards for a high quality of scientific research.

Chapter VII

FINDINGS CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH IN PAKISTAN

Chapter VII

FINDINGS CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH IN PAKISTAN

(A) F i n d i n g s

(a) <u>The Development of University Education in Pakistan During the Period 1960-1970.</u>

(i) The Planning Commission presented the Second Five Year (1960-65) in an enthusiastic environment. During the First Plan some important economic infra-structure had been built and the country was able to undertake and implement development. As the achievement of the First Plan were not significant because of political instability, absence of sustained endeavour and non-deservence of the discipline of the plan, therefore, it was thought necessary to find out the ways and means towards the liberation of the people from the crushing burden of poverty. Such expectations were attached to the formulation

of the Second Plan.

(2) In view of the planners, the supreme task of preserving the national ideals and building up the national character on strong foundation of faith, unity and discipline focus on education. The Second Plan was inspired by the Report of the Commission on National Education, 1959. The strategic approach towards the development of higher education, particularly university education related to pursue the quality and to lay emphasis on the programmes of training of teachers and research activities which were limited in scope and extent. The Plan provided a comprehensive system of scholarships from class VIII to university level. The Plan emphasized the need for promoting Islamic Studies and to carry-out research in the contribution of Islam to human thought.

(3) A Commission on student problems and welfare was appointed under the chairmanship of Justice Hamoodur Rehman in December, 1964, to examine the provision of University Ordinance, take stock of the existing facilities and to examine other problems affecting students life. The Commission took notice with a sense of deep anxiety the rapidly growing

spirit of indiscipline amongst the younger generation and a disquietening sense of frustration amongst teachers, deteriorating standard of teaching, the malpractices in examinations, the autheritarierism in institutions of higher learning.

(4) The degree colleges as observed by the Commission were facing financial difficulties so they could not get sufficient qualified teachers, equipment and other facilities. Other problems as rigid procedures, red-tapism in the procurement of instruments, brain-drain, discrimination in pay scales of teachers and poor conditions of services in private colleges and absence of a uniform principal of grant in-aid, were brought into the notice of Commission.

(5) Students problems mostly related to the absence of expanded educational facilities, lack of physical,residential, and instructional facilities in the institutions. Commercialization of education in private enterprise, imbalanced and the absence of ideological base of syllabi, irregularities in admissions, insufficient experienced staff, dissatisfaction of teachers of their profession, absolete methods and malpractices in examinations which were

considered by the Commission.

(c) The Commission observed with regret that there was no clear demarcation of functions of the universities and other institutions of higher learning. The Commission recommended the establishment of a University Grant Commission to provide a machinery for coordination. The Commission also recommended the establishment of Chancellors Committee so that to advise him on all matters relating to university education. It also recommended the establishment of a Consultative Council to advise the Government on all educational matters of national importance. The Commission further recommended the Constitution of a Selection Board to regulate admission procedures,. It further recommended the provision of merit scholarships, facilities in students hostels and re-examination of courses by an expert committee appointed the vice-chancellors. Other recommendations related to the improvement of teacher-student relationship, providing students guidance and their engagement in social and manual w ork. The Commission lastly recommended the introduction of national tests at matric and degree levels. The Commission had finally advised to take very serious

and careful steps while establishing new universities in the country.

(7) The Second Plan (1960-65) though formulated in the presence of grave difficulties, however, achieved much. Such achievements were to be maintained, enlarged and continued in future. The Third Plan (1965-70) to evolve a synthesis between economic growth and moral and spiritual values. The plan firmly expressed to prevent excessive concentration of wealth in the hands of few, regulate private enterprise, humanize vested interest and to move steadily towards the attainment of Islamic Socialism. A plan was prepared in the framework of a Perspective Plan (1965-85). Its educational objectives were to provide an educational system which would facilitate transition into an era of science and technology, promote political, social and economic development and bring about the country's spiritual and cultural heritage into harmony with contemporary world and to raise the quality and direct the system towards a well-balanced and integrated development at all levels. Introduction of empirical research and inductive syrveys, educational and occupational

guidance have been particularly recommended.

(3) The planners thought that the system of affiliation was not conducive to good education and therefore, desired that a few more universities of unitary type should be established. To bring about qualitative improvement in the academic life of students, it desired that possible attention be given to individual supervision, tutorial, seminars, discussion and the encouragement of creative thinking and arranging periodical tests and objectives evaluation of students achievement. It also recommended that the duplication of highly specialized areas of study and research should be avoided in future. The plan provided a comprehensive system of merit scholarship of foreign training of teaching staff.

(b) The Development of University Education in Pakistan During the Period (1970-83)

(1) The period of 1970-83 is marked by significant development in higher education. The period witnessed the formulation of three important educational policies and the Fifth Five Year Plan (1978-83), which was different in content and approach. In General Yahya Khan's regime, a New Educational Policy was framed on comprehensive proposal in 1969. The main-theme of the proposal was to accord particular importance to education to improve the quality of manpower resources and to give priority for creating a literate society.

(2) The aims of the New Education Policy were to improve common set of cultural values, create a literate society, to attach high priority to the development of anylitical skills, to attract the best talented persons to the teaching profession, and to use education as a force of national unification.

(3) The Policy examined various aspects of higher education in the country. A shift towards scientific

programmes has been stressed. It has also stressed improvement in physical facilities in the institutions and democratize university administrators. It also recommended the institution of National Research Fellowship and National Research Professorship and incentives for teachers to pursuit scholarship and advancement in research. The university particularly required to promote and develop post-graduate programmes.

(4) Other recommendations related to the establishment of Institute of Modern Languages, new universities with careful planning, a Central University in East Wing, restoration of Senate, introduction of elective system and to improve students amenities. Its further recommendations included the establsihment of National Council for Education to advise the Government on the guide-lines for national education policy and the University Grant Commission, to assess the needs and determination of financial needs of the universities in Pakistan.

(5) The Fourth Five Year Plan (1970-75) was formulated in the very spirit of New Education Policy 1970. Its development strategy was to maintain the tempo of the

development, to reduce inter-regional and intra-regional disparities, to make the economy self-reliance. Its educational objectives included the creation of a literate society, making the system functional, removing the existing disparities, developing national consciousness and making optimum use of available resources. At university level, the plan envissged the improvement of the teaching of scietific subjects. It further laid-down the establishment of new universities, at Sylhet, Quetta, Sargodha or Multan to relieve the pressure on old universities. It also equally stressed on the provision of appropriate facilities of physical education. Rs. 14.0 million were given to universities for setting Book Banks of the prescribed books.

(6) The objectives of the Education Policy, 1972-80 relating to higher education were to provide greater academic freedom and due autonomy to educational institutions within the frameowrk of broad national objectives and mobilizing the youth to play leadership role in the social services. The Policy has further envisaged the establsihement of new universities at Multan, Saidu Sharif and Sukker and to convert Jamia Islamia Bahawalpur into full-fledged

university, The policy was very innovative in character and approach. The innovations proposed to be introduced in higher education were the establishment of University Grant Commission, Professional Councils, Centres of Excellences, Area Study Centres, Pakistan Study Centres, National Professorships, National Research Fellowship, People Open University, Academy of Teachers Training, Academy for Educational Planners and Management, and National Book Foundation. The Policy also maintained to make changes and improvement in the existing administration.

The formulation of the National Education Policy, 1979, is another landmark in the history of Education in Pakistan. The policy has been formulated according to the recommendations, of the Education Conference 1977 whose main concern was to examine the prevailing education system and redefine the aims of education consistent with our ideological requirements. The important reforms suggested by the Policy are to meet the entire expenditure of the universities by the Central Government, strengthening and expanding the University Grant Commission, to coordinate and regulate

research, to estsblish women universities, to provide pre-service and in-service training to teachers, to improve and regulate admission policies and procedures to consolidate the existing universities, to strengthen the centres of excellences, to revise thecurriculum, to introduce practical programmes to generate fund and to encourage goodwill mission in order to promote national integration. Foreign scholarships for teachers and students, study leave, a code of ethics, a comprehensive system of accountability and evaluation of teachers have also been recommended in the National Education Policy, 1979.

(e) The Fifth Plan (1978-83) and the National Education Policy, 1979 have simultaneously been framed in the spirit and recommendations of the Education Conference, 1978. The Plan had marked a fundamental reordering of national priorities in favour of primary education. Its important objectives were the development of rural and backward areas, easing urban problems, meeting the basic needs of population and laying down longterm economic plans. The objectives regarding higher education included the attainment of the

balance in enrolement between different streams, improvement and expansion of facilities for teaching of science, improvement in the quality of instruction, developing research programmes and expanding facilities for female students particularly at post-graduate level, to strengthen the existing centres of excellence so that they could enlarge doctoral programmes and to establish National Academy of Higher Education for the purpose of pre-service and in-service education for teachers of colleges and universities.

(C) Fundamental Reconstruction of Higher Education During the Period 1983-88

1. Dr. Mehbobul Haq, the Central Minister for Planning and Development in a meeting in November, 1982 in University of Peshawar forwarded a new strategy for the reorganization of higher education in Pakistan. He was made aware of the problems of poorly quality of staff, low salaries, inadequate facilities, and limited financial support to higher education.

According to him, there is a tragic waste of investment in higher education. There had bee n unplanned growth in higher education of institutions, preparing majority of students in general courses. He therefore, proposed a programme of fundamental reconstruction of higher education during the Sixth Plan period. The important features of such a trategy are to broaden the base of primary education, to draw a longterm manpower plan, to restrict admission at college and university levels to ban the establishment of new colleges and universities, to consider higher education as a privilege not a right and the society has the right to charge for this privelege, to develop some strong departments s department of excellence, to encourage private enterprise at higher level and to provide incentives for science and technology disciplines.

8. In the Sixth Five Year Plan (1983-88) education has been regarded as the vital investment in human resource development. Science and technology as maintained in the plan, will receive particular emphasis during the plan period. Universities will be consolidated and allocation

will be confined to the improvement of quality. The Plan aimed at creating certain specialized of international standard, development of advanced studies, induction of private sector at all levels of education, providing services of expatriate Pakistani scholars to colleges and universities as visiting professors, particularly in scientific disciplines and introducing a system of admission and providing scholarships to talented students particularly in scientific fields.

An Action Plan for educational development under the Sixth Plan has been prepared by the Ministry of Education to carry-out the strategy of the Plan in letter and spirit with more suitable readjustment of the financial requirements. The Action Plan aims at strengthening and improving the infra-structure in universities for creative and productive research and rehabilitate the shattered academic environment of the educational institutions in the country. Other aspects of the Plan of Action relating to higher education are the introduction of the system of inspection of colleges, development of an admission

scholarship, encouragement of opening private higher institutions, improving science laboratories and libraries, utilizing services of expatriate Pakistani as visiting professors and completing and improving the facilities at the existing university campuses and observing ban on the universities to be opened in the public sector, and to provide scholarships for talented students particularly in the scientific fields out of Zakat and Usher Funds.

(B) C O N C L U S I O N

The western education sparkled with utilitarian purpose not only eclipsed the significance of culture and tradition of the people of the Indo-Pak sub-continent but also gave an uncoversble shock to the indigineous character and potential of their education which suited to their soil, taste and temperament. The shortcomings of the system of education imposed by the alien masters were patent to anyone. Higher educational institutions were not the real centres of learning. They lacked both dynamesion and validity to encourage and integrate the native learnings and scholarship. Success in the examination was the only means to get a lucrative job in the Government service.

Unfortunately after Independence, the educated elite was not clear in mind about the direction that the state policy should take. The secret of the off repeated goal of "the individual and national fuller, happier and richer life" was thought lying in the material advancement and no body had the vision, the intension, the courage and the initiative to make a firm commitment

to their ideology and to provide a framework to the future system of education as such.

The Father of the Nation was fully aware of the importance of education. He wished a visble, productive and sound system of education for a new born country, reflecting the history, culture and national ideals of the people and to prepare the growing generation to meet boldly the challanges of the contemporary world.

The development of education, particularly higher education, has not been reflecting the hopes and aspirations of the people as the fundamental concepts of development was not interpreted in its multi-dimensions of bringing about change and stability, balance and coordination integration and consolidation in economic, social, political and cultural system of the country and ensuring the optimum use of the country's human and material resources and ultimately relieving the country from the crushing burden of poverty, disease and ignorance. Education development has been suffered by awarding comparatively low priority in the allocation of national resources and could not be formed an integral part of an overall

national plans for development inspired by national goals and ideals and adequately expressed in terms of the changes in values, habits and attitude essential for both economic and social development.

All development efforts concentrated on crucial problems of eradicating mass ignorance eliminating the social and economic disparities in the regions, humanizing the vested interests, preventing excessive concentration of weather in the hands of few and distributing the economic opportunities equally. But how far such problems have been eased through successive development plans, is a question which cannot be answered with confidence.

In fact, the disrupted situation as a consequence of partition was met with courage by the Government, and the system was rescued from total collapse, and in fact, education expanded and made significant strides in the first decades since Independence and the tempo was maintained in the succeeding periods but in most respects due to its unplanned character, remained invertebrate.

Education of course has been receiving gradual large amount of the national resources in the public sector, such as the allocation has been gradually increased from rupees 980.0 million in the First Plan 1955-60 to rupees 19.6 billions in the Sixth Five Year Plan 1983-88. But as compared to other sectors of development in view of the lowest ratio of G.N.P ranged from .8 percent in 1950 to 1.5 percent in 1983, it shows that the 'residual theory' in financial matters has been observed throughout its course of development.

The development strategy of education that centred round the types of problems and issues throughout the development period since Independence 1947, has been to expand and enrich primary education, improve, enlarge and diversify secondary education, inculcate the qualities of leadership in students at higher level, strengthen and expand research in universities and in other organizations, to reorganize the educational administration and above all to make a direction of a well-balanced and integrated development of education at all levels. But little improvement has been in this direction because

such problems are being faced the country in the worst form of their nature and magnitude.

One can clearly observe that the earlier plans suffered much due to political instability, lack of adequate and accurate statistical base, slow progress of streamlining the administrative machinery for smooth implementation of plans, lack of unimaginative approach in organizational and planning affairs, absence of observing financial discipline and adopting more pragmatic approach to the solution of educational problems. Such situation has hardly been improved, when new problems emerged in more acute form mainly due to expansion of education at higher level without growth.

The development at higher level was made at the cost of quality and limited economy of the country and also could not be adequately geared to the social and economic needs of the country. The new universities with certain exception of disciplines, were usually brought in similar departments of traditional subjects, resulting in considerable waste of financial resources, in duplicating

the facilities in various parts of the country. Such policy of course might have been reflecting the exigencies of evolving a set of political importance rather than the economic and social necessities. Such an expansion of traditional type of education in the past might have wormed the hearts of the people and have subsided the emotional upsurgee of the agitating students but yield nothing in meeting the critical manpower needs and other social cultural and ideological requirements of the country. However, it might have been resulted in the swelling of aimless and jobless students moles. In short, unplanned expansion might have been leading to improvisation in the academic life of students, and consequently, resulting in students indiscipline and falling standard of education.

The common and off repeated problems and deficiencies expressed in all development plans and programmes were the growing indiscipline among the students, frustration of teachers, indifferent attitude of teachers, apathetic attitude of the community, corruptions in examinations, authoritarianism in institutions, inefficient and absolte administrative procedures, inadequate physical

and instructional facilities, glib promises of politicians to students, imbalanced curriculum, poor preparation of teachers, poor and worn-out methods of teaching, unattractive institutional environment, absence of proper liaision, between Government and university authorities and between teachers and parents, instability in the autonomous status of universities and above all the financial problems of the universities. There have been such problems which the Government and those concerned directly with education, strenously striued to solve them but still large margin have been left for correcting the situation.

All the Education Policies are the important events in the history of education in Pakistan. They have provided objectives, basic concepts and guide-lines for development of education and also practical programmes for reorganizing and improving the prevailing situation in education and building the future status of education in the country. But unfortunately, certain significant recommendations could not be implemented..For instance, post-graduate and doctoral programmes in universities were not strengthened professional councils, University Grant Commission et

Centres of Excellences were not established as provided, in the New Education Policy, 1970.

Similarly, National Research Fellowships were not provided according to the Education Policy 1972-80 and new universities were established but not progressively and in planned manner.

Now, in view of the present National Education Policy, 1979, how far the existing universities have been consolidated, women universities properly established, centres of excellences strengthened and admission restricted to the most deserving and competent ones and how the libraries and laboratories have been equipped and modernized and how certain departments have been enabled to generate fund, are such crucial questions which could be answered in future.

The most promising and emerging demand is to reorganize the education system on the clear ideological fundamentals of the society, to encourage the indigineous potentials relevant to the soil needs and temperament of the people and to bring about integration, cohesion not only in our social cultural and ideological values but also to make significant contribution to the spread of Islam, and

to the consolidation of the Muslim Umma and the world community at large through the instrument of education.

Inspite of the fact that several dreams have been realized in higher education such as the establishment of University Grant Commission, National Council for Education, Centres of Excellences in various fields of Strategic importance, a shift from general education to scientific and technological education and various academies for raising the professional and pedagogical competence of teaching staff and administrators but the question is how far such diversification and innovations in higher education are efficient and effective and consistent with our social, economic and ideological considerations and how much margin has been left for further improvement.

These are such questions which are looking hazzy and uncertain and can better be looked into through further scientific investigation.

However, apparently what is gathered from the above discussion is that the present situation in the realm of higher education, particularly university education demands

a fundamental reconstruction. While rationalizing such approach certain problems and issue are clear to anyone. There is a appauling wastage in terms of human and material resources. It has not been enjoying priority over other sectors of development, It is not costly and easily accessible. It is entirely supported by the Government. It is considered a right of every individual irrespective of his competencies, aptitude and willingness. Its standard is gradually falling. Teachers community is feeling insure and demoralized in such discouraging environment. Students community is disspiritual mood and in the midst of divergent views and confusion moving towards unchartered destination.

Now, the situation demands a thorough analysis in a rightful situation and formulation of a workable strategy of action with vision and courage on the part of all concerned with education and those affected by education so that to get rid of the present crisis and make its future promising and hopeful.

In such great adventure of reorganizing the higher education we need the star (ideology) and the rudder (competence). The star which may give us vision, ideal, prophey and imagination

is perceiving our goals and the rudder which may help us in getting the skill, patience, courage and steadfastness in negociating the rough waters and rocky shores. Having both the star and the rudder, it is hoped that we would be able to reach the destination with the Grace of Allah Almighty. (Amin).

(C) Recommendations for Further Research in University Education in Pakistan

The present analysis into the development of university education has opened avenues for further investigation into different aspects of university education in Pakistan. Some of the crucial problems are recommended here to be studied.

I Development and Growth of College Education in Pakistan since Independence, 1947.

II The causes of the failure of Higher Education in Pakistan.

III Factors responsible for the Institutional Paralysis in the Universities of Pakistan.

IV The Impact of unplanned expansion without growth in University Education in Pakistan.

V The Nature and Extent of Imbalances exist in various levels of Higher Education in Pakistan.

VI Factors and Forces contributing to the present crisis in examinations of Higher Education in Pakistan.

VII The Nature and Status of Research in the universities of Pakistan.

IX Integrating University Education with other levels of Education in Pakistan.

X Emerging Trends in the Development of University Education in Pakistan.

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