

EDUCATION FOR THE MASSES

Syed Muzafar Ali Shah
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THE NEW

POLICY





MR. ZULFIKAR ALI BHUTTO
President of Pakistan

“We have to democratize education and usher in an era of universal literacy as soon as possible.”

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Education for the Masses
The New Policy

THE NEW EDUCATION POLICY

PRESIDENT'S ADDRESS TO THE NATION

March 15, 1972

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

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

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

In the past, whenever any educational reforms were conceived, they were treated as highly sacrosanct and were imposed with so much rigidity as if they were the last writ of human wisdom. The result was not unexpected. The fate of all previous educational reforms was sealed by their unwarranted inflexibility. I have no intention of pursuing such a counter-productive course of action. On the contrary, I would like to assure you that the policy which I am presenting to you today will remain under continuous review and evaluation and shall go on developing further and further in the light of experience gained in its implementation. What I am giving you today is the barest minimum which, in our judgement, is long overdue in the sector of Education. Matters which can be of a debatable nature, such as the language policy, have been left for determination by the peoples' representatives in the Assemblies.

Ever since we gained Independence, education has remained the most neglected sector in the body-politic of our country. For a long time, the obsolete idea of producing an educated class from amongst the privileged few to constitute the elite in the country remained the cornerstone of our educational system. This was a heritage of colonialism. It was further nursed and nurtured by the dark forces of exploitation even after Independence. Even when the inevitable pressure of demands created by the growth of population and economic development necessitated a broadening of our education system, the resources allocated to it were extremely meagre. Throughout the Sixties, a disproportionately high percentage of expenditure on education was incurred on bricks and mortar as compared to that

Most neglected sector

on teachers, equipment and books. It is for this reason that, in several cases, we find ourselves landed with buildings without students, laboratories without equipment, and classrooms without teachers. The cause for this ludicrous misplanning was the total apathy with which the subject of education was treated in the dispensation of power and patronage.

In the aftermath of some unsalutary traditions we have been called upon to reshape the educational policy. We have to clear the jungles. We have to weed out the complexes sown by the past order. We have to pull ourselves out of the sloth without losing the spirit of our religion and the finer traditions of our culture. We have to look at the future in the face by building national cohesion and social harmony. We have got to change education from an elite privilege to an equal expectation. This opportunity belongs to every citizen regardless of race, religion or sex; regardless of origin or birth. On the one hand, we have to democratize education and usher in an era of universal literacy as soon as possible; on the other we have to compete in the race of higher science and technology in a world which is moving very fast towards material perfection. We have to ensure that there is a massive shift from aimless general education to a more meaningful agro-technical education. It is essential that a boy who drops out after Class VIII should carry with him enough skill to return to his locale, or ancestral vocation as a better farmer or craftsman; that a boy who leaves the school after Matric is ready to get absorbed in our socio-economic framework as a good middle-class technician or worker; and on this basis we should cater for all those who leave school to enter social responsibility.

While expanding education, we must relate it, in its form and content, to the nature and scope of our economic development. Education should not be an abstract endeavour.

Universal literacy

Education to be related to employment opportunities

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On the contrary, it must be closely related to employment opportunities. More students mean more teachers. More teachers mean more amenities to attract them to this profession. A multiple of requirements are essential to induct a process of education which may mobilize the entire nation to lead Pakistan to a pristine place.

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

SALIENT FEATURES

Here are the salient features of the new Education Policy:

1. Education will be made universal and free upto Class X throughout the country. However, due to limited resources, this will be achieved in two phases. The first phase will begin from the 1st of October, 1972, when education will be made free upto Class VIII. In the second phase, starting from 1st October, 1974, education will become free in Classes IX and X.

Universal and free education

This will apply to all schools irrespective of whether they are run by Government or private managements.

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

Whether education should be made compulsory, and, if so, upto what stage and in what manner are questions of a serious nature. Compulsion places a direct responsibility on parents to send their children to school on pain of punishment. Simultaneously, it entails an immediate obligation on the part of the Government to provide faci-

ilities for their schooling. On account of the far-reaching implications in the socio-economic structure, as constituted today, these issues need to be debated and decided by the Assemblies.

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

Private schools to be nationalised

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

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

Private colleges to be nationalised

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

No compensation

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

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

Exemption

6. In addition to privately-managed schools and colleges, there is also another special class of exclusive institutions in our country. They are generally called Public Schools and include such institutions as the Aitchison College, Lahore. Most of them are wholly or substantially financed by Government. They offer a superior standard of education but are inaccessible to the poorer section of students, however intelligent. No doubt these institutions

Public Schools

have played their part well in the social order which had created them. But now their days are over. Today, it is unthinkable to permit an institution where access to knowledge and culture should depend on any consideration other than merit. We have, therefore, decided to nationalise all Public Schools falling within this category from a date to be worked out individually with each one of them.

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

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

New Boards of Intermediate and Secondary Education

8. New Universities will be opened at Saidu, Multan and Sukkur. The Agricultural College at Tandojam, the N.E.D. Engineering College, Karachi, and the Sind University Engineering College, Jamshoro will be raised to the university status. A faculty of architecture will be added to the N.E.D. Engineering College on its conversion into an Engineering University. The Provincial Government of NWFP May, if it deems necessary, raise the status of the Peshawar University Engineering College to that

New Universities

of an Engineering University. Jamia Islamia, Bahawalpur will be broadened by the addition of new faculties of Science and Arts and converted into a university. A constituent Medical College will be added to the University of Baluchistan and faculties of Science and Rural Home Economics will be added to the Agricultural University, Lyallpur. The number of universities would thus be doubled by 1980.

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

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

University Ordinance

10. A University Grants Commission will be established to co-ordinate the programmes of the existing as well as the new universities so as to avoid unnecessary duplication and waste. The Commission will also determine the disciplines for which each University will develop centres of specialization and excellence. Such centres will include discipline like (i) soil science, fertilizers, salinity, waterlogging, irrigation and drainage, (ii) physical chemistry, analytical chemistry and macro-molecular chemistry, (iii) theoretical physics and solid state physics, (iv) pure and applied

Univesrity Grants Commission

mathematics, (v) fisheries and marine biology, (vi) tropical architecture and construction materials, (vii) chemical engineering, petro-chemicals, synthetic fibres, oil and gas development, and other disciplines.

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

A People's Open University will also be established to supplement these efforts by providing educational facilities through correspondence courses, tutorials, television, films, radio broadcasts and other media of mass-communication.

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

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

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

15. A National Service Corps will be established in which all youth between the age of 17 to 23 will be encouraged to serve for a total period of one year

Training and Adult Literacy Centres

National Foundation for Book Production

People's Public Libraries

National Sport Trust

National Service Corps

after passing the Intermediate Examination. This will also constitute the base for the formation of an Adult Literacy Corps and suitable incentives will be provided to encourage participation in it.

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

17. Similarly, a number of steps are being taken to improve the status and amenities of teachers. One of the most exploited classes of teachers in our society has been those serving in privately-managed schools and colleges. As I have stated, they will soon get out of their misery and will be able to enjoy the same status in terms of salaries and service conditions as those of their counterparts in Government institutions. One of the genuine and long-standing complaints of the teaching community has been the non-availability of residential accommodation to them on reasonable rent. We are planning to undertake the construction of rent-free houses for teachers on quite a large scale in the future. This should go a long way in mitigating their present sufferings.

18. These are a few of the highlights of the comprehensive educational plan we are launching. It will be explained to you in greater detail by the Minister for Education tomorrow. An operation of this gigantic magnitude can hardly be conducted through normal administrative machinery. In order to help the

More scholarships

Amenities for teachers

Education Councils

Central and Provincial Governments in the implementation and evaluation of their educational policies, we have decided to constitute broad-based education councils at the national, provincial, district and institution levels. They will comprise of cross-section of people representing various walks of life including students, teachers and parents. Let us hope they will gradually develop into a positive brain-trust in our nation-building endeavours.

19. Of course, a new educational programme of this dimension cannot be executed without additional finance. In the very first year of this programme, the expenditure on Education will almost be doubled. In future years, overall increase will be about 15 percent annum. Besides normal budgetary provision, this enormous expenditure will be met by a scheme under which payment may be made in kind wherever feasible. I am sure nobody would grudge education receiving its long overdue share of national resources at this critical stage of our socio-economic development. We, on our part, will make every possible effort to mobilize the resources required. On the part of students, teachers and parents, I ask for no return except an assurance that the large investment which a nation as poor as ours, is making in their future must be treated as a debt of honour to the Nation. Let tomorrow be enabled to enjoy the fruits of the labour, sufferings and sacrifices of today.

Debt of honour

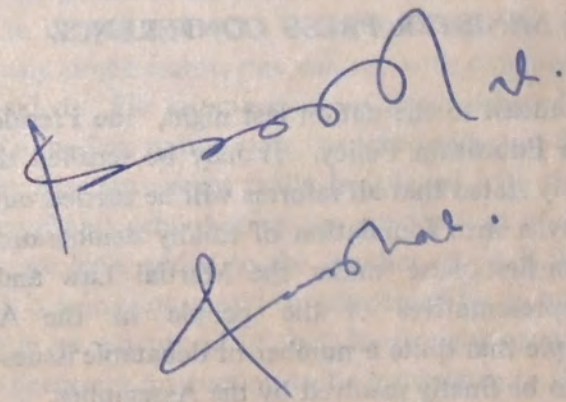
From the students, the nation expects discipline and hard work.

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

From the parents, the Nation expects their co-operation

and a full share of responsibility to join hands with the Government and the people to make our educational plans a common endeavour and a common success. Education is by no means confined to the four walls of schools, and universities alone. A large and indeed effective part of it begins and ends at home. It is here, at home, that the parents can play a decisive part in the advancement of the cause of education. We are taking important steps to ensure that religious education which is compulsory upto Class X does not merely remain an isolated subject in our schools. We want to go much further and weave the values and the spirit of our Faith into the entire warp and woof of our educational fabric. It is in this respect that the parents and home environments can play effective part. We have the visions of an educated Pakistan. We are inspired by the thought of an enlightened manhood in the defence of the Motherland. Education holds the key to their door of progress. Education will make the desert bloom. Let us all join hands in the battle for knowledge, in the quest for success of Pakistan.

PAKISTAN PAINDABAD



EDUCATION MINISTER PRESS CONFERENCE

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

Policy formulated in less than 3 Months

The Ministry of Education had less than 3 months to formulate the present policy which made the task all the more difficult and challenging. We have had to work practically round the clock to meet this challenge. In this short period we have also had the benefit of the views and advice of a cross section of the people. Immediately on the assumption of office,

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

Urgency of Reforms

In view of the urgency of reforms it was not conducive to national interests to enter into any general debates or discussions on the question of Education Policy. It may be remembered that in the past an exercise of this nature was undertaken which resulted in collection of some 15,000 pages of suggestions with no results.

However, the President has categorically stated that he has no intention of pursuing a self-defeating course of action by making the policy inflexible. He has stated that the policy will remain under continuous review and evaluation and shall go on developing further and further in the light of practical experience gained in the course of its implementation.

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

Objectives

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

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

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

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

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

1. Education will be universal and free upto Class X. In the first phase, beginning from October 1972, education will be made free upto Class VIII, and in the second phase, starting from October 1974, it will be made free in Classes IX and X. This will apply to all schools irrespective of whether Government or privately-managed. The privately-managed schools, until taken over nationalised, will be suitably supported for the loss of fee incurred by them.

By 1980, all boys of primary school age group will be in schools and all girls by 1984. It will involve an additional enrolment of 50 lacs children by 1980, increasing the total from the present 46 lac to 96 lacs.

Middle Classes

1. In the middle classes (Class VI to VIII), the enrolment will increase from 10 lac to 33.3 lac during the same period. In Classes IX and X, enrolment will more than double during the period (from 4 lac to 8.6 lac).
2. Textbooks and writing material would be provided free to all Primary School students according to a phased programme.
3. 38,000 additional class-rooms will be constructed so that primary schools become available within easy walking distance from children's houses. Standard designs and specifications for low-cost school buildings will be prepared for various types and sizes of schools, keeping in view the local conditions and material available in the neighbourhood.
4. In order to maximise the use of existing physical facilities, double shift will be introduced in as many schools as possible and necessary.
5. Local arrangements will be made for the use of Union halls and other suitable community centres etc. for holding classes.
6. Motivational campaigns will be launched with the use of mass-media such as radio, television and press and other means for persuading parents to send their children to schools.
7. While providing school facilities, priority will be given to rural and backward areas.
8. The proportion of women teachers in primary schools will be progressively increased so that boys and girls are able to study together in a single school at the primary stage staffed exclusively by women teachers.

Automatic Promotions

9. Large-scale wastage will be reduced in primary schools by introducing automatic promotions which will be extended gradually upto Class IX.
10. Quality of primary education will be improved by providing adequate library material, educational toys and other audio-visual aids in all schools. Radio sets will be provided in all schools and T. V. sets in as many schools as possible in areas which are progressively covered by telecasting facilities.
11. Programmes especially designed for school children will be broadcast at convenient hours during the day.
12. Curricula, syllabi and textbooks will be revised to eliminate overloading, to emphasise learning of concepts and skills and to encourage observations, exploration, experimentation, practical work and creative expression.
13. Efforts will be made to develop all such attitudes in the students as will create in them productive services for the welfare of the community. This will be done by organizing student squads for various tasks.
14. Dignity of labour will be emphasised and school studies made relevant to individual and social needs.

15. Non-conventional approaches will be adopted to reduce the massive cost of providing free primary education to all. A literary education corps of teachers will be raised comprising of :—

- (i) University and college students through the proposed National Service Corps;
- (ii) Locally unemployed persons, retired civil servants and ex-servicemen etc.

70 Per cent in Arts

16. At present, about 70 per cent students in the secondary schools and general colleges are enrolled in arts subjects. A massive shift will be made from the enrolment in arts towards the enrolment in science and technical subjects. By 1980, one-third of the total enrolment will be in each of the three main streams, that is, Arts, Science and Technical/Occupational subjects.
17. In the past, the general tendency has been to establish separate institutions for technical education. These institutions have not always produced really efficient, industrial workers. The education given to them also lacks the necessary cultural content. In practice they cater for the rejects of the general stream and a certain stigma is attached to their programmes. No further proliferation of such schools is, therefore, envisaged. The new programme will provide for progressive integration of general and technical education.

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

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

IN-SERVICE PROGRAMMES

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

20. Each District Headquarter will have a special School for talented students. The existing 37 comprehensive schools, each built at the cost of Rs. 25 lac, will also be utilised for this purpose.

21. For the education of handicapped children, adequate institutions will be started and the work carried out by public and voluntary organizations in this regard will be co-ordinated.

22. Only 2 per cent of the population of the relevant age group is enrolled in the institutions of higher education in the country, as against 50 per cent in U.S.A. and 25 per cent in Japan. The creation of one lac additional places will increase facilities to cover 3 per cent of the age group by 1980.

23. 61 per cent of the students in Degree Colleges are enrolled for Arts subjects. It is aimed that by 1980, 40 per cent of the enrolment in Degree classes will be in technologies and other occupations and 30 per cent in Sciences. Science education stream will be added wherever it is not offered at present. In all general colleges, Technical and Occupational education streams will also be introduced.

Polytechnics

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

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

26. In addition to diploma and B. Tech. degree courses, the technical colleges will also provide a variety of programmes giving certificates in various technologies.

27. More than 80 per cent of the total enrolment at University level is in Arts. Increase in enrolment in Arts will be only at the rate of 5 per cent per annum and in Sciences it will be 10 per cent per annum. In Commerce and Home Economics, the increase is projected at the rate of 100 and 50 seats per annum.

Experts, Specialists

28. Promotion of research and advancement of knowledge is as much an important function of the Universities as teaching and conducting examinations. Uptil now, we have been depending mostly on foreign countries for training of experts

- and specialists. As this involves considerable foreign exchange, we cannot afford it indefinitely. Moreover, we need more trained personnel for rapid economic development. With this view, Centres of Excellence will be established in each University. These Centres will be financed by the Central Government and will be open to gifted students from all over the country on merit. The subjects of specialization will be determined by the Universities in consultation with the University Grants Commission. These subjects will include Soil Science, Salinity, Water-logging, Irrigation, Drainage, Fisheries, Fertilizers, Tropical Architecture, besides the various fields of Chemistry, Physics, Mathematics, Oil and Gas development, etc.
29. Study of various contemporary areas and societies, particularly those which affect our national interests, is of vital importance to us.
 30. Area Study Centres will, therefore, be established one in each general university for research and advanced studies of contemporary societies, particularly those of special interest to Pakistan. The actual allocation of areas for study to various universities will be made by the University Grants Commission in consultation with the universities.

Language Departments

31. All our general universities, with the exception of Quetta, have well-established language departments in one or more Pakistani languages. These departments generally relate to the regions in which the respective universities are located. Additionally, the Government provides funds to a large number of learned bodies for the development of Pakistani languages. These learned bodies are also located in the area pertaining to each language. There is, thus, very little understanding of the language and literature of one region in the other regions of Pakistan.
32. For national cohesion it is necessary for the people of one region to understand the language and literature, social structure and customs, attitudes and motivations of the people of other regions. To achieve this objective, it is necessary that each general university should establish a department for under-graduate studies of the language, literature and culture of all regions of Pakistan. A National Institute of Pakistani Studies will be established at Islamabab University for research and post-graduate studies of the language, literature and culture of the people of Pakistan.

New Universities

33. New universities will be established progressively to cover all parts of the country. To start with, new universities will be established at Multan, Saidu and Sukkur. The Jamia Islamia, Bahawalpur, will be used as the nucleus of the proposed University there and new faculties will be added to it to convert it into a full-fledged university. The Agriculture College, Tandojam, N.E.D. Engineering College, Karachi, and Engineering College, Jamshoro, will also be raised to the University status. This will result in the establishment of seven new universities in the country. The Govern-

ment of N.W.F.P. may, if it deems necessary, raise the status of Engineering College, Peshawar, and the agriculture college, Peshawar, to that of a University. The Agricultural University at Lyallpur will be given a broad-based character by the addition of new faculties without diluting its own field of specialisation. A Constituent Medical College will also be added to the University of Baluchistan.

34. A University Grants Commission will be established for effective co-ordination of the programmes of universities and to develop their facilities in such a way as to avoid unnecessary duplication and waste. The Commission will also serve as a buffer between the government bureaucracy and university administration, thereby helping in an objective assessment of the requirements of the universities on the one hand and securing adequate funds for them on the other. The Inter-University Board of Pakistan will serve as the nucleus of the University Grants Commission.
35. The ill-famed University Ordinance, which has caused so much avoidable unrest amongst the students and teachers, will be replaced by an enlightened and progressive legislation which will democratize the working of the universities and ensure full participation of the representatives of teachers, students and parents in their affairs.

Professional Institutions

36. To lay down minimum standards of education in various professional fields and to maintain uniformity among them, Councils of Professional Institution will be established on the lines of Pakistan Medical Council for Agriculture, Law, Engineering and other Professions.
37. Pakistan has one of the highest rates of illiteracy in the world. To the 4 crore illiterates, over one million are added every year because of the population explosion and the failure of the formal school system to cope with the increasing number of children. While the rate of illiteracy varies in different parts of the country, it is extraordinary high amongst rural women in outlying areas.
38. While the ultimate solution of this problem rests on universal elementary education, the 40 million adults who are now illiterate cannot be ignored. We must meet this challenge and educate them so that they can participate more fully in the development of the nation, increase their productivity and add their full share to the nation's growth and prosperity.
39. To steadily eradicate illiteracy, a massive literacy programme would be undertaken and continued throughout the period. This would be carried on in every village and settlement throughout the country.
40. The vast growth in knowledge and the new technologies and skills that are constantly being developed and the need for continuous re-training of all workers warrants that education must not terminate on leaving school. On the contrary, it should continue as a life-long education. A full-scale programme of adult education involving the total population would be undertaken. As this is all-inclusive, it will need the co-ordinated effort of many public and private agencies.

41. Institutional arrangements for mounting a massive, co-ordinated nation-wide programme of non-formal and life-long education will be made.

Literacy Centres

42. Literacy centres will be established all over the country in the schools, factories, farms, Union Council halls, and other community places. In addition to the use of traditional class-rooms and workshops, extensive use will be made of new educational technology and non-conventional methods such as Films, Records, TV, Radio, Libraries, Exhibitions, Seminars, Forums, Visits, Demonstrations, Charts, Models Posters, Pictures, Transparencies, and other suitable materials.
43. Priority will be given to workers in factories, farmers in development areas, workers engaged on special projects, out-of-school adolescents requiring assistance to establish in life, and to the rural women to establish themselves as better housewives by equipping themselves with the art of reading Holy Quran, sewing, knitting, embroidery, child care, nutrition, poultry keeping, etc.
44. The targets to be achieved by 1980 are :

*No. of schools/Centres
to be established.*

(i) Factory Schools	500
(ii) Farm Schools including Comilla-type Thana and Tehsil Centres in association with agrovillage scheme	3,500
(iii) Special women Education Centres	5,000
(iv) Out-of-school Youth Centres	300

45. Although the programme of adult and continuing education will be covered by enabling legislation, it will not be possible to implement it fully by administrative means alone. As in the case of universal elementary education, it will be necessary to launch a massive public motivational campaign through political parties, other voluntary agencies and mass-media.

Open Universities

46. Open universities have been established in several countries to offer opportunities for education and training of people who cannot leave their homes and jobs for whole-time studies. A People's Open Universities will be established to provide educational facilities through correspondence courses, tutorials, television, radio broadcasts, summer seminars/workshops/laboratories, etc. The University would, to begin with, provide facilities for selected fields and levels to cater to urgent national needs, such as training of teachers and National Service Corps.
47. A hard core of trained teachers would be developed and they would be assisted by the National Service Corps, skilled farmers, craftsmen and other suitable persons.
48. Modern technology has placed at the disposal of the educationists tools and techniques of great reach and effectiveness. People do not need to leave their work and homes to obtain education. Exceptionally talented teachers and most modern

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

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

Adult Literacy

50. Separate channels will be established for the adult literacy campaign in both television and radio to be called educational channels which will broadcast educational programmes. On these channels, substantial time will be allocated to the recitation and translation of the Holy Quran to saturate the air with the message of God to further forge the bond of national cohesion amongst the Muslims living in different parts of the country.
51. People's handbooks on such subjects as agriculture, health, practical economics, civics, etc., would be prepared and published and these would be provided to each Adult and continuing centres. A fundamental education library will also be developed consisting of about a hundred basic booklets designed to be an encyclopaedia of information for every day living.
52. The National Curriculum Bureau would be strengthened to enable it constantly review the curricula for all stages and to revise and modernise them at regular intervals.
53. A complete revision and modernization of the curricula for all stages would be taken up immediately.
54. At present, teacher training courses are out-dated and not oriented to the scientific and technological aspects of education, the curricula for the various teacher education courses would be revised and re-formulated.
55. Model standard textbooks for teacher trainees would be prepared and published.
56. Special supplementary reading material on the religion, history, people and culture of Pakistan would be prepared.
57. The standard of Physical education would be improved. Physical education teachers would be given the same pay and status as other teachers of comparable qualifications in other disciplines. Steps will be taken to get open spaces and existing playgrounds allotted to the schools and colleges. The Ministries/Departments concerned will be requested to protect and reserve all such fields for use by the students.

Recreation Centres

58. Special sports and recreation centres would be established for women.

59. Ways and means would be found to make sports activities self-financing by establishing a National Sports Trust.

National Corps

60. A National Service Corps will be created. All youth between the age of 17 to 23 will be encouraged to serve in the Corps for a total period of one year after passing the Intermediate Examination. The incentives to be provided to attract the youth to join the corps will include (a) a suitable honorarium per month, (b) a suitable uniform allowance, (c) special weightage to be given to service in the Corps for selection of candidates for admission to higher education and employment, both in the private and public sectors and (d) the period spent in the Corps will not be counted for purposes of age limit of entry into services etc. The National Service Corps will, *inter-alia*, help launch massive programmes of primary and adult education by providing personnel for the literacy corps. The advantages of making the youth of the country to give one of their life between 17 to 23 years to National Service through the various means indicated above are self-evident. In particular, it would increase our literacy and defence potential to a very substantial degree. When the National Service Corps and its component of military training reach its full fruition, this single factor in the education reforms is likely to produce a far-reaching impact on the morale and character of our administration as well as defence requirements.
61. The National Service Corps will form an integral part of the educational organization in the country. Appropriate command and administration starting from the Ministry of Education down to the district levels will be established. Ministry of Education will be responsible for policy planning and inter-ministerial and inter-provincial co-ordination. Provincial administration will implement the scheme and provide necessary training. District authorities will be responsible for local administration and employment. It will not be feasible to implement the establishment of an effective National Service Corps by administrative means alone. As in the case of universal education and adult/continuing literacy, this will also require a massive public motivational campaign through political parties, other voluntary agencies and all available mass media.
62. Military training will be progressively introduced for all students between the age of 13 to 17 years (Classes IX to XII). The main aim of military training at this stage will be to prepare for self-defence by imparting basic military techniques and skills, both at the individual and corporate level, and by training in the use of personal weapons such as rifle, pistol etc. Arrangements will be made for providing this training within the educational institutions by borrowing instructors from the Armed Forces or by recruitment of ex-servicemen. This training will help create confidence and a sense of discipline in the youth. It will also provide a large reservoir of semi-trained manpower for national self-defence in an emergency.

Full-time military training will be gradually made available to all medically

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

Book Foundation

63. A National Foundation of Book Production would be established to undertake writing, translation, compilation and publication of books as well as the promotion and co-ordination of publishing industry in general.
64. Adequate provision would be made for having well-equipped libraries in all educational institutions. Representatives of students will be included in the library committee of every institution.
65. Fifty thousand people-oriented libraries, will be established in village and city wards. They will contain, *inter-alia*, 100 basic books in limited vocabulary for everyday living.
66. Privately-managed schools will be nationalized in a phased manner within a period of two years commencing from 1st October, 1972. The scales of salary and service conditions of teachers in all privately-managed schools will, however, be brought at par with those of Government schools from the same date. Privately-managed colleges will be nationalised from the month of September, 1972.
67. Compensation will not be paid for privately-managed schools and colleges which are nationalised. Any alienation of the property of these institutions or any attempt to close them down after this announcement will be an offence under Martial Law. No appointments will be made in these institutions without Government's approval after this announcement and the appointments made after December 20 1971, will be reviewed.
68. Government may exempt from nationalisation any privately-managed school or college which, to its satisfaction, is run on a genuinely benevolent, philanthropic and non-commercial basis.

Examination System

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

dissatisfied and psychological crippled Personalities. To make the education system fruitful, it is essential to drastically alter the present examination system. For this purposes, it is now proposed that there should be no annual examination in the existing sense upto Class IX.

70. In its place, a system of continuous evaluation of the problems and progress of students by the teachers will be introduced at the school stage. Progression in the primary classes will be automatic. Thereafter, upto Class IX, it will be based on a combination of periodical-cum-annual examinations and a continuous and scientifically graded assessment of the achievements, general behaviour and aptitude of the students in accordance with a regular time-table from class to class. As a rule, there will be no failures and detentions upto Class IX. A system of giving special attention and coaching to students who do not show satisfactory progress in these classes will be evolved with the help and co-operation of their parents.

Terminal Examinations

71. In Class X and XII, the system of holding terminal examinations by the Boards of Intermediate and Secondary Education will be continued for the time being. However, every effort will be made to eliminate the malpractices in which students, teachers, examiners and the employees of the Boards are now commonly known to indulge in the conduct of these examinations. The terminal certificates granted as a result of these examinations will also indicate the percentage of marks obtained by the successful candidates in each subject.
72. Some of the existing Boards of Intermediate and Secondary Education are required to deal with unwieldy number of students. Additional Boards of Intermediate and Secondary Education should, therefore, be established for every 25,000 students. There is need to establish three more boards—at Rawalpindi (for Rawalpindi Division) at Bahawalpur (for Bahawalpur Division) and at Gujranwala (for the two districts of Gujranwala and Sialkot). In certain regions where student population is spread over wide areas, it will be necessary to establish additional Boards even for units covering less than 25,000 students. To begin with, Boards may be established at Khairpur and Saidu.

Boards of Education

73. The Boards of Intermediate and Secondary Education confine their activities to the conduct of examinations only. Their activities should also include, as provided in their Charters, functions comparable to affiliating universities, such as preparation of curricula and textbooks, research and evaluation, etc.
74. Sabbatical leave would be granted to teachers for higher studies within the country.
75. The recruitment procedure for non-gazetted teachers will be streamlined. The present practice of having a Divisional Recruitment Board headed by the Divisional Commissioner is unsatisfactory. Separate recruitment committees for non-gazetted teachers will be constituted at District Headquarters in consultation with the District Education Councils.

76. Recruitment to gazetted posts of headmasters, professors, principals, etc., at present involves selection of approximately six thousand persons which is likely to double during the plan period. Considerable delay is caused by recruitment through existing Public Service Commissions because of their other commitments and pre-occupations. A large number of appointments have been continuing on *ad hoc* basis for almost ten years which [causes working difficulties and personal hardship. Two additional members, preferably drawn from the Education Cadre, will be added to Public Service Commissions in the larger Province to expedite recruitment of teaching staff.

Academy For Teachers

77. An Academy for the teachers and educational planners/administrators will be set up on the lines of the similar academies existing for Civil Service, Finance Service, etc.
78. Teachers with suitable background, experience and aptitude will be provided opportunities for serving in various administrative, supervisory and advisory cadres in the Government.
79. Every effort will be made to provide employment to all trained unemployed teachers. There are about ten thousand trained unemployed teachers at present.
80. A sizeable allocation would be made for taking care of all the needs of the gifted and talented students so that poverty does not constitute a barrier to education. There would be four-fold increase in the number of scholarships.
81. Interest-free loans to university/college students will be advanced to be paid back by them in instalments when they begin to earn.
82. Textbooks will be provided to students on loan basis. Book banks will be established in Colleges and Universities.
83. Adequate transport facilities will be provided for students at low cost.
84. All students will be provided facilities for free periodical medical check-up.
85. Students would be made responsible for their welfare activities and will have their representatives on various bodies/committees of their institutions. They will be granted freedom of expression on all issues and matters concerning them.

Visible Symbols

86. One of the most visible symbols of social and economic disparity between the students within the same school/class or between one school and another is the type and quality of uniforms/clothes worn by them. To reduce this factor, ways and means will be devised to standardise school uniforms upto class VIII and prescribe a simple and inexpensive quality of cloth for them. This will be done gradually in consultation with the Provinces so that no local sensitivities are disturbed and no additional financial burden is suddenly imposed on poorer parents for making new uniforms for their children.
87. The schools and colleges should observe more or less uniform opening and closing times in a given area. Their vacation periods should also be synchronised.

88. Consultative and policy planning Education Councils will be set up at the national, provincial, district and institutional levels.

Council Functions

89. The functions of these Councils will, *inter-alia*, include the following :
- to formulate educational policy ;
 - to oversee the implementation of the policies adopted from time to time ;
 - to initiate and support educational progress in their respective spheres ;
 - to initiate and support educational research and disseminate its findings ;
 - to harness and mobilise latest educational techniques and resources for the improvement of education.
- These Councils will have standing committees for various specific areas of activity.
90. Community resources of all types including cash and kind would be mobilised for the cause of education and external financial resources would be explored to the maximum possible extent.

REACTION OF TEACHERS, STUDENTS AND OTHERS

Mr. Rashid Patel, President of West Pakistan College Teachers Association (Central), on Wednesday hailed the new education policy announced by the President, and said that it was for the first time that the Government realised its responsibilities towards education. In a Press statement he said that nationalisation of private institutions was a step in right direction.

Dr. Muhammad Baqir, Professor Emeritus, University of the Punjab, said that it was a step forward to meet the socio-economic needs of the country.

Welcoming the increase in the education budget to twice the amount, he pointed out that the Government was spending less than 2 per cent of the GNP at present.

Dr. Anwar Iqbal Qureshi, former Economic Advisor to the Central Government, said that a very significant and right step had been taken by adding faculties of Art and science to the Auqaf Jamia Islamia, Bahawalpur, making it a full-fledged university.

Begum Salma Masud, Principal, C. B. College for Women, said that it would go a long way in creating a society based on equality.

Asked to give his reaction, a peon working in a Government office said that "a good decision" has been made.

The student community expressed their general satisfaction over the new educational policy.

Dr. Abdul Khaliq, acting President PPP of Rawalpindi and an MPA-elect, described it as a "progressive step".

Prof. Fateh Muhammad Malik, President of Lecturers Association of Government Degree College, Rawalpindi, said the education policy was a "revolutionary step in line with the radical reforms announced in the industrial and agricultural spheres."

Prof. Malik congratulated teachers of private colleges and schools on their liberation from the slavery of the waderas of the private educational world.

Dr. Ijaz Ahmad Chaudhry, a former President of West Pakistan Lecturers' Association, said the amount of responsibility accepted by the Government in educational sector was tremendous.

Prof. A. R. Zafar, President of Professors' Association, Rawalpindi region, said the University Grant Commission, replacement of the University Ordinance, the adult literacy corps, interest-free loans and book bank for students were laudable ideas needing hard work for their translation into practice.

Mr. Pervaiz Rashid, President of the National Students' Federation, Punjab, welcomed the educational reforms and said they would achieve far-reaching results on implementation.

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MORNING NEWS

KARACHI

FRIDAY

MARCH 17, 1972

A Tremendous Foundation for Total Progress

The road to progress in all developing countries lies through mass education. And yet no sector has been as much neglected in Pakistan as education. The people's Government has now made a complete break with the past and come up with a magnificent scheme of educational reforms. They are as ambitious as they are far-reaching. And they are aimed at not perpetuating the classes but helping the masses. They promise equality of opportunity for all, which is the basis of an egalitarian society.

The reforms stand out as the most important blueprint for revolutionising the mind, which is the inescapable first step towards radical changes in the social order. Hitherto, development in our country has been confined in development of material resources without any serious effort to develop the mind of the people. The neglect of the need for development of the mental faculties was reflected in its worst form in the education system. The

'Babu'-producing machine contrived by the colonial rulers suffered a further degeneration at the hands of the ruling cliques after Independence.

The education reforms announced by the Ayub and Yahya regimes only addressed themselves to the peripheral problems rather than devote themselves to the basic purpose of education. The new education reforms do not seek to tinker with mere structural aspects of the system, but go deep into the heart of the system itself.

Of the eight points which the Education Minister, Abdul Hafeez Pirzada, cited as objectives of the new reforms, the most important one refers to the "building up and nurturing of the total personality of the individual—free, dynamic and creative." The personality to be shaped by the reforms will be "capable of facing the truth as it emerges from the objective study of reality and concerns itself with the reform and improvement of the society."

The reforms envisage an educational system which will build up national cohesion and promote social and cultural harmony, eradicate illiteracy within the shortest possible time through universal primary and secondary education, equalise access to education, ensure flexibility in the structure and content of education, give maximum academic freedom to the universities, and finally mobilise the youth and train them for leadership. To achieve these goals, a number of tangible steps will be taken.

Education will now be free upto Class X through a phased-out programme. The ignominious system of access to better education only to the moneyed few will be replaced by a system of selection on merit. The controversy over the scandalous state of education in many private schools and colleges will come to end with the nationalisation of these institutions in two years.

The neglected teachers in the private educational institutions have been assured of a decent and honourable life with provisions for uniform pay scales and accommodation for all of them. The reforms seek to make education productive by putting greater emphasis on agro-technical subjects.

The most welcome feature of the reforms is that they seek to convert education as a life-long pursuit for an individual through institutions which will provide post-academic training and re-training facilities.

Higher education will not only enjoy a new freedom to fulfil its creative urges, it will also be made available in the less-developed areas. So, if Peshawar can have an engineering university, Baluchistan will have its own medical college. Research facilities in the universities will be encouraged to meet the urgent demands of a developing country. Adult literacy will be promoted vigorously through 10,000 centres. The vast untapped resources of the educated youth would be harnessed through a National Service Corps. All youth between the age of 17 and 23 will be encouraged to serve in the Corps for a period of one year after passing the Intermediate Examination. The reforms also provide for progressive introduction of military training for all students between the age of 13 and 17 and thus meet a long-standing national demand.

Commendable, indeed, are the provisions in the reforms that would ensure easy availability of text books, mobile libraries and a large number of facilities.

New Education Policy

The new education policy, salient features of which were announced by President Z. A. Bhutto on Wednesday, is undoubtedly a bold attempt on the part of the new government to make education cheaper and also accessible to be the vast majority of masses. Various steps as proposed in the policy will certainly help change education from an elite privilege to an equal expectation. The policy is, in fact, the embodiment of the desire of the present regime to turn the country into an "educated Pakistan".

The present government seems to be very much serious about eradicating the evil of mass illiteracy and the new education policy adequately reflects the government's desire in this connection. While explaining the approach of the government in this respect, the President said: "Education does not end with the passing of a school or university examination. Facilities will be created for the life-long process through a network of training, re-training and adult literacy centres all over the country. These centres will be established in schools, factories, farms, union councils and other community places." The government is very much conscious of the magnitude of the task and it intends to launch a massive public motivational campaign besides setting up by 1980 about 10,000 literacy centres. Another commendable step proposed in the policy relates to the setting up of a "People's Open University" with a view "to supplementing these efforts by providing educational facilities through correspondence courses, tutorials, television and other media of mass communications".

One should also laud the new policy in spect of providing various allied facilities to students and general public. The policy contains certain impressive proposals including the setting up of a National Foundation for Book Production, establishment of 50,000 public libraries in villages and city wards, creation of a National Sports Trust, the setting up of a National Service Corps, the four-fold increase in the allocation for scholarships, the establishment of banking facilities for the grant of interest-free loans to deserving students, establishment of Book Banks, and substantial enhancement of transport facilities at low cost.

Democratising Education

The new education policy announced by President Bhutto will be enthusiastically hailed throughout the country as a positive, progressive commitment by the Government to meet the people's foremost need for civilised existence. Its most significant feature is obviously the bold assumption by the State of maximum responsibility to provide uniform educational facilities to all children and democratise education by offering equality of opportunity. Education will now be free upto the 8th class from October, this year, and upto the 10th class from October, 1974. Universal education upto class V has been promised by 1979 in case of boys, and by 1984 in case of girls and up to class VIII three years later. While these decisions aim at putting the entire child population to school, the imperative need for a uniform level of educational facilities will be fulfilled by a virtual nationalisation of all educational institutions; private colleges are to be nationalised from the forthcoming academic session and a similar process in respect of schools is to be completed by October 1974. The acceptance

of the long-standing public demand that institutions maintained as exclusive preserve of the privileged few should be democratised also forms part of the effort to remove inequalities of opportunity in the pursuit of knowledge. And, there is much to be said for the decision to run institutions like the Aitchison College as national centres of learning open to talented students from all over the country. The recognition of the universal right to education naturally calls for rapid expansion of the existing facilities. Apart from the new schools and colleges that would be opened, the number of universities would be doubled by 1980. The facilities for higher studies in agriculture and engineering will be enlarged by the establishment of an agriculture university and two engineering universities in Sind and an engineering university in Peshawar. (The N.W.F.P. Governor has announced that the province will also have an agricultural university.) Moreover, new disciplines are to be introduced to fill some gaps in the curricula. A massive programme of adult education has been promised. Radical projects of a people's open university and people's libraries in colleges are being launched. Besides, the proposal for a University Grants Commission has once again been accepted. Another important feature of the new policy is the better deal offered to the teachers and students. They will be rid of the ignominious University Ordinances; the teachers have also been assured of job security and uniformity in pay scales.

That the policy does not remove all the deficiencies in the educational system has been admitted by the President himself. But considering the severe economic and administrative constraints under which the Government must operate, the "barest minimum" being offered now amount to a great leap forward. Nevertheless, one hopes that the Government will be extremely strict in exempting private institutions from nationalisation. Indeed, as a matter of principle, only institutions run by bonafide community and philanthropic organisations or trusts should be considered eligible for exemption. Similarly, while the opening of exclusive public institutions to boys and girls from all sections of society constitutes a progressive step, the ideal still should be to eliminate all qualitative distinctions in education, not by lowering standards in the few relics of upper class snobbery but by raising the level of institutions meant for the poor children, Direct State control of all educational institutions will give rise to new problems, not the least among them being the need to ensure democratic flexibility in the centralised framework so that premier institutions could retain their individual character and satisfy local aspirations and regional sensibilities. As regards teachers, it is good that the less-paid in the private institutions will be entitled to as much as their counterparts in Government service enjoy and that they will get relief in the matter of housing, but this may not be enough. The fact is that the entire teaching community deserves higher remuneration, a more dignified status in society, better amenities of life, and maximum facilities for study and research. Likewise, it may not be enough to provide more scholarships to students and ease their difficulties in such matters as acquisition of books. The promised substitute for the obnoxious University Ordinances must be a charter of academic liberty which we believe is already on the anvil.

We should also presume that some of the glaring omission in the new policy will be covered in the implementation programme. These include the basic question of medium of in-

struction, evolution of modern educational methods, the relation of educational facilities to job opportunities and demands of economic expansion, introduction of manual courses in all institutions, democratisation of educational administration, and reorientation of secondary education by giving it agrotechnical-bias. These are fundamental matters pertaining to the structure and substance of education. Some of these issues have been clarified by the Education Minister. Particularly welcome are his disclosures regarding farm and factory schools, reservation of two-thirds of the seats in higher classes for science and technical disciplines, introduction of vocational courses at schools, and promotion of mixed primary schools to be staffed largely with women teachers. Even more important than filling these gaps in the new policy is the question of its implementation. Since Independence, successive Government have been guilty of criminal miserliness in regard to educational expenditure. The total expenditure on education in 1969 was estimated to be 1.8 per cent of the GNP whereas the UNESCO had suggested a minimum of 4 per cent of the GNP for developing countries. If the expenditure on education will soon be doubled, it should not worry us because this is bound to fetch rich dividends. We are convinced that the Government is determined to make a revolutionary effort to evolve an effective administrative machinery to implement the educational policy. Even a representative Government needs an administrative set-up which should not only be efficient and enlightened but also responsive to the common man's urge for rapid progress. If the Government can break through the vicious hold of anti-change bureaucratic set-up, the people will be able to reap all the benefits the new educational policy offers.

AN INDEPENDENT NATIONAL DAILY

THE NEW TIMES

RAWALPINDI

FRIDAY

MARCH 17, 1972

Yet another landmark of these reforms is making the public schools really public. Education had always been a neglected subject in Pakistan. Therefore, the ordinary Government and Local Bodies schools were in a bad shape. Meanwhile, a class of rich people had newly grown up in the country. It was to impart education to the children of this class that highly expensive schools in palatial building were established. That was a peculiarly Ayubian contribution to education—to make the class distinctions permanent and all the more pronounced. President Bhutto's reforms have thrown these high-class institutions open to merit. That is a great progressive step.

The education reforms are comprehensive in character. Seized with the problem of mass illiteracy which reaches the staggering figure of four crores in a population less than one and a half times it, ten thousand centres are proposed to be established upto to 1960 throughout the country for increasing literacy. That is a most welcome step as are others relating to the National Service Corps, a People's University, four-fold increase in the allocation of scholarships, book banks and others.

DAWN

KARACHI
SATURDAY
MARCH 18, 1972

Educational Reforms

The most commendable feature of the new educational policy is its deliberate emphasis on the egalitarian principle. Though not lacking in previous educational planning, it has not so far been pursued with the vigour born of a strong conviction. "We have got to change education, as President Bhutto said in his broadcast, from an elite privilege to an equal expectation". It is equally important that education does not remain an "abstract endeavour" but is closely related to present and foreseeable employment opportunities.

The new policy would be implemented in two phases. In the first phase, beginning from October 1 this year, education will be made free upto class VIII. The second phase would begin from October 1, 1974, when education would be made free in classes IX and X. This and other reforms are going to make substantial demands on the public exchequer. Indeed, apart from many inadequacies of educational theory and planning, the main problem has been shortage of funds allocated for the purpose. We have been spending much less on education than other comparable countries. The President disclosed that the expenditure on education in the first year of the new programme would be almost doubled, and the overall increase in future years would be about 15 per cent.

It is right that Government have decided finally to do away with elitism. and institutions that used to be the privileged preserves of the rich, will be accessible to all suitable aspirants, so that lack of means should be no bar to the maximum realisation of one's potentialities. The amount of Government grants for scholarships and stipends to deserving and outstanding students is being increased to spread educational opportunity more evenly than before. It might also be necessary to re-examine some of the elitist assumptions about the meaning of ability and talent that have permeated all fields of education. It is not enough to sift and select on the basis of existing ability; equally emphasis has to be given to creating that ability if the new policy is to move towards its aim of "building up national cohesion and social harmony."

The abolition of the much-hated University Ordinance which curbed all legitimate academic freedom and placed educational administrations, including Vice-Chancellors, in a position of subservience to petty functionaries of the Education Department, will be a major step towards the restoration of dignity and independence in academic life. The creation of a University Grants Commission should be regarded as an essential part of this reform as are measures to extend housing facilities for teachers and other essential improvements in their service conditions. Unless teachers can enjoy the basic rights and satisfactions of a decent social living, the consciousness of their high office and noble mission is hardly likely to be reinforced by simple exhortations.

The new policy envisages nationalisation of privately-managed educational institutions, while exemptions will be granted where Government is satisfied that the schools or colleges are being run on a genuinely philanthropic, non-profit-making basis. There has been over the years an enormous proliferation of private educational enterprises, most of which have flourished as money-spinning concerns and some have been used for organising agitational activities to serve the owners' private purposes. Others—and there are a number of such honourable exceptions—have made a highly useful contribution and today command respect in educational circles for their academic excellence and freedom from the taint of commercialisation. We hope that a careful selection will be made by competent authorities in the matter of exemptions. It is important to emphasise that, as in the case of key industries, extension of judicious public control, and not necessarily nationalisation is the imperative need. Nationalisation, without compensation, will hurt not a few who have put in investments of money and years of work in building up institutions which, though profitable to the sponsors, also filled a vital national need.

It is hard to conceive immediately of a dispensation in which the initiative and resources of philanthropic individuals and organisations will not be needed to share the increasing costs of education. The important thing is to ensure that the physical shortage of educational facilities is not exploited by the unscrupulous and recognisable standards are maintained in private educational institutions.



KARACHI
SATURDAY
MARCH 18, 1972

Although President Bhutto, while announcing the long-awaited education policy, has said that what he was given through it was the "barest minimum long overdue to the education sector", this barest minimum contains enough to put the country on the path of genuine enlightenment. This is to be achieved in two ways. Democratisation of education will lead to universal literacy in the long run. And the facilities to be provided for the study of the sciences will enable us to compete successfully with the advanced countries of the world seeking material perfection. But this would be possible only if the salient features of the education policy are implemented with honesty and vigour by the education authorities throughout the country and students, teachers and parents extend their full co-operation in this process.

One of the most important features of the new education policy is that it recognises the right of all to education. It, thus, strikes at the very root of the colonial system of education

that remained in force even after 24 years of Independence. This was the system which produced, whom it would be correct to describe as the educated elite, the sons and daughters of the rich, who got the best and the most expensive education in institutions whose doors were barred in all others. These exclusive institutions will no longer remain exclusive and will have to admit the children even of the poorest on the basis of merit alone. This may well turn out to be the path towards national unity.

Not only will education cease to be aimless, as it has been to this day, but it will be made free and universal up to class X throughout the country in two phases. What is more, education will be free in all schools, both private and Government-managed. This is a momentous decision. Undoubtedly, this decision will be welcomed heartily by parents as well as students, since financial considerations have always been embarrassing for them.

A decision of far-reaching significance is that privately managed schools and colleges will be nationalised without compensation. In concrete terms it means that the Government will take over the responsibility of running the private educational institution property. There has been endless criticism of these institutions on the ground that their object was not to educate the students but to make more and more money. But this criticism never changed the commercial outlook of the managements of these institutions which continued to harm, with a very few exceptions, the cause of education. Therefore, their nationalisation was inevitable. But by doing so, the Government has accepted the challenge of doing away with the malpractices of these institutions as well as of running them on the right lines. If the Government succeeds, the decision would be amply justified.

But the decision that exceptions may be made in the case of some private institutions run on really benevolent and non-commercial basis by exempting them from nationalisation does not appear to be quite sound. It may give rise to malpractices in its implementation and there is the possibility of some non-deserving institutions wangling to secure an exemption. The decision, therefore, needs a second look.

Besides embodying measures for the welfare of students, the new education policy aims at giving the teachers their due, of which they have been deprived for so long.

By scrapping the much-hated, University Ordinance, the education policy has, in fact removed one of the major causes of unrest among the teachers and the taught. And by promulgating legislation which *inter alia*, will ensure the participation of representatives of students, teachers and parents in managing the affairs of universities it has promised to lay the foundations of democracy in the higher seats of learning.

Setting up of more Boards of Secondary Education, opening of new universities, besides raising some colleges to the status of universities, establishment of a University Grants Commission, developing centres of specialisation, establishment of a National Foundation for Book Production, creation of a national Sports Trust and many other measures promised in the new education policy will all require additional finances which will double the expenditure on education in the very first year of its implementation and this expenditure may rise by 15 per cent per annum in the years to come. The Government has, thus, taken on an enormous burden. But if the education policy succeeds in its "battle for knowledge," the nation will reap rich dividends ultimately.

BUSINESS
RECORDER
IN ECONOMIC DEVELOPMENT LIES OUR SALVATION

KARACHI

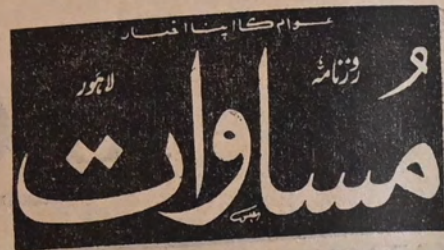
SATURDAY

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Out of modesty, perhaps, President Bhutto described his education policy as the barest minimum which had been long overdue. It is a dynamic, grand programme holding the promise of all-embracing light and happiness. Phased over a decade and a half, it aims at free universal education at the primary level for boys by 1979 and for girls by 1984, with progressive expansion of facilities for higher education to provide, above all, the scientific and technological talent required for the country's defence and economic development at maximum pace.

The democratization of education, as President Bhutto emphasised, will be related to employment opportunities on the one hand and to the global race of science and technology on the other, under a flexible programme which will be subjected to continuous review and evaluation. From this central principal of policy will follow the massive shift from general education to meaningful agro-technical education.

THE DAILY MUSAWAAT
LAHORE
FRIDAY
MARCH 17, 1972



The targets of the new Education Policy of President Bhutto are two very basic issues. Under the old system of exploitation, education was used for the benefit of the upper classes. Economic Progress was hampered by not allowing literacy to become universal and by keeping the Standard of education low—a legacy of the British rule. In order to rid the present system of education of these menaces and to make it an instrument of economic well being and prosperity the first essential was to wipe out these imperialist and colonial influences that we had inherited and which were not only maintained but protected by the previous governments. The President has hit hard on these very imperialist influences and has opened the door of Lahore's biggest educational institution of landlords to the poor but intelligent children. This step has ended a great symbol of landlordism. Landlordism has not only gone from Aichison College but also every capitalist and 'jagirdarana' (landlord's) institution in the country for ever. Thus, the foundation of an educational revolution have been laid.

THE DAILY NAWA-E-WAQT
LAHORE
FRIDAY
MARCH 17, 1972



The new education policy announced by President Bhutto has been favourably received in almost all circles of the country.

Separate schools for the rich, commercialization of educational institutions, free education upto Matric, the representation of students, teachers and parents in the administration of universities and educational institutions, better facilities for brighter students, higher salaries for teachers, adult education, new universities and Secondary Educational Boards, religious teachings through Schools, better facilities for libraries and technical education etc. are some of the problems that had been the topic of discussion from time to time in the past few years. Almost all the provisions of the new educational policy are in consonance with the public demand. It is a matter of great pleasure and satisfaction that President Bhutto has met all those demands in the new educational policy.

President - J.A. Bhutto.

Zulfikar Ali Bhutto -

Zulfikar Ali Bhutto -

THE DAILY JUNG
KARACHI
SATURDAY
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President Zulfikar Ali Bhutto has announced the new Education Policy. Among the reforms introduced by the new Government, Education Policy is the most important because it affects every man and it is related to the development of the country and proper up-bringing of our present generation and future of Pakistan. Agricultural, industrial, commercial and social progress is also very closely related to education, especially technical and scientific education. A new, greater and stronger Pakistan can only be built if education is made compulsory and universal speedily. The new education policy seems to be in accordance with this purpose. It can be hoped that the aspirations of students, teacher and the public will be fulfilled and those obstacle will be removed which are a stumbling block in the education of the illiterate and development of the country's talents.

THE DAILY HURRIYET
KARACHI
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So far as the objectives of the policy are concerned they are noble. The sincerity of purpose which this Policy exhibits has our blessing . . .
The fate of all previous education reforms was sealed by their unwarranted inflexibility. "I have no intension of pursuing such a counter-productive course of action. On the contrary, I would like to assure you that the policy I am presenting to you today will remain under continuous review and evaluation and shall go on developing further and further in the light of experience gained in its implementation." We completely agree with this view point of the President that education policy should not be an inelastic document and if there is any new development, the proper adjustment may be made in the policy.

Sayed Muzafar Akshah



“ We have got to change education from an elite privilege to an equal expectation. This opportunity belongs to every citizen regardless of race, religion or sex; regardless of origin or birth.”



HIGHLIGHTS

- * *Education will be made universal and free upto Class VIII throughout the country from September 1972 and upto Class X from October 1974.*
- * *Privately-managed schools and colleges will be nationalised without any compensation.*
- * *Salaries and service conditions of teachers in all privately-managed schools will be brought at par with those of Government schools.*
- * *All privileged educational institutions will be thrown open to gifted children from all over the country without reference to their financial status and social background.*
- * *Five new Boards of Intermediate and Secondary Education will be set up at Saidu, Rawalpindi, Gujranwala, Bahawalpur and Khairpur.*
- * *Three new universities will be opened at Saidu, Multan and Sukkur.*
- * *The number of universities will be doubled by 1980.*
- * *N.E.D. Engineering College, Karachi, and the Sind University Engineering College, Jamshoro, will be raised to the university status.*
- * *The unpopular University Ordinance will be replaced by an enlightened and progressive legislation.*
- * *A University Grants Commission will be established.*
- * *A People's University will be set up.*
- * *Ten thousand centres will be established upto 1980 throughout the country for increasing adult literacy.*
- * *A National Foundation for Book Production will be set up.*
- * *Fifty thousand people's public libraries will be established in villages and city wards.*
- * *A National Sports Trust will be created for the promotion of sports.*
- * *A National Service Corps will be established.*
- * *Rent-free houses will be constructed for teachers.*