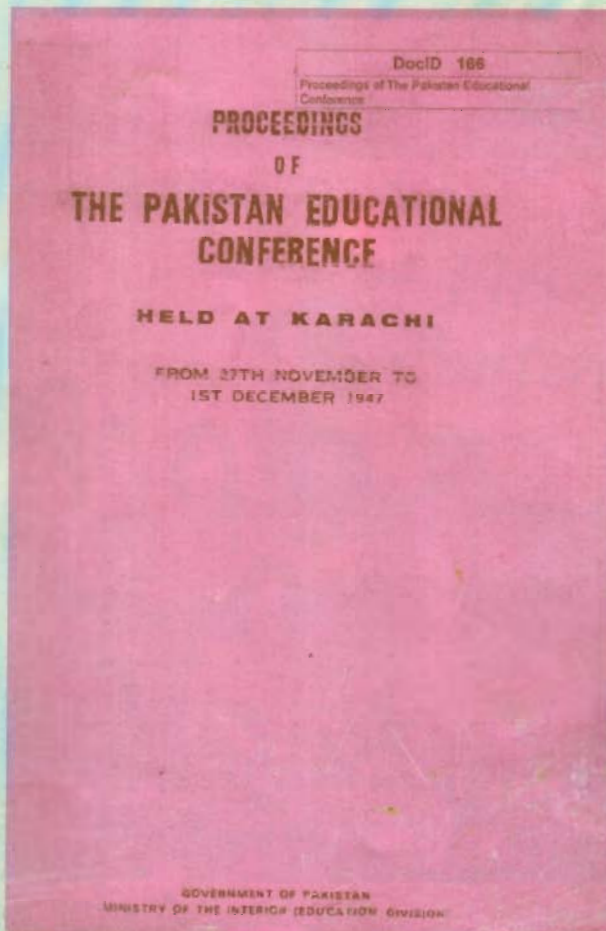


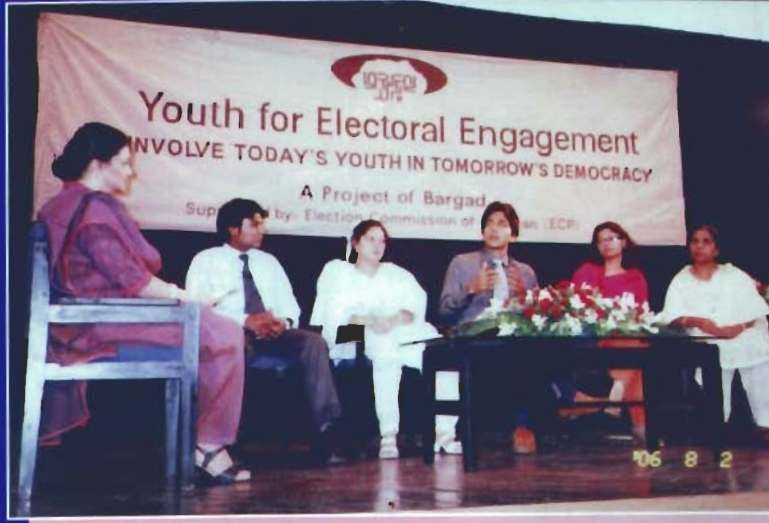


Our Education Polices

Where is the Fault Line?

**Pre-British
Period
British Period
1947
1951
1959**





ایکشن ایکشن فورم کے زیر اہتمام منعقدہ پروگرام میں شریک برگڈ کا گروپ۔

ایکشن ایکشن فورم کے زیر اہتمام منعقدہ پروگرام میں شریک برگڈ کا گروپ۔



HBف کے تعاون سے منعقدہ چوتھا ریجنل ڈائیلاگ بمقام کراچی یونیورسٹی۔ سندھ۔



ورلڈ سوشل فورم (کراچی) میں برگڈ کے رضا کاروں کا سٹال۔

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2007

Bargad Magazine

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Bargad Magazine is an organ for the promotion of youth cooperation through building curricular and co curricular capabilities among students.

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“...The future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan... We should try, by sound education, to instill into them the highest sense of honor, integrity, responsibility and selfless service to the nation... Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well-planned industries. We should not forget, that we have to compete with the world which is moving very fast in this direction.”

Quaid-I-Azam Mohammad Ali Jinaah
First Education Conference - 1947

4 Acknowledgement

5 Editorial

**6 First Education
Conference 1947**

**8 Salient Features of the
Educational Conference 1951**

**10 Commission on National
Education 1959**

Acknowledgements

It's been very difficult rather tricky to write about the national education policies and curriculum, especially when you have neither access to the relevant documents, nor have enough literature available in Pakistan. However, through continuous efforts, I finally managed it successfully with the passage of time, and with the help of friends.

Those who gave me a lot of help are Sibte-Hassan of Punjab Textbook Board, Aurangzeb Malik, Librarian of the same institution, C. D. Arif of the Curriculum Research and Development Centre (CRDC) Punjab, Arshad Bhatti, Salman Humayun, Sami ullah Sadozai and T. M. Qureshi of Policy and Planning Wing, Federal Ministry of Education Islamabad.

There are lot more friends to whom I have constantly discussed core issues of our complex education history and who were always available with their insights and personal encouragement. I owe a lot to them, like Zafar Iqbal Mirza, Dr. Bridget Smith, Iqbal Haider Butt, Col (R) Iftiqar-u-din, Dr. Saeed Shafqat, Syed Hussain Naqi, Dr. Saeed-ur-Rahman, Dr. Nadeem Omar, Syed Kashif Bukhari, Imdad Hussain, Dr. Zafar Iqbal Qureshi, Qalib Ali Sheikh, Pervaiz Majeed, Zahor Ahmad, Dr. Arshad Waheed, A. H. Nayer, Nasir Arain, Dr. Taj, Ameer Baksh and others.

When I started authoring this magazine, I got some important material from my wife who has previously worked for CRDC Punjab. Her thought provoking company not only inspired reflection and critical questions on educational policies but provided me confidence to start this work.

I would not have been able to access official policy documents of the **Government of Pakistan (GOP)**, had I been not part of a research team working on past education policies as a sub head of the "**Mid-term Review of Education Policy (1998-2010)**", headed by Javed Hassan Aly.

I also acknowledge the following books and documents that I studied **during this period: *Education in Pakistan*** by M. Iqbal published by Aziz publishers Lahore 1977; *The All India Muslim Educational Conference 1886-1947* by Abdur Rashid Khan of Multan and *Jinnah of Pakistan* by Stanley Wolpert, both published by **OUP Pakistan**; *Autobiography of Syed Ameer Ali* translated by Jamil Naqvi and published by Maktaba Islub Karachi; *The Ulama of Farangi Mahal and Islamic Culture in South Asia* by Francis Robinson published by Hurst & Company, London 2001; *Calendar Volume 1, 2002, University of The Punjab* published by Punjab University Press 2003; *Mahvar*, Punjab University Magazine published on the 100th anniversary of P.U. Lahore 1982; *Pakistan Mein Talba Siasat* by Professor Aziz-u-din Ahmad published by **Mashaal, Lahore**; *Pakistan Ki Talba Tehreekain* by Saleem Mansor Khalid published by Al-badar publications Lahore 1989; *Qadeem Hindustan Mein taleem* by Dr. A.S. Altekar, translated by Abu Yusuf and published by Taraqi Urdu Buero New Dehli 1985; *Language and Education Selected documents 1780-2003* compiled by Dr. Tariq Rahman and Published by **National Institute of Pakistan Studies, Quaid-e-Azam University Islamabad** 2004; and *Urbanization in North India During the Medieval Period 1556-1668 A.D* by **Ms. Vandana Aliigar** university and published by Khuda Baksh Oriental Library Patna, India 1999.

Moreover, this list includes all the original 10 documents of Education **Policies published by the GOP.**

To analyze this whole chunk of literature, I have benefited from the **autobiographical interviews** taken jointly by Samina Choonara, Iqbal Haider Butt and my self for the last issue of Bargad magazine. **Interviewees** were Professor Aziz-u-din, Zafar Iqbal Mirza (Zim/ Lhori) Dr Kaiser Bengali and Saeed Saleemi, who covered **charged times** of 60s and 70s and disturbing decade of 80s.

I will not hesitate to share with you that Mirza's views have greatly helped me to develop my alternative opinions on student politics.

I should also recognize the contribution of numerous workshops and seminars, which I attended and where I got opportunities to meet experts and to come across young students who illuminated me with their direct experience of curriculum, education system and campus circumstances. I have not only learnt a lot due to this discourse, but was also able to combat with my old prejudices on the subject.

I will accept it's only due to Bargad's promising work that I took this initiative to work on education policies. I am greatly indebted to Bargad for such an inspiration for a life time.

This work on national educational policies of Pakistan is now fully prepared. We are publishing it into two issues. First part will cover pre British era, Raj policies and four education documents while other document will be based on post 1969 policies.

You are free to rate it. There would be occasions when you may think it is not up to mark or you may not agree with our conclusions but it will definitely fix your attention to the forgotten issue of the vision in education. Without a clear visionary exercise one cannot prepare our youth to become architect of future Pakistan.

To conclude I will admire Executive Director of Bargad, Sabiha Saheen, for the initiative that she has taken for youth in Pakistan and for showing patience during compilation of the magazine(s). Errors in this issue are all of mine and there is always a room for improvement. Enjoy your reading!

Aamir riaz
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Education system is a key marker to shape our future generations. It would mold them according to the vision, aims and objectives set by its architects. If today's youth is confused, marred by sectarianism or struggling with identity questions, the onus of responsibility also lies with the education system in Pakistan. Even after lapse of more than a half-century, we have failed to make consensus on basic parameters of nation and state building. This opinion is quite substantiated when we browse through national education policies, prepared and implemented, sometimes shelved, since the country was founded in 1947.

At present, the biggest challenge before us is to confront this intellectual crisis, gap of national goal-setting and massive challenge; so that our education system can fully realize the geographic, religious and cultural diversity of Pakistan for grooming progressive and tolerant youth in the country.

In the face of this challenging task, Bargad, being a youth forum, not only recognizes the enormity of the problem, we have also been striving to practically develop youth since last 7 years from our base in Rahwali (Gujranwala). It is encouraging that hundreds of young people now volunteer their time with us for a better future for themselves and the nation.

We have also explored the idea of reviewing national education policies and as to their role in agenda setting for the Pakistani nation. The present publication is one such effort that would address the most pressing issues of national education policies. For that, we are indebted to its editor Aamir Riaz who has tracked all the national education policies been enacted so far in the country and reviewed them. He was also the one who made national policy documents available in the first place, as unfortunately, the original text of most of the past national education policies are hardly found now in collections, libraries or archives. We should thank Aamir for this access to vital information affecting our national lives.

The primary objective is to produce a volume, which deeply takes on the aims and objectives of our national education policies. Starting from the early policies of 1947 and 1951, this magazine has covered all the policies till date. We are publishing this work in two issues. The first magazine covers policies till Sharif Commission report 1959 while the next issue will cover all post 1965 policies till to date. This would mainly include themes like the agendas, frameworks and guidelines of such policies, place of religion, language and culture, and gender, etc. In short, the areas covered are most sensitive to nation and state building and as to what these policies have been striving for shaping the ideological, political and environmental mind-sets of youth in Pakistan. Also, addressed are the colonial policies as regards to education in the Indo-Pak subcontinent. It particularly deals with guidelines set by Father of the Nation, Quaid-i-Azam Muhammad Ali Jinnah, as well.

English section of the magazine is heavily drawn by original text of the national education policies. This, we hope, is a worthwhile reference material for past review and future citation purposes. Here, all efforts have been made to thoroughly select relevant excerpts from these policy documents, especially those that frame aims and objectives of the policies and indicate their take on nation-building themes. This is coupled with discreet compilation and adaptation of the original authentic material without twisting its underpinnings and emphasis.

I am deeply grateful to our magazine advisor Iqbal Haider Butt who has revised the whole publication and exhaustively whetted the English section of this publication.

I appreciate that the timing of this publication is crucial, when we are awaiting consolidated results of an official revisiting of National Education Policy (1998-2010) done lately by the federal education ministry.

Lastly, I would request teachers, educationists, experts, policy makers, scholars, intellectuals and concerned citizens to please take their time to read through the magazine and send their response on the subject. My special appeal however is directed towards the students to share their views; for they are the ones who have rarely been asked to record their opinion during education policy formulation despite being one of the prime targets, end users, and some would say, 'victims' of such policies!

Sabika Shaheen
Executive Director, Bargad

First Education Conference

1947

(Excerpt)



We in Pakistan must provide the maximum scope for growth to our provincial languages not merely as media of instruction but also as instruments for the dissemination of the culture they embody without at the same time sacrificing the unity of our common culture.

- Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well-planned industries. We should not forget, that we have to compete with the world which is moving very fast in this direction.

- Education should be based on the Islamic

conception of universal principles of man, social democracy and social justice. It should be compulsory for students to learn the fundamental principles of their religion. There should be proper integration of spiritual social and vocational elements in education

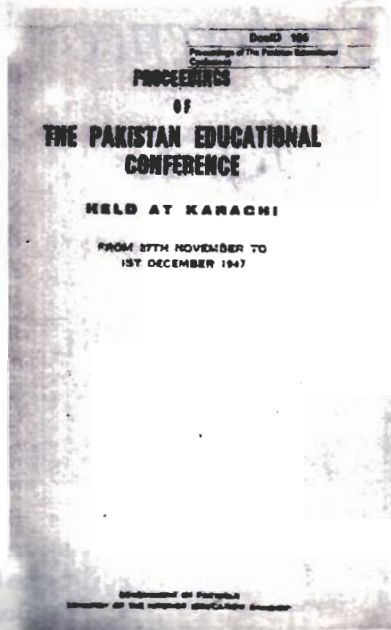
- "This conference requests the Pakistan Central Government to establish a Historical Records and Archives Commission for Pakistan" (Moved by Dr. I. H. Qureshi).
- The Scheduled Caste Scholarship Scheme should be continued.
- A Scheduled Caste Scholarship Board be set up of which the Education Adviser to the Government of Pakistan should be the Chairman.
- Dr. Nazir Ahmed moved the following resolution which was unanimously adopted:- Resolved that this

Conference wishes to make it clear that the term Scheduled Castes used in the report is in the legal sense only but otherwise recommends to the Constituent Assembly that a more appropriate nomenclature signifying absence of any class distinction in Pakistan should be coined and adopted in the new constitution

- That all the nursery and the pre-primary schools be staffed entirely with properly trained women teachers
- Primary and Secondary Education (i) Resolved that free and compulsory primary education introduced for a period of 5 years which should be gradually raised to 8 years.
- Some members of the Committee suggested that Urdu should not only be the common language for Pakistan but it should also be the medium of instruction in each Province. Other members of the Committee, however, felt that the question of medium of instruction should be left to each Province to decide according to its requirements but that Urdu should be the second compulsory language in schools. The Committee were inclined to support the second view. The D.P.I. East Bengal however, felt that Urdu should not be the compulsory second language and should be one of the options.
- We in Pakistan must provide the maximum scope for growth to our provincial languages not merely as media of instruction but also as instruments for the dissemination of the culture they embody without at the same time sacrificing the unity of our common culture. To ensure this unity, we need a language for inter-provincial communication and in this connection the claims of Urdu call for special consideration.
- We should not easily throw away a language, which gives us so easy an access to all the secrets of Western science and culture.
- Resolved that Urdu must be taught as a compulsory language in schools, the stage of its introduction in the primary schools being left to the decision of the Provincial and States Governments. The Provincial and States Governments concerned will determine the

medium or media of instruction at the school stage.

- The Educational system in Pakistan should be inspired by Islamic ideology emphasizing among many characteristics those of universal brotherhood, tolerance and justice. (D. Mahmud Hasan wished to record his dissent).
- Religious instruction should be compulsory for Muslim students in Schools. Attendance at religious instruction should be compulsory for Muslim Students in Colleges. The same facilities may be provided for other communities in respect of their religious should they so desire
- Resolved that the Provincial and States Governments be asked to steps to bring the **madrassahs into line with the existing system of general education.**
- The impression that Pakistan, being an Islamic State, is a theocratic State is being sedulously fostered in certain quarters with the sole object of discrediting it in the eyes of the world. To any one who is conversant with the basic principles of Islam, it should be obvious that in the field of civics Islam has stood for complete social democracy and social justice as the history of the early Caliphs will show and has not sanctioned government by a sacerdotal class deriving its authority from God.
- Islam has enjoined the granting of **full freedom of conscience, security for life and property and opportunity for development and progress to all non-Muslims who are members of the body-politic.**
- **Dr. C.H. Rice for granting greater freedom and initiative in teaching and felt that this could be done to a certain extent by so framing the syllabuses as to provide for such freedom and initiative.**
- Resolved that the primary schools could be co-educational or otherwise according to the local needs.
- That the Provinces be left free to take their decision in the matter of choosing the medium of instruction and examination but Urdu must be made a compulsory subject after the primary stage.
- Resolved that Government should encourage the establishment of "Industrial Homes" where women could receive training in various types of vocations to enable them to earn their livelihood
- That 50% of the amount allotted for adult



education be spent on adult literary centers for women

- The Committee agreed that children between the ages of 3 and 6 needed attention in special schools but felt that the Government might give a lead in opening a few pre-primary schools, their provision should be felt mainly to private agencies.
- In the opinion of the Committee the media of Adult Education should be the Provincial languages. It, however, felt that in order to bring about a cohesion of provincial units, it was advisable that a start in the reading and writing of Urdu should also be made whenever possible.
- That Adult Literacy Campaign Boards be established and maintained in each Province and their financial liabilities be borne by the respective Governments.
- Dr. Nazir Ahmad said that as industry in Pakistan had to be reconstructed and reorganized and properly planned, the Committee would perhaps consider it necessary that a survey should be made of the existing higher types of technological institutions in Pakistan with a view to finding out what were their present resources for training pupils in different subjects and what were Pakistan's requirements which were not being met with and whether any of these institutions could be developed for meeting these requirements
- With regard to the promotion of scientific and industrial research, the Committee recommended that a Council of Scientific and Industrial Research should be set up by the Central Government with the object of promoting, fostering, planning, financing and supervising scientific and industrial research with a view to utilizing the economic resources of the country to the fullest possible extent
- That sufficient number of first-rate Teachers Training Institutes for women be established by the Government at the various educational centers in Pakistan for imparting special training in the teaching of nursery and primary classes
- We are meeting at a time when our hearts are still heavy with grief for our kith and kin who have suffered so terribly both in life and property in the disturbances which have convulsed large portions of the two Dominions.
- The Committee felt that the introduction of free and compulsory primary education would require vast sums of money and recommended that the Government of Pakistan or the Provincial and States Governments should consider the desirability of levying a special tax to finance this and other schemes of educational expansion. ■

Aims and Objectives:

The Educational Conference came up with the following objectives as regards to nation building, and the place of religion, language and culture in a national policy framework:

- Ways and means of incorporating the principles of Islamic ideology in the educational system of the country.
- Ways and means of facilitating the adoption of Urdu as the national and official language of Pakistan.
- Evolution of intelligence and personality tests, pedagogical techniques and provision of vocational guidance in accordance with local environment.

Key Facts and Observations:

It was observed by the Education Conference that there were 88,697 teachers in primary schools of whom 43,471 were untrained. In secondary schools out of total of 43,823 teachers, 24,076 were untrained. The Conference informed that the total number of existing training institutions for primary school teachers was 125 with an enrolment of 6,145. Out of these 16 institutions were for women with an enrolment of 676. The total number of training institutions for secondary school teachers was 11 with an enrolment of 276. In the total budget of the Central Provincial and State Governments for 1951-57, which came to Rs. 1,71,34,93,350, a sum of Rs. 8,81,91,504 had been allotted to education.

The Conference added that its education plan involved a total expenditure of Rs. 1,15,39,00,515 of which Rs. 72,22,21,155 was non-recurring and Rs. 43,17,79,360 was the cumulative total of recurring expending spread over a period of six-years.

The Central Government, then, also drew up under the Colombo Plan a Six-Year Development Programme of Pakistan (June 1951 to June 1957) under which a sum of Rs. 19 crores out of a total budget of Rs. 260 crores was allotted to education.

The Conference maintained: "In the past the teacher commanded considerable respect and prestige. He was an honoured and influential member of society. Today, owing to a variety of causes mainly economic and social, he finds himself relegated to a position of inferiority. The cream of the nation's intellect is skimmed off by what are termed "superior services" because of their prestigious and money value.

"It is significant that in all countries which have developed national systems of education, private initiative has played a notable part and the people have borne a major share of the

Salient Features of the Educational Conference 1951

Karachi,
4 - 5 December 1951.

cost involved through taxation and voluntary contributions at the local level.

"It has often been proclaimed that Pakistan has not been established with the object of adding yet one more state to the congeries of warring and competing states but that it stand for a distinct way of life based on Islamic principles. There have been several expositions of this view of which the most authoritative is the Objectives Resolution. Prior to the Objectives Resolution, however, is the resolution of the Pakistan Educational Conference recommending the adoption of Islamic ideology as the basis of education. Implicit in this resolution is a recognition that education cannot exist in a vacuum and that "it must be an instrument of the kind of ideological transformation which Pakistan stands for."

Recommendations:

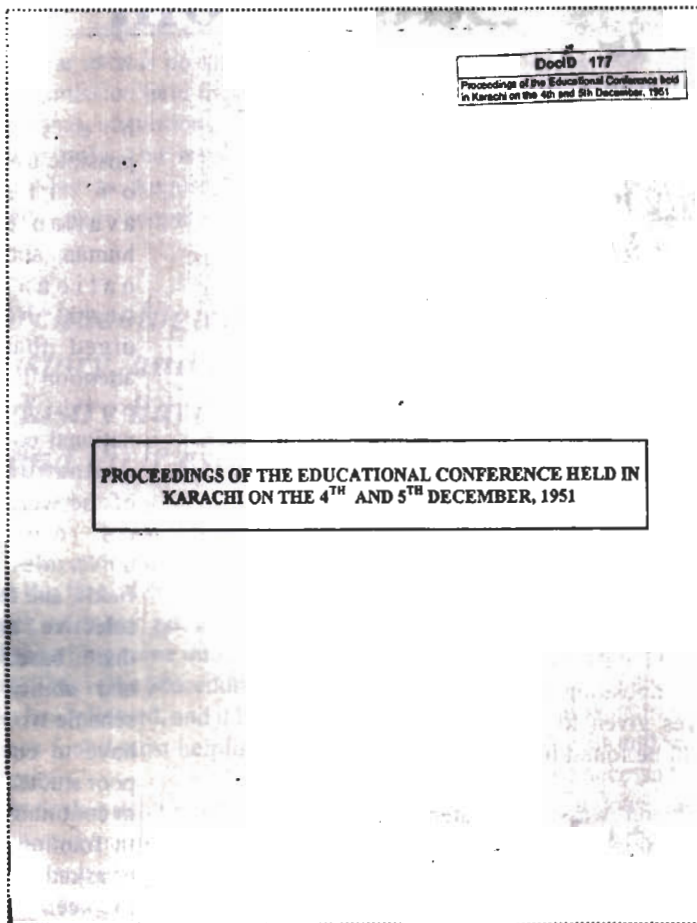
- The Education Conference made it clear that "when it would be adapted for use in other Provinces, such as East Bengal or Sind, the medium of instruction would be Bengali or Sindhi as the case might be." Problem of the medium of instruction in educational institutions and taken various steps to facilitate the adoption of Urdu as a national language: While the mother-tongue has been made the medium of instruction in all primary schools, Urdu remains the medium of instruction in secondary schools in the Punjab, Baluchistan, the N.W.F.P. and Bahawalpur. In the case of Sind and East

Bengal, while the regional language constitutes the medium of instruction, Urdu has been made a compulsory subject.

- The Board also viewed that "with the adoption of mother-tongue as the medium of instruction it would be possible to so raise the standard in the schools as to make the application of this principle of feasible". Its members, however, wished that the matter be referred to the Advisory Board of Education for Pakistan for its consideration. It further stated: "To facilitate the adoption of Urdu as a national and official language, it is necessary that there should be a body of experts. This is chiefly because we are the products of a system of education which is based on purely Western values and has ignored our religion and culture. Consequently our knowledge of Islam, its history, its culture and the role it has played in the advancement of mankind is either superficial or inadequate and we feel difficult when it comes to giving a practical shape to the policy of the

Government whereby the entire educational system is to be reorganized and based on Islamic ideology. In the minds of most of us religion is equated with the spirit of reaction, obscurantism and intolerance. This is the tragic-harm which our present system of education has done to us. If we are to survive and fulfill our destiny as true Muslims, we must not allow this harm to extend to our younger generation and the generation to come. I am, nevertheless, glad to notice a perceptible change in the outlook of our educationists. We have often proclaimed that the goal of Pakistan is Islamic socialism..... The essence of Islamic socialism is that it not only guarantees political democracy but also social and economic democracy.

- This Conference further recommended that at the University stage the duration of the under-graduate (Hons). Course should be three Years. The question of converting two-year under-graduate course (Pass) to three years should be referred to the Inter-University Board.”
“The standard of work in the Universities of the Indo-Pakistan sub-continent has been a subject of frequent and severe criticism. The Calcutta University Commission over three decades ago had commented upon it in very unfavorable terms and had sought to raise the University standards by re-recommending the extension of the degree course to three years..... Students in England has 13 years schooling before he qualifies for entrance to the University and then takes a minimum of three years to receive his Bachelors degree in Arts or Science; and the same period of sixteen years is taken for the B.A., or B.Sc. degree in the U.S.A. It



is not surprising therefore that the British and American Universities do not recognize the degree of Pakistani or Indian Universities as equivalent to their own degrees, but take it as only complying with their University entrance requirements. This is a position that calls for serious consideration and early remedy.”

- “The British during their rule in India adopted a policy of strict religious neutrality. This policy with its emphasis on a purely secular education is understandable and can be justified on grounds of expediency.
- Although there are colleges where students of both sexes study, the special social conditions of Pakistan require separate colleges for women.
- It will be appreciated that the entire burden of

educational development cannot be borne solely by the Central, Provincial and State Governments and that it is essential that private effort should be mobilized and encouraged to come forward and participate in what is fundamentally a national task.

- It is pertinent in this connection to note that Abbot and Wood consider “that when the conditions become sufficiently favourable, the entrance standard shall be that normally reached in class VIII” (page 86), and that the Central Advisory Board of Education of pre-partition India, in their report on “Post-war Educational Development in India” definitely recommend that pupils should be admitted to this type of school on leaving the Senior Basic (Middle) school at the age of about 14. (p. 37).
- “Post-War Educational development in India” provides for a “three-year full-time Diploma Course in Senior Technical Institutions to which students will be admitted after passing the final examination of a Technical High School or an equivalent examination” (p. 37).■

Two were eminent Pakistani scholars, now teaching in universities abroad

Dr. I. H. Qureshi, Visiting Professor of History Columbia University, New York, and Dr. Abdus Salam, Professor of Applied mathematics, Imperial College, London. Dr. Qureshi and Dr. Salam were able to look at our problems not only with expert knowledge but also with understanding of such problems in foreign countries.

Commission on National Education, 1959

at character building and the pursuit of quality as well as at inculcating a sense of the dignity of labour. The President asked the Commission to suggest measures for making the



“To reach a harmony of views on such a complex issue as education, it was necessary for the members of a Commission like ours to live, discuss and think together, listening to many points of view, sifting these and absorbing some into its own corporate thinking.

best possible use of its available human and national wealth. He urged that attention be paid to national co-ordination of the work of our universities in different fields, and to a system of selective admission to them, based on aptitude and ability. Any such scheme would, however, have to ensure that the poor student was assisted in continuing his studies. In framing its proposals he asked the Commission to keep in mind the limited resources of the country.



Background:

1. The Commission is popularly known as Sharif Commission, named after its Chairperson Mr. S.M. Sharif.
2. The Commission on National Education was appointed by a Resolution adopted by the Government of Pakistan on the 30th December 1958. The composition of the Commission, the Directives given to it and its terms of reference will be found in the full text of the Resolution.
3. The Commission was inaugurated by the President of Pakistan, General Mohammad Ayub Khan, on January 5, 1959. Addressing the members of the Commission on this occasion, the President stressed the need for a reorganization and reorientation of the existing educational system so as to evolve a national system which would better reflect our spiritual, moral and cultural values. At the same time he said the system should meet the challenge of the growing needs of the nation by assisting development in the fields of agricultures, science and technology. Above all, he said, our educational system should aim

The Work of the Commission:

4. Immediately after this inaugural meeting the commission formally began its task and considered its

programme of work. An exhaustive questionnaire covering all aspects of education at its various levels and in its various forms was distributed widely to institutions and individuals throughout Pakistan and was reproduced in the Press. The response to this was excellent within the very brief time-limit allowed. In addition many individuals voluntarily submitted detailed memoranda concerning particular aspects of our education system. These replies and memoranda contained many valuable suggestions and ideas, several of which are reflected in the Commission Report.

5. During the months of February to April the Commission met educationists and leading public figures in East and West Pakistan and in the Karachi Federal Area and discussed with them the needs and problems of our educational system. So far as was possible and relevant Sharif Commission held these discussions in educational institutions so that it could meet their staffs and inspect their facilities. From May to August the Commission discussed and adopted its report.

6. According to the Sharif Commission Report: "To reach a harmony of views on such a complex issue as education, it

Archaeological museums of natural history, and museum of science and industry have great educational value and their establishment should be encouraged.

was necessary for the members of a Commission like ours to live, discuss and think together, listening to many points of view, sifting these and absorbing some into its own corporate thinking. This is the procedure which our Commission has followed, and it is a process which has been found most helpful in arriving at our conclusions."

7. The Commission Report further reiterates that "education, however, is a dynamic process whose needs and problems evolve and shift, reflecting the evolution, changing demands, and aspirations of the society and individuals it serves. But educators are reputed to have set views, little inclined to depart from convictions which have grown out of their experience." In order to assist it in looking afresh at our educational system, at its weaknesses and strengths, the Commission invited four distinguished educators to participate in some of its debates. Two of these: Dr. Herman B. Wells, President of Indiana University, Bloomington, USA, and

Dr. John C. Warner, President Carnegie Institute of Technology, Pittsburgh, USA brought not only a deep knowledge of education but also the advantage of a fresh and dispassionate outlook. Two were eminent Pakistani scholars, now teaching in universities abroad Dr. I. H. Qureshi, Visiting Professor of History Columbia University, New York, and Dr. Abdus Salam, Professor of Applied mathematics, Imperial College, London. Dr. Qureshi and Dr. Salam were able to look at our problems not only with expert knowledge but also with understanding of such problems in foreign countries.

8. An educational system must not only respond satisfactorily to local needs but compare favourably with other systems. To assist it in making these comparisons the Commission requested a number of people to work as consultants and to prepare documentary evidence and secure data.

9. The Ford Foundation helped in making consultant services available to the Commission and in giving material assistance to the work of the Commission.

10. UNESCO assisted the Commission in securing information on overseas practices and for the services its Secretariat

members.

The Nature of the Report:

11. The preamble to the Resolution creating the Commission states: "Whereas the existing educational system of Pakistan is not adequate to meet the needs and requirements of the nation, it has become necessary to set up a competent body to review, in consonance with the aspirations of the people and the socio-economic structure of the country, the educational system and to recommend appropriate measures for its re-orientation and re-organisation for the purpose of ensuring an integrated and balance development of education in various stage".

"The educational system of Pakistan has, since Independence, been the subject of critical appraisal on numerous occasions. In 1947 the Pakistan Education Conference made comprehensive suggestion regarding the development of education in this country as did the 1951 Educational Conference and the 1957 Educational Reforms Commission for East



Pakistan. In addition, comprehensive reviews of the situation and proposals for development were given in the Six-Years National plan for Educational Development (1952) and in the chapter on Education and Training in the First Five-Year plan. There are, as well, the many recommendations of the Advisory Board of Education, the Council of Technical Education, and the Inter-University Board. The Pakistan system of schooling has also been the subject of appraisal and proposals for reform by numerous foreign missions and experts, and Pakistani education, have benefited from participation in many international conferences, seminars, and meetings of experts.

12. The recommendations of all these bodies and individuals were before the Commission, along with reports on current educational reform movements in other countries and material on the economic and social needs of our country. The body above of material has been of great help to us in arriving at our conclusions.

13. According to the Commission Report: "A high level of agreement regarding the basic weakness and failings of our present system of education exists in the above material, in the views expressed before the Commission, in the replies to the questionnaire and in memoranda submitted. We introduce our report with an attempt to match the values and aspirations of our society with the role and the objectives which, in the Commission's view, this system should now attempt to meet. The chapters which follow present a body of recommendations which, we believe, will effect the desired reorientation and meet national needs and aspirations in accordance with available resources."

14. In view of the short time given to the Commission to complete its work, the complexity and range of the problems examined, and the existence of a large body of literature on the subject, the Commission limited itself to dealing with general policy matters only, selecting those which seemed most crucial in the light of then difficulties and national needs. According to the Commission: "The Report does not pretend to be a scholarly

work on education nor does it claim to have dealt with or solved all of our educational problems. It has only tried to indicate what are the weaknesses and deficiencies of our educational system and how these can be removed. Its recommendations are meant to serve as a base on which our educational system can be soundly built. Where it was felt to be relevant, machinery for the implementation of the recommendations has been suggested."

Members of the Commission

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| S.M. Sharif (Chairman) | M. Raziuddin Siddiqi |
| M.K. Afridi. | S. Hamid Shah. |
| A.F.M. Abdul Haq. | A.F. atwar Husain |
| Mumtazuddin Ahmed. | B.A. Hashmi. |
| R.M. Ewing. | Mohammad Khan. |
| M.A Rashid. | |

(Excerpts)

The course of study for the bachelor's degree in Arts and Science should be extended from two to three years.

- "The educational system is the instrument a society uses to equip all its people to lead productive public lives and full personal lives.
- Our educational system must play a fundamental part in the preservation of the ideals, which led to the creation of Pakistan and strengthen the concept of it as a unified nation.
- The first consequence, which follows from this historical fact, is that we must strive to create a sense of unity and of nationhood among the people of Pakistan.
- Literary works of merit should be encouraged by awarding the prizes, titles and pensions to authors
- Boards for the advancement of literature and associations of authors like Writer's Guild should be adequately subsidized
- The copyright act should be made effective to protect the interests of authors.
- There should be exhibitions of fine art in its forms permanent exhibition in large towns and cities, and traveling exhibitions for the country areas.
- Archaeological museums of natural history, and museum of science and industry have great educational value and their establishment should be encouraged. The existing museum should be strengthened and new ones established. Zoological gardens should be supported and planetariums

established.

- From our concept of justice and brotherhood there derives the desire to create social welfare state.
- The District Sub-Division should be further divided into units of 10 to 15 thousand people, with an area or union committee consisting of three members nominated by the Deputy Commissioner Sub-Divisional Officer, to which certain powers, such as the transfer of teachers, should be delegated
- Compulsory education at the elementary stage is indispensable for skilled manpower and intelligent citizenship.
- Teaching methods should, as far as possible, use the activity or project approach, and teachers should show initiative in the use of local materials as teaching aids.
- Religious education should be a compulsory subject throughout the primary gate.
- Due emphasis should be placed on the teaching of the national languages
- The administration of primary education should not be entrusted to local bodies. It should be organized on a district basis in west Pakistan and Sub-Divisional basis in East Pakistan, through primary education committees, each committee consisting of the Deputy Commissioner Sub-Divisional Officer or his nominee as chairman, and four other members including the District Sub-Divisional Education Officer
- The course of study for the bachelor's degree in Arts and Science should be extended from two to three years.
- Course and curricula should be revised and improved so as to bring them up to date, and to provide for the growing needs of the country, particularly in the sphere of scientific and technical studies.
- In view of the fact the academic year is only thirty-six weeks, the system of 'casual leave' during term time should be abolished. However, in case of urgent necessity teachers may be permitted 'emergency leave' not exceeding five days in a year.
- Existing procedures for the recruitment, evaluation, and promotion of teachers are defective and should be improved.
- Increments and promotions should be given in recognition of superior achievement and should not be awarded automatically or on the mere seniority.
- Evaluation committees should be appointed to assess annually the work of professors and teachers.

Increments and promotions should be given in recognition of superior achievement and should not be awarded automatically or on the mere seniority.

For this purpose a detailed form of confidential report should be prescribed which take into consideration all aspects (teaching, research, student guidance, etc.) of the teachers work.

- Religious education should be compulsory in classes VI to VIII and optional thereafter.
- Every teacher of a primary school should be qualified to teach Islamiyat which should be included as a compulsory subject of study in the training of teachers for primary classes.
- It would be desirable that teachers of Islamic studies, besides having an adequate knowledge of their subjects in its various aspects, should have up-to-date knowledge of at least one of the social sciences such as economics, philosophy, sociology, psychology, or political sciences and be able to appreciate the principles underlying the spirit and methods of natural sciences.
- As a religion of nature, Islam has nothing to fear from scientific discoveries and inventions.
- Several religious faith are professed and practised in our country, and their teaching should be confined to those who profess them. Religious education should do nothing which would impair social and political unity in the country. It should foster human brotherhood, justice, equality, and the dignity of man and emphasize the importance of practical goodness, piety and virtue.
- The teaching of religion should have three clear-cut stages:-
 - (a) The compulsory stage, (b) the optional stage and (c) the research stage.
 - (1) Islamiyat should be compulsory subject of study for all Muslim students for the first eight years, that is, in the primary and middle classes.
 - (ii) It should be an optional subject in classes IX and X.
 - (iii) (a) In intermediate classes it should become a component part of Islamic studies which should be offered as an optional subject.
 - (b) At the university stage Islamic Studies should be an optional subject.
- In a new State like a Pakistan, which at the same time has a very ancient cultural heritage, literature has a most important function as the repository, of the annals, and ideal of the past and as the means of expressing the peoples' hopes, aspirations and their desire for unity and strength.
- Women are ideally qualified to teach in primary schools, particularly in the first three classes. Steps

