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PAKISTAN'S CURRENT PROBLEMS, POLICIES
AND PRACTICES IN HIGHER EDUCATION.**

The University of Oklahoma, Ph.D., 1965
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

PAKISTAN'S CURRENT PROBLEMS, POLICIES AND PRACTICES
IN HIGHER EDUCATION

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
BILQIS SHAH WAHEED SIDDIQI
Norman, Oklahoma
1965

PAKISTAN'S CURRENT PROBLEMS, POLICIES AND PRACTICES
IN HIGHER EDUCATION

APPROVED BY

J. B. Monahan

Robert E. Jones

Lynne L. Williams

Henry R. Jones

DISSERTATION COMMITTEE

ACKNOWLEDGMENT

Sincere gratitude is expressed to Dr. William Gregory Monahan, Associate Professor of Education, for his helpful criticism and suggestions in reviewing this thesis.

Appreciation is also expressed to Dr. Robert Ervin Ohm, Associate Professor of Education; Dr. Lloyd Pyron Williams, Professor of Education; Dr. Glenn Raymond Snider, Professor of Education, who gave generously of their time for comments on the draft.

Finally appreciation is expressed to my husband, Shah Waheed Siddiqi, for his many valuable ideas during the process of writing the thesis.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF FIGURES	vii
 Chapter	
I. INTRODUCTION	1
Statement of Problem	4
Method	6
II. HISTORICAL BACKGROUND	7
The Universities Before Independence	12
Educational Dispatch of 1854 and Administration	16
III. FURTHER DEVELOPMENT IN UNIVERSITIES	21
Indian Education Commission of 1882	23
Calcutta University Commission	30
IV. PRESENT UNIVERSITIES IN PAKISTAN	33
The First Education Conference of 1947	36
Report of the Commission on National Education	40
Present Organizational Pattern of Education	43
V. THE ROLE OF THE UNIVERSITIES IN PAKISTAN	54
Aims and Objectives	54
Reconstruction of National Education in Pakistan	57
Growing Demand of Higher Education	61
VI. COURSES OF STUDY, ACADEMIC STANDARDS AND EXAMINATIONS	65
Arts, Sciences and Technology	65

Chapter	Page
Courses of Study	70
General Education	71
Specialized Education	74
Religious Education	74
Academic Standards	77
Guidance in the Education System	79
Libraries and Laboratories	81
Research	82
The Medium of Instruction	83
Examination System	88
VII. SOCIAL AND ECONOMIC FEATURES AND FACTORS . .	93
VIII. CULTURAL FEATURES AND FACTORS	109
IX. TEACHER TRAINING	118
X. FINANCE AND EDUCATIONAL DEVELOPMENT	136
XI. CONCLUSIONS	145
BIBLIOGRAPHY	151

LIST OF TABLES

Table	Page
1. College Education, 1857 to 1882	22
2. Levels of Teacher Training in the Educational Structure	120

LIST OF FIGURES

Figure	Page
1. General Organizational Chart of Education in West Pakistan	47
2. General Education Chart of Ministry of Education in Pakistan	48

PAKISTAN'S CURRENT PROBLEMS, POLICIES AND PRACTICES IN HIGHER EDUCATION

CHAPTER I

INTRODUCTION

With the attainment of independence, one of the most crucial tasks that faces Pakistan is that of expansion and reconstruction of its educational system. It is commonplace that educational institutions constitute the heart of a civilized society. It is through them that one understands his own civilization, interprets his country's traditions and realizes his role in the world today. It therefore becomes imperative that the educational system of a society should find its principles and ultimate goals in the aims and philosophy of the social order in which it functions.

The Minister of Education of Pakistan threw light on the nature of this inherited system in his inaugural address at the Pakistan Educational Conference held in Karachi in 1947, saying:

Our existing educational system as originally conceived by Macaulay, was intended to serve a narrow utilitarian purpose and its growth has been largely a matter of artificial improvisation. It has been rightly

condemned for its lack of realism and its inability to adjust itself to the needs of a rapidly changing society, its over-literary bias, and its utterly uninspiring, soulless character. It has no common faith or common body of principles to animate it and has conspicuously failed to inculcate and maintain the stern moral and intellectual discipline which is the hall-mark of true education. Thus, its products, with their minds crammed with an unassimilated mass of unrelated ideas and facts passing for knowledge, have gone out into the world only to discover that they are unfitted for the business of living. The growing realization of these grave deficiencies and their paralyzing effect on national life inevitably bred acute dissatisfaction in the minds of all thinking people and has of late years led to a considerable concentration of energies on a complete overhaul of our entire educational structure The establishment of Pakistan now provides us with the opportunity to plan our education in conformity with our genius and aspirations.¹

So the task before Pakistan now is "not merely to expand the existing system, but to give it a new orientation in keeping with the country's cultural and economic traditions and aspirations."² It is accepted that principle underlying various educational systems are practically the same. Yet it cannot be denied that each society has its own distinctive features. Any foreign system, however perfect, cannot be expected by imposition to fulfil the multifarious demands of another society and to meet its challenges.

Quaide-i-Azam (Great Leader) Mohammad Ali Jinnah, the founder of Pakistan, in his message to the Pakistan

¹Government of Pakistan, Ministry of Interior (Education Division), Proceedings of the Pakistan Educational Conference, held at Karachi from 27th November to 1st December, 1947 (Lahore: Ferozsons, 1948), p. 7.

²Government of Pakistan Planning Board, The First Five Year Plan, 1955-60, p. 542.

Educational Conference (1947) drew attention to this great task, saying:

Under a foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy, and substantial progress, we must earnestly tackle the question and bring our educational policy and programme on the lines suited to the genius of our people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world. There is no doubt that the future of our state will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to 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. At the same time, we have to build up the character of our future generation. We should try, by sound education, to instill into them the highest sense of honor, integrity, responsibility and self-less service to the nation. We have to see that they are fully equipped and qualified to play their part in the various branches of national life in a manner which will do honour to Pakistan.³

Much of the prevailing confusion is due to lack of proper understanding of the educational principles which underline higher education in Pakistan. The introduction of education as a subject has been of very recent origin. Till recently the stress had been on western philosophies of education. It is only for the last few years since independence that Pakistan history and philosophy of education are being given the importance in the curriculum it merits.

³Government of Pakistan, Proceedings of the Pakistan Educational Conference, op. cit., p. 5.

Thus, there has been very little research in this area. Most of the studies have been done are of descriptive and narrative nature. The present study is an attempt to investigate the historical background of university education in order to have an understanding of the present problems of higher education and to make suggestions that might be useful in reorganizing the present system.

It is felt by most educators that the subject of university education requires careful investigation and the present thesis, it is hoped, will contribute to a better understanding of the problems. This is particularly important at present, as education has become one of the main areas of national reconstruction.

Statement of Problem

The study is designed to discover, through a historical survey, the circumstances that facilitated the growth of universities and the aims and purposes which they were expected to fulfil. The study aims to explore further the later development of university education in Pakistan and the part it played in the national development.

Investigation into the history of universities is expected to throw light on issues and problems with which the universities are being confronted at present. Some of the major problems can be traced back to the period of the origin of the universities. Also, the purpose of going back into the past history of universities is to interpret the

educational policies of British rulers in patronizing education and its effect on the present system. To understand the problems of today, an inquiry into the history of universities is necessary. Such an investigation is likely to contribute to the classification of some of the errors which have persisted largely due to a lack of information on the subject.

The study will also throw light on the major problems of university education in Pakistan. As a contemporary, it is difficult, if not impossible, to undertake the work of interpretation and take an objective and detached view of the problem involved. Effort, however has been made to gather all possible views on the subject, however conflicting, in order to understand and adjudge the problem in perspective.

The problems are wide and of varied nature, and are to be found in all aspects of university education. The following problems are to be investigated in the present study:

1. The problem of integrating the universities so as to evolve a national system of education.
2. The problem related to courses of study and academic standards.
3. The problem of the examination system.
4. The problem of medium of instruction.
5. The problem of staffing.
6. The problem of finance.

Method

The subject deals partly with the history of universities and partly with the contemporary problems of higher education in Pakistan. For this study, then, the source of data will consist of official documents, reports of Ministry of Education, descriptive reports of the existing institutions, and books and periodicals on the subject.

It is expected that this approach will be revealing in presenting a complete picture as to how the educational system was viewed by people during the British regime and the subsequent outlook that has come about since the country's independence.

CHAPTER II

HISTORICAL BACKGROUND

Pakistan emerged as an independent nation on August 14, 1947, when the territories then constituting the British Indian Empire were divided into two sovereign states, Pakistan and India. The division took place on the basis of Hindu majority areas and Muslim majority areas of the subcontinent. The Muslim majority areas were located in the northwest and the northeast, separated by some 1,000 miles, and were grouped to create Pakistan. Pakistan's population is now approaching 100 million people. Its land area is over 365,000 square miles, which is equal to the combined area of the American states on the Atlantic seaboard from Maine to Georgia, or about one-tenth of the total area of the United States.

The Moghal Empire at the beginning of the seventeenth century was probably the best organized and most prosperous country existing in the world.⁴ The schools (particularly the Makhtabs) which served the needs of elementary education

⁴T. Walter Walbank, India in the New Era (Chicago: Scott, Foresman, 1951), p. 38.

were open to all. Some of the institutions of higher learning (Madrasas) were owned by the state, those for the elementary education were by and large left completely to private enterprise. The state's participation in education was confined to patronage of only a few institutions of higher learning. One development during this period was the establishment of a number of institutions for training in arts and crafts. During Emperor Firoz Tuglak's time (1351-1388), some of these workshops were converted into institutions for vocational training. The establishment of these schools outside the traditional pattern of education in Makhtabs and Madrasas led to a broadening of educational practice.

Emperor Akbar (1542-1605) introduced several significant reforms in the field of education. A man of exceptional insight and sympathies, he educated himself through discussions with men of many vocations and many faiths. He was particularly interested in the education of children and suggested changes in both the method and the curriculum of elementary schools. Akbar introduced the study of practical subjects such as agriculture, accountancy, and public administration as well as theoretical subjects such as arithmetic, geometry and logic into the general course of study. Perhaps his greatest contribution to educational practice was to change the bias of education from theological to secular interests, and to extend the

facilities equally to members of all communities.⁵ The result of the new educational policy of Akbar was that a large number of students began to study in makhtabs and madrasas, and soon some were appointed to teaching posts even in schools of higher learning (madrasas).

While there had been some contacts between Europe and India since the days of the Greeks, the real impact of Europe on India began only after the advent of the Portuguese. The Portuguese sought to build up an empire in India, and, as they were great proselitizers, they tried to convert to Christianity, the people in their territories. In the end, their very aggressiveness defeated their purpose, and, when Portuguese power became weak in Europe, they also lost the dominant position in Asia.

When the British came to India in the early seventeenth century, the dominant power in India was a Muslim Dynasty, the Moghals. In order to trade in India, the representatives of the East India Company had to obtain grants from the local ruling viceroys of the Moghal Kings.⁶ With some difficulty, especially at first, the grants were secured and, thereafter the Company's business expanded as the fortunes of the Moghal Kings rose and fell.

⁵Humayun Kabir, "Continuity of Tradition in Indian Educational Thought," The Indo-Asian Culture, Vol. VII, No. 3, January 1959, p. 231.

⁶Mahmud Hasan (ed.), A History of the Freedom Movement, Vol. 11 (Karachi: Pakistan Historical Society, 1960), p. 556.

With the death of Emperor Aurangzeb (1618-1707), the last of the powerful Moghal Emperors, in 1707, the Moghal Empire began to decline and the strong central power which had created a fairly unified Empire, especially in the northern India, faded away. Under these circumstances, local kings and princes clashed as they attempted to consolidate as much power for themselves as possible. As a result, the British East India Company entered the political picture as well.

As British power increased, the position of the ruling Muslim class slowly changed. In the early decades of the nineteenth century a knowledge of the English language had already become important. The Muslims rejected English education, both before and after it was officially sanctioned by the Governor General in 1835. They believed that education should be essentially cultural, that it should contain certain subjects, and that it should be taught through their medium of Persian.

On March 7, 1835, Lord Bentick, the Governor General (1828-35), issued a resolution supporting Lord Macaulay's, law member of the Indian Supreme Council (1834-8), famous minute that all funds appropriated for education "would be best employed on English education alone."⁷ In 1837, by an official act of government, "Persian was

⁷S. Nurullah and J. P. Naik, A History of Education in India (Bombay: Macmillan & Co., Ltd., 1951), p. 139.

finally abolished as the language of judicial and revenue proceedings."⁸ This made Persian useless for obtaining employment. Thus the medium of Persian lost the vocational value it had. Various reasons have been given for the rejection of English education. Past glories were important to them, and the British were foreigners, intruders, conquerors, exploiters and traders offering unfair competition to the native traders.⁹

It was a decade after the fall of Delhi to the British that Sir Sayed Ahmad Khan (1817-1898) was born in a noble family attached to the Moghal court. The mistrust and conflict were particularly unsettling to him. It was left to Sayed Ahmad Khan to remove the suspicions of the British and at the same time to drag his co-religionists out of their sullenness to prepare them for new values that could challenge their old notions. Sayed Ahmad Khan adopted two methods. Firstly, he wrote profusely on questions that agitated Muslim minds and that appeared to create a gulf between the Christians and the Muslims; secondly, he applied his energies to popularizing western education among the Muslims of the subcontinent.¹⁰ In 1869, Sayed Ahmad Khan

⁸M. Azizul Huque, History and Problems of Muslim Education in Bengal (Calcutta: Thasker, Spink & Company, 1917), p. 19.

⁹East India (Calcutta University Commission), 1917-19, p. 150.

¹⁰S. M. Ikram, The Cultural Heritage of Pakistan (London: Oxford University Press, 1955), p. 185.

visited England, going to Cambridge and other British universities and carrying back with him profound impressions of the British educational system. His major effort was directed toward the establishment of the Mohammadan Anglo-Oriental College, on January 8, 1877 at Aligarh. The Mohammadan Anglo-Oriental College which later grew into famous Muslim University of Aligarh, imparted, through English as the medium of instruction, knowledge of western arts and sciences, together with instructions on Islamic thought and philosophy.¹¹

In addition to Khan's efforts, the British government sought to improve the education of the people. In 1919, the Sadler Report recounted a number of measures. These include: 1. The introduction of Urdu teaching into selected primary schools; 2. The provision of liberal grants-in-aid; 3. The reservation of special scholarships and free studentships; 4. The provision of extended hostel accommodation; and 5. The appointment of a larger proportion of Musalmans to the educational services.¹²

The Universities Before Independence

The reason why the British influence did not prove more pervasive was the structure of the educational machinery in India. Instead of building up a system from the bottom

¹¹Ibid., p. 186.

¹²Calcutta University Commission, op. cit., p. 150.

by introducing widespread mass education, an attempt was made to build education from the top.¹³

The formal introduction of western education in India began when the state established three universities in the presidency towns of Calcutta, Bombay and Madras. The universities were modeled after the London universities. The curricula, the methods of teaching and the examinations also followed the same pattern. These three universities by themselves touched only a microscopic minority of the people but, since a university degree was a sure passport to profitable employment in those early days, the influence of the universities was far more widespread than their numbers would warrant. Because of this fact, secondary schools came to be regarded as institutions only for preparing students for the universities. Elementary schools in their turn were mainly recruiting fields for principals in secondary schools. In this way, the influence of the universities, though at a second or third removed, became the dominant fact in Indian education and affected even those who had neither the capacity nor the desire to seek higher education.

One of the major mistakes in this introduction of western education was the failure to take into account the different intellectual and cultural backgrounds of India and Europe. The western system of education had grown out of the needs of an increasingly industrial society in

¹³Humayun Kabir, op. cit., p. 236.

Europe. It was grounded in the tradition of the people and carried over the values inherited from the Hellenic, the Hebraic, and the Christian heritages of the people. The scientific temper was both a cause and an effect of the industrial revolution. The emphasis on struggle for existence and competition was rooted in the experience of Europe. Most important of all, these European systems of education were increasingly based on the language of the people. During the whole of the Middle Ages, education had been primarily scholastic, intellectual, and dogmatic and was carried on through the medium of Latin. By the middle of the nineteenth century, the situation was changing, and the different languages of Europe were increasingly used for the dissemination of knowledge and for the development of personality.

In introducing western education, these considerations were unfortunately ignored. What was natural for European children became an unnatural imposition for Indian children. The fact that English was the medium of instruction made the situation even worse. A large number of students who were unable to cope with the intellectual demands of education contended themselves by merely learning the language by rote. The spiritual values of western education could touch only a fraction of the pupils in schools. For the vast majority education, instead of being an unfoldment of inherent capacity, became a mere mechanical

routine in which memory took the place of intellect and the other elements of human nature were altogether ignored.¹⁴ There was no long range plan in education. Policies came and went with successive Governors-General, Governors, or Directors of public instruction. This made long range planning impossible and had disastrous consequences on the progress of Indian education.¹⁵

One must not overstate the case. It is undeniable that, because of the wrong medium and wrong methods, India has not been able to take full advantage of the opportunities offered by western methods of education. One must admit, however, that western education has had a remarkable effect in loosening social prejudices and creating resilience and flexibility in the Indian mind. The most important achievement of the British educational administration was to introduce English language and literature and through them, to all the thought, the scientific and industrial development, and the social and political philosophy of the west. Finally, we owe to the British our acquaintance with, (1) the modern democratic institutions of Europe, (2) the western systems of law and medicine which have rightly come to stay, and with (3) the auxiliary tools of popular education such as the press, the cinemas, the radio, the

¹⁴Kabir, op. cit., p. 238.

¹⁵Nurullah and Naik, op. cit., p. 865.

library, and the museum.¹⁶ These cultural contributions of the British people will remain with us for all time and will be ultimately absorbed in the dynamic and complex pattern of our culture.

Educational Dispatch of 1854 and Administration

The most significant achievement of the period from 1854-1902 was an unprecedented expansion of secondary and collegiate education. Soon after the receipt of the Dispatch of the court of Directors dated July 19, 1854, the government of India took up the work of organizing universities at Calcutta, Bombay, and Madras. In 1857, the government of India passed Acts of Incorporations of all the three universities. Except for a few changes of a local nature, the three acts are identical and it is enough to study one of them in order to understand the constitution of the universities established thereby.

The preamble of the Act states the object of the university in the following words:

Whereas, for the better encouragement of her Majesty's subjects of all classes and denominations within the presidency of Bombay and other parts of India in the pursuit of a regular and a liberal course of education, it has been determined to establish a university at Bombay for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of literature, science, and Art, and rewarding them by Academical Degrees as evidence of their respective attainments, and marks of honour proportioned thereunto, and whereas, for effectuating the purposes as aforesaid,

¹⁶Ibid., p. 867.

it is expedient that such a university should be incorporated; it is enacted, etc., etc.,¹⁷

The Act then nominated the first Chancellor, Vice-Chancellor and Fellows, who together constituted the body corporate of the university of Bombay. The number of Fellows excluding the Chancellor was to be not less than twenty-six; Fellows were of two classes: Ex-Officio Fellows who included the Chief Justice of the Bombay High Court, the Bishop of Bombay, members of the Executive Council of the Governor of Bombay, the Director of public instruction, Bombay, the Educational Inspector of the presidency Division, and the principals of all government colleges; the other Fellows were called ordinary Fellows and were appointed by the government for life, vacancies in the rank being only caused by death, resignation, departure from India without intention of returning thereto, or by cancellation of appointment by government.

The senate of the university consisted of the Chancellor, the Vice-Chancellor, and the Fellows both ex-officio and ordinary. The senate was empowered by the Act:

- a) To have the entire management of the university.
- b) To make and alter any by-laws or regulations regarding "the examination for degrees and the granting of the same, and touching the examination for honours and granting

¹⁷Nurullah and Naik, op. cit., p. 273.

of marks of honour for a higher proficiency in the different branches of literature, science and art, and touching the qualifications of the candidates for degree, and the previous course of instruction to be followed by them; and teaching the mode and time of convening the meetings of the Chancellor, Vice Chancellor and Fellows; and in general, touching all other matters whatever regarding the said university.

c) To hold examinations, charge fees for the same and to confer degrees;

d) To appoint or remove all examiners, officers and servants of the university; and

e) Generally to act in such manner as shall appear to it to be necessary to promote the intended by the university.¹⁸

The preamble limited the functions of the universities to the holding of examinations and the granting of degrees only. This was no doubt in keeping with the constitution of the London university as it was in 1857 but it did not carry out, in full, the intentions of the Dispatch of 1854 with regard to the functions of the proposed universities. It is true that, according to the Dispatch, Indian universities were "not so much to be in themselves

¹⁸Ibid., p. 273.

places of instruction" as agencies "to test the value of the education obtained elsewhere,"¹⁹ but the Dispatch had also pointed out that it would be "advisable to institute, in connection with the universities, professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do not now exist in other institutions in India,"²⁰ such as law, civil engineering, the classical as well as modern languages of India, etc. One cannot help feeling here that the framers of Indian universities' Acts of 1857 took a very narrow view of the Dispatch of 1854.

The type of university organization that was created by the Acts of 1857 is known technically as the Affiliating University. In this form of organization, the affiliated colleges are the real centres of learning and the university itself is not a unit of teaching but a mere unit of administration whose sole duty is to hold examinations and confer degrees. This form of university had certain immediate advantages in the conditions, as they were in 1857, but it was harmful to the national interests in the long run. This aspect of the problem has been very ably dealt with by the Calcutta University Commission in the following words:

¹⁹Woods Education Dispatch of 1854, India, Para. 36.

²⁰Ibid., paras. 30-32.

The establishment of the university did not in itself involve any increase in the teaching resources of the province, or in the opportunities of study available for students; but only the institution of a series of administrative bodies for the definition of curricula and the conduct of examinations, and by these means, for the regulation and supervision of the work of the colleges, to which the function of teaching was wholly reserved Universities were not corporations of scholars, but corporations of administrators; they had nothing to do directly with the training of men, but only with the examining candidates; they were not concerned with learning, except in so far as learning can be tested by examinations. The colleges were the only "places of learning," and the system tended to weaken the responsibility of the stronger colleges and, under the conditions prevailing in India, to reduce them to coaching institutions. The university being merely a group of administrative boards, had no direct contact with the real work of teaching; it could contribute nothing to strengthen the intellectual resources of the colleges, and little to stimulate free criticism and independent thought among teachers or students The system afforded the easiest solution of the problem as it presented itself in 1857, and perhaps met the immediate need better than any other system could have done Clearly defined standards of attainments were needed, and a system of examinations can give these, even if in a rather mechanical way.²¹

It is a matter of regret that the ultimate disadvantages of the system were ignored in view of its immediate advantages and that it was decided to follow the line of least resistance in preference to a programme of intelligent planning in national interest.

²¹Report of the Calcutta University Commission,
Vol. 1, Chapter 11, paras. 30-37.

CHAPTER III

FURTHER DEVELOPMENT IN UNIVERSITIES

The year of the foundation of the first three universities in India coincided with the period of serious national uprising, referred to in the history as the mutiny of 1857. After the national uprising had been suppressed, the British East India Company, upon which the whole blame of the revolt was thrown, was abolished, and the British crown assumed direct responsibilities of administration.

Collegiate Education Between 1857-1882

During the period of twenty-five years from the year of foundation of the universities and the appointment of Indian Education Commission, only one university, that of Punjab was added to the existing three universities in the presidency towns.

Though there was little expansion of universities, colleges were developing fairly rapidly. A view of the number of colleges is presented in Table 1. The important point to note during the period 1857-1882, is the number of private colleges that came in existence. Prior to 1857, there were 23 arts colleges in the whole India. By 1881-82

TABLE Ia
COLLEGE EDUCATION, 1857 TO 1882

Provinces	1857 Maximum number of Eng. Arts Colleges	1870-71 Number of students who passed the F.A., B.A., and M.A. examinations			1871-2 Maximum of Eng. Arts Colleges	1881-82 Number of students who passed the F.A., B.A. and M.A. examinations		
		F.A.	B.A.	M.A.		F.A.	B.A.	M.A.
Madras	12	784	152	6	25	2,032	890	22
Bombay	4	244	116	28	6	709	340	34
Bengal	17	1,495	548	112	22	2,666	1,037	284
N.W.P. and Oudh	9	96	26	5	9	365	130	33
Punjab	4	47	8	"	2	107	37	11
Central Provinces	"	"	"	"	1	90	"	"
TOTAL	46	2,666	850	151	65	5,969	2,434	385

^aSource: Indian Education Commission, Report, p. 269.

there were five colleges which were being run by private individuals. Two of the colleges, the Canning College at Lucknow and Anglo Oriental College at Aligarh, later developed into universities.

The colleges that came into existence during this period were of two types. The first grade colleges were those that prepared for the B.A. degree while the second grade colleges were of the two year type which followed high school graduation. Most of the colleges were quite different from modern institutions and contained school classes in the same high school building.

Principals of all first grade colleges were European, as Indians were not considered fit to occupy such positions. This policy must have worked as a deterrent to private enterprise, though many wealthy Indians were taking interest in the educational development and gave large donations.

Indian Education Commission of 1882

• In 1882 an Education Commission was appointed by the government of India, under the chairmanship of Sir W. W. Hunter. It included many Indian members. There were several reasons for its appointment. During the rule of the East India Company, educational surveys were made every twenty years at the renewal of the charter. The government was desirous to continue this practice and the time was ripe for such inquiry. Another and probably more immediate

cause was the criticism of the missionaries who were complaining that provisions of Educational Dispatch of 1854 were not fully implemented. The missionaries, in fact, had never approved the government's active participation in the field of higher education and its religious neutrality. They were bitterly frustrated in their dreams of controlling higher education which they thought could be employed to teach the Gospel to the upper class youths that constituted the bulk of enrollment in the colleges. The failure of the missionaries and their consequent wailings led to the appointment of the commission.

By the term of its reference, the commission was appointed primarily to study the conditions prevailing in the field of primary and secondary education; therefore its recommendations for universities were few. The commission recommended a policy of gradual withdrawal of the government from the field of higher education in favor of private effort. It also encouraged the government aided colleges to lower their fees in order to compete with the government institutions. This led to the "unwise expansion of private colleges, which were poorly equipped, poorly staffed, and with no other resources than fees."²² Such a policy was disastrous for the universities as lower fees gave much scope for unhealthy rivalry and encouraged the growth of inefficient

²²Elbert M. Moffat, "The Universities of India," Unpublished Doctoral Dissertation, University of Washington, 1940, p. 173.

institutions.

Encouragement given to collegiate education through the commission's efforts led to a rapid expansion of colleges. In 1882, the total number of colleges affiliated with the universities was sixty-eight, forty-nine of which were of the first grade; by 1901-02, the total number of colleges had gone up to 191, of which 145 were arts colleges and forty-six were professional colleges. By this time, there were five universities of an affiliating type.

Curzon and the Indian Universities Commission, 1902

While there was rapid expansion in collegiate education, qualitatively it was deteriorating. Lippitt describes it thus:

As has been noted, quantitatively education made great strides, but qualitatively, it was deteriorating, not English, not Indian, and emphatically not a happy combination of both. Macaulay's hopes of an educational elite drawing their illiterate brethren out of darkness and the splendours of English culture were not merely belied, they were made a mockery.²³

Such were the poor educational conditions when Lord Curzon took over as the Viceroy of India (1898-1905). There was growing discontent among all those interested in education against the system, in which the government, in a spirit of economy, deliberately accepted the erroneous belief that schools and colleges could exist and maintain standards on fees, which of necessity had to be low to meet

²³H. Caldwell Lippitt, Lord Curzon in India, Vol. 2 (London: R. A. Everett, 1903), p. 29.

the ability of the average student. A large number of these institutions were under staffed and ill-equipped but universities ignored these facts and granted them recognition. In general, the following were the chief shortcomings against which protests were being made.

Firstly, the relationship of the universities with the colleges was far from satisfactory. Teaching, which should be the most important task of the university, was relegated to colleges, and universities themselves remained merely administrative bodies, concerned only with examinations. The Calcutta University Commission reviewed the position in these words:

The traditional idea of a university, which has survived the test of centuries, is something far different from this. According to the accepted view of almost all progressive societies, a university ought to be a place of learning, where a corporation of scholars labour in comradeship for the training of man and advancement and diffusion of knowledge. On this definition the Indian universities in their first form, were no true universities The colleges were the only places of learning, and the system tended to weaken the responsibility of the stronger colleges and, under the conditions prevailing in India to reduce them to coaching institutions²⁴

The number of students during this period increased enormously. Aside from overproduction the second major weakness of the system lay in its examinations which emphasized unintelligent cramming and memorization. Curzon spoke derisively of the Indian students' power of memory. But

²⁴Calcutta University Commission, op. cit., Vol. 1, pp. 47-48.

when he spoke in his usual satirical vein, he forgot that it was the wonderful educational system that the British had brought with them, which gave the Indian student his excellent memory.

Thirdly, the introduction of English as the medium of instruction at the university had made it necessary that high standards be maintained at high school level. The Indian Universities Commission, nevertheless found the conditions very discouraging. It stated:

Students after matriculation are found to be unable to understand lectures in English when they join a college. In some cases the difficulty is said to disappear after a short time, but it appears to be the case that many students pass through the entire course without acquiring good knowledge of English.²⁵

Despite much discussion on the subject, no action was taken to assure a higher standard of English. Finally, the system was such that it did not prepare the young men for problems of life. The problem of unemployment among university graduates had begun to appear as early as the late nineteenth century.

The Indian intelligentsia was also worried due to the exclusive control of university senates by the British. Curzon as the representative of the British Crown insisting that education was his responsibility, said:

There is another reason for which education in India is a peculiarly British responsibility. For it was our advent in the country that brought about the

²⁵M. R. Paranjape (ed.), A Source Book of Modern Indian Education (London: Macmillan, 1938), pp. 246-247.

social and moral upheaval of which western education is both the symbol and the outcome.²⁶

Curzon called a conference in Simla in 1901, to consult on many matters which required first hand knowledge. The conference included all Directors of public instruction and leading members of the Indian universities. None of the Indians were invited and the deliberations of the conference were kept secret. This, as was expected, enraged Indian public opinion and Curzon's attempts at reforms were looked upon with apprehension and mistrust.

The Indian university commission was appointed on January 27, 1902, to inquire into the conditions and prospects of the universities established in British India and to consider and report upon proposals for improving their constitution and working. The fundamental problems before the commission were these: 1. To determine the type of university organization that should develop in India, and 2. to propose such transition arrangements as would be most suited for the time, till the proposed universities were established.

The commission however, did not attempt any fundamental reconstruction of the Indian university system as had been expected but merely proposed a rehabilitation and strengthening of the existing affiliating universities.²⁷

²⁶Lipsitt, op. cit., pp. 65-66.

²⁷Nurullah and Naik, op. cit., p. 462.

It did not ask whether the affiliating system ought ultimately to be replaced by some other mode of organization, or suggest means whereby a transition to a new system might be gradually made. On the contrary, it assumed the permanent validity of the existing system, in its main features and set itself only to improve and strengthen it.²⁸

The recommendation of the report covered all phases of university life with emphasis on the following aspects:

1. Reorganization of university government.
2. Much more strict and systematic supervision of the colleges by the university and the imposition of more exacting conditions of affiliation.
3. Much closer attention to the conditions under which students live and work.
4. Assumptions of teaching functions by a university, within defined limits.
5. Substantial changes in curricula as well as in the methods of examination.

Judging from what Curzon had expressed so vehemently against the organization of the Indian universities, it is surprising that this particular aspect should have received such scant consideration. The fact that London University itself had been changed into a teaching university due to similar problems, should have necessitated a replacement of the affiliating universities by teaching universities. Curzon has set examples of Oxford and Cambridge universities

²⁸ Calcutta University Commission, Report 1917-19 (Calcutta: Government Printing Press, 1919), p. 66.

before him but unfortunately, the reorganization of universities in line with some of the English universities was left for the next Commission, appointed fifteen years later.

The report of the Indian universities commission was later embodied in the Indian universities act, 1904. The act, incorporated most of the recommendations of the commission. The most important provisions were about the administrative set up; the functions of the universities were enlarged and they were empowered to appoint their professors. Also the act tightened conditions for affiliation of colleges and provided for periodical inspection of such institutions.

The act of 1904 was criticized, and there was a general feeling that the government wished to confine all power in the hands of Europeans.

In conclusion it may be said that the act of 1904 was successful in raising the tone of the universities. It increased the efficiency and administration and encouraged the colleges to improve their condition by making affiliation more strict.

Calcutta University Commission

Due to the outbreak of the World War I in 1914, educational development remained at a standstill. Later in 1917, the government of India appointed the Calcutta University Commission to inquire into the conditions and prospects of the university of Calcutta, but as will be seen, its

report assumed an All India character. Dr. Michael Sadler, the Vice-Chancellor of Leeds University was appointed its chairman, and such distinguished educational leaders as Dr. J. W. Gregory of the University of Glasgow, Mr. P. J. Hartog of London University, Prof. Ramsay Muir of the University of Manchester and Dr. Sir Ziauddin Ahmed were appointed as members.

The members visited all university centres and published in 1919, a most comprehensive thirteen volume report of educational problems in Bengal. The Commission examined both secondary and higher education.

The Commission's recommendations can be summarized as follows:

1. Creation of new types of colleges, called the Intermediate College, under the control of a Board of Secondary and Intermediate education. Thus, the university was to be relieved of the burden of secondary and intermediate education. The admission to the university was to follow after the intermediate education. A proposal was made to the effect that the degree course be of three years duration.
2. The establishment of a new unitary teaching university at Dacca, and the gradual development of other centers of collegiate education which would in time become similar universities. A proposal to establish a teaching university at Calcutta was also made.
3. The regulations governing the work of the universities

should be made less rigid and a complete reorganization of the university be undertaken by revising the constitution to separate the administrative functions from the academic.

"The report of the Calcutta University Commission," says Mayhew, "has been a constant source of suggestion and information. Its significance in the history of Indian education is incalculable."²⁹

²⁹Arthur Mayhew, The Education of India (London: Faber & Gwyer, 1928), pp. 5-6.

CHAPTER IV

PRESENT UNIVERSITIES IN PAKISTAN

In Pakistan a child's education starts at the age of five years and he remains at school for ten years, when he matriculates. During this time he is taught Urdu, English, classical language (Persian, Arabic, Sanskrit or Latin), mathematics, history, geography and science. A child is about fifteen years old when he matriculates. Once matriculated, the student elects the arts or the science curriculum in preparation for the intermediate examinations which normally come at the end of two years of college work. The art candidates are required to write examinations on four required subjects and one optional subject. The required subjects under university regulations are English; one of the following languages: Arabic, Persian, Pushto, French or German; and two subjects chosen from mathematics, physics, chemistry, philosophy, psychology, history, geography, economics, politics and civics. The optional subject could be selected from Arabic, Persian, Islamiyat, Pushto, French or German. The science group comprise two divisions: medical and non medical. The pre-medicals face

examinations in English, physics, chemistry and biology. The non medicals, largely engineers, substitute mathematics for biology. Both science groups are permitted to offer an additional optional subject from among Islamiat, Arabic, Persian and Urdu. After two years the intermediate certificate confers some status in itself and it is needed for many jobs.³⁰ After the intermediate certificate, students may stay on for two years to take their bachelors degree. The candidates in the arts and science group are required to offer three subjects. These subjects are the groups from which the student may select his set of examinations. Two more years are usually required for a Masters degree and two or more years for the doctorate. Masters and doctorate degrees are considered specialized study and most of the time is spent on research.

In theory and form, Pakistan higher education is patterned on that of older British universities. Education at the degree level is conceived as a program of specialization, since it is assumed that general education has been completed at the secondary and intermediate stages. Normally the degree student will study only two or three subjects in addition to English during his program. The subjects are elected from a wide choice of combinations. These programs are not so simple as they sound, for each

³⁰ Abul H. K. Sassani, Education in Pakistan (Washington: United States Government Printing Office, 1954), No. 2, pp. 79-82.

subject is divided into a number of examination "papers," which corresponds roughly to the American system of courses.³¹ The syllabus for each course is set by the appropriate academic board in the university and is the same for all colleges affiliated with that university. It outlines in detail the material to be covered, including the collateral reading that is recommended or required. The final examination will be based on the syllabus. The examination system is generally recognized as one of the unsatisfactory features of higher education and the major institutional barrier to higher learning. The centrally prepared external examinations stifle teacher and college initiative and experimentation. The shortage of qualified teachers is great. Before partition Pakistan had a large number of Hindu teachers. After partition in 1947, millions of Muslims migrated from India to Pakistan, while other millions of Hindus migrated from Pakistan to India. As part of this vast population shift, most of the Hindu teachers left the universities in Pakistan, and Muslim teachers from India partially filled the gap.³²

There are in Pakistan 100 million people and only 10 universities, half of which are only ten years old. They enroll approximately ten thousand students in their resident

³¹Robert J. Kibbee, "Higher Education in Pakistan," Journal of Higher Education, Vol. XXIII, April 1962, p. 182.

³²Sassani, op. cit., p. 50.

programs; but through a system of affiliation and examination, they control the education of nearly one hundred thousand college students enrolled in two hundred institutions of higher education.

The First Education Conference of 1947

It is significant to note that one of the first all Pakistan Conferences to be held after the attainment of independence was on education. This was in Karachi in November 1947. During the first year of independence, however there was a strong feeling for an immediate reorientation of the age-old educational system prevalent on this subcontinent. This was mainly because it was intended to serve a narrow utilitarian purpose. It was divorced from the government of the country and indigenous cultural patterns. Its lack of realism, its inelasticity, its excessive literary bias and its failure to cater to the spiritual and moral needs of the community were some of the salient shortcomings which had to be remedied. The strongest indictment of the system is contained in the fact that before the partition of the subcontinent, over eighty-five per cent of a population of 400 million was illiterate.³³ In the case of Pakistan, which comprises some of the educationally most backward areas, the percentage of illiteracy was even higher. This is the legacy which Pakistan inherited

³³Three Years of Pakistan August 1947-August 1950
(Karachi: Government Publication, 1950), p. 135.

from the previous regime.

The problems were considered in detail by the first Educational Conference, which the Educational Minister of Education convened at Karachi, barely three months after the establishment of the new state. The conference passed a large number of resolutions covering not only all stages of education but other important subjects such as the medium of instruction, technical and vocational education, scientific and industrial research, liquidation of illiteracy, provision of facilities for a minimum standard of free, compulsory and universal primary education, improvement in the status, emoluments and training of teachers and the establishment of cultural relations with foreign countries. But the most important resolution passed by the Conference concerned the ideological basis of education. The fundamental weakness of the existing system was that it ignored the spiritual or moral element of education. On this memorable occasion, therefore, the conference passed the following resolution:

Resolved that the educational system in Pakistan should be inspired by Islamic ideology, emphasizing among many of its characteristics, those of universal brotherhood, tolerance and justice.³⁴

The noble ideal presented in this resolution is the guiding star of all phases of the central government's activities and a corner-stone of the entire educational

³⁴Government of Pakistan (Education Division), Proceedings of the Pakistan Educational Conference Held at Karachi from November 17 to December 1, 1947 (Lahore: Ferozsons, 1948), p. 7.

system of Pakistan, having had the most hearty approval of the Pakistan Cabinet. The resolution was duly communicated to provincial, professional and general educational institutions of Pakistan.

The first practical step taken by the central government in this direction is to demolish the foundations of the decrepit syllabi transmitted to Pakistanis by the British Indian regime which are wholly out of tune with Pakistan's ideals, and to replace them by new ones prepared on the lines indicated in the above resolution.

The conference discussed nearly all the facts of education, primary and secondary education, adult education, special education, women's education, scientific research and technical education as well as cultural relations with other countries, and made recommendations.

The basic policies enunciated by the conference were accepted by the central and provincial and state governments. To assist the task of the central government and coordinate educational policies throughout the country and to guide and stimulate planning for educational development on a national basis, the following bodies were formed according to the recommendations of the conference. The Advisory Board of Education; the Inter University Board; and the Council of Technical Education. These bodies evolved concepts, plans, and schemes which served as basis for the six year national plan of educational development for

Pakistan issued in 1952. But this plan was not put into action, as it was not related, unfortunately, to an over-all plan for social and economic development based upon an economic analysis of resources.

The Constitution of 1956 also required the state to take steps:

. . . to enable the Muslims of Pakistan individually and collectively to order their lives in accordance with the Holy Quran and Sunnah and to endeavor as respects the Muslims of Pakistan to (1) provide facilities whereby they may be enabled to understand the meaning of life according to the Holy Quran and Sunnah, (2) make the teaching of Holy Quran compulsory, and (3) promote unity and the observance of Islamic moral standards.³⁵

For a new democratic state like Pakistan, it was indispensable to develop the moral standards of integrity and self discipline, industry, and a sense of responsibility among the population. The paramount task in this connection fell upon the shoulders of education and demanded a proper and careful "attention to the contents and quality of the educational process and to the intellectual and moral stature of Pakistani teachers."³⁶

Efforts were started in fulfilling the above needs. Curricula were revised. The number of schools increased, but the progress up to 1955 was more or less a haphazard one

³⁵Government of Pakistan, Department of Advertising, Films and Publishing. The Constitution of the Islamic Republic of Pakistan (Karachi: Ferozsons, 1956), pp. 17-18.

³⁶Government of Pakistan, National Planning Board, The First Five Year Plan, 1955-60, p. 543.

as is clear by the observations made in the Five Year Plan in 1955.

Report of the Commission on National Education

The Commission on National Education was appointed by a resolution adopted by the government of Pakistan on December 30, 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. The Commission was inaugurated by the President of Pakistan, General Mohammad Ayub Khan, on January 5, 1959. Addressing to the members of the Commission he stated:

The need for a reorganization and the 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, the system should meet the challenge of the growing needs of the nation by assisting developments in the fields of agriculture, science and technology. Above all, our educational system should aim at character building and the pursuit of quality as well as at inculcating a sense of the dignity of labor . . . to make the best possible use of its available human and national wealth The commission must keep in mind the limited resources of the country.³⁷

Immediately after this inaugural meeting the Commission formally began its task and considered its program of work. The questionnaire covering all aspects of education in various forms was sent throughout the institutions and individuals in Pakistan. The response was

³⁷Government of Pakistan, Ministry of Education, Report of the Commission on National Education January-August 1959 (Karachi: Government of Pakistan Press, 1960), p. 3.

excellent. 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 report.

The educational system of Pakistan, has, since independence been the subject of critical appraisal on numerous occasions. In 1947, the Pakistan Educational Conference made comprehensive suggestions regarding the development of education in this country as did the 1951 Educational Conference. In addition, comprehensive reviews of the situation and proposals for development were given 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 Pakistani system of schooling has also been the subject of appraisal and proposals for reform by numerous foreign missions and experts, and Pakistani educators have benefited from participation in many international conferences, seminars, and the meetings of experts.

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.

On January 8, 1960, the President Ayub Khan, announced his government's approval of the recommendations of the Commission on National Education, which he had himself set up on December 30, 1958. There were two major structural changes which the new regime promised almost immediately after assuming power. One was land reform, the other was educational reform. The first has been implemented, and the second has now been accepted for implementation.

The recommendations aim at achieving four principal objectives:

- 1) Training of manpower according to our requirements;
- 2) Raising the standard of academic and professional achievement in the arts and sciences;
- 3) Determination of educational opportunity by ability and aptitude rather than by wealth; and
- 4) Preserving and developing our identity as Muslims, and achieving national solidarity in spite of our peculiar geographical situation and diversity of languages.³⁸

The Report of the Commission is comprehensive. It embraces the entire field of educational development from the elementary to the university stage, including professional, vocational and technical education. Most, if not all, of this ground had been covered before by the previous conferences, commissions, technical education councils,

³⁸Hasan Habib, "Education Looks Ahead," Pakistan Quarterly, Vol. X, No. 1, Spring 1960, pp. 38-45.

and inter university boards, but this is the first time a single commission has made clear and definite recommendations for the totality of the educational process in the country. For this alone the Commission deserves much credit.

Shortly after the publication of the report, an Education Commission's Reforms Implementation Unit was set up. The task of the Implementation Unit was to prepare the factual data required for carrying out the recommendations of the commission. The data are placed at the periodic meetings of the Vice-Chancellors, education secretaries, and Directors of public instruction. The appropriate educational authorities take steps to implement the decisions reached at these meetings. In the case of certain important programs, the Implementation Unit convenes meetings of specialists who are required to formulate specific projects for the consideration of the government. The implementation unit thus acts as a chief agency for evolving procedures and methods for prompt and speedy action on the far-reaching recommendations made by the education reform commission to revamp the country's educational system.³⁹

Present Organizational Pattern of Education

Education in Pakistan is mainly a provincial matter. The central Education Ministry is mainly a coordinating

³⁹Pakistan--1960-61 (Karachi: Pakistan Publications, 1961), p. 103.

agency for formulating national policies on education. The function of the National Commission on Education is to deal with educational problems on a national basis. However, the chief responsibility for education lies with the two provincial governments--the East Pakistan Government and the Government of West Pakistan. Education in Karachi Federal area is indirectly administered by the Central government through a chief Commissioner in Karachi. There is dual responsibility for provincial education. Policy matters appertain to the provincial education departments; the provincial directorates, whose heads are called Directors of public instruction, implement policy decisions and serve as Advisory bodies. Education in universities is, however, liberal and no shackles are put upon human thought. The universities are autonomous bodies incorporated by various acts of legislatures. There is, however, a certain amount of government control so far as their management is concerned, because the government gives them liberal grants and is, therefore, represented on their administrative bodies. The representation of the government, however is not large and in the main accrues to it from the fact that the universities would find it difficult even to exist without its financial aid. The universities have almost complete authority and they are completely free from any political influence by the government.⁴⁰

⁴⁰Ishtiaq Husain Qureshi, The Pakistani Way of Life (New York: Frederick A. Praeger, 1956), p. 29.

In general, educational institutions and personnel in Pakistan are divided into three classifications:

(1) government institutions and personnel which are subject to the full control of government and semi-government institutions, (2) personnel who are subject to partial control by government according to the acts and statutes approved by government, both of which are autonomous as far as their internal management is concerned; (3) privately managed institutions and personnel which are completely autonomous, as it pertains to administration. Curriculum, syllabi and examinations for classes I to VII, however, are under the control of the education department, those for classes IX to XII are under the Boards of Secondary Education, and those for higher education are under the control of universities. It should be noted that private institutions must fulfil the basic governmental requirements as they pertain to school plant, equipment, and qualifications of personnel in order to be recognized by the Education Department, the Boards of Secondary Education and the universities.⁴¹

The education department is a government institution, and its personnel are government servants classified at the provincial level in the education service. These include class I officers who are appointed by the Education Secretary, class II officers who are appointed by the

⁴¹Edward Neteland and Lee Stoner, Teacher Education in Pakistan, Bulletin of the School of Education, Indiana University, Vol. 38, No. 3, May 1962, p. 11.

Director of Public Instruction, and subordinates (including teachers, librarians, physical training instructors, and clerical personnel) who are appointed by the Director of Education of a region. Promotion of personnel is for the most part based on seniority.

The universities, Boards of secondary Education, and local body schools are considered semi-government institutions, and their personnel also fall in the semi-government classification. In the university service, three classifications of personnel (class A, B, and C) are paid according to their classification. In local body schools privately managed schools teaching personnel are appointed in various ways. However, teachers are classified to an extent by the level of academic training received.

Figure 1 presents the general organization of education in Pakistan and Figure 2 shows the general organization chart of Ministry of Education in Pakistan.

The Minister of Education is an elected official, non professional, and serves as executive head of education in Pakistan. The secretary of education has professional training and experience and serves as advisor, policy maker, and executive in educational matters at the central government level. He is appointed by the president.

Education in Pakistan is a provincial matter and as such it differs from one province to the other. The difference is not so much in general educational policy as

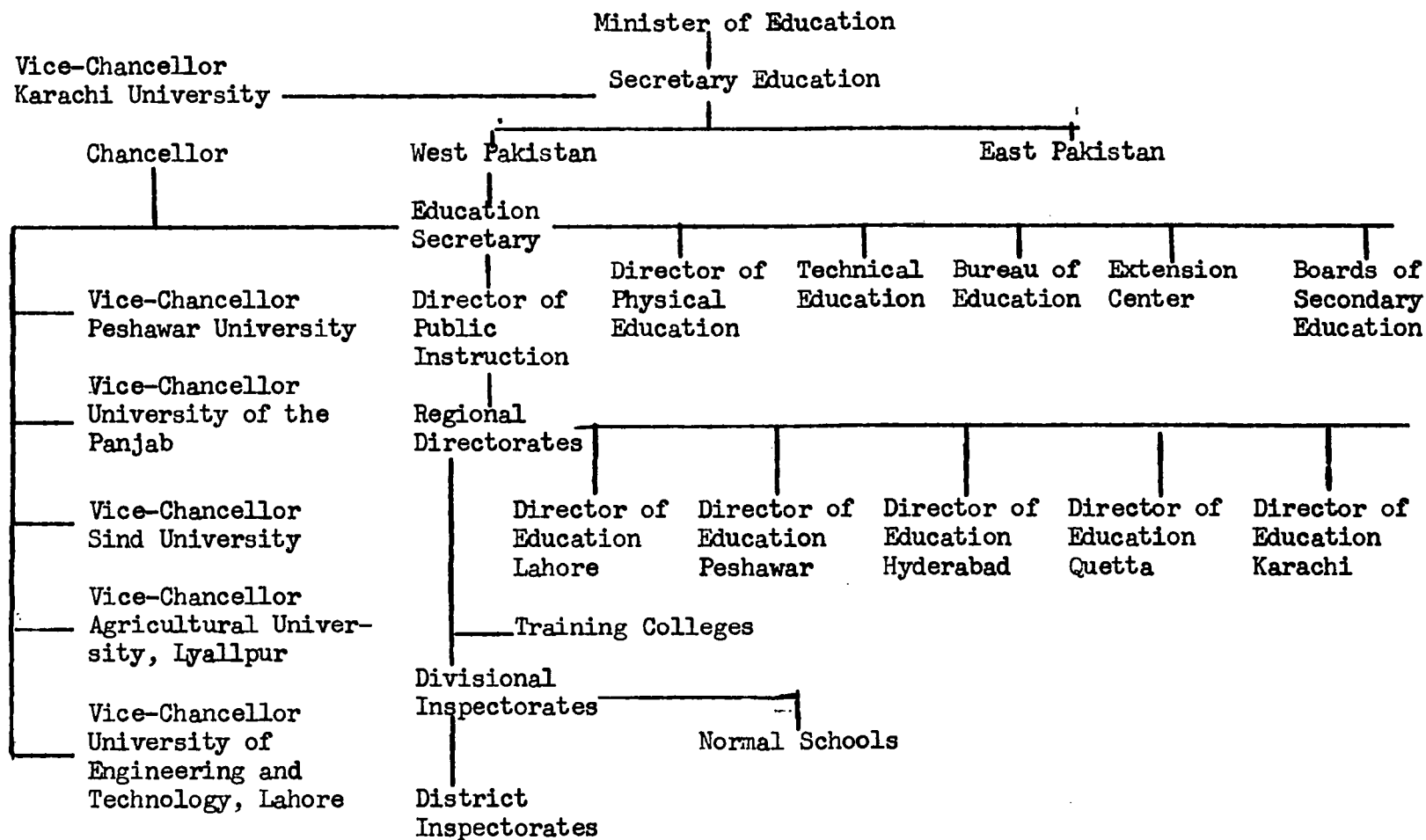


FIGURE 1
GENERAL ORGANIZATION CHART OF EDUCATION IN PAKISTAN

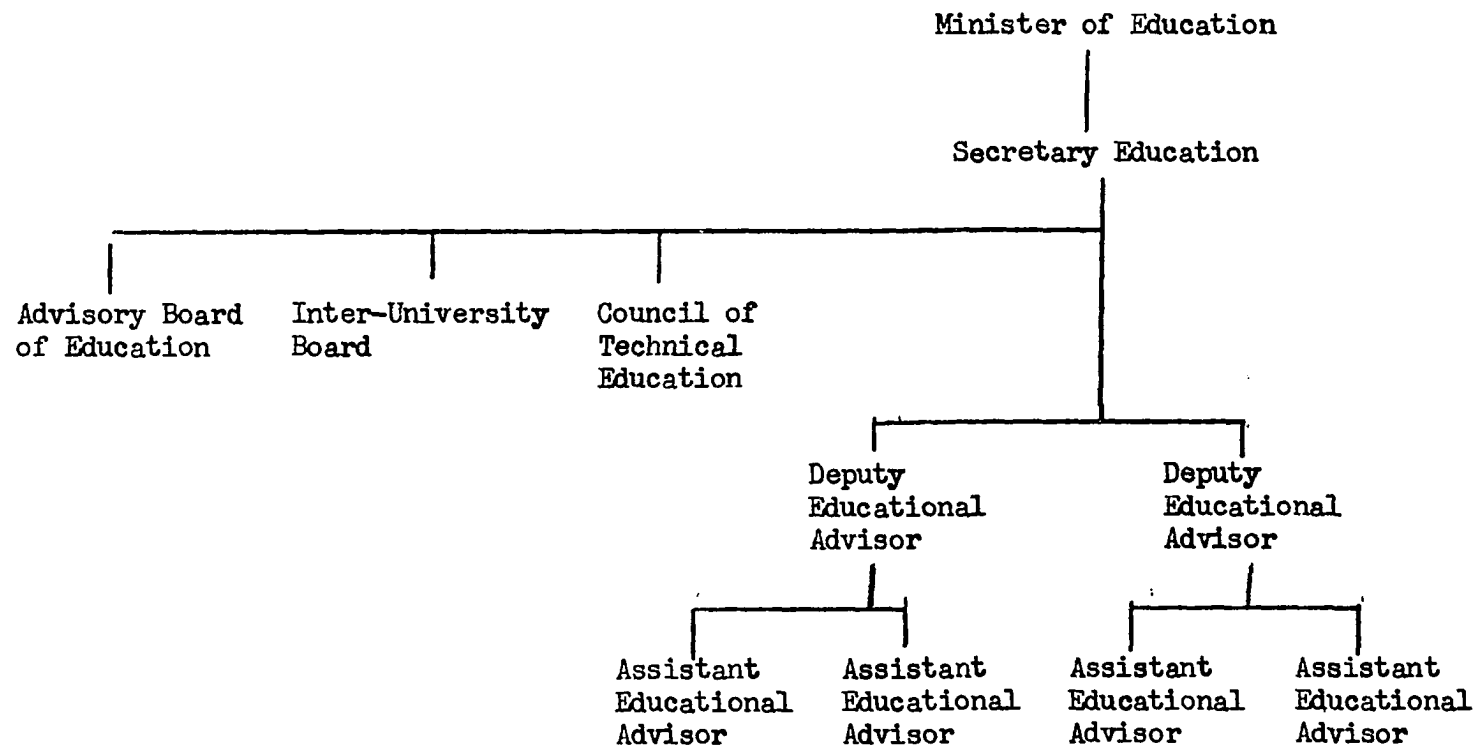


FIGURE 2
GENERAL ORGANIZATION CHART OF MINISTRY OF EDUCATION IN PAKISTAN

it is in method of implementation. The education secretary at the provincial level is an official, appointed by the Governor, who has professional training and experience. He serves as educational advisor to the Governor of the province. The Chancellor of all universities is the Governor of the province with the exception of the federal Karachi university, where the president of Pakistan is the Chancellor. The vice-chancellor is appointed by the chancellor for a period of years and serves in an executive capacity within the university ordinances, statutes, and regulations. Graduate and post graduate teacher education are an integral part of the university academic program. The Director of public instruction (DPI) is the head of the Education Department in the province and is responsible for all levels up to secondary education except technical education. The DPI position is filled by appointment, upon recommendation of the education secretary to the Governor. The chairman of the board of secondary education (there are four boards in West Pakistan, with one in each region) is appointed by the Governor and is responsible to the Education Secretary of the province for the legislative and executive action taken on external examination, curriculum, and inter divisional sports. The Director of technical education is appointed by the Governor and is responsible for policy matters, administration, and establishment of commercial institutes, polytechnics, and technical institutes in west Pakistan,

subject to the approval of the education secretary of the province.⁴²

The general organization of the Ministry of education in Pakistan is presented in Figure 2. The main function of the Ministry of education, according to the report of the commission on national education, has been the coordination of educational policies, but it has never been given an adequate staff to perform this function efficiently.

"Despite this handicap, the Ministry through the meetings of the Advisory Board of education, the inter university board, and the council of technical education has done much useful work."⁴³

The concept of the function of the Ministry of Education in Pakistan is in a state of change. It has been recommended that the Ministry should be organized on the basis of two major areas of general and technical education. These should be further subdivided into divisions related to the different sections of education or other responsibilities.⁴⁴

It is appropriate to mention at this point that the government of Pakistan is currently preparing a new constitution for the country which is expected to be promulgated

⁴²Neteland and Stoner, op. cit., pp. 13-14.

⁴³Report on the Commission on National Education, op. cit., p. 316.

⁴⁴Ibid., p. 317.

within the next year. At that time the precise relationship that will exist between local administrative units, the provinces and the central government will be established and this relationship will serve as a basis for any educational reorganization.⁴⁵

The chief governing body of the university is the Senate. The executive authority of the university is vested in the syndicate, which is constituted in the following manner: (a) four members are elected by the faculty of oriental learning, (b) four by the faculty of arts, (c) three by the faculty of science, (d) two by the faculty of law, and (e) two by the faculty of medicine.⁴⁶

Other important administrative bodies of the universities are Boards of studies, the school Board, and academic council. The period under review has seen certain changes in the field of educational administration. With the merging of Karachi into the province of West Pakistan, the central Ministry transferred Karachi university and other institutions to the West Pakistan provincial government. This enables the ministry to concentrate on its basic role of formulating educational policy and of achieving coordination amongst the various units.⁴⁷ The ministry particularly has

⁴⁵Ibid., p. 317.

⁴⁶Sassani, op. cit., p. 52.

⁴⁷S. M. Ali, "Educational Development of Pakistan in 1961-62," International Year Book of Education, Vol. XXIV, 1962, p. 277.

the heavy responsibility of securing the implementations of the recommendations of the commission on National Education. For this purpose a unit, known as the education Commission's reforms implementation unit was created in the Ministry.

The decentralization of executive functions has enabled the Ministry to assume some fresh responsibilities such as coordination of specialized scientific research undertaken by six research councils working under the national science council. Within each province, effective steps have been taken to decentralize administration. For instance in the province of West Pakistan, the central directorate of education has been replaced by a number of regional directorates whose work is controlled and coordinated at the provincial level. Similar steps have been taken in East Pakistan.⁴⁸

The work of the universities is coordinated primarily through their own representative agencies, namely, the inter university board and the committee of vice-chancellors. The central Ministry of education works in close consultation with these two bodies. The vice chancellor's committee meets periodically to enable frank discussion of educational problems from which all significant actions in respect of universities originate. The government has done its best to increase university grants in the period under review. The universities in Pakistan continue to give affiliation to

⁴⁸Ibid., p. 277.

colleges in the respective areas of jurisdiction. In the affiliated colleges, the universities have full control on academic discipline, prescription of syllabi and curricula, the conduct of examinations and the award of degrees. The colleges whether the government or of privately managed organizations are administratively controlled by the Directorates of education established by the provincial governments. The central ministry through its various Advisory Boards endeavours to coordinate university programs and to encourage research and the improvement of academic standards by giving liberal grants for development projects.⁴⁹

⁴⁹Report of the Educational Progress in Pakistan 1963-64. Government of Pakistan, Ministry of Education, Central Bureau of Education, July 1964, p. 2.

CHAPTER V

THE ROLE OF THE UNIVERSITIES IN PAKISTAN

Education in Pakistan is passing through a critical phase. The far reaching social, political, economic and cultural changes, which have taken place during the short period since World War II, have confronted the educators with problems which never challenged them before. One of the basic reasons why the educational theorists in Pakistan feel overwhelmed by the present day problems and the consequent unrest in the field of education is that there has hardly been any serious attempt to examine the basic foundations of the educational system and to interpret its bearing on important problems and forces of national life. It is essential to develop an integrated and unified system of higher education in order to raise the standards.

Aims and Objectives

A Pakistani university, like any other university and other human institutions, is not outside, but inside the general social fabric of a given era. It is not something apart, something historic, something that yields as little as possible to force and influence that are more or less

new. It is, on the contrary an expression of the age, as well as an influence operating upon both present and future.

A Pakistani university differs as universities differ in different countries. As a matter of history, they have changed profoundly and commonly in the direction of the social evolution of which they are part. Every age, every country, has its unique concrete needs and purposes. For that reason, there can be no uniform university type, persisting through the ages, transferable from one country to another. Every age does its own creating and reshaping; so does every country. There are intellectual standards by which quality may be judged. Subjects change; problems change; activities change. But ideas and quality abide. The difference between froth and depth, between material and immaterial, between significant and insignificant; that difference persists.

Any educational system, in order to be effective and successful has to attune itself to the existing needs of the society. For, educational problems arise in response to the social, political, and cultural climate and if education fails to take cognizance of these factors, it will remain inadequate and hamper the social development. The Pakistani universities, as the sanctuaries of the inner life of the nation, have unfortunately not been able to adapt themselves to the changing patterns of the society. One of the potent factors has been its peculiar historical background.

The foreign rulers were neither interested in nor qualified to undertake the task. On the other hand, the exigencies of the political situation overshadowed the cultural issues amongst which education occupies the foremost place. Therefore education failed to play its full part either in reconstructing the social order or in evolving a new congenial pattern of culture.

It is difficult to be specific about the aims and objectives of higher education. Most attempts in this direction lead to abstraction and generalizations. There are certain basic aims on which, with minor differences, most educationists agree. For example Jose Ortega Y Gasset considers that the three important functions of the universities are: (a) transmission of culture, (b) teaching of professions, and (c) scientific research and the training of new scientists.⁵⁰

Transmission of culture is certainly one of the most important objectives, but enrichment of the heritage and extension of this knowledge is an equally important aim of the universities. "The only use of a knowledge of the past is to equip us for the present," says Whitehead.⁵¹ Culture of the past should be utilized to "develop a spirit of

⁵⁰Jose Ortega Y Gasset, Mission of the University (Princeton: Princeton University Press, 1944), p. 48.

⁵¹Alfred North Whitehead, The Aims of Education (New York: Mentor Book, 1951), p. 14.

creative activity and critical enquiry to set new values,"⁵² and should not be an end in itself. One of the aims of higher education is to make an individual adjust to his social environment, as such universities should develop both aspects of human nature, intellectual as well as practical. Theoretical ideas must have practical application for a balanced education. The impact of science on modern life has to be acknowledged. Both sciences and humanities are essential in solving problems of life and for the development and progress of the individual and society. The other function of higher education is the development of individual personality. Education should aim at discovering, training and utilization of one's special talents.

In Pakistan the universities have to assume leadership in reconstructing society, in remaking ideas and ideals, in developing attitudes and dispositions, the way of thinking and doing which will make realization of democracy possible.

Reconstruction of National Education in Pakistan

The national independence was accompanied by chaos and confusion in Pakistan. In the absence of educational advancement, their hard won freedom might succumb to internal upheavals among the ignorant population. The

⁵²Abraham Flexner, Universities, American, English, German (New York: Oxford Press, 1930), p. 8.

founder of Pakistan, Mohammed Ali Jinnah in the education conference said:

There is no doubt that the future of our state will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan.⁵³

Education and enlightened public opinion are also the only safeguards against any external aggression. In national education lies the only sure and permanent guarantee of national defense and national strength. In the present conditions of conflict and confusion no country can be ignorant and be free and strong at the same time. During the period between the two World Wars the tremendous power of organized education was clearly demonstrated by the quick rise of Germany, Russia and Japan. Great Britain, which suffered tremendous losses in World War II, has pinned her faith on the power of national education. The new scheme for educational reconstruction in Britain is introduced with these words, "Upon the education of the people of this country the fate of this country depends."⁵⁴ It will be suicidal for Pakistan if the reconstruction of national education is stopped, slowed or postponed in favor of any other means of national defense.

The most important point that needs emphasis in

⁵³Proceedings of the Pakistan Educational Conference, op. cit., p. 5.

⁵⁴Board of Education, Educational Reconstruction (London, 1943), p. 1.

education is that not every or any kind of education can solve Pakistan's educational problems. By consensus the present system of education cannot. Efforts were made long ago to create some new kind of education suited to the genius of their people. Among the Muslim community, Sir Syed Ahmed Khan laid the foundations of a type of Anglo Muslim education which culminated in the establishment of the Muslim University, Aligarh, in 1920. Since this compromise sacrificed too much of the indigenous values, a section of this school of thought broke away from Aligarh's viewpoint and established a new community institution (Jamia Millia) to evolve a new kind of national education. Rejecting the narrow and alien philosophy of the present system of English education, the Jamia Millia sought "to broaden the education of youth on their own cultural heritage, without rejecting what is true and useful in the cultures of others," and to educate them for character, initiative and responsibility.

Subsequently the need for a national system of education suited to the genius of the people was emphasized by various educational conferences. With the achievement of national independence, the need for changing the present system of education and reconstructing a national system of education has become most urgent. The government of Pakistan is fully aware of, and anxious to meet, this urgent need for educational change. There has been a strong movement to abandon the present system of education and substitute

something better and more useful. But from where to find the substitute, what to substitute, and how to substitute are problems which have received, comparatively, less attention. There is an urgent need to find adequate answer to these questions in order to define the contents and character of the new national system of education.

For the contents and character of Pakistan national education they must turn to an overlasting source of national values, strengths, and progress. This overall and everlasting source of national education can be no other than their society and its environment.

An organized system of national education has three main aspects: its foundations, its objectives and its operational process. In a broad sense, the source of foundations of national education lies in the area of achievements of the society in the past and present; the objectives of national education must necessarily be sought for mainly in the area of the needs of the society; and its operational processes must be designed so as to achieve these objectives. Since Pakistan society will not remain static but, with their educational planning, will improve and progress, the theory and practice of national education must be functions of time, place, and circumstances. They cannot therefore define the scope and nature of national education once and for all. Reconstruction of national education must be a continuous process in the light of new experiences and new needs.

Growing Demand for Higher Education

Freedom has brought in its wake a new enthusiasm for education and, therefore, in spite of the multiplication of schools, colleges and universities, all institutions were overcrowded. As soon as new institutions come into existence students rush to them for admission. There were only two universities in the beginning, which were functioning indifferently; today there are ten; but each one of these ten is overcrowded so that discipline and standards have alike been affected adversely.⁵⁶

The demand of the expansion of educational facilities throughout Pakistan is so great that the best efforts of the government are not able to keep pace with the demands. A country which has recently started developing its industry and expanding its economy does not find it easy to find all the financial resources for such a rapid expansion of its educational system; but this is not the only problem. It is not easy to train teachers in sufficiently large numbers and sometimes untrained teachers have to be employed. Education has tended to be mostly theoretical. The number of technical and vocational institutions needs to be increased. Industrial development has created a demand for technical personnel which is difficult to meet. Therefore new technical institutions are being established. Here again the difficulties in finding the necessary money and

⁵⁶Istiaq Husain Qureshi, op. cit., p. 21.

personnel are almost overwhelming. The shortage of institutions has resulted in overcrowding, which has adversely affected standards and discipline. The number of applicants far exceeds the number of places available. The problem has put the Pakistani universities in a strangely paradoxical situation. On the one hand, there is general awareness of the need for more universities and a large number of university graduates to help in the development of the country; on the other hand, there is outcry against the surplus production of graduates. In a country where education is the greatest need of the time, the wastage of qualified university graduates poses a serious problem.

As it has been said before, a university degree was a passport for a government job during the early period of British rule. In those days jobs were plentiful and qualified men few. But soon, the situation began to change. Universities were turning out more graduates than could be absorbed by the government. Unfortunately, university education was wholly academic and it made no provision for practical training. This worsened the situation as the graduates, unable to take up a specialized job, remained unemployed.

The problem is not that there are too many students, but that they do not have too many professional and technical institutions. They must continually emphasize the economic importance, though indirect, which education might

have in helping to build more pragmatic society. The speediest way in which a developing country's absorptive capacity can be increased is through its main industry and agriculture. If suitable training for different levels of scholastic attainment were devised and adequate possibilities of promotion established, the people might be attracted to types of work which have an immediate impact on the economy. Manpower shortages exist in a wide variety of fields and in some of them, as in science, engineering, nursing, and public school teaching, the shortages are acute. Although this study confines itself to specialized occupations, it holds implications for other types. In addition, there have been other studies that have shed light upon the developing requirements of business and industry in positions below the professions. Business enterprises are finding that persons with some college education are more versatile and in the long run more useful to them than persons with less education. It is extremely important to the nation's culture and economy that a larger proportion of the young people who are qualified to profit from higher education should go to college. To this end, colleges and universities are urged to undertake strong programs of selective recruitment. They should give priority to ability, but should not try to hold enrollments at present levels or to minimize the importance of higher education for larger proportions of the population.

If Pakistan wants to keep pace in the longer-run future, it will be essential to develop her human resources as fully as possible. For Pakistani must make up in knowledge and skills, and make certain those youth of highest intellectual endowment shall have the fullest development of their talents.

CHAPTER VI

COURSES OF STUDY, ACADEMIC STANDARDS AND EXAMINATIONS

Arts, Sciences and Technology

In the early life of Indian universities, humanities or purely cultural subjects occupied the whole field of study. The literary bias in education was primarily due to two factors: it was an imitation of British universities which themselves were heavily biased towards cultural subjects; and secondly the existing society was a relatively simple one and the anxiety of the rulers to hold it in that condition precluded the need for diversification of the curricula of instruction. Such an education was narrow in its scope and therefore a country desirous of expanding its own economic resources and catching up with the world could not expect much assistance from its own educational system.

The trend is now in the other direction. The significant achievements of the United States of America and the Soviet Union in the field of sciences and technology and its consequent economic prosperity has influenced the entire world and specially so, the poor developing nations. Sciences and technologies are becoming increasingly

important. At the same time, professional and vocational subjects are also becoming more popular because with the social and economic development of a nation, the demand for professional personnel inevitably increases.

The partition of subcontinent left Pakistan with very little share in the scientific life and resources of the country. All scientific and technological institutions, which had been built up, from the common resources of the country, through decades of effort, went to India, because of their location. These institutions represented all branches of science and technology.

West Pakistan started with one well organized university, the University of Punjab, established in 1882. The medical college at Lahore was founded in 1859. The Punjab Agricultural College at Lahore was started in 1901, and the Engineering College at Mughalpura several years later. In East Pakistan, the University of Dacca was established in 1921.⁵⁷ All other universities and institutions in Pakistan are recent foundations.

All the universities have developed honors and post-graduate teaching in the basic sciences apart from the humanities and social sciences. The expansion of education since independence has been the establishment of a degree college in almost every district of the country, and many

⁵⁷ Muhammad Afzal Hussain, "March of Science and Technology in Pakistan," Pakistan Quarterly, Vol. X, No. 2 (Spring 1961), p. 13.

of these colleges include the departments of basic sciences. The vice-Chancellor of Sind University, Dr. Raziuddin Siddiqi states:

Whereas at one time students had to be persuaded and induced to take up the science subjects, the authorities are now, in many cases, compelled to restrict admission to these courses because of the shortage of their staff and space. The pressure for admission to these courses is so great that more and more intermediate colleges are being raised to degree level each year In spite of the fact that the number of colleges for these subjects has increased several fold during the last twelve years, there are about five applicants for each seat in these colleges. Consequently, the authorities have to resort to selective admission on the basis of a competitive examination or on merit shown at the Inter examination.⁵⁸

In order to develop these institutions, the Education Commission has recommended the establishment of more agricultural, Engineering and medical colleges and universities. With the marked expansion of development in recent years, there has been an increasing demand for scientists, engineers and technicians of all types. The production of this type of personnel has been seriously hindered by certain basic deficiencies in the educational program. First, a clear distinction has not always been observed between the functions to be performed by different classes of technically trained people. Second, engineering education has not been of high quality and, therefore, has not been able to produce imaginative and effective leaders in

⁵⁸M. Raziuddin Siddiqi, "Scientific Education and Research in Pakistan," Pakistan Quarterly, Vol. X, No. 2 (Spring 1961), Special Science Number, pp. 3-4.

technical fields. The basic weakness in the entire program of technical education has been the failure to perceive it as an integral part of the total educational effort.⁵⁹

Technical training must be based on the understanding that the human personality cannot be segmented and that the development of the individual as a worker, as a citizen, and as a person must be a part of the same educational process.

It is in the light of these facts that the progress of science and technology, as also of industry, in Pakistan has to be measured. Buildings, equipment, libraries essential for the progress of science and technology had to be procured, machinery for industry obtained. The entire equipment for teaching and research centers, and also books and periodicals, had to be obtained from abroad at considerable cost. A fair portion had come from friendly countries as aid to Pakistan.

An international competition in scientific and technological achievements and in industrial and agricultural products is the fundamental feature of the world today. Pakistan cannot obtain a reasonable standard of living for her people, poor nutrition, low productivity, inferior standards of manufactures, if Pakistan does not advance in science and technology. Tremendous efforts will be needed to attain a satisfactory standard in achievements. The

⁵⁹Government of Pakistan, Planning Commission, The Second Five Year Plan 1960-1965, June 1960, p. 346.

basis of such efficiency is high standards of scientific and technological education, and excellence in research. One of the most acute problems that face investigators in this country is the absence of easily available literature. However, through the cooperation of UNESCO this deficiency has been partially overcome by establishing a Documentation Center at Karachi, which helps research workers in obtaining for them reprints, photostats, micro-films of books and papers, and also makes provisions for translating these documents from various languages into English. The organization is a great boon.

The development of technical education has been remarkable during the year 1962-63. There were 16 polytechnics in operation, as against only 3 in 1958, with an annual intake of 1,400 students. By the end of 1965, there will be 35 polytechnics in Pakistan with an annual intake of 4,800 students. The polytechnics have also started evening programs offering various types of courses.⁶⁰ Pakistan National Science Documentation centre was established about five years ago by the Government of Pakistan. This centre has become an important and valuable source of information and reference to scientific workers all over the country.

Even though all these institutions and organizations

⁶⁰ Pakistan--1962-63 (Karachi: Pakistan Publications), p. 95.

may not be perfect and developed as in other advanced countries, it can, however, be said that the foundation has been laid, and the work and achievement are being reviewed all the time. The awareness of the need for improvement and reorganization is always there, and we have every hope that before long the country will show considerable progress in the scientific and technical spheres.

Courses of Study

The Pakistani universities follow a three-tier system of education, consisting of: (a) Bachelor's course in which the student receives higher instruction in several subjects; (b) a Master's course of two years, and (c) a course of pure research work leading to Ph.D. degree of two years.

The university has six faculties or colleges: faculty of arts, faculty of science, faculty of law, faculty of medicine, faculty of agriculture, and faculty of engineering.

The faculty of arts is composed of the following departments: Islamic studies and Arabic, Persian and Urdu, Sanskrit, Bengali, English language and literature, history and geography, philosophy, economics, political science, mathematics and statistics, education and commerce.

The faculty of science consists of the following departments: physics, chemistry, mathematics and statistics, biology, and military science.

The faculty of law offers the courses of jurisprudence, Roman law, historical and comparative law, Hindu law, Muslim law, history, family law, property law, international law, crime and criminology, etc.

The faculty of agriculture has the following departments: biology, agriculture, science, animal husbandry, social science, chemistry, bacteriology, physics, botany, antamology, mycology, etc.

The faculty of engineering consists of the following departments: civil engineering, chemical engineering, agriculture engineering, textile engineering, metallurgical engineering, physics and mathematics.⁶¹

In these programs, each subject is divided into number of papers, which roughly corresponds to the American system of courses. Whatever subjects are taken are usually selected, and a wide choice of combination is available.

General Education

The traditional type of education in Pakistan, with its fixed curricula, tends to create narrow specialists. The fact that Pakistan needs more technical, professional and skilled personnel in various fields is bound to increase the needs of emphasis on specialization in the university courses. It is here that the danger of over-specialization enters. The danger of over-specialization is not the only

⁶¹Sassani, op. cit., pp. 60-65.

reason for the introduction of general courses in the Pakistani universities. The important factor is that Pakistani universities are suffering from an educational system which overemphasizes literary education, yet is very narrow as regards general education. By general education is meant that type of education which acquaints a student with the facts and modes of thought in the chief fields of knowledge, such as natural sciences, languages and fine arts, without the intent to fit him for any vocation in particular.⁶² We cannot get a university without general education. Everybody cannot be a specialist in every field. General education is for everybody, whether he goes to a university or not. It will have a deeper purpose--to cultivate the intellectual virtues.⁶³ General education is defined by one group of purposes in the education process. (1) General education is what is done to perpetuate the continuity of a cultural tradition in a community of shared meanings and values. (2) General education is directed toward the development of competence in accepting social responsibility. (3) General education is to provide a basis for the maturing of the individual's capacities

⁶²Louis T. Benezet, General Education in the Progressive College (New York: Bureau of Publications, Columbia University, 1943), p. 31.

⁶³Robert M. Hutchins, The Higher Learning in America (New York: Yale University Press, 1936), p. 65.

for enrichment and enjoyment in his life.⁶⁴

In building up a general education program, much can be taken from the American universities, keeping the Pakistani educational background in mind. The American universities follow two patterns of general education courses. In some universities, a large number of short courses are offered in three main areas of humanities, social sciences and natural sciences. The students have to choose some courses from each area. In other scheme, important topics are selected from each area and are arranged into an integrated course which is compulsory for all. The latter scheme, is more suited to Pakistan conditions, with limited resources and restricted number of courses in the universities. In the course of studies for a general education program, language takes the primary place. It is essential for everyone to be able to express himself clearly, precisely, and gracefully. Some universities are using both English and the regional languages, but the results have been far from satisfactory.⁶⁵

Besides languages, there have to be integrated courses in humanities, social sciences and natural sciences. Each university has to devise these courses for itself,

⁶⁴Edwin R. Walker, The University: Custodian of the Future, Proceedings of the Oklahoma Academy of Science, Vol. XXVII (Norman, Oklahoma: Academy, 1948), p. 20.

⁶⁵S. Abid Husain, What Is General Education (New York: Asia Publishing House, 1959), p. 37.

depending on the financial and other resources.

Specialized Education

Along with general education, higher education has responsibility of specialist education appropriate to a large and expanding range of careers. These careers include not only traditional professions and the scholarly fields, but many other occupational groups. Increase of specialized programs in Pakistan are desirable, as long as these specialist programs are the organizing cores of broader education. There must be drawn in the university also minds that can both specialize and generalize.⁶⁶

In Pakistan, a student, after completing his education, finds himself unable to find suitable employment; for his education is too "general" for any particular vocation. Both general and specialized education need to proceed together. In planning an educational scheme of general and specialized education, the aims and objectives of higher education should not be lost.

Religious Education

Religion has been the most vital civilizing force in the history of mankind and religious faith has given to human life directions towards righteousness and piety. As education aims at the integrated and balanced development of the whole man body, mind, and spirit--it must create an

⁶⁶Abraham Flexner, op. cit., p. 28.

appreciation of the fundamental moral and spiritual value that constitutes the foundation of civilization, towards which all human endeavor should be directed. In performing this task a system of education must benefit from the humanizing influence of religion, which broadens sympathies, inculcates tolerance, self sacrifice, and social service, and removes artificial distinctions between man and man.

The major religion in Pakistan is Islam. Most of the people in Pakistan are Muslims, or followers of Islam. Of the 75,636,000 recorded adherents to formal religious sects in Pakistan, 64,959,000 are Muslims, who represent about 86 per cent of the total.⁶⁷

The British rulers, ignored the ancient traditions and adopted a policy of religious neutrality. The result of such a policy has been aptly expressed by Arthur Mayhew, in his book The Education of India, a documentary study of British educational policies in India.

. . . the identification of a necessarily neutral Government with a system of education has robbed that system of religious warmth, colour and significance, and . . . the want of this has made the education unreal and unconvincing among peoples whose life, for good and bad, is fundamentally religious . . .⁶⁸

The policy of religious neutralism has continued ever since. It is evident that religion cannot easily be

⁶⁷General Report and Tables for Pakistan, Vol. 1 of the Census of Pakistan, 1951 (Pakistan, Manager of Publications), Table 6-2.

⁶⁸Arthur Mayhew, The Education of India (London: Faber & Gwyer, 1928), p. 67.

isolated from a person's life. Study of Pakistani culture, on which a great deal of emphasis is being laid in Pakistani educational system at present, is incomplete without reference to religion and philosophy, for many of the great values of the human race stem from these two endeavours. The most important resolution passed by the Conference, concerned the ideological basis of education. The fundamental weakness of the existing system was that it ignored the spiritual or moral element of education. On this memorable occasion, therefore, the conference passed the following resolution:

Resolved that the educational system in Pakistan should be inspired by Islamic ideology, emphasizing among many of its characteristics, those of universal brotherhood, tolerance and justice.⁶⁹

To counter the false propaganda of anti-Islamic historians of the previous regime, and to present history and culture in its true perspective, the Pakistan history board was constituted. The National Education Commission states:

. . . the presentation of religious education will be in line with the true spirit of Islam which inculcates human brotherhood, justice, equality, and the dignity of man as man, and lays stress on the importance of practical goodness, piety and virtue.⁷⁰

On the basis of the Commission's recommendations, religious instruction has been made compulsory for Muslim

⁶⁹Three Years of Pakistan 1947-50, op. cit., p. 136.

⁷⁰The Commission on National Education, op. cit., p. 211.

students up to class VIII in all schools. At the higher level most universities have well developed departments of Islamic studies. As a major contribution to Islamic research the government has established a Central Institute of Islamic research.⁷¹

Academic Standards

One of the most serious problems in the reorganization of higher education is that of the existing low academic standards and the matter as such has received particular emphasis in the National Education Commission Report of 1959 and in the work of several educational leaders. The major causes contributing to the problem are the poor standards in high school and intermediate colleges, students' own attitude towards education, the method of teaching, the system of examination and the lack of research.

Most of the intermediate colleges and high schools are ill equipped, understaffed and congested. It is very difficult for any university to maintain high standards unless the secondary schools and colleges also raise their standards. The pressure of numbers in the universities is another major factor in lowering of the standards. Shortage of teachers resulted in large classes. One of the harmful results of such a situation is that "the abler and more

⁷¹Report on Educational Progress in Pakistan
1962-63 (Ministry of Education, Education Division),
 p. 4.

capable students suffer, they fail to get the educational opportunities they deserve. Teachers have to teach down to the level of the average--consequently the more promising are kept back by the less intelligent.⁷²

The student's own attitude toward education is also a contributing factor. There is too much of pre-occupation with 'just passing' the examination. There is little appreciation of the value of knowledge and scholarship or of training the intelligence and cultivating many-sided intellectual interests.

Method of teaching and the examination system are some of the other contributing factors. The Pakistani universities generally follow the lecture method. This is mainly because the classes are large. There are some universities which supplement them by tutorials or seminars. But the tutorial groups are much larger than they should be. Tutorials or seminars give opportunity for a teacher to get to know his students. It is further a means to discover their potential abilities, stimulate them by discussion, test their responses to what they have read, and to give them individual advice on their studies. A tutorial should help a student to clarify his mind by the exchange of ideas, and should send him back to his books with a new awareness and a new interest. It encourages him to think, and the

⁷²University Education Commission, op. cit., p. 101.

practice in formulating and expressing opinions. A further advantage is that it enables the teacher to become intimately acquainted with his students, both as individuals and as scholars.⁷³ The limit of seminar groups should be restricted to six to ten students, but overcrowding in universities has not made it possible to follow these recommendations. A single examination at the end of the year encourages more cramming than understanding.

Guidance in the Education System

The need for educational guidance in a modern state is great. A system of guidance and selection in modern education is made necessary by the differences in human abilities on the one hand and the growing specialization in the jobs and functions of a highly complex society on the other.

The choice of courses of study by students is too often dictated by unrealistic ambitions of parents or other irrelevant considerations rather than by the students' own capabilities and interests. Tremendous waste and unhappiness are bound to occur when those with limited abilities are allowed to grapple with complex courses at the university level while highly intelligent students are left to waste their talents in unchallenging and unimaginative types of intellectual activity. An organized program

⁷³Report on National Education Commission, op. cit., p. 30.

of guidance and counseling should be established at each college and university in Pakistan. Appropriate tests should be administered and proper counseling must be given to students.

These services would help bridge the gaps between school and college and between college and universities. They encourage toward wise selection of courses, far sighted career planning, better effort at individual learning, and constructive participation in college life. Substantial enlargement of the counseling services will be necessary if increased numbers of students are to be cared for with a maximum of educational efficiency.

Students are themselves one of the great defining elements in the quality of college life as a whole.⁷⁴ The need in student personnel research today is said to be central to student personnel work as a profession--a need for knowledgeable persons in the field to ask intelligent questions about their everyday practices.⁷⁵ Student personnel workers must be helped to perceive their place in the total educational process, provision must be made in professional assignments of student personnel workers for review of and contribution to departmental, institutional,

⁷⁴McGeorge Bundy, "Blue Print for an Ideal College," New York Times Magazine (December 11, 1960), p. 12.

⁷⁵Harold Pepinsky, "Research on the Student in His Educational Setting," Fifty-Eighth Year Book of the National Society for the Study of Education (Chicago: University of Chicago Press, 1959), p. 244.

and regional national studies in Pakistan. The student personnel workers must ensure the continuing quality of their programs.

Libraries and Laboratories

Libraries and laboratories are the most vital organs of universities in building the proper atmosphere and for the production of academic works of higher standards.

President Truman's Commission on higher education observed, "The library is second only to the instructional staff in its importance for high quality instruction and research."

There are not enough libraries in Pakistan. Every college and university should have a library large enough and open long enough to act as a work-room where all students are able to study privately. Almost all the libraries in Pakistan are short of books, and the stocks they have are in many cases seriously out of date. It is clearly necessary both to increase the annual appropriations for the purchase of books, and to be highly selective in their choice.

The poor library service tends to discourage students from borrowing books. This needs to be improved. Libraries seldom have adequate trained staff and it is often difficult to locate books even if they are there.

The laboratories are in no better condition. Some of them built a long time back are unsuitable to modern needs. Due to financial stringency they are not adequately equipped and do not meet the requirements.

The libraries and laboratories in Pakistani universities badly need extension to handle the large number of students. They need good books, modern equipment, and properly trained staff to maintain them. This is possible when the universities have adequate finances. Unlike the British and American universities which have large incomes from private donations, the Pakistani universities depend almost completely on government grants and fees and as such remain financially poor.

Research

Research is one of the essential features of university education. Not only is it of national importance in our developing economy, but it has also a further value as a means of keeping a teacher alert and up-to-date, and of enabling him to stimulate and inspire his students. Adequate provision for fundamental and applied research is essential for any country which wishes to be strong and progressive. In the absence of proper facilities, much cannot be expected by way of research in the Pakistani universities. As long as the universities were of an affiliating character, research was carried on by individual scholars in colleges, usually on their own. Later in 1914, Calcutta university had its first post-graduate studies department. The research facilities were provided for the first time with degrees of Ph.D., D.Litt., etc. Curiously, research conducted in universities both in humanities and science

were of a higher calibre before the Second World War than they now are. One of the main reasons for the deterioration, both in quality and quantity of research is that the best brains in the society go in for civil services. Universities do not attract brilliant and capable men as the civil services offer more money and carry higher prestige. The promotion of research is the chief aim of every university. To establish strong research departments we require highly qualified staff. All teaching and guidance at the top levels should be done by men who have adequate research qualifications. All efforts should be made to recruit staff, who have good research degrees or some years of research experience as well as published work.

It is true that the success of any system of education depends on the quality of teachers themselves. If the teachers fail to create the intellectual atmosphere and develop a spirit of inquiry among the students, there is little hope of raising the standards and improving the quality of work in the universities.

The Medium of Instruction

Language is the repository of the thought and culture of a people linking its past with its present. It is also part of the concept of nationhood, enabling people to think, feel and act as a unified group. In addition, language is the principal vehicle for the dissemination of knowledge and the transmission of acquired skills. As

education is concerned with the propagation of culture, the spread of knowledge, and the strengthening of a sense of national unity, language and the process of education are most ultimately connected.⁷⁶

During the period of British rule a number of regional and local languages were spoken in the subcontinent, Urdu being the most widely understood. The common link between the regions of the subcontinent was, however, provided by the English language, and it was through this language that the movement for independence of this subcontinent found its expression, bringing together wide-spread parts of the country. It was through this language that modern knowledge was acquired and communicated. This process continued for over a century, giving rise to two important consequences among others. In the first place, as English was the medium of instruction in the schools and colleges, and as scientific knowledge and success in government service were available only to those possessing skill in English, a social gulf was created between the small group who had acquired this ability and the majority who had not. In the second place, as the regional languages of the subcontinent were not employed in government, trade, education, or the learned professions, their development languished. This happened at a most unfortunate period of history since the

⁷⁶Commission on National Education, op. cit., p. 289.

last hundred years have seen the most striking advances in practically all fields of human knowledge. In the development specialized vocabularies to express this knowledge, as well as in the production of literature which transmits it, Pakistan languages have fallen far behind.

In 1813, when the East India Company's charter was renewed, its position was much more secure; therefore it officially accepted the responsibility for the education of Indian people. It was in this period that the question of medium of instruction came up and led to violent controversies. The controversy continued between Anglicist and the Orientalists for a long time, till Macaulay's main argument in favor of English was that Indians themselves were desirous of learning English. About the vernacular he said:

All parties seem to be agreed on one general point, that the dialects commonly spoken among the natives of this part of India contain neither literary nor scientific information, and they are moreover so poor and rude that, until they are enriched from some quarter, it will not be easy to translate any valuable work into them
⁷⁷

After surveying the linguistic scene, one of the frequently asked questions is the need of changing the English medium especially when it has come to stay in the country for over a hundred and fifty years. The usual arguments given in favor of English are as follows:

Firstly English is today one of the major vehicles

⁷⁷Nurullah and Naik, op. cit., p. 59.

of the culture of the modern world. Discontinuation of its study may therefore result in disassociating Pakistan from the progressive forces operating in history. A second consideration is the growing complexity of internal life within each nation. Contact with English has served as a catalytic agent for bringing about many desirable social changes. A third factor for the continuation of English is the growing inter relations between different nations and regions.

There are other reasons given in favor of English. English has provided national unity to the country and is still the binding force. Also, none of the Pakistani languages are developed sufficiently to take its place.

With all the merits attached to the English language, it is still a problem whether it can become the language of the masses. A language is an expression of one's culture, it is a sign of the religious, social and cultural bonds which bring unity to a society and ultimately to a nation. The question is, can English even be made the vehicle of Pakistan culture? Education in foreign language places an enormous stress and strain on students, forcing them to memorize and to spend an undue proportion of their time on learning the language. On the other hand, education in the national language enables the students to devote more time to the acquisition of knowledge and the development of their intellectual capabilities. It leads to original thinking

and promotes facility of writing. It develops imagination, initiative, and creative thinking.

Urdu and Bengali Languages

Ultimately the medium has to be a language which has its roots in the soil, and is spoken and understood already by a substantial section of the population and can be learned by others with reasonable facility. Pakistan's constitution recognizes Urdu and Bengali as the official languages. Urdu is the official language of West Pakistan, and Bengali of East Pakistan. English will be the second language throughout Pakistan. English is undoubtedly the most important and widely spoken language in the world today. For these reasons it is necessary that all educated persons in the country should have a knowledge of this world language. For our scientists, technologists and professional experts, English will always provide the means of keeping in touch with current developments. The study of English as a second language will require special attention, and new techniques will have to be developed in order to teach it well.

Urdu and Bengali are fully developed as literary languages; they have not, however, had the chance to keep pace with the tremendous advances in the fields of science and technology, nor is there available in them the vast range of reference books, journals, and periodicals so necessary for the scholar and the teacher. Movements for

the renovation of Pakistan languages and the production of appropriate writings in them had begun even before independence. After 1947, the demand for rapid development for Pakistani languages and for the replacement of English in the educational system and official life has naturally grown very insistent. Urdu and Bengali have now been officially declared to be the national languages of Pakistan, and therefore the question of their adoption in place of English in the educational system is no longer a matter of debate.

In developing the official languages of Pakistan it is necessary to remove their deficiencies in scientific and technical literature through translations and original publications. To achieve this purpose, the plan proposes the establishment of two boards: one for Urdu, the other for Bengali. A board to standardize the terminology in the various branches of scientific knowledge will also be established.⁷⁸

Examination System

The present system of examination has been widely criticized. It is assumed that it is responsible for many of the weaknesses in Pakistani education. Its domination over higher education is a serious handicap to quality of education. The subordination of teaching to examinations dates back to early universities, which were purely examining

⁷⁸The Second Five Year Plan, op. cit., p. 350.

bodies. The universities were not concerned then with the students learning; they awarded the degree if one could get through examination.

An examination in itself cannot be considered undesirable as it is a necessary device to evaluate the abilities of the student. But it is the misguided purpose of the examination which has made it so pernicious in Pakistan. The reason why the eyes of the student are fixed on examination is that the final examination, the only university examination, has been the sole criterion of his fitness to attain the coveted degree. His class work and his performance throughout the year has no bearing on the direct evaluation of his final result. Thus, the undue importance attached to final examinations, leads to many other results. The student with the sole aim of getting a degree hardly has many intellectual interests. This is precisely the situation in the universities of Pakistan today. This examination system has resulted in bad teaching and stunted student growth. But the system over the years has developed strong vested interests among the authorities responsible for prescribing books and syllabi, among teachers and examiners, among printers and publishers of text books, and among a few others--all of whom fatten on the system and therefore resist any move to change.⁷⁹

⁷⁹Hasan Habib, "Education Looks Ahead," Pakistan Quarterly, Vol. X, No. 1 (Spring 1960), p. 43.

Defects of Examination System

a) The students have no desire for acquiring knowledge. The teacher's lectures and students' work are both directed toward examination. Throughout the year, the students remain indifferent to class work, some do not attend the classes very often. But during the last month of their examination, they try to cram the text books. Without understanding, without any reasoning, the student with an impending doom takes the examination with the hope of just passing the exam.

b) Failure to pass in a single subject is considered failure to pass in all subjects. The penalty of another year of class attendance and re-examination is much too severe to make students ever forget the examination, for it is likely that he may fail in other subjects next time if his guess work fails.

c) The examinations hardly provide any incentive and are more like hurdles which have to be surmounted. The student has no way of assessing his progress and therefore he considers the finals as a matter of luck. During the final months, papers of the last five years and ten years are studied, groups gather to exchange ideas and information or to guess the likely questions. A time of concentrated study is thus wasted in guessing about the examination.

d) The examination is the only written assignment the students ever have. Thus writing in a foreign language

with good expression and with proper organization may be difficult, but that is what is expected of him. His fate is at the mercy of an external examiner who may have scant consideration for the deficiencies of the system.

e) Finally the examiner is expected to assess the student's abilities in three hour essay examination within five or six questions on material covered in one or two years of time. The large percentage at each examination bear testimony to the deficiencies of the system.

The exclusive use of essay-type tests, a British import, has come in for severe criticism in recent years. The American use of objective tests has influenced many Pakistani educators who recently visited the United States to study the system of examination in American universities. Although there is no harm in adapting the American system in Pakistan to suit its own peculiar conditions, it is felt that the advantages and disadvantages of both essay and objective tests need to be studied more thoroughly before the introduction of new types of tests. There should be variety and flexibility in an examination system, not rigidity and a dead uniformity. The examination system should be carefully examined before adopted. It is for the Pakistani universities to carry their own research for suitable methods of examination. Also it is not the type of examination, but the whole attitude toward them that needs to be corrected.

The improvement in the examination system itself may not be of much use unless the students as well as society's attitude towards higher education undergoes a change. Change in the examination machinery is the immediate need of Pakistan higher education. The following changes are suggested to remove some of the evils of the system:

- 1) To make the students study throughout the year, there should be more than one examination. These can be conducted internally.
- 2) A strict policy of the attendance in class rooms.
- 3) Some marks should be allotted to internal examination and class performance to make students pay more attention to the regular class work.
- 4) External examinations should continue as they are a help in maintaining uniform standards and avoid favoritism of the internal examiners.
- 5) The essay examinations should be improved, and they should be supplemented with other types of examinations.

Thus, a university should be a place of higher learning, a place where creative intelligence is developed and where knowledge is its own end. It is also essential that steps should be taken at the earliest to improve the quality of university graduates. Unless the recommendations are implemented, they will have no value in themselves.

CHAPTER VII

SOCIAL AND ECONOMIC FEATURES AND FACTORS

Pakistan has a society made up of a Muslim majority and including regional linguistic groups, refugees, and minorities. Its diverse population shares the problems and conditions of housing, employment, health, welfare, poverty, agriculture and industry. The situation with regard to these phases is discussed below.

Majority Group and Minority Group

Pakistan population consists of an overwhelming Muslim majority and small non-Muslim minorities. Basically, as Pakistan sprang into existence by the demand of the Muslim population of the subcontinent for the safety, preservation and free development of Muslim society and culture according to the Muslim ideals, the social values and ideals of the Muslims receive due regard. But Pakistan has constitutionally granted equal rights to minorities and has adopted a policy that all citizens of Pakistan without distinction of caste, creed, and color shall be treated equally; will be entitled to equal protection of law; will have freedom to move, reside or settle anywhere in the

country to acquire, hold and dispose of property; and shall have freedom of trade, business or profession; and that the state shall discourage parochial, racial, tribal, sectarian, and provincial prejudices among the citizens.

Regional Linguistic Groups

There are regional linguistic groups having distinctive characteristics in local customs, food, and natural predilections, but the Muslims are tied into one fraternity or nationality by spiritual and cultural unity. Islam has granted them homogeneity, a common idealism, a uniformity in way of living, tastes and inclinations so much that the diversity is lost into unity. Muslims are keen to keep up this unity because it is indispensable for their country's integrity, safety, progress, and prosperity.

The Refugees

Since the birth of Pakistan, the huge mobility of population between India and Pakistan brought up the great problem of refugees. Regular influx of multitudes of refugees has caused them to be a category of the Pakistani population requiring special attention. Continued efforts have been made for the resettlement of refugees, with varying results. Seventy-five per cent of these displaced persons belong to the agricultural community and have to be rehabilitated on agricultural land. In the case of urban displaced persons, the problem of providing them with

housing, means of livelihood, and other amenities of life have been growing more and more acute. The largest urban centres of refugee settlement are Karachi, Lahore, Hyderabad and Lyallpur in West Pakistan and Dacca and Chittagong in East Pakistan.⁸⁰ Plans for providing other amenities of life are in progress for refugees.

Life in the Rural Areas

Life in the rural areas of Pakistan is very simple. The comforts of the villagers are dictated by their limited means. The villagers are, in general, economically weak and educationally poor. They lead a life of extreme austerity. Most of them live by tilling the lands, but due to handicap in credit and marketing facilities, they suffer great loss and hardly earn mere subsistence. Although most of these people are engaged in agriculture or allied occupations, some become blacksmiths, carpenters, cobblers, weavers and artisans.

With the independence, a whole series of possibilities for change opened up to the villagers as to all others in Pakistan. With the departure of the British, the Hindus, and the Sikhs, key posts were left open and business and trade almost came to a stand still. People were needed everywhere, and there was activity everywhere. The opening

⁸⁰ Government of Pakistan, Ministry of Interior, Office of the Census Commissioner, Census of Pakistan, 1951 (Karachi: Manager of Publications), Table 2-3.

of the schools in villages, the political campaigns, the new right of men and women to vote rural electrification, the introduction of the radio with special programs for villagers, the installation of flour mills and of tube wells, the construction and improvement of roads, plans for village development programs--all these things and many others began to have their effect on village life.⁸¹

Urban Life

Pakistan has a good number of cities having populations of more than 100,000, and some having more than a million. Life in the urban areas is quite different from that in rural areas. The urban people are a little bit better placed than the rural people but their economic position also is not satisfactory. A heavy percentage of the urban people also have simple and poor living. The urban people are well informed and conscious of political trends. They speak polished and refined language of the city, and the educated among them have more courtesy and pleasant behavior. There are signs of economic disparities in the towns. Sanitation is poor. These conditions help in spreading diseases.

Although there are various kinds of vocations, industrial and others available with educational facilities, still the increasing population is continuously faced with

⁸¹Zekiye Eglar, A Punjabi Village in Pakistan (New York: Columbia University Press, 1960), p. 186.

the great problem of unemployment or under-employment. The rich people in towns, however, enjoy all kinds of modern comforts.

Housing

The problem of housing is much more acute in larger towns where the population pressure is increasing due to the new administration, new industries, ports, new development projects. Government agencies have been investing a good amount on programs of affording facilities and town improvement schemes. In spite of this, there is still a serious housing shortage. The growing population of roughly one million per year, is estimated to require 200,000 new houses, whereas replacement is said to require another 300,000 to 400,000 houses annually. Public expenditure on houses for refugees, civil servants, employees of public undertakings, newly colonized areas and new development projects are estimated to have been Rs. 300 million up to 1955.⁸² There is a necessity for a suitable and consistent housing program and a sort of general program on housing to disseminate the results of experiences gained abroad and to provide information on building techniques and materials and to produce skilled labor, master masons, technicians,

⁸²J. Russell Andrus, Aziz Ali F. Mohammad, The Economy of Pakistan (London: Oxford University Press, 1958), p. 503.

and building managers.⁸³

Social Security

The only phase of social security found in Pakistan is in the form of provident funds for employees in government employment, and some risks of accidents covered by various maternity benefit acts.

Health

Standards of health were low in the subcontinent even before the birth of Pakistan. Many personnel left for India. Pakistan received only one non-manufacturing depot, one medical college, a small number of doctors and nurses and other personnel, and a few hospitals. The influx of refugees created many health problems and gave rise to dangers of spreading the diseases.

Social Welfare

Pakistan, from the very beginning, has had to face many problems which demanded small scale as well as large scale social services. Some of these problems are: (1) rehabilitation of destitute refugees in the economy; (2) rural community development; (3) urban community development; (4) women welfare; (5) helping handicapped and destitute, and removal of beggary.

Pakistan is taking necessary steps to fulfil these

⁸³The First Five Year Plan 1955-60, op. cit., pp. 519-522.

needs through the Improvement Trust Organization. The plan has suggested policies and priorities and proposed the use of seminars, lectures, and slides for educating people in housing. In employment it is necessary to take statistical data, increase the wages and productivity, improve working conditions, and to provide protective legislation. The Five Years plan has made proposals to fulfill the above needs and the necessary efforts are being made in Pakistan.

Employment

The problems of underdeveloped countries are vastly different from those of advanced economies. At the one extreme there is a situation characterized by a high level of per capita income and productivity, low elasticity of demand for farm products, high rate of saving and lack of opportunities to invest; at the other extreme, a situation where there is a low level of income, a high rate of increase of population, excessive dependence on land as an output, and low rate of capital formulation.

The growth of the government is placing a heavy strain on the supply of high quality executive and administrative talent. Industry of all types is taxing the technical and managerial capacity of the country very heavily. Skilled industrial manpower requirements cannot be met without far more extensive vocational and apprenticeship programs in schools and industrial plants across the country. Other key aspects of manpower problems are both

qualitative and quantitative in nature. These include the growth of unemployment among educated but non technical people, the prevalence of illiteracy among the labor force, a weak and divided labor movement, and the critical lack of adequate employment information and systematic labor market analysis.

The country's requirements are very large and call for a drastic increase of domestic technical training facilities and a more judicious and expanded use of skilled programs.

The mobility of technical workers should be encouraged between industries, occupations, and geographic areas whenever trained persons can be better utilized than in their existing locations. Technically qualified persons who are outside the labor force on account of age, financial independence, or other reasons should be utilized. Employment within the country of trained Pakistanis should be encouraged by all possible means. For the large majority of craftsmen, vocational skills should normally be acquired through in-service training which is realistic, rapid and related to concrete employment requirements.

Another measure is improvement in the organization of the labor market. Such unemployment as arises from lack of correspondence between supply and demand for different kinds of workers in different occupations can be eliminated by disseminating information and making recruitment through

employment agencies, and by providing training and retraining facilities for developing skill and promoting the occupational mobility of labor. Systematic organization of the employment market is an essential condition for the permanent control of the problem of unemployment. It has a vital part to play in eliminating unemployment caused by friction in the working of the economy or by structural changes in industry.⁸⁴ The task of labor market organization is more formidable in developing countries.

Women

The birth of Pakistan brought a great awakening among the women of that part of the subcontinent. At the time of partition when displaced and uprooted persons from India came pouring into Pakistan in extremely miserable conditions, women did wonderful jobs in welfare of the displaced persons. Through these activities they held a conference in 1949, at which they formed APWA (All Pakistan Women Association). It holds an annual conference in which the lines of further progress are decided. It is purely non political organization recognized by the government linked up with various International Women Associations. There is also All Pakistan Girl Guides Association which have been able to represent their country at world guide gatherings in Great Britain and Europe. Although meant chiefly to assist the

⁸⁴International Labor Organization, Action Against Unemployment (Geneva, 1950), pp. 83-84 et seq.

Pakistan medical service, it is a disciplined body of volunteers, well trained in self defence and the handling of arms. Its members undergo regular courses in drill, physical training, Red Cross work, nursing, First Aid and Air raid precautions. A similar corps called the Pakistan Women Naval Reserve is attached to the Pakistan Navy.

The proportion of population of men is larger than that of women. The idea of women's place at home inherited from centuries on the ground of social structure followed by economic structure of the country and both were linked together. In the joint family system the eldest member, that is grandfather or father with his sons manages crops and cultivation. Wives and daughters do the household work. So far as industries and services are concerned, men with suitable qualifications are always more than enough to meet the requirements. Therefore women are not forced or encouraged much to take part in economic activities. At present, the country is rapidly changing from agriculture to industry bringing totally more employment. But still unemployment exists. However this change of growing employment opens the door for women to take part in economic activity. As a result now educated women get a chance to be appointed in government services and firms and illiterate women find jobs in factories, farms, etc. But this prospect may not be brighter unless unemployment is diminished in men with the growth of industries and agriculture.

Economic Progress

The economic progress that was initiated from very small beginning at independence has acquired form and direction under the experience of the First Five Year Plan; some important economic infra-structure has been built; managerial and entrepreneurial skills of a fair order have been developed; and the country's ability to undertake and implement development programs of increasing magnitude has been greatly enhanced. These facts offer hope for the future. There were failures in achieving some of the objectives of the First Five Year Plan. The implementation was hampered by certain uncontrollable factors such as exceptionally unfavorable weather conditions, and serious deterioration in the terms of trade resulting in a substantial reduction of the resources available to the country.

The fundamental problem is how, under severely limited conditions, to find some way towards the liberation of the people from the crushing burden of poverty. Viewed in this context, economic growth becomes a necessity for the sheer survival. The compelling consideration is that the economy must grow at a rate which must be faster than the increase in population; also the pace of future growth must be such as to lead with expedition towards a modernized and self sustaining economy. The awakening aspirations of the people are exerting strong pressures on the existing economic and social order; and no underdeveloped country can

afford to fall behind in the race for progress without incurring the very grave risk of internal disruption or external intrusion. Progress must, however, be sought mainly through inducement, less through direction. The creative energies of the people can be best harnessed to the needs of development if policies of economic liberalism are pursued. We need a dynamic rather than a static approach to resource mobilization. Determined efforts are needed to increase resources.

The urgency of accelerating the process of growth necessitates a considerable concentration on investments which produce early results. Nevertheless, in a number of ways the plan represents investment in the future, with benefits maturing over a period of time. This is notably true of investments in water and power development projects in education and research, and in measures to regulate population growth. The supply of material goods that can be made available to the people cannot regrettably, increase very substantially in the plan period without sacrifice of investments in development programs on which future growth depends. A fair increase in goods of mass consumption should, however, occur: more food, more clothing, and increase in certain manufactured goods. The housing difficulties must be overcome. The citizen must have more of what is more valuable: good food, improved education and improved health, opportunities for employment need to be

expanded. Greater activity in agriculture and industry should have the effect of bringing about a greater diffusion of incomes.

Agriculture in its broad sense includes crop production, animal husbandry, fisheries, forestry, and the associated mechanisms such as land reforms, rural credit, cooperation, marketing, and Village Aid. The Village Aid organization is an instrument which directly promotes agricultural development in Pakistan. Until agricultural productivity is vastly increased, general growth will be stunted. The administrative and technical difficulties which hampered progress needs to be improved.

Industrial development is important not only because it supports and stimulates progress in other sectors of the economy but also in its own right as a major factor in raising national income, in improving the balance of payments position and in providing gainful employment. Industrial development must be viewed as part of the long time process of continued economic growth. The present indications are that in twenty-five years' time requirements of machinery and equipment for agriculture, industry, transport and communication and power development will almost certainly be at least ten times what they are today. During the same period it appears that national income can be more than trebled and per capita income more than doubled, if industrial output is increased by appreciably

more than three times its current levels. While industrial planning must take into account and alleviate the present shortages of goods required to meet immediate needs, the ground must also be prepared now for production of all types of machinery, tools and equipment, and of basic metals needed as raw material for production goods.

Promotion of science and technology on a broad basis must be an integral part of any sound plan for the effective utilization of the natural and human resources of the country. In the industrial field, the need is for research in the nature and use of raw material resources, and for development of new products, processes, and improved techniques for the most economic use of these resources. Technical and scientific education and training must be accelerated with a view to developing industries, notably those which require a high degree of skill.

Educational advancement is a complicated process. To expand output at one level, expansion must take place at other levels. Primary, secondary, technical, vocational, and university education constitute a pyramid, the different levels must expand in step with one another. But a poor country lacks the resources to support the cost of simultaneous and equalized development at all points. A strict order of priorities among different branches of education is therefore necessary. From this standpoint, universal literacy is the most important goal to be pursued. How soon

it can be reached is essentially a matter of resources. In the short run, there are practical urgencies which demand attention. Unquestionably, the first emphasis must be on skills which are vital for development. High priority has, therefore, to be assigned to technical and vocational education, and to specialized training in the most essential specific activities.

The quality and content of various types of education is of great importance. Choices are difficult to make. Should the program aim at higher quality, involving more time and expenditure, or be satisfied initially with a more limited content, imparted more speedily, at less cost? As in Pakistan the compelling consideration is speed, preference must be given to numbers rather than to intensive development of depth and quality. These choices will be made differently for different levels of education and for different purposes. In the case of lower levels, such as primary and fundamental education, the emphasis must be on numbers and speed, while ensuring certain minimum standards. The higher the level and the more specialized the educational field, the greater must be the emphasis on quality.

The educational policy must enable everyone who gets an education to develop morally, intellectually and physically and become a cultured human being. The essence of all round development is that the students should acquire comparatively broader knowledge, become versatile people capable of

going over in sequence from one branch of production to another, depending on the requirements of society or their own inclinations. All round development must be both politically and professionally qualified.

CHAPTER VIII

CULTURAL FEATURES AND FACTORS

Pakistan is new as a political entity, but its roots lie deep in antiquity. It is the cradle of one of the earliest known civilizations of the world. In the Indus Valley in West Pakistan, there flourished some 5,000 years ago, a civilization based on highly organized and wealthy cities of which Mohenjo Daro and Harappa were in their day among the leading metropolises of the world.⁸⁵

About 1500 B.C., the empire of the Persians stretched into this region and brought in its wake the Hellenizing influence of Alexander the Great, who in 326 B.C. led his army through the historic Kyber Pass. Here the art of Gandhara synthesized, in a rare combination, the serenity of the Buddhist faith with the representational beauty of Greek sculpture, symbolized by the ancient city of Taxila. With the advent of Islam in the seventh century, southwest Pakistan in 918 A.D. became a province of a Muslim empire that stretched from southern Europe to the Indus. This was

⁸⁵Embassy of Pakistan (Information Division), This Is Pakistan (Washington, D. C., 1964, p. 4.

followed, nearly two centuries later, by the conquest of northwest regions by Muslims from Central Asia who built new empires which, at the height of the moghal period, covered practically the entire subcontinent.⁸⁶ For some six centuries, the Muslim ancestors of present-day Pakistanis, ruled the subcontinent, leaving behind them a rich heritage of art, culture, architecture and a system of civil and revenue administration of the highest quality.

Architecture

Of the great architectural monuments built by the Muslims, the most beautiful is the Taj Mahal which now lies in India. Among the more famous monuments in Pakistan are the Badshahi Mosque (the largest mosque in the world), the tomb of Emperor Jehangir (1569-1627), and the Shalimar Gardens. Both East and West Pakistan are sprinkled with buildings of great beauty constructed in the period of Muslim rule.

With the Moghal Emperor Shah Jehan (1592-1666) we enter the most glorious period of Indo-Muslim architecture. He found the Moghal cities of sandstone and left them of marble. In this period calligraphy curves and the flowing rhythm, the main characteristics of Muslim architecture, find their greatest fulfilment. At Agra he built a number of palaces and halls richly decorated. The Jame Masjid at Delhi is an example of the highest type of religious

⁸⁶Ibid.

architecture, precise and perfect. The Taj Mahal was built as a mausoleum for his beloved wife (Mumtaz Mahal) who died in 1631 at Burhanpur. Technically too this was a remarkable building, as its lines and angles are just as accurate today as when they were built, thus providing the scientific knowledge and technical skill of the architects and builders of those days.

The Moghal buildings depended for their beauty as much on architectural design as on the decorative effect of calligraphy, the traceries of the screens and inlay, and mosaic work. Similarly, the many buildings would be meaningless without the gardens around them.

After the reign of Aurangzeb (1618-1707), the resources of the empire declined rapidly and, with it the vigour of Moghal architecture. Gradually, there emerged a form of architecture with modern needs. Today, in Pakistan, architecture tends to follow the latest trends in simplicity of lines. However, the old traditions are still followed and sometimes good buildings are produced.⁸⁷

Literature

Pakistan has a huge literary heritage in Arabic, Persian, Urdu, and all the regional languages--Bengali, Pushto, Punjabi, Sindhi, and Balochi. Arabi, the religious language of the Quran and Commentaries, the traditions of

⁸⁷Istiaq H. Qureshi, "Architecture," The Cultural Heritage of Pakistan, op. cit., p. 43.

the Prophet Mohammed, Islamic literature--in the fields of science, philosophy, geography, sociology, and humanities--and a language of the Islamic culture. Persian has been the mother tongue and court language of the Muslim kings, as well as the vehicle of literary and intellectual activity for the seven centuries of the Muslim rule. Urdu was a new language evolved out of the impact of Persian and Arabic languages of the subcontinent. It developed under the patronages of the courts in some areas, but in the areas now constituting Pakistan it became the means of expressing intellectual ideas of the people. This language is now the *lingua franca* of West Pakistan.

There is considerable amount of literature in various fields (both in prose and poetry). Modern intellectual developments have been greatly influenced by the impact of the west. Besides new trends in the literature of oriental languages, much literature in Pakistani problems has been produced in the English language.

Music

In music Pakistan has inherited a variety of Perso-Arabic musical instruments, the blended melodies invented by Amir-Khusraw and his most popular stringed instrument sitar, new musical modes in classical music made by Tan Sen, his five hundred compositions in the Dhurpad style, the Khayal, the Tappa, the Kafi, and the Qawwali, and the modern

European style.⁸⁸ This art has wonderful capacities for development and plays a significant role in the social sphere.

Painting

Pakistan has inherited the art of painting from the great Moghals who developed it into extremely delicate portraitures combining a brilliant use of colors with perfect draftsmanship. Some of these specimens are preserved in museums and private collections. Painting was revived in modern times. Painting is a great educational aid and a great incentive in the field of creative activities. Preservation of heritage and development of this art are national necessities.

Calligraphy

Until one or two generations ago calligraphy was considered an essential accomplishment of a gentleman, and even kings and ministers were proud to learn from the great practitioners of this art. It was based on Arabic script and developed into different styles. It is well known that the last great Moghal, Aurangzeb (d. 1707) supported himself largely by writing the Holy Quran.

The museums of Indo-Pakistan, and of the world, are full of superb examples of writing by many illustrious figures of Indo-Pakistan. Emperor Babur (1482-1530), the

⁸⁸Ikram, op. cit., p. 46.

founder of Moghal rule in Indo-Pakistan, was also the inventor of a new style of writing called after him Khat-i-Babri. Shah Jehan, the builder of the Taj, and all his four gifted sons, were calligraphists of very high order, and so was the last of Moghals, the poet King Bahadur Shah Zafar (deposed 1857).⁸⁹ This art has declined due to increased use of printing.

Minor Arts

Pakistan has also inherited much in connection with Muslim craftsmanship in the sphere of minor arts; for example beautiful designs and new patterns of surface decorations on things of everyday use whether in metal, wood, clay, marble, glass or textiles, floral and geometrical ornament and Arabic inscriptions on surfaces, gold and silver work of exquisite beauty, including demascene work, enameling, light weight pottery with fine shapes and beautiful coloring, etc. These crafts need encouragement and facilities for improvement, as they are a source of economic development for those having these minor arts as their occupation.

Cultural Aim

Thus modern Pakistan reflects a history and culture that traces back to 5,000 years. Its art today is a

⁸⁹S. Amjad Ali, "Calligraphy in Pakistan," Pakistan Quarterly, Vol. X, No. 4 (Spring, 1962), pp. 8-9.

heritage of exquisite Moghal painting inspired by the Persians. Its languages and literature are deeply influenced by Persia. Its classical music was developed in the period of Muslim rule in India. This same pattern is in effect throughout the whole Indo-Pakistan subcontinent in the present era. With the decline of the influence and power of the Moghals, the Muslim culture of the subcontinent sustained a setback. But the impact of western civilization gave it a new impetus, particularly after the 1857 revolt against British rule in India.

One of the basic factors of partition of the subcontinent and the creation of Pakistan was that the Muslims wanted to safeguard their culture. The first Prime Minister of Pakistan, Liaquat Ali Khan, made this point clear in speech saying:

It is important to remember why this partition came about. It came about because a hundred million Muslims found themselves in a minority in British India and were convinced that under the majority rule of the Hindus, their culture was in danger of effacement and their economic position which was low--compared to that of the Hindus, very low--was not only unlikely to rise as rapidly as they desired, but more likely to sink still further. They put forward their irresistible national demand that in those parts of British India where they were in a majority they should be allowed to set up their own state, leaving the rest of British India to the Hindus who were in a majority there. This was agreed to by the British and by the Hindu leaders, and thus Pakistan, like present day India, was established as a sovereign state on the 15th of August, 1947.⁹⁰

Pakistan is anxious to preserve not only Muslim

⁹⁰Liaquat Ali Khan, Pakistan, the Heart of Asia (Cambridge: Harvard University Press, 1950), p. 10.

culture, but to give the right of preservation of culture to minorities also. The Constitution of 1956 says that any section of citizens having a distinct language, script, or culture shall have the right to preserve the same. Facilities may be provided for training of personnel for maintaining features of Pakistan's cultural heritage and at the same time Pakistanis must adopt new attitudes for improvement of their broad common culture.

The general policy for Pakistan's cultural development must be to educate the masses of the people. Before the partition of the subcontinent over eighty-five percent of the population of four hundred millions were illiterate. In the case of Pakistan which comprises some of the educationally most backward areas, the percentage of illiteracy was even higher. No uneducated community has progressed far in the modern world, and no educated community with initiative and leadership has remained backward. Training of human beings in all fields of endeavour is essential if a breakthrough is to be effected from a state of chronic backwardness, and the country is to move rapidly towards the attainment of the desired social and economic goals.

Pakistan demands the utmost effort and consistent pressing ahead; it demands building the country industriously and thriftily; it also demands technique and culture and the training of large numbers of professionally proficient technicians in conformity with the principle of achieving

greater, faster, better and more economical results. These needs demand the combination of education with productive labor. Only when the masses of the workers and peasants and the intellectuals alike develop along the line of making up what they lack, is it possible to change thoroughly the irrational legacy of the old society and eradicate the backwardness of each, i. e., eliminate the cultural deficiency of the masses of workers and peasants and the intellectuals.

CHAPTER IX

TEACHER TRAINING

The role of the teacher is a pivotal one in raising the standards of education at all levels. Assuring even the finest facilities, the quality of education cannot rise above the competence, enthusiasm, imagination and dedication of the men and women who are responsible for the instructional program. As a professional man, he must be highly intellectual, with a wide deep knowledge of his field; as a person he is expected to be an ideal to his pupils, for he is the bearer of the traditions and ideals which constitute the ethos of a society.

The educational philosophy of Pakistan as it pertains to teacher education is revealed in the following objectives as recommended in the Commission's Report.

The teacher should:

- a) Be academically well trained in the subjects he teaches.
- b) Have had sound professional training in how to teach his subjects.
- c) Have had sound professional training in how to understand the students in his charge.

- d) Have a deep sense of professional honor.
- e) Have a security of tenure and a scale of pay commensurate with his status.
- f) Be working in an environment which honors him for the contributions he makes to society.⁹¹

Educational progress in any country is directly related to the quality of teacher education training. As has been mentioned, in Pakistan the Commission has taken cognizance of this and has made some basic recommendations concerning professional standards for teacher education. Table 2 reveals the educational prerequisites required for various levels of teacher education.

The teacher requirements of the Second plan are very great. It is estimated that 70,000 primary teachers must be added to the 127,000 now in service, and 8,625 undergraduate and 6,155 graduate secondary teachers added to the 50,000 now employed. At the secondary level, 425 graduate and 275 undergraduate teachers will need specialized knowledge of technical, agricultural, or home economics subjects.⁹² The Plan provides for improved facilities at four training colleges, three Junior training colleges and 28 of the 35 primary training institutes in East Pakistan. In West Pakistan, improvements will be effected in the training

⁹¹Commission on National Education, op. cit., p. 259.

⁹²The Second Five Year Plan 1960-65, op. cit., p. 344.

TABLE 2

LEVELS OF TEACHER TRAINING IN THE EDUCATIONAL STRUCTURE

Years of school- ing completed	Age		Levels of educational training*						
17	22+	M.A.	M.Sc.	M.Ed.					
16	21+				Sr.D.				
				B.Ed.	P.T.I.				
15	20+			B.A.	B.A.				
14	19+	B.A.	B.Sc.	or	or				
13	18+			B.Sc.	B.Sc.	C.T.			
12	17+	Higher secondary or inter-				Jr.D.			
11	16+	mediate stage--F.A. or F.Sc.				J.A.V.	S.V.	P.T.I.	P.T.C. J.V.
10	15+								
9	14+	High or secondary stage							
8	13+								
7	12+	Middle school stage (Aim of compulsory education--2nd phase							
6	11+	1976)							
5	10+								
4	9+	Primary school stage (Aim of compulsory education--1st phase							
3	8+	1971)							
2	7+								
1	6+								

*B.A.=Bachelor of Arts, B.Ed.=Bachelor of Education, B.Sc.=Bachelor of Science, C.T.=Certificate of Teaching, F.A.=Faculty of Arts, F.Sc.=Faculty of Science, J.A.V.=Junior Anglo Vernacular, Jr.D. P.T.I.=Junior Diploma-Physical Training Instructor, J.V.=Junior Vernacular, M.A.=Master of Arts, M.Ed.=Master of Education, M.Sc.=Master of Science, P.T.C.=Primary Teachers' Certificate, Sr.D. P.T.I.=Senior Diploma-Physical Education Instructor, S.V.=Senior Vernacular.

colleges at Lahore and Bahawalpur, at 24 of the 28 primary training institutes, and at 12 primary training units attached to high schools. Two new training colleges and 15 primary training institutions have been set up during the plan period.⁹³ In each province provision has been made for the training of instructors for teaching in the primary training institutions.

ACADEMIC REQUIREMENTS AND REGULATIONS

The Primary Teacher's Certificate

The Primary Teacher's Certificate (P.T.C.) requires a student to have passed the matriculation examination for admission to the course. This requirement may be relaxed for permanent in-service teachers working in government schools who have passed the Primary School Leaving Certificate examination (completion of class VII). The course is one year in length. Upon completion of the course the students are appointed as primary school teachers.

The Certificate of Teaching

The Certificate of Teaching requires a student to have completed and passed the higher secondary or intermediate stage examination in the Faculty of Arts (F.A.) or the Faculty of Science (F.Sc.) for admission to the course. The course is of one year in length. Upon successful completion

⁹³Ibid., p. 344.

of the course students are placed as teachers in classes VI to VIII.

The Bachelor of Education

The Bachelor of Education (B.Ed.) teacher training program requires a student to have completed a B.A. or B.Sc. degree for admission to the course. The medium of instruction is English, and the course is one year in length. Upon successful completion of the course the students are placed as teachers in secondary schools. The curriculum is as follows.

Part I: Theory

The examination in theory consists of eight compulsory papers and one optional paper, as detailed below. The marks assigned to each subject is 100.

1. Principles of Education: Educational Psychology.
2. School Organization and Hygiene. 3. History of Education.
4. Urdu and Islamiyat. 5. Teaching of English and any two of the following:

- (a) Urdu, (b) one Classical language (Persian or Arabic),
- (c) mathematics, (d) science, (e) geography, (f) history and civics, (g) physiology and hygiene and

one of the following:

- (a) Everyday Science, (b) Audio Visual Education,
- (c) Guidance.

Part II: Practice Teaching

The marks assigned to practice teaching is 200.

Every candidate is required to take the following course in practice instruction in the training college:

1. Observe model lessons taught by the staff of the training college in the special subjects selected by the candidates.
2. Give at least three discussion lessons under the supervision of the training college staff.
3. Do practice teaching for at least two weeks during the period of training under the supervision of the training college staff.
4. Do practice teaching for one month, after completing the theory examination, under the supervision of the training college staff.

Master of Education

The Master of Education (M.Ed.) program requires a student to have completed the B.A. or B.Sc. plus the B.Ed. degree and to have three years of teaching experience for admission to the course. The requirements of teaching experience can be relaxed to one year if the student has completed a Master of Arts (M.A.) or Master of Science (M.Sc.) degree. The medium of instruction is English, and the course is one year in length. Upon completion of the M.A. or M.Sc. and M.Ed. degree a fixed salary increase is granted.

To earn a Master of Education degree a student must

complete 16 courses, demonstrate oral and written proficiency in Urdu and English, and complete a study project. All students are required to take the following courses:

1. Philosophy of Education, 2. Developmental Psychology, 3. Advanced Educational Psychology, 4. Educational Measurement, 5. Techniques of Research, 6. School Administration and Supervision, 7. Principles of Guidance, 8. Applied Linguistics.

In addition to these eight courses, student emphasizing primary education are expected to complete Primary School Curriculum, Practicum in Primary School Curriculum, and Improving Teaching in the primary school; and those emphasizing secondary education are expected to complete Secondary School Curriculum, practicum in secondary school curriculum, and Improving Teaching in the Secondary School.

Students are also required to take five of the following courses: 1. Pakistani-Comparative Education, 2. Theory and Application of Psychological Testing, 3. The Community School, 4. Counseling Techniques, 5. Methods of Teaching Primary School Language Arts, 6. Educational Statistics, 7. Audio Visual Materials in Education, 7. Professional Preparation of Teachers.

The present professional standards of preparation required of teachers at normal schools is that they must have the B.A., B.Ed.; M.A., B.Ed.; S.V. with experience; or O.T. The M.A. and the B.Ed. are required for teaching in

the training colleges; however, if a person with a B.Ed. is not available, the post may be filled by one with an M.A. It might be pointed out that teaching experience in primary schools (Class I to VIII) or secondary schools (Classes IX to XII) is not a prerequisite for appointment as a teacher in either the normal schools or the training colleges. At the university level, the teaching staff of the M.Ed. program must hold the M.A. with advanced professional training and experience above the B.Ed.

There are 161 teacher training institutions with an enrollment of 16,520. The number of teachers in these institutions are 1142.⁹⁴

In-Service Education for Teachers

The education of teachers is not completed with the completion of training courses. Teachers are not prepared once and for all. As members of the profession, they must necessarily be always making preparation, growing as individuals, as teachers and as citizens. Such education is continuous process, every teacher must engage in some type of activity conducive to his growth as a whole.

In Pakistan a student must attend four summer sessions, each two and a half months in length, to complete the in-service Diploma program and two semesters and one summer session to complete the Pre-service Diploma program.

⁹⁴Government of Pakistan, Report on Educational Progress in Pakistan 1962-63, Geneva, July 1963, pp. 5-7.

Thus, the diploma program can be completed by attendance either during summer sessions or during the regular semesters.

For many years in-service education of teachers and headmasters has been given emphasis by the education department. Besides this, in recent years in-service education for teachers of classes I to X has become the responsibility of the Education Extension Centers in each province. The Centers have also been concerned with in-service education for administrators. In order to bring about improvement in education, increased emphasis and importance have been given to in-service education of teachers and school administrators in Pakistan.

The need for an organized program of education of teachers in service is recognized in all advanced school systems. Unless continuous opportunities are given to teachers in service whereby they get acquainted with the latest trends and developments in the field of education in general and in their own field of teaching in particular, they will be doing the kind of teaching with which they were made familiar years ago. This is generally the situation in the Pakistani school system. Unless teachers continue to grow on the job the quality of professional preparation in itself will hardly enable them to bring about progressive changes in their teaching and administrative work. One of the reasons why the educational progress has been slow so far, is this lack of professional

growth on the part of teachers and administrators.

The purpose of in-service education is to improve the quality of learning experiences. The major reason for in-service education is to promote the continuous improvement of the total professional staff of the school system. An additional purpose is to give the much needed help to teachers who are new in a particular school and to those who are entering a new responsibility or a new field of work within the profession. Many members of the professional staff do not have adequate pre-service preparation. The education is to keep abreast of the rapid accumulation of new knowledge and new professional subject matter. Froelich states some principles of in-service education.

1. The administration should assume the major responsibility for organizing and facilitating the in-service program.
2. The administrator should show interest in the program.
3. The program should start with the problems which the faculty consider important and of concern to it.
4. Faculty members should participate in the planning of the in-service program.
5. The program should provide for the continued professional growth of teachers.⁹⁵

The procedures of in-service vary widely, some examples: a) Surveys, b) Workshops, c) Curriculum Committee,

⁹⁵Clifford P. Froelich, Guidance Services in Schools (New York: McGraw Hill Co., 1958), p. 27.

d) pre-school meeting, e) Visitation, f) Supervisors, g) lectures, h) staff meetings, i) academic work, j) extension service, etc.

In-service education is the responsibility of the:

a) Training schools and colleges: Responsibility for initiative and voluntary leadership to serve the needs of the teaching profession through in-service programs must rest with the training institutions. Each training institution can further develop its in-service programs through studies of local city schools or the rural schools of the local areas. The training institutions situated in provincial capitals or other central places can secure the cooperation of other institutions of higher education and develop in-service activities through visitation programs, extension lectures and professional conferences. In-service educational program could be developed conveniently during the vacations through professional seminars and short vacations courses. The professional information could be dissiminated among a larger number of teachers through professional publications.

b) Responsibility of the Education Departments: The Departments of education in each province have a special responsibility for the in-service education of teachers. The departments of education are in a better position to coordinate the efforts of high schools and primary schools in each division, district, or in the whole province for purposes of professional conferences and cooperative studies.

According to the experience of the Commission on Teacher Education of the American Council on Education:

State departments of education . . . and especially state directors of teacher education and certification . . . have special opportunities available to them for the exercise of leadership in cooperative studies in the field of teacher education. Experience shows that work of this character yields more satisfactions and brings more results than specialization in the issuance of regulations, the saying of yea and nay, and in supervising a system of records. Extension of leadership of this character is more desirable.⁹⁶

Administration does not exist in a vacuum. It exists in relation to other people and what they do. In order for the teacher to grow, successfully, he must possess certain qualities. Among these are the following:

1. The desire to grow;
2. The readiness to participate;
3. A sensitivity to the opinions of others;
4. Intelligence and knowledgeability;
5. A willingness to discard unproductive habits of teaching;
6. The desire to accept new challenges even though they require added effort and present some uncertainty.⁹⁷

Teachers and Their Problems

The situation of teachers is far from satisfactory at present. The factors for the loss of leadership on the

⁹⁶Commission on Teacher Education: The Improvement of Teacher Education, American Council on Education, Washington, D. C., 1946, p. 239.

⁹⁷John Clifton Moffitt, In-service Education for Teachers, The Centre of Applied Research in Education, Inc., Washington, D. C., 1963, p. 60.

part of teachers are many and varied. The most striking ones are:

1. There has been increasing and at times sweeping criticism of the prevailing system of education. The condemnation has extended to the teacher as well. This has shaken the confidence and morale of the teacher and induced in the minds of public a loss of respect for the profession.
2. The teacher has lost considerably in social status due to his low income and his low status in the social hierarchy. The universities, for this reason, fail to attract the best people in the teaching profession.
3. One can hardly expect the frustrated, discontented, and poor quality staff to contribute much in the field of education and research.
4. The demand for large numbers of teachers has caused universities to recruit unqualified people. On the other hand, the overcrowding of classes has made the teacher-pupil contact almost an impossibility.
5. The teacher is a person without any power. He has no say in matters of educational issues, like the syllabuses or examinations. The college and university are often controlled by the politicians. Also, he has no control over students, as his estimation of the student does not count towards the final grade.
6. The above mentioned factors have led to a deterioration in the quality of teachers, both academically and otherwise.

The deterioration in quality has led to loss of leadership by them.

There is no doubt that the teachers in Pakistani universities are working under many handicaps. The majority of them have to work under uninspiring and depressing conditions. There is very little incentive for them to give their best to society. But it is equally true that teachers themselves have not shown sufficient appreciation for their duties and responsibilities. Many of them do not take their work seriously and are content with mere repetition of stereotyped information.

The spirit in universities has deteriorated and there is absence of a proper academic atmosphere. With the introduction of democratic control and elections in the universities, the teacher is more interested in politics of administration than in teaching or research. Research is very important in colleges and universities. The Commission states:

What is equally deplorable is the comparative lack of research activity in our educational institutions. The problem of research is somewhat different at the colleges and university levels. At the college level, research is desirable only so far as it contributes to the alertness of the teacher and the vitality of his teaching. At the university level, however, research is of fundamental importance as without it no true advancement of learning is possible.⁹⁸

Since the success of the educational system depends

⁹⁸The Commission on National Education, op. cit., p. 30.

so much on the teacher and on a proper academic atmosphere, it is of utmost importance that factors which are responsible for the demoralization of teachers be removed.

Measures for Improving Teaching Profession

1. The primary need of the universities is to create conditions which will attract the best people in the teaching profession. One of the major drawbacks of the universities is that they do not have adequate finances to offer better salaries. Although the Commission on Education has done much to improve the lot of teachers and the profession in recent years, much still needs to be done. The great frustration of Pakistani teachers is that while the man with similar qualifications in the civil service has better material prospects, he also carries social prestige. The salary of teachers is considerably lower than that of civil servants.
2. It is necessary that universities make careful selection of the teaching staff. The general tendency among Pakistani universities to recruit the staff from among their own students and the teacher-politicians attempt to put in their own candidates, has done much damage to the building of a proper atmosphere in the universities. In order to maintain high academic standards, it is necessary that Pakistani universities broaden their outlook and do away with political parties.
3. The promotion of teachers should be made entirely on the

basis of merit. This is to provide the teachers with the necessary incentive to put in their best. The universities in Pakistan have the following categories of teachers:

- a. Professors.
- b. Readers or associate professors as in the United States.
- c. Lecturers or assistant professors as in the United States.

Some universities also have junior lecturers like the instructors in the American universities and research fellows. Thus far, promotion is automatic, based on seniority. This situation discourages those who work hard and are not amply rewarded and encourages complacency among others who by virtue of their seniority rise to a higher rank on the ladder.

4. To improve the academic atmosphere, the teachers need the stimulus of better library and laboratory facilities.

Also, it is necessary to reduce the heavy load of teaching which on an average is about twenty hours per week, to allow them to carry on their own research. There must be eleven to fourteen hours per week for the teachers to teach M.A. classes and guide students on their research. In America teachers who are expected to conduct research teach something on the order of nine teaching periods per week.

5. There is a great need of restoring the teacher's social prestige and his leadership in the educational institutions. The government can do much in restoring the social prestige by using the brains in higher institutions for various

development projects and other technical problems in the country. If the teachers in the universities are entrusted with works of responsibility, the social status of the teachers can be raised.

In educational institutions, there is a great need of restoring the ancient Pakistani teacher-pupil relationship. It is not uncommon to find as many as one hundred and fifty students in a single class. Besides, the teacher should have more control over the pupils. The best way for teachers to exercise control over the pupils is through examination. If the internal examination marks are given, then the student's attitude towards the teachers should be greatly improved.

It is true that much needs to be done in the universities to bring able people to the teaching profession and create conditions under which competent university teachers can remain teachers. But there is no denying the fact that teachers themselves also need to wake up to the situation. There are at least two distinguishing marks of a profession: (1) The effort of the members of the professional group to improve their own practice through continuous evaluation and the search for new knowledge, (2) the ability of the group to discipline its members, or enforce an accepted code of behavior. This means that there is evidence of constant growth in understanding of the job to be done and

improvement in the skill with which it is done.⁹⁹ An effective teacher must keep abreast of the times. Research has discovered much that needs to be translated into the content and practices of education.

⁹⁹R. F. Campbell; J. E. Corbally, Jr.; J. A. Ramseyer, Introduction to the Educational Administration (Boston: Allyn and Bacon, 1958), p. 221.

CHAPTER X

FINANCE AND EDUCATIONAL DEVELOPMENT

As a matter of fact, the budget reflects the strength of the country's economy and finances. Budget shows the gross income from different sources of revenue and the gross expenditure for various purposes, and the surplus or deficit caused by the excess or shortage of gross income over or against the gross expenditure. The surpluses and savings usually determine the marginal capacity available for developmental purposes. Surplus budgets with substantial provisions for developments without much pressure on the people reflect real prosperity.

The main sources of revenue of the government of Pakistan are: (1) Taxes from customs, central excise duties, corporation and income taxes, sales taxes, and salt, and (2) revenue from public undertakings such as railways, post and telegraph, currency and mint, and irrigation. The main heads of non-developmental expenditure are general administration, economic and social services, debt services and defense services.

Pakistan has been showing surplus budgets since

1948, after making substantial provisions for agricultural and industrial development, grants for overseas scholarships, liberal pay concessions and adequate provisions for strengthening the defenses of the country, and quite often after giving substantial relief from taxation to relieve the burden on the public, e. g., relief to industry in direct taxation, reduction in import duties on some items, special depreciation allowance on building and machinery, reduction in super-tax rates and exempting several articles from sales tax.

The strength of economy depends upon favorable overseas balance of payments besides a surplus budgetary position inside the country. The favorable overseas balance is the substantial excess of earnings of foreign exchange over the necessary payments made on imports. If the imports increase in value and the earnings through exports decrease, the position becomes precarious for the country. The best way of keeping the position favorable is to increase exports and reduce imports to a minimum. The import of indispensable consumer goods cannot be reduced unless the consumer goods are produced in the country to the extent of self-sufficiency. So with the increase of indigenous production, Pakistan is able to afford increased spending on education and training. But this requires industrial and agricultural developments in Pakistan, and these developments demand machinery, much of which is available at present only through imports from

other countries. These imports cause a heavy load on foreign exchange earnings since the country started industrialization and developmental programs. Occasionally this heavy load has been greatly increased by food crises due to low productivity, increased population, and unavoidable floods and damages to crops and stores. There has been a further set back in foreign exchange earnings owing to fluctuations in the prices of Pakistan commodities in the world market. This situation necessitates a trend towards industrialization more than exclusively towards agriculture. These problems which Pakistan has been facing, also affect financing of its education.

One of the basic problems of education in the past as well as in the present, although for entirely different reasons, has been the inadequacy of funds. It may be recalled that the various dispatches and Commissions set up during the period of the rule of the East India Company and later under the British government made several recommendations for the reorganization and development of education but few were ever implemented. The frequent explanation of the government was that funds were not available. It was not that India was industrially backward or economically poor at that time, but because the foreign power was interested only in exploitation of the country for its own benefits. The Royal Industrial Commission of 1916-1918 explicitly stated:

. . . at the time when West Europe was inhabited by uncivilized tribes, India was famous for its wealth And even at a much later period, when merchant adventurers from the West made their first appearance in India, the industrial development of this country was at any rate not inferior to that of the more advanced European nations.¹⁰⁰

An era of undisguised loot began and according to Clairmont:

. . . British capital investment was first raised in India by the plunder of its people and then written down as debt owed by India to Britain, on which India henceforth had to pay interest and dividends.¹⁰¹

It is evident from these sparse observations that India was not underdeveloped or backward as "Macaulay and other empire builders argued," but was reduced to its present poverty by its alien rulers.

Since the independence of Pakistan, in 1947, the government of Pakistan has faced a stupendous task in coping with various problems, created by the economic exploitation of the country. Although the government fully recognizes the importance of education, inadequacy of finance remains a serious problem.

The main sources of university revenues are:

(a) students' fees, (b) grants from state and central governments, (c) private endowments.

As conditions are in Pakistan, a large majority of students are not in a position to pay high tuition fees;

¹⁰⁰ Frederick Clairmonte, Economic Liberalism and Underdevelopment (London: Asia Publishing House, 1960), p. 73.

¹⁰¹ Ibid., p. 80.

therefore fees are charged at the minimum possible level. Lately, there has been tremendous increase in the expenditure of the universities owing to the expansion in universities, increase in salaries of teachers, and expenditures for library and laboratory equipments. Although university expenditures have gone up several times, there has not been increase in the income proportionately.

The income from tuition and examination fees is very meagre compared to large expenditures that universities have to incur, yet in Pakistan universities these are the main source of income. Thus, dependence of universities on tuition fees has resulted in acute financial crises.

Some Pakistani universities are fortunate to have large endowments, but in the case of the majority, the endowments constitute a very insignificant percentage of the total income. Unlike British and American universities, endowments in Pakistan universities have not been accumulated on a large scale.

Grants from both the provincial and central governments constitute the major portion of the income universities possess at present, although they are not sufficient to meet the demands.

There is a great need for finances for various purposes connected with university education. The government needs to share a heavy responsibility for the financial assistance to the universities if they are to develop and

progress. The National Education Commission recommends:

There must be general recognition on the part of the Government, the business community, and the general public that education is an investment directly related to economic progress; that good education cannot be had cheaply; and that an educational programme designed to make a substantial contribution to economic improvement will require sacrifices on the part of everyone The Central Government should recognize its direct obligations to specific areas of education To meet its obligations for the development of a system of national education at least 7% of Central revenues should be allocated to education The business of industrial community should contribute a significant share of the expense on technical and vocational education. There should be a direct tax upon industry for the support of this type of education, and in addition, larger industries should operate in-service and apprentice training courses of their own. All of these costs, however, should be chargeable as costs of production Education and training should be one of the standard categories in detailing the costs of major development projects, particularly those in power, irrigation, transportation, communications, and large industrial undertakings. The educational cost should represent 5% to 7% of the total cost of such projects, and these funds should be transferred to the Ministry of Education for the development of appropriate educational programmes.¹⁰²

Since launching the Second Plan in 1960, Pakistan's investment in education has more than trebled as the drive to attain compulsory, universal primary education has been accelerated.¹⁰³

The magnitude of the problem in education confronting Pakistan's planners is enormous. The Second Plan's recognition of the problem confronting the country in education

¹⁰²The Commission on National Education, op. cit., pp. 329-345.

¹⁰³See Mid Plan Review, Second Five Year Plan (Karachi: Pakistan, March 1963), pp. 38-39.

is demonstrated by its allocation of \$221 million for education as compared to the \$85 million set aside on this sector during Pakistan's First Plan (1955-60). Moreover 99 percent of the funds allocated through 1960-62 during the Second Plan were utilized. The government's expenditure on education compared with Pakistan's total budget as follows:

Millions of Dollars¹⁰⁴

Year	National Budget	Total Expenditure	<u>Public Expenditure on Education</u>	
			Percentage of National Income	Percentage of National Budget
1951-52	609.65	18.52	0.5%	3.0%
1960-61	1,084.94	59.76	1.2%	5.5%
1961-62	1,171.12	80.05	1.6%	6.8%
1962-63	1,222.07	117.53	2.3%	9.6%

The total expenditure on universities in Pakistan has risen from Rs. 19 million in 1958-59 to Rs. 94 million in 1962-63. The total provision of about Rs. 94 million compares favorably with the provision of Rs. 19 million and Rs. 22 million, made by the Central and Provincial governments in 1958-59 and 1959-60 respectively.¹⁰⁵ Efforts have been made to urge the appropriate agencies of government to

¹⁰⁴Embassy of Pakistan, Washington, D. C.: Interim Report Series, Vol. IV, No. 3 (March 1964), p. 1.

¹⁰⁵Government of Pakistan Publications, Pakistan 1962-63, op. cit., p. 337.

secure the necessary budget provision envisaged under the Five Year Plan and to ask appropriate educational authorities to spend the money wisely. As a result, a reasonably good start has been made and with the finalization of the plans, the educational authorities would be able to provide the necessary facilities in the next few years.

The spurt in education during the present administration has prompted President Ayub Khan to remark, "Of all the reforms which have been introduced in Pakistan, I feel personally proud of our educational reforms."¹⁰⁶ The philosophy behind these reforms reflects Pakistan's view that an ever increasing supply of educated people is a prerequisite for social and economic development in the present-day world. The plan itself declares that the central objective of education in Pakistan is to provide an informed leadership, a responsible citizenry and trained manpower.¹⁰⁷ It is through the advancement of education alone that these goals can be achieved.

Serious considerations have been given to the problem of development and reorganization of higher education in Pakistan; however, many of the old problems still persist. The problem of large scale development of education is interrelated with the economic development of the country and

¹⁰⁶ In a nationwide speech, November 9, 1960, from Rawalpindi.

¹⁰⁷ The Second Five Year Plan, op. cit., p. 337.

owing to financial stringency, an overhauling of the system of higher education has not been possible. Moreover, a large part of the sums available for education have to be used for development of primary and secondary education to wipe out illiteracy from the country and it has not been possible to allocate adequate funds to universities.

CHAPTER XI

CONCLUSION

Pakistan inherited an educational system installed a hundred years earlier by a foreign government and founded on political, social, economic, and cultural concepts totally different from those of an independent state. It is said that educational systems are built for a time and not for all times. As an integral part of the society in which it functions, education has to progress with the developing society and continuously reconstruct itself to cater to the changing needs of a society. In a world which is changing so fast, education, which is naturally a conservative force, must inevitably face a conflict.

The conflict, therefore, is seen all the world over, even in the most progressive countries like the United States and the U.S.S.R., but nowhere is the problem as acute as in Pakistan. It is because, while the society has made such headway, the educational system, particularly at the higher level, has remained static for more than a hundred and fifty years. The system as it existed then, was never adequate considering the social needs; it is less so

When after independence the universities have been called upon to share the tremendous responsibilities in the task of nation building. They have to play a vital role in the very evolution of culture, development of basic knowledge and in providing the intellectual leadership. As such the present system of education needs revision and reconstruction, particularly at the higher level.

The problem of large scale development of education is interrelated with the economic development of the country. Industrial development is important not only because it supports and stimulates progress in other sectors of the economy but also in its own right as a major factor in raising national income, in improving the balance of payments position and in providing gainful employment. Agriculture is important, but it depends heavily on industry in such matters as supply of implements, fertilizers, and equipment needed to handle and transport agricultural produce, processing of agricultural products, and provision of manufactured materials required for the development of associated facilities.

The process of development of Pakistan's education is also hindered by unemployment and underemployment which are other serious problems towards whose solution industrialization can make an appreciable contribution. The heavy pressure of population on land, together with the steady increase in population, require that substantial opportunities

for employment be created outside of agriculture. Industrial development must be viewed as a part of the long term process of continued economic growth. This is important not only because factories and institutions built now will be operating for many years to come, but also because whatever is done or left undone now will determine to great extent what can be achieved in later years. Technical education and training must be accelerated with a view to developing industries, notably those which require a high degree of skill.

What should be the general policy for the Pakistan's culture and education? It is to educate the broad masses of the people in the spirit of the country's development, to make culture and education serve the revolutionary war against illiteracy, poverty, disease and unemployment, to combine education with work so as to enable the broad masses of the Pakistani people to enjoy prosperity through economic development. When there is prosperity, education advances, and by the advancement of education prosperity flourishes.

The higher education system should serve the whole free nation and not a small proportion of the population. The resources should be expanded to meet these demands. The system should be concerned not only with the form, but it should be concerned more with substance and quality of learning. The educational policy must enable everyone to develop morally, intellectually and physically.

The all round development is essential. The students should acquire comparatively broader knowledge and must be capable of going over from one branch to another depending on the requirements of the society. The system should be reoriented to the needs and basic philosophy of the free state. This system should be firmly rooted in the enduring subsoil of the nation's culture.

There should be unification of systems and well defined responsibilities of management. There is an urgent need to integrate higher education into one system in which educational standards and values are preserved and promoted under the leadership of universities. Existing facilities and needs should be kept in view while establishing new colleges and new courses. Standards of equipment, personnel, and instruction should not vary widely in different colleges and universities, so that it may be possible to share teachers, students, courses, and facilities; unnecessary duplication may be avoided and existing resources may be put to full use.

There is a need of meeting the problems of overcrowding, inadequate staffing, and poor equipment. The teaching personnel should be efficient. They should have adequate salaries so that they may not be attracted by other professions. The teacher should have sufficient incentive to keep himself or his students up-to-date. The teacher's efficiency should not be gauged through passing an examination

but through his success in inspiring the student's understanding and independent thought. The need for the addition of technical and scientific subjects is great. Academic standards should be raised.

The medium of instruction in colleges and universities should be that language in which the students may not feel handicapped, or feel difficulty in learning and thinking.

Research is one of the essential features of university education. Not only is it of national importance in our developing economy, but it has also a further value as a means of keeping alert and up-to-date. There is a great need of libraries, laboratories, scientific equipment and research facilities. Proper facilities must be provided for research in universities.

The examination system in itself cannot be considered undesirable as it is a necessary device to evaluate the abilities of the student. For the effectiveness of examination there should be more than one examination. Some marks should be allotted to internal exam and class performance and some marks for external exams. The essay type exams should be improved, and they should be supplemented with other types of examination.

The basic problem in the past as well as in the present, has been the inadequacy of funds. The system should be well financed and administered. Education is an

investment directly related to economic progress. Good education cannot be had cheaply. For the improvement and reorganization of Pakistani universities there is not only a great need for money but also the need of attitudes to change the existing deficiencies in universities.

Pakistan's education must be a vehicle in changing its people's attitudes. The education should meet the challenge of the growing needs of the nation by assisting development in the fields of science, technology and agriculture. The development of Pakistan demands the utmost effort and consistent pressing ahead; it demands building the country industriously and the training of a large number of proficient scientists and technicians, in conformity with the principle of achieving greater, faster, better and more economical results.

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