

Chapter 09

EDUCATION IN PAKISTAN



1. Importance of Education for development with particular reference to Pakistan Education Policy

Education occupies a fundamental place in the development and progress of a country; and thereby the individuals are enriched with the wealth of knowledge. Education is the only faculty which increases with its use. The importance of education is that:-

- i. It helped humankind to pass through many stages of evolution and reached to the present age of science and high technology.
- ii. It helped the humankind to conquer the forces of nature on the earth and also explored a number of secrets of space.
- iii. It helps in understanding the ideology of a nation and suggests ways to strengthen this ideology.
- iv. It develops a sense of nationhood and patriotism among the individuals.
- v. It helps in understanding the rights and duties of a citizen to perform his or her role for the welfare and progress of the society.
- vi. It helps in developing creative abilities of people to accelerate the process of healthy and constructive change in the society.
- vii. It helps to understand that educational development and economic progress are linked with each other. With a high standard of education more skilled people will be produced who will work for the progress and development of the country.
- viii. It helps in the optimum utilization and exploitation of natural resources.

- ix. It is the best investment in human resource development. Through education scientific and technological advancement is possible.

Pakistan Education Policy

Importance of education is evident from the Education policies introduced by the Government in different periods. Following education policies have been introduced in the country since its independence in 1947:

- i. Educational Conference 1947.
- ii. Report of the Commission on National Education 1959.
- iii. Education Policy 1972-80.
- iv. Education Policy 1978.
- v. National Education Policy 1998-2010.

From 1947 to 1998 all the policies emphasized upon the promotion of literacy, universal primary education, improvement in the quality of education and promotion of science and technical education. Stress was also laid on the quality of teacher training, improvement in the textbooks and the examination and evaluation system. High targets were set for improving primary education and literacy rate but in reality those targets could not be achieved. After 62 years, literacy rate is 51%. The important aspect of Education Policy 1972-80 was nationalisation of private institutions but it damaged the system of education. In the policy of 1978 teaching of Islamiat and Pakistan Studies was made compulsory from class IX to degree level. During this period Social Action Programme was started for improvement of education by opening new schools for female children. Literacy Commission was set up with an objective of spreading literacy in the country. But in practice the objectives of education could not be achieved as per targets set in the policies due to meager allocation of funds for different sectors of education, defective supervision and mismanagement of the educational institutions. Private sector was totally ignored and was kept away to share in the promotion of education. The examination system suffered from a number of malpractices. The Teacher Training System could not be improved. Therefore, government decided to prepare a comprehensive Education Policy to meet the challenges of the modern world. In this perspective National Education Policy 1998-2010 was prepared and enforced in the country.

National Education Policy 1998-2010

National Education Policy 1998-2010 stressed the need and importance of the following aspects of education within the country:

- i. Education will be accessible to all the citizens because it is the right of the individual citizen of Pakistan.
- ii. In order to eradicate illiteracy all possible formal and non-formal means will be used. By the year 2010 the gross enrolment of children in the primary age group (5-9) will rise to 105%.
- iii. Compulsory Primary Education Act has been promulgated and enforced from the year 2004-05.
- iv. A separate stream of Matric (Technical) will be added to general education for those who plan to pursue higher education. Facilities for technical education will be increased including undertaking of training programme for training of technical and vocational teachers to cope with the increasing demand of teachers.
- v. Technological and scientific knowledge will be expanded by introducing computer education as a subject at secondary and above level. The opportunities will be provided for technical teaching.
- vi. The existing capacity of teacher training institutions shall be fully utilized. The quality of teacher education programmes will be raised by prescribing the qualification of primary teachers from Matric to Intermediate. Two parallel programmes of FA / F.Sc. Education and B.A. / B.Sc. Education have been launched. The curricula of teacher education will be revised to bring it at par with other programmes in the region.
- vii. Education Foundations have been established for providing financial assistance to the private sector for opening non-commercial educational institutions especially in rural areas.
- viii. A District Education Authority will be established in each district to ensure public participation in the monitoring and implementation of all educational programmes.
- ix. The national budget for education will be increased from 2.2% to 4% of the total national income.
- x. The policy provided for the upgradation of the quality of education in Deeni Madaris (Schools of Islamic Education) and to bring Deeni Madaris and modern schools closer to each stream in curriculum and the content of education.

- xi. To promote sports and games from the grassroots at all the tiers of the education system.

Political, Social, Cultural and Economic Aspects of Education

a. Political aspect

Education plays an important role in the politics of a country. Education is the first condition for the success of democracy. In democracy people share in the affairs of the government by giving their opinion and practical support. This is only possible when the masses are educated. In the developed countries people are 100% educated. They have vision of their problems. They are not deceived by their political leaders. They make their leaders accountable to them. An educated person is never influenced by the emotional lectures and the false promises of the politicians. Education plays an important role in the formation of public opinion. The role of the press can be more effective when people are educated. Government can be confronted with strong reaction on any of the issue if people are educated. On the contrary semi-literate or illiterate political leaders cannot run the affairs of the government.

b. Socio-cultural aspect

Illiteracy is the root cause of all social evils. A number of social and cultural traditions are in practice due to lack of education. There are a number of customs and traditions, which are contrary to Islamic teachings and values, for example, air shooting at the time of marriages, quarrels on the appearance of moon and the use of drugs. The intellectual level of people is manifested in their culture. Hence, cultural values can only be purposeful if people have certain level of education. The art, poetry, literature and music cannot be appreciated without education. The decency in the daily affairs and dealing with others will be possible with the instrument of education. An educated person is distinguished by his manners. The wealth alone cannot raise the cultural life but it is the education which makes the people cultured and civilized. So education is an important agent of change in the attitude, behaviour and the way to live. It helps in eradicating social evils.

c. Economic aspect

Quality of education and its high standard have direct impact upon

the economic development of the country. The research and quality of education brings innovation and improvement in the industrial and agricultural products. Art has its own value which can be learnt and improved with education. Half of the national income of USA and UK is achieved through the services of its experts in different human activities like, banking, insurance, air service, trade, law, etc. The educated class of workers and skill personnel help in increasing the quantity and the quality of agricultural and industrial products. The literacy rate of all developed industrial countries is 98% to 100%. Their standard of scientific and technological education is very high. Human resources become productive due to quality of education. In Pakistan the reason for slow development is lack of qualitative and quantitative education. Investment in education is less than 3% which keeps us far behind in economic development.

2. Formal Education System

Formal system of education means provision of education by establishing different educational institutions, prescribing textbooks, appointing teachers, establishing a system of examination and awarding certificates and degrees. Rules and regulations for formal system of education are prepared and implemented. The system is controlled with these rules. There is a certain period of study for certain level to earn a certificate or degree. The spirit of formal system lies in management, control and discipline. The formal system is fully controlled by the government.

In Pakistan the formal system is categorized as follows:-

- i. **Primary stage:** It starts from class I to V. Its total duration is 5 years. Children are admitted in class-I at the age of 4 or 5 years of age.
- ii. **Middle stage:** It starts from class VI to VIII. Its duration is 3 years. Children after passing primary stage are admitted in class VI. A certificate is issued by the school after passing middle stage.
- iii. **Secondary stage:** It starts from class IX to X. Its duration is 2 years. Students who have passed Middle Stage are admitted in class IX. The Board issues a certificate on passing Secondary School Examination.
- iv. **Higher Secondary stage:** It starts from class XI to XII. Students after passing secondary school examination are admitted in the Higher Secondary class. Its duration is 2 years.

A certificate is issued by the Board after passing the examination of this stage.

- v. **Degree level:** It starts after the students pass Higher Secondary level of education and are admitted in a college to earn a degree. The government has raised its duration from 2 to 3 years. Now it starts from the 13th year to 15th year of studies. University issues a degree to successful candidates. However, in many parts of the country, the Degree course is of duration of two years.
- vi. **University level:** It starts after the students pass degree level examination from the college. Its duration is 2 years. Degree is issued by the University on successful completion of the course and passing the examination.
- vii. **Professional Education:** Professional education, which is also formal education, is divided into the following:-
 - a. **Diploma:** The students who pass the Secondary School Certificate examination get admission in diploma courses taught in the Polytechnic institutions in the area of electrical, mechanical, automobile, civil engineering and computers. The students who do not want to get higher education for any reason join diploma courses.
 - b. **Engineering Degree:** After passing Higher Secondary level examination the students who had opted Mathematics at higher secondary level get admission in different branches of engineering in the Engineering Colleges or University. They study in electrical, mechanical, chemical, electronics, mining, textiles, petroleum and computer science. Their duration of study is 4 to 5 years.
 - c. **Medical Degree:** After passing Higher Secondary examination the students who opted Biology as a subject at higher secondary level, seek admission in MBBS to become a doctor. The duration of studies at MBBS is 5 years.
 - d. **Commerce:** The students after passing secondary school examination are admitted in the first year Commerce class.

They pass Inter Commerce and further B.Commerce (B.Com) and M.Commerce (M.Com). The subjects of study induce business and administration, management sciences, information technology, economics, accounting etc.:

- e. **Agricultural Degree:** After passing higher secondary examination in science, students are admitted for B.sc (Agriculture) and after that to M.Sc. (Agriculture). Some go for degrees in Agricultural Engineering."
- viii. **Higher Education:** Higher Education can be had after passing. M.A. or M.Sc. or M.Com. degree examinations. The degree of Ph.D. can be obtained after earning Master degrees. Similarly, after MBBS doctors specialize in a number of branches of medicine. They are called specialized doctors.

In order to provide formal education, government has established a number of institutions throughout Pakistan. Education in the formal system is generally controlled by the government and rules and regulations of the government are followed. However, there are private institutions in the formal system at all levels of education. But the fee of private institutions is much higher than that in government institutions. The fee is generally not affordable by the poor and middle classes of the country.



3. Scheme of Studies

Scheme of studies means the courses / syllabi prescribed at different levels. Scheme of studies at different level of education are quite distinct from each other. These schemes are as follows:

- i. **Primary level:** The subjects at the primary level include the regional languages, Urdu, Counting, simple Arithmetic, Nature study and Islamiat.
- ii. **Middle level:** The subjects included in the scheme and taught are Regional Languages, Urdu, English, Algebra, Geometry, Science, Social Studies and Islamiat.
- iii. **Secondary level:** At this level Urdu, English, Islamiat, Pakistan Studies are the compulsory subjects for all groups of students. Humanities group of students opt for General Science as compulsory

subject. Apart, they opt for Mathematics and two other subjects in Humanities. Science students, study Physics, Chemistry, Mathematics and Biology along with compulsory subjects.

- iv. **Higher Secondary level:** At this level Urdu, English, Islamiyat and Pakistan Studies are compulsory, subjects for both Arts (Humanities) and Science groups of students. Science group students opt for 3 Science subject and Arts group and Arts subjects. Science has further 3 groups namely Pre-medical group, Pre-engineering group and General Science group. Students of Commerce group also opt for 3 commerce subjects.
- v. **Degree level:** Functional English, Pakistan Studies and Islamiyat are compulsory at B.A/B.Sc. level. Two to three optional subjects are taken by the students of all the groups from the list of optional subjects.
- vi. **University level:** At Master level the students study in any one of the disciplines in education. In each discipline they study 7 to 8 subjects. Here students have variety of choices or subjects of their interest.

After the University level (M.A. / M.Sc.) the students can go for M.Phil. or Ph.D. in the subject they had chosen at M.A. / M.Sc. level. Those taking degrees of professional nature are also allowed to go for M.Phil. or Ph.D. in their respective fields;

Engineering, Medical, Agriculture and Commerce are specialized areas. The choice is not much wider for students. They have to study fixed subjects.



4. Curriculum Development

Curriculum development is the process of selecting, organizing, executing and evaluating learning experiences on the basis of needs, abilities and interests of the learners and the needs of the society. Curriculum provides the sketch of education required for the country. It sets direction for the needs and purpose of education, nature of institutions, quality of teachers, educational facilities and the system of examination and evaluation. Curriculum provides a scheme of compulsory, alternate compulsory and optional courses of studies.

Curriculum is prepared on certain basic principles which provide ideological, philosophical, religious and social basis to a nation. Pakistan's curriculum development is based on all these principles. Those who are involved

in the curriculum development are policy makers, subject specialists, textbook writers, publishers, parents and students.

In Pakistan preparation of curriculum is the task of Provinces after eighteenth amendments in constitution.

Curriculum of different subjects is being revised, updated and improved. The process of revision and updating of curriculum of all the subjects under different schemes of studies is continuous process and done regularly.

Curriculum development above Higher Secondary is the responsibility of Higher Education Commission. The Commission in collaboration with the Academic Councils in the Universities prepares, revise and, update the curriculum of the scheme of studies followed by the Universities.

5. Teacher Training

No system of education is above the level of its teachers. Teachers play a crucial role in the system of education. It is important that these teachers are equipped with proper knowledge, skills and attitudes in carrying out the goals of education and fulfilling their obligations.

Teachers' training has certain levels which correspond with the general education ability of the teachers. There are three levels of teachers training.

- i. **Primary school teachers:** Teachers for the primary schools are trained, and must have passed Secondary School examination. They are provided one year training. After completion of this training they are awarded certificate called Primary Teachers Certificate (PTC).
- ii. **Middle school teachers:** Those who possess given one year training and awarded a certificate called Certificate in Education (CT).

PTC and CT training is provided by the Government Colleges of Elementary Education (GCE). There are separate Elementary Colleges of Education for girls and boys which have been established at all the district headquarters within the country.

- iii. **Secondary school teachers:** Those who possess BA/B.Sc. degrees are provided one year training called “Bachelor of Education” (B.Ed.) at the Government Colleges of Education. These colleges are at a few selected places in each province of the country. Those who further want to specialize in the subject of education undergo one year course called Master in Education (M.Ed.). This course is conducted by the Colleges of Education and in the Institutes of Education in the Universities. Teachers also do M.Phil. and Ph.D. in Education from the Universities. Those who possess M.Ed. or M.Phil. teach in the Colleges of Education. At the University level Ph.Ds. are employed to train teachers.

Allama Iqbal Open University has started teacher training courses through its distance education- system for those students who cannot afford to attend formal regular courses in the teacher training institutions.

National Education Policy (1998-2010) provides for modernizing the courses in teacher training. Accordingly, the duration and period of training at all levels of training is being increased, including better salaries for the teachers.

There are few problems in the teacher-training programme which include non-availability of qualified teaching faculty for the Colleges of Education, quality training programmes, financial problems of the Training Institutions, lack of quality material for training and lack of effective system of management and supervision. But the most serious problem is that the teachers do not use those teaching skills and methods in their classes which were taught to them in the training institutions.

6. Textbook Development

It is considered as an essential element of educative process. Textbooks determine the level of education, level of its teachers and the standard of the system of education. Textbooks translate the objectives of education policy into reality and set the standard of education required for the development and progress of the country. Development of textbooks is an evolutionary process. It continues with the new developments and changes in the society and around the world. New information is incorporated in the textbooks, making them useful for the system of education.

For the development of textbooks government has set up Textbook Boards in all the four provinces. Subject Specialists have been appointed in these Boards, who continuously work for improving the textbooks written by the authors. The books developed by the Textbook Boards are further evaluated by the expert committees in different subjects constituted by the Curriculum Wing in the Ministry of Education. After the evaluation and approval of the government, these books become part of educational system and are taught in the educational institutions throughout the country.

7. Examinations

Examinations are the means to test the ability of students at different levels of education. These examinations are held at the end of each academic year. The examinations not only determine the ability of the students but also determine the standard of education of, an educational institution and its teachers. They also indicate overall characteristics of the system of education within the country.

Apart from regular system of examinations for each class at school level at the end of the year, there are the examinations conducted by the Boards of Examination called Board of Secondary and Higher Secondary Education. These Boards are established in all the provinces of Pakistan and at the Federal level. Those who pass these examinations are issued Certificates. Universities have their own system of examinations, which are conducted with the help and co-operation of the Colleges, in the jurisdiction of a particular University. But our system of examinations encourages selected study of the courses. Therefore, students do not develop the habit of regular study. The guesswork has put adverse effect on the study habits of the students. The only remedy is that the number of short answer questions should be increased in order to cover the whole course, which will result in detailed study of the courses by the students. The rampant cheating and malpractice in the examination system have minimized its importance. There is need to maintain a strict discipline in the system of examinations. Another aspect is the conduct of entry test for admission. This will help in developing study habits among the students.

8. Technical and Vocational Education

The present era is that of technical and vocational education which helps in sustainable economic and industrial development. Therefore, government has paid attention to improve technical and vocational education in the country. Polytechnic institutes have been set up at the level of each district headquarter.

Matric pass students are admitted in these institutes on the basis of their merit. The students are awarded Diploma in Technical Education. Government has started technical projects in the country whose objective is to provide physical facilities for technical education institutions, provide equipment, improve courses of technical education and prepare teachers for imparting technical education. A Science Education Project has also been started by the Government of Pakistan. The objective is to improve standard of education in the courses of Mathematics, Sciences and Computer Science. About 6 million students will benefit from these courses.

Government of Pakistan has established Ghulam Ishaque Khan (GIK) Institute of Technology at Topi in Khyber Pakhtunkhwa, which is the highest modern institute of technical education, its standard is of International level.

A professional and vocational training institute and textile institute has been established at Faisalabad, which prepares experts for Textile Industry.

In Sindh, Polytechnic Institutes/Colleges are at Karachi, Hyderabad, Badin, Nawabshah and Sukkur. Technical institutes are also at the district headquarters in Sindh.

Government is stressing on technical and vocational education to prepare qualified and educated technical hands for improving the standard and level of our technical products for competing in the International market. Government is spending huge funds for the improvement of technical and vocational education.



9. Higher Education

Higher education is controlled by the Universities. During the last 20 years, Higher Education has made a speedier progress. At the time of creation of Pakistan there was only one University (Punjab University) and the plan of Sindh University (Jamshoro) was under consideration. By the year 2004 their number has increased to 53 in the Government Sector and 44 in the Private sector. Each year 2 to 3 more Universities are added in the private sector. In March 2002, Virtual University was set up with branches as under:-

Punjab	82	(21 in Lahore and remaining in other cities of Punjab)
Sindh	27	(24 in Karachi and 3 in other cities of Sindh)
Khyber Pakhtunkhwa	9	(3 in Peshawar, 2 in Abbottabad and 1 each

Balochistan	3	in other 4 cities) (1 in Quetta and 2 in other cities)
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A major development in higher education was the establishment of Higher Education Commission on 14th August 2002. This Commission has set the following targets:

- Increasing access to higher education from 2.6% to 5% by 2005.
- Increasing enrolment from 100,000 to 200,000 students by 2005.
- Increasing allocation to higher education from 0.39% to 1% of GDP by 2005.
- Shift from Humanities to Science and Technology from current 70:30 ratio to 50:50 by 2005.
- Introducing Information Technology Education in all public sector universities.



10. Problems in Education

Following are our main problems in education:

i. Attitude of the Feudal

The feudal system is the major obstacle in the way of education of the poor children. The parents are poor and can hardly afford educational expenses of their children. On the other hand feudal lords in the rural areas have discouraged education of the children of poor parents. They want to employ poor children on little wages. This is the reason that literacy rate in the rural areas has not increased specially the education of female children has suffered much.

ii. Dropouts

At each stage of the education of the children dropout rate has increased. About 85% children are admitted in primary schools but hardly 56% children complete the 5 years cycle of primary education. At the middle stage a significant majority dropouts in the middle of their education cycle. The economic condition of the parents is the main reason of dropouts because they cannot afford the educational expenses of their children.

iii. Teacher Absenteeism

In rural areas, teacher absenteeism has adversely affected the progress in education. Shortages of teachers in rural areas, ghost schools and lack of supervision of rural schools have resulted in low progress in the promotion of education and eradication of illiteracy.

iv. High fees of Private educational institutions

Private sector educational institutions charge high fees as compared to the facilities provided there. Teachers are overworked but paid low salaries. Government should exercise control over these schools. Registration fee in the private schools is from Rs.200 to Rs.10000 and monthly fee structure extends from Rs.200 to Rs.1000 and even more. Teachers in the private schools are less qualified and hence their standard is less than the teachers in the government schools

v. Shortage of physical facilities

The shortage of physical facilities and equipment in the primary schools has resulted in the decline in the level of education. About 25,000 primary schools are without proper buildings. Most of the schools have no boundary walls, no toilets and no water facilities. There is shortage of furniture in these schools. Most of the schools in the rural area are of one room school and are made of a mixture of mud and wood. These are known as Katcha Schools. These are in a very bad shape. The quality of education is poor in these schools.

vi. Non-availability of textbooks

Many pupils do not afford the high cost of textbooks. Textbooks prescribed by the private and English medium schools are very expensive. Textbooks of higher education and professional courses are mostly imported and are very expensive.

vii. Accommodation for students

Hostel accommodation for the students of Technical and Medical Colleges has become a problem. Hostels are not available as compared to the increasing number of students of these institutions.

viii. Political interference

Public representatives interfere in the administration of educational institutions especially in the appointment and transfer of teachers. Merit is ignored and appointments are made on favouritism or political recommendations.

11. New trends in education including Information Technology

After the end of 20th century and with the beginning of 21st century rapid changes have occurred in all sectors of human development. The systems of industry, trade and business, banking and insurance have become very complex. To solve this problem the departments of Management Sciences have played a significant role. Business administration has introduced a new system of office management, dominated by computers. New departments of banking, hotel management, tourism and investment accounts have been opened in the universities. The most popular institute in these disciplines is Lahore University of Management Sciences (LUMS).

Information Technology (IT) is an innovation in the field of telecommunication. Due to IT, data can be transferred to thousands kilometers away through the internet. Individuals and institutions have developed their websites, which provide the required information within no time. Internet has become source of quick means of transaction, imports and exports and acquisition of research material while sitting at home. Information technology needs skill and expertise to operate the machines. The important challenge in the IT in Pakistan is the availability of experts in the field. India has become self-sufficient in this field and thousands of its experts are in demand by USA, UK and Germany.

The importance of IT has been recognized in Pakistan. Investment has started on priority. Computer Hardware and Software are being prepared. Seven IT Universities are being established, 5 in the public or government sector and 2 in the private sector. Two IT universities namely "COMSATS" and "FAST" have started functioning. Formal Universities have also been advised by the government of Pakistan to establish the department of IT.

Information technology has been extended to over 4000 educational institutions, including schools in collaboration with private sector.

Hundreds of mushroom IT institutions have also been opened in the country but most of them neither have necessary equipment nor the expert

teachers. Such institutions are creating negative feelings about IT. The government should check spreading of such institutions.

IT has a bright future in Pakistan. A large number of foreign companies are making investment in IT on large scale.

The objectives of innovative- programme of IT education in Pakistan are:

- i. To modernize the educational system of Pakistan by introducing information technology at all levels.
- ii. To provide access to research and modern it information through the internet.
- iii. To familiarize information technology among the children of all ages and prepares them for the future.
- iv. To emphasize the varied roles of computers as a learning tool in the classroom.
- v. To employ communication technology for the training of teachers and other educational activities.



EXERCISE

A. Answer the following questions:

1. Describe the importance of education in the development of a country.
2. Highlight the important aspects of education as mentioned in the National Education Policy 1998 - 2010.
3. Mention the socio-cultural importance of education.
4. Describe the structure of formal education in Pakistan?
5. What are the main components of the scheme of studies at secondary level of education?
6. Write a note on the Teacher-Training Programme in Pakistan.
7. Describe the importance of Technical and Vocational education in Pakistan.
8. What are the educational problems of Pakistan?
9. Mention the objectives of IT education in Pakistan.

B. Fill in the blanks:

- i. No real progress is possible without _____.
- ii. First Educational Conference in Pakistan was held in the year _____.
- iii. Compulsory Primary Education Act was enforced in the year _____.
- iv. The first step of formal system of Education in Pakistan is _____.
- v. Professional Education includes _____, _____, _____, and _____ fields.
- vi. _____ is responsible for the preparation and development of textbooks in Sindh.