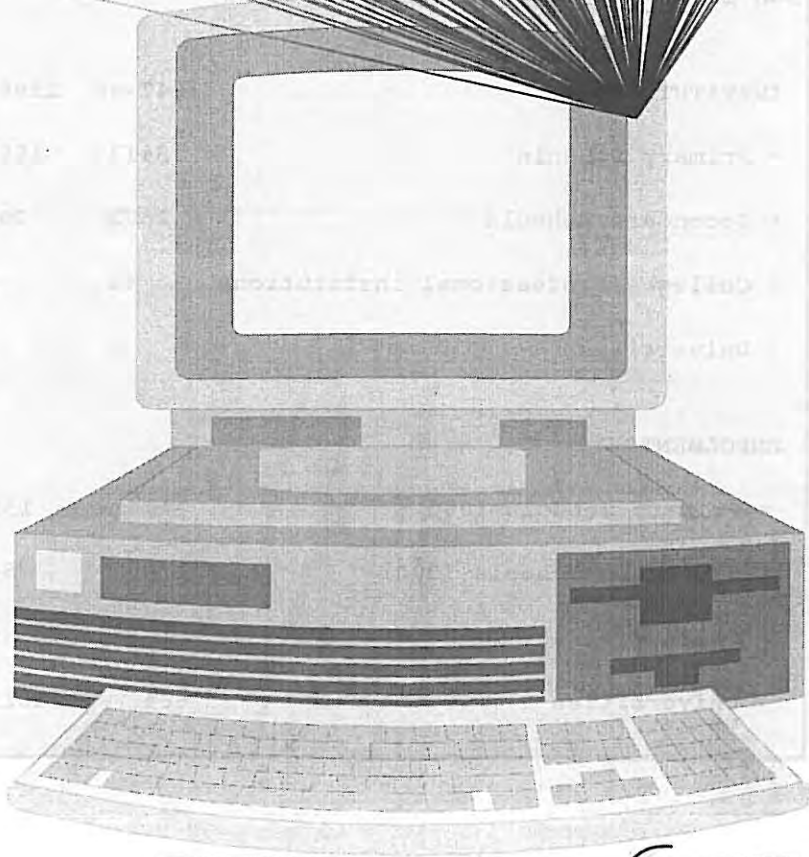


12

EDUCATION



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EDUCATION

Soon after the dawn of independence in August, 1947, those at the helm of affairs seriously addressed themselves to the task of appraising the existing Education System, that was inherited as an imperial legacy, and rebuild it as the exigencies of reconstruction entailing ideological consideration, literacy requirement and preparation of scientific and technical manpower.

Ever since the creation of Pakistan in 1947, successive governments expressed their deep concern to reform the education system, but all their efforts have been nullified due to accelerated population growth rate and lack of adequate financial resources. The statistical profile of education sector since 1947-48 to 1996-97 is given below in Box 12.1.

BOX 12.1 Profile of Education Sector

INSTITUTIONS	1947-48	1996-97
* Primary Schools	8413	155530
* Secondary Schools	2598	25000
* Colleges/Professional institutions	40	959
* Universities	2	37
ENROLMENT		
* Primary Schools (000)	770	15600
* Secondary Schools (000)	279	5400
* Colleges (000)	14	981
* Universities	664	101348

The participation rate at Primary level is near about 74.8%, at secondary level 30% and literacy rate 38.9%. At University level participation rate is less than 2%. It may be pointed out that half the number of children who are enrolled do not complete their primary schooling. The main reason for drop-out is poor quality of instructions, harsh attitude of teachers, lack of physical facilities and in-efficient managerial system. In order to remedy the situation, the Government had taken a number of steps to improve the system like launching of social Action Programme I & II (with donor assistance), emphasis on girls education, specially rural and backward areas etc. Besides a number of foreign aided projects have also been started.

Primary Education have enjoyed a high priority in policy documents since the inception of Pakistan. Ambitious targets of 1947 such as free and compulsory primary education within ten years and universalization of primary education was envisaged within two decades i.e., up to 1967. As time progressed, it became increasingly clear that these targets were unrealistic. According to official figures the 1970 enrolment rate was only 47.4 percent of the 5-9 age group and in the same year a new policy was formulated which aimed to achieve universal education by 1980. Only two years later, however, a new government revised the targets. In this policy document the stated objective was to achieve universal male enrolment by 1979. For only four years later the male and female targets were reset at 1983 and 1987 respectively. Subsequently 1979 policy advanced the dates still further to 1991 and 1993 respectively. Current National Education Policy (1992-2002) envisages that Primary Education shall be made compulsory and free so

as to achieve universal enrolment by the end of the decade.

The Sixth Five Year Plan (1983-88), mentioned "All boys of the relevant age group will be put into class-I in the middle years of the plan and all the girls by the terminal year (1987-88). No student who is in school will be allowed to drop out before class-V". In the Seventh Plan it has been intended that "By 1992-93 almost every child of age 5 years and above will have access to primary or Mosque School". Eighth Five Year Plan set the targets of Universalizing access to primary education for all boys and girls of 5-9 year of age; Enactment and enforcement of legislation for compulsory primary schooling; Removing gender and rural-urban imbalances; Qualitative improvements; and Broadening of the resource base for financing of education.

At present 5-9 years age group population is estimated to be 20.3 Million which may increase to 22 million by the end of this century by projecting the population growth rate at the average of 2.7% Per annum. Under SAP 6.4 Million additional seats were originally to be created by 1998 but by 1996-97 only half of targeted number of schools could be opened which is quite in conformity with the present enrolment picture of 63.1% as against 81.6% enrolment targeted for girls by 1997-98 and 85.5% for boys against 95.5%. The total number of schools opened under SAP including Mosque Schools is 20367. It is, however, expected that by the end of this century capacity for gross enrollment will be enhanced to 20 million.

Science/Technical Education

Science Education/Technical Education is imperative to improve the technical skill of the

individuals and progress of the country. The Government is making all out efforts to increase science and technical education. In this regard the 1st phase of "Science Education Project (SEP) for Secondary schools" has been completed with the assistance of Asian Development Bank (ADB) and feasibility for launching phase-II of the project has been undertaken in collaboration with ADB. The proposed SEP-II has been undertaken in collaboration with ADB. The proposed SEP-II envisages upgradation of physical facilities in about 2000 schools, development of research based mathematics curriculum and Human Resources Development Programmes in Science and Mathematics Education.

Computer Education in Schools

The world is entering into the era of information technology for which knowledge of computer is imperative. Realising the importance of Computer education, a project for introducing computer education in 50 schools has been launched in collaboration with Ministry of Science and Technology. Under this project 16 schools were provided necessary hardware and software and 32 teachers were provided training. These 16 schools have successfully introduced the computer studies as an optional subject against Biology for the students of Classes IX and X. Another 60 teachers of 39 schools have also been provided training.

Technical Education Project

Technical Education Project has been launched in collaboration with the Asian Development Bank at a capital cost of US \$ 78 million w.e.f. March, 1996 for a period of 6 years. The project envisages measures for updating equipment and furniture in 43 polytechnic and 4 technical

teachers training wings. The project also envisages construction of Government Polytechnic Institute for Women Quetta and Technical Teacher Training Centre at Sukkur, establishment of Research and Development units in the Technical Education Wings of Provincial Education Departments. It will introduce 23 new technologies in the existing polytechnic, repair and renovate existing workshops and labs and construction of some new workshops/labs where necessary.

Vocational Education and Training Programme

Vocational Education and Training Programme has been launched by the Ministry of Education for the vocationalization of school education. Under this project 70 Model Vocational schools will be established and vocational stream of education in Class IX and X in 100 selected High school will be introduced. Moreover, an innovative project of production of technical text books for polytechnics to meet the shortage of appropriately structured Teaching Learning Resources (TLR) has been launched. Sixty nine manuals have been produced so far under this scheme and are being used by the polytechnics. Polytechnic Institute for Boys, Islamabad is being established which would impart education in four technologies, i.e., Electronics, Computer, Telecommunication and Civil.

Higher Education in Public and Private Sector

Universities have been recognized the world over as a centre of higher learnings, knowledge and research. University education in Pakistan has expanded considerably in the last few decades. The number of universities in the Public sector has

increased from 2 in 1948 to 25 in 1996. Demand for higher education is escalating rapidly in view of its

high rate of returns and expanding size of middle class. The names of the Public Universities are given below in Box 12.2.

Box 12.2 CHARTERED UNIVERSITIES OF PAKISTAN (In Public Sector)

1. Allama Iqbal Open University, Islamabad
2. International Islamic University, Islamabad
3. Quaid-e-Azam University, Islamabad
4. University of AJ & K, Muzaffarabad
5. University of Balochistan, Quetta
6. University of Karachi, Karachi
7. University of Sindh, Jamshoro
8. Shah Abdul Latif University, Khair Pur, Sindh
9. University of Peshawar, Peshawar
10. Gomal University, D.I. Khan
11. University of the Punjab, Lahore
12. Bahauddin Zakariya University, Multan
13. Islamia University, Bahawal Pur
14. Balochistan University of Engineering. & Technology, Quetta.
15. Mehran University of Engineering & Technology, Jamshoro, Sindh
16. NED University of Engineering & Technology, Karachi
17. Quaid-e-Azam University of Engineering, Science & Technology ,Nawabshah
18. University of Engineering & Technology, Peshawar
19. University of Engineering & Technology, Lahore
20. National University of Science & Technology, Rawalpindi
21. University of Engineering & Technology Texla
22. Sindh Agriculture University, Tandojam
23. Univeristy of Agriculture, Peshawar
24. University of Agriculture, Faisalabad
25. University of Arid Agriculture, Rawalpindi

Modern University education, especially in science and technology is highly cost intensive. Since the scarcity of public finance, apart from consolidation of existing universities does not allow a further desired expansion of university education, a concerted effort is being made to attract private sector to come forward. The Government has adopted a liberal policy of encouraging the private sector to establish high quality institutions. So far 10 universities have been given charter by the government. Detail is given in Boxes 12.3 and 12.4.

Box 12.3 CHARTERED UNIVERSITIES OF PAKISTAN(In Private Sector)

1. The Aga Khan University, Karachi (established in 1983)
2. Lahore University of Management Sciences (1985)
3. Hamdard University, Karachi (1991)
4. Al-Khair University, AJK(1994)
5. Sir Syed Univeristy of Engineering and Technology, Karachi (1995)

6. Zia-ud-din Medical University, Karachi (1995)
7. Baqai Medical University, Karachi (1996).
8. Isra University, Hyderabad

Box 12.4 DEGREE AWARDING AND OTHER INSTITUTIONS

1. Government College, Lahore*
2. National College of Arst, Lahore*
3. Institute of Business Administration, Karachi*
4. Indus Valley School of Ars & Architecture, Karachi(1994)*
5. GIK Institute of Engineering Sciences & Technology, Topi(1992)
6. Shaheed Z.A.B. Institute of Science & Technology, Karachi(1995)
7. Lahore School of Economics
8. Institute of Business Management, PAF Base, Karachi

* Degree awarding institutions in public sector

The Government of Pakistan wishes to encourage philanthropists, business community, national NGOs and international agencies to come forward and establish institution of high quality particularly for the disciplines of science and technology subject to legislative requirements and monitoring by the UGC, Federal and/or Provincial Governments of Pakistan.

University Grants Commission (UGC) has accordingly developed guidelines for establishment of a private university/institutions of higher education in Pakistan. In order to exercise effective control over institutions established in the private sector and to implement liberal policy of granting degrees awarding to major institutions of higher education, a National Council of Academic Award and Accreditation (NCAA) has been approved by the Ministry of Education.

The higher education in Pakistan is highly subsidized. Although liberal grants are being provided by the Federal Government for the promotion and development of higher education in the country, yet these grants do not match with the growing requirements of these

institutions. In order to generate more funds and to create endowment for these institutions, the government has decided that 25% of the seats in higher educational institutions should be filled on self finance basis. In pursuance of the schemes, 22 universities out of 25 public sector universities have introduced the scheme. Universities in Azad Jammu and Kashmir and Balochistan have been exempted from operation of the scheme. 25% of the seats in National College of Arts Lahore have also been offered for admission of students on self finance basis at the rate of Rs.200,000/- per student. Dawood College of Engineering and Technology, Karachi has, however, allocated 100 seats in addition to its existing allocation of 389 seats to be filled on self finance basis at the rate of Rs.200,000 per student. A total of Rs. 170 million have been raised by the universities under self-funding scheme.

Women Education

As a signatory to the world declaration on Education for all and the Framework for Action to meet Basic Learning Needs, emerging out of

the World Conference on Education for all (1990) and the Dehli Declaration (1993), the government of Pakistan is committed to recognize education as a fundamental human right of every individual. Pakistan has made a commitment to universal primary education for all boys and girls of 5-9 year of age and to remove gender disparities.

The thrust of the Social Action Programme is to reduce gender imbalances in education through emphasis on primary and basic education of women in general and rural girls and women in particular. The importance of education for women has been accepted world wide. It improves their earning ability and contributes to their better health and well-being. The National Education Policy of 1992 envisages the strategy for women participation. Special incentive oriented programmes have been created to enrol and retain the girls in schools. In pursuance of policy provision, the Ministry of Education has taken a number of initiatives and formulated programmes to improve women education which inter-alia include Girls Primary Education (ADB assisted project), Punjab Middle Schooling Project (World Bank), NWFP Primary Education Project (World Bank), Sindh Primary Education and Development Project (World Bank), Balochistan Primary Education Project (World Bank), Charsadda Girls Education Project (FRG grant), Women Matriculation Programme (Allama Iqbal Open University), Integrated Functional Literacy Programme (AIOU), Women Middle level programme (AIOU), Women Polytechnic Institute, Islamabad (Ministry of Education), Computer Literacy Programme and Secretariat Training Skills/Vocational Programmes.

To enhance the girls participation in middle schools especially in the rural areas, the

Provincial Implementation Units have launched a systematic information campaign for the enrolment of females at middle schools and support a stipend programme to urban girls. Sindh implementation unit has awarded stipends to 842 students. In NWFP, 2761 students have been awarded the stipend. Similarly, Balochistan Implementation Unit awarded 2080 scholarships to girls in 1996. The project, Rural Female Teachers Stipend Programme, envisages rural female teacher stipend programme so as to produce more female teachers for middle schools. Sindh Implementation Unit has so far awarded 96 stipend for teachers by June, 1996. It is expected that by the year 2000 A.D. female participation at primary level will increase from 57% to 93.5%.

The Academy of Education Planning and Management also conducts training courses and ensures the maximum females participation for these courses. In this context, out of total 55 participants of 3 training programmes organized by the Academy in 1996, 17 were women. Furthermore, in 1996 five data collection workshop were arranged in which 241 participants were trained, 17 of these participants were women.

In order to introduce far reaching reforms in the entire educational system "Education Policy 1992" has also been launched phasing it over a period of ten years (1992-2002). Under policy programmes, 106,937 new primary schools, 19,483 Secondary Schools, 1315 Higher Secondary Schools, 436 degree Colleges, 20 new Universities, 99 Polytechnics, 8 College of Technologies and 233 vocational institutions are being added in the existing stock by the year 2002. Some innovative programmes like National Testing Services, Community participation in educational process,

privatization of Education have also been started.

As far as the financing is concerned, the annual budgets for education have also been enhanced over the past years. In terms of GNP, the allocations have registered an increase from 2.1 percent to 2.59 percent. The Government has also introduced a bill which will ensure, that minimum 3% of GNP will be spent on education by the year 2002. The Eight Five Year Plan has an allocation of Rs. 69.0 billions for education during 1993-98 which is three time higher than the provision of Rs. 23.0 billion during the Seventh Plan period (1988-93).

PRIME MINISTER'S LITERACY COMMISSION

Educational statistics in Pakistan are grim. The optimistic estimated literacy rate of 37% disguises an overall female literacy rate of 21%, this dropping to below 2% in some rural areas such as in Balochistan. By the year 2000, well over 100 millions people in Pakistan will be illiterate. The low level of access to primary education has become a serious threat to the pace and sustainability of the country's development.

Subsequent to an international commitment made by Pakistan to double the literacy rate and universalize primary education the United Nations Inter Agency Mission on Basic Education visited Pakistan from 22 April - 4 May 1995 that recommended, to combat illiteracy and provide Basic Education for All, to offer a "Second Chance" of Primary Education through Non-Formal programmes to the large number of illiterates and semi-literate adolescents and youth.

The Non-Formal basic education concept is based on the home schools

idea. No formal building is provided.

Instead, the community, where there is a demand for such a facility, provides free of charge, one room. A teacher who belongs to the community where the school is set up is engaged. This ensures a cordial relationship between the teacher, taught and their parents. Teacher absenteeism, as in formal schools, is substantially eliminated. Learning timings are not rigid and are set by the community to suit themselves. This allows the children, who often have other chores to take care of in the household, to be able to attend these schools without interfering in those duties. Winter and summer holidays are not pre-scheduled as in the formal system. All vacation are worked out accordingly to cropping patterns or local festivals such as "Urs" or "Melas". For drop-outs of a more mature age than new entrants the curricula is condensed as assimilation and retention abilities of older children are greater.

Decentralisation is a key aspect in the Non-Formal system and grass root i.e. community, as opposed to centralised dictation, is emphasised. Day to day operational decisions are left to those communities whom the education programme is to benefit. NGOs, Community Based Organisation (CBOs) and Village Education Committees (VECs) are encouraged to organise themselves and take on the responsibility of Non-Formal Basic Education. A Non-Formal school costs only Rs.10,000 to set up. A Formal Primary school costs approximately Rs. 1 million. The Non-Formal approach is easier to implement and more cost-effective. A primary schools graduate in the formal system costs approximately Rs. 6000 whereas in the Non-Formal stream the expenses per child is worked out to only Rs. 1444. The Prime Minister's Literacy Commission has been entrusted with the task to sponsor and monitor this

new thrust of Non-Formal Basic Education.

A project "Establishment of 10,000 Non-Formal Basic Education Schools" was approved by ECNEC in December 1995 at a total cost of Rs. 1263.3751 million. Immediately PMLC geared up to start the establishment of Non-Formal Basic Education (NFBE) Schools. However, at the instruction of Social Sector's Coordination Committee of the Cabinet, PMLC established a total number of 1052 schools, nation-wide by 30 June, 1996.

Provincial Non-Formal Basic Education Directorates were established. Identification of locations and teachers continued and training sessions were organized throughout the country to enable rapid establishment of demand based NFBE Schools. As a result up to 30th June, 1997, a total number of 7117 schools have been activated nation-wide.

Teaching Aids and learning materials supplied to date have been 5156 sets. Donation of textbooks (valued at approx. Rs.5 million) for 3300 schools in Punjab and 300 schools in Balochistan was obtained from UNICEF. The programme has been extremely well received by the beneficiary communities, a demand exists for the establishment of several thousand additional such facilities. However, arbitrary cuts in allocation of funds has placed the project's continuity in serious jeopardy. A forced closure of schools, or of the entire programme, due to lack of money would not only have an adverse affect on the progress being made in increasing the literacy rate and providing access to primary education, but would also create a credibility gap between the government and beneficiary communities. Details are given in Box 12.5 below.

Province/Area	School opened in		Total
	1995-96	1996-97	
Punjab	377	2470	2847
Sindh	241	2216	2457
NWFP	117	913	1030
Balochistan	55	315	370
AJK	20	2	22
FATA	13	8	21
FANA	60	62	122
Islamabad	169	79	248
TOTAL	1052	6065	7117

HIGHER EDUCATION AND LEARNED BODIES (HE&LB) WING

This Wing serves as coordinating unit, providing inter and intra-sectoral coordination of higher education and research in Pakistan and abroad, liaison between

Ministry and Provincial Governments, academic cum administrative and legal issues of universities, Centres of Excellence, Areas and Pakistan Study Centres, Centre of Advanced Study, National Institutions and learned bodies. The matters, interalia,

include, legislative works, framing a uniform policy on legal and administrative issues, processing budgetary and extra budgetary requirements release of grants to universities, centres, institutes and nationalized institutions, audit and accounts of universities, and other institutions, expenditure, processing examination, scrutiny, monitoring and evaluation of development projects. It also provides a forum for promotional efforts in education and research for universities, centres, institutes. This Wing also coordinates efforts of university Grants Commission in research and development, affairs of University teachers for scholarships and training, opening of new universities etc.

Higher Education and Learned Bodies Wing (HE & LB) of Ministry of Education is responsible for:-

- Promotion of Higher Education and Research in Pakistan.
- Strengthening and streamlining the functions of national institutions for the sake of national harmony and integration.
- Recognition and encouragement of Scholars, Thinkers and Men of Letters.
- Recognition of publishing and printing of textbooks, as industry.
- Copyright Laws and amendments in conformity with issues of intellectual property rights, inventions, designs, Trade marks etc.
- Libraries and similar institutions controlled and financed by Federal Government.

NATIONAL INSTITUTIONS SECTOR

National Institutions (NI) Sector deals with 9 Centres of Excellence, 6 Area Study Centres, 6 Pakistan Study Centres located in various universities of Pakistan having been established through Act of Parliament. Besides, it deals with 3 National Institutions located at Karachi namely; (Urdu Science College, Urdu Arts College and Dawood College of Engineering and Technology), 2 interior of Sindh (Federal College of Arts and Design and ZAB Agriculture College, Dokri), 1 each at Lahore and Islamabad i.e. (National College of Arts, Lahore and National Institute of Modern Languages Islamabad), 3 Sheikh Zayed Islamic Centres (Karachi, Lahore and Peshawar). These Centres are responsible for:

- Promoting functions of research and development.
- Promoting harmony and integration by forging national unity and cohesion.

This Sector controls two Attached Departments and three Autonomous bodies.

1. **Department of Libraries:** An Attached Department comprises of the National Library of Pakistan, Central Secretariat Library, Model Children Library and Regional Office at Karachi. It mainly deals with the problems of the libraries, formulation of policies, such as standardization of pay scales, library service rules etc. The National Library of Pakistan is a depositary under Copyright Law for all published material in the country.

2. **Central Copyright Office:** It is another Attached Department

responsible for maintaining the following Copyright Registers:-

- Literary, Dramatic and Musical work;
- Artistic Work;
- Cinematographic work;
- Records;

This office is located at Karachi with Sub-Office at Lahore. The Registration of the above items is made under Copyright Act. There exists a Copyright Board which listens to the appeals against the decision of the Registrar Copyright Office.

3. **National Book Foundation:** It is an Autonomous Body created through an Act mainly responsible for reprinting of foreign textbooks and publishing other general reading material so as to make it available to the readers at moderate prices.

4. **Pakistan Academy of Letters:** It works for the welfare of Writers, Poets and other Men of Letters like the disbursement as stipend or other adhoc relief to the Men of Letters with indigent means or bereaved families of deceased Writers/Poets and to other literary organization of the country.

5. **Urdu Science Board:** It is mainly responsible for translating various scientific and technical terms/materials into Urdu. It has published about 400 books so far.

UNIVERSITY GRANTS COMMISSION

The breaking away of East Pakistan showed that universities controlled and funded by the Provinces became centres of Parochialism and anti Pakistan feelings. As a result of this, 1973 Constitution brought a number of educational subjects on concurrent

list. In 1974 the University Grants Commission was set up under an Act of Parliament. In 1976 another Act was passed by the Parliament to give federal control on curricula, syllabi and text books. The University Grants Commission is responsible for regulating these activities in the sector of higher education.

- a) Besides disbursement of grants to the universities the University Grants Commission assesses, coordinates and plans for university requirements.
- b) Interaction between universities to promote national cohesion.
- c) Only forum at the national level where university teachers are brought together for in-service training.
- d) Only institution in the country where university syllabus is periodically reviewed, revised and enforced on the universities.
- e) Only institution at the national level which brings students of different universities all over the country together in inter-universities activities like sports, debates, visits etc.
- f) Only institution at the federal level which can assess, control and regulate private universities.

FUNCTIONS OF NATIONAL EDUCATION FOUNDATION

- To promote public private partnership of basic education development.
- Funding to NGOs/CBOs and Private School Operators

- To encourage innovative programme in ICT, FATA, FANA & AJK
- To provide technical assistance to Provincial Education Foundations.
- To encourage development of voluntary organizations for the development of basic education in the country.
- To launch various schemes or projects and initiate activities for the welfare and development of the beneficiaries.

NATIONAL EDUCATION TESTING SERVICE

In Education Policy 1992, Educational Testing Service was conceived for entry examinations in Professional Colleges and Faculties of Universities. This has been assessed due to certain malpractice, that have crept into the examination system particular at higher secondary level. As such the Ministry of Education developed National Education Testing Service (NETS). The objective is to maintain uniformity of scores of various examination boards through scientifically validated tests and raise the standard of education. The initial task on NETS started in 1993 which is located in IBA, Karachi.

NETS has developed test items in the subjects of physics, chemistry, math, biology and english at Higher Secondary level. The number of such items is 4500. These have been prepared by experts and are based on curriculum being taught at present and encompass the knowledge (memory), comprehension and application of the subjects. These tests have been tried out at post F.Sc level in Karachi and Islamabad. The validity is of the order of 90-95%. The bill is being submitted for

consideration/approval of the parliament.

INTRODUCTION OF QURAN-E-PAK NAZIRA IN SCHOOLS

The Prime Minister Directed that Quran-e-pak Nazira with its translation be introduced compulsory for Muslim Students from class VI to X from the next academic session. The programme should be so scheduled that the study of Quran-e-Pak is completed by the time students leave school on passing of Class X. Ministry of Education has already taken some steps in teaching of Al-Quran.

Nazira Quran is already under implementation and is an integral part of Islamiyat from classes I-VIII and 40% marks are allocated to it. New series of textbooks in Islamiyat from Classes IV-VIII and Arabic from Class VI-VIII have been developed with a new approach drawing vocabulary from Al-Quran and Themes from Islamic Studies.

A meeting in pursuance of the Directive, was held in the Ministry of Education on 4-5th March, 1997 and consequently the recommendations made therein were circulated to education Departments for implementation. In a subsequent meeting of all Provincial Education Secretaries, held in the Ministry of Education on 31st March, 1997, all practicable aspects of recommendations as well as their implementation were discussed. In a workshop in the International Islamic University, Islamabad on 1st May, 1997 chaired by the Education Secretary, the matter was discussed in detail. All the Provincial Education Secretaries, Scholars and Ulama from all schools of thought attended the workshop.

DEENI MADARIS

Deeni Madaris of Pakistan are independent. They prescribe their own

curriculum. They have organized themselves into 5 Wafaqs/ Tanseem / Raibitul Madaris. According to the information collected by Ministry of Education, there are about 6000 Madaris in the country. Ministry of Education has taken the following steps to bridge the existing gulf between formal education system and Deeni Madaris.

- Trained 431 teachers of deeni madaris in formal school subjects.
- Determined equivalence of Asnad of Deeni Madaris at M.A. level.
- Prepared draft act for establishment of Deeni Madaris Board.

Introduced modern subjects in 150 Deeni Madaris (English, Economics, Mathematics, General Science, Pak. Studies & urdu).

Boxes 12.6, 12.7, and 12.8 throw light from different angles.

BOX 12.6 BASIC EDUCATION DEVELOPMENT INDICATORS			
Indicator/Parameter			1996-97
Gross Enrolment (000)	i.	Primary (I-V)	15553
	ii.	Middle (VI-VIII)	3756
No. of Schools (000)	i.	Primary	150.96
	ii.	Middle	14.59
No. of Teacher (000)	i.	Primary Level	339.50
	ii.	Middle Level	95.80
Student Teacher Ratio	i.	Primary	46:1
	ii.	Middle	39:1
Dropout Rate (Primary)			45%
Participation Rate	i.	Primary Level (I-V)	74.8%
	ii.	Middle Level (VI-VIII)	31.6%
Literacy Rate			38.9%

Source: i. Pakistan Education Statistics, 1992-93 CBE M/O Education.
 ii. Economic Survey 1990-91, 1993-94, 1994-95, 1996-97
 iii. Planning wing Ministry of Education

BOX 12.7 PROFILE OF HIGHER EDUCATION IN PAKISTAN			
Public expenditure on education (as % of GNP)			2.7%
No. of Universities:	Public	(1947)	2
		(1997)	25
	Private	(1997)	12
No. of Colleges:	Arts & Science	(1997)	798
	Professional	(")	161

Tertiary Enrolment Ratio (age group 17-23) (1996)	3%
Enrolment in Colleges for 1996-97: Total	990,969
Professional	160,969
Arts & Science	830,000
Enrolment in Public Universities (1996-97): Total	101,348
a) General Universities (excluding AIOU)	72,727
b) Agriculture Universities	9,823
c) Engineering Universities	18,798
Average Expenditure in P.U. (1995-96) per student per year	
a) General Universities	Rs. 29,000
b) Agriculture Universities	Rs. 46,000
c) Engineering Universities	Rs. 37,000
Total Teaching Staff for year 1996-97	
a) Professional Colleges	6173
b) Arts & Science Colleges	20907
c) Universities	6033
Teacher/Student Ratios in Universities (1996-97)	
a) General Univers.	1:18 (Variation is 1:7 - 1:26)
b) Engineering Univers.	1:19 (Variation is 1:11- 1:35)
c) Agriculture Univers.	1:11 (Variation is 1:7 - 1:16)
R & D Scientist (per 1000)	0.1

BOX 12.8 PLAN-WISE (1ST 8TH PLAN) PRIMARY EDUCATION DEVELOPMENT IN PAKISTAN

Factor	1st 1955-60	2nd 1960-65	3rd 1965-70	N.P. 1970-78	5th 1978-83	6th 1983-88	7th 1988-93	8th 1993-98
i. NS (opened)	2,442	14,688	8,701	12,674	9,102	26,684	21,000	20,367
ii. AE (mill.)	.28	1.15	.86	1.1	1.16	1.52	3.1	2.83
iii. P. Rates	36%	45%	46%	54%	48%	52%	68.9%	74.8%

POSITION BY THE END OF PLAN YEAR

	1959-60	1964-65	1969-70	1977-78	1982-83	1987-88	1992-93	1996-97
i. School	17,901	32,589	41,290	53,964	63,066	89,750	130,596	150,963
ii. E (000)	1,890	3,050	3,910	5,015	6,179	7,900	12,414	15,553

Note: NS = New Schools, AE = Additional Enrollment, P = Participation

Table 12.1 NUMBER OF INSTITUTIONS, ENROLEMENT AND NUMBER OF TEACHERS
BY SEX AND LEVEL

Years	Number of Institutions			Enrollment (000.No.)			Number of Teachers (000 Nos)			Student per Teacher		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
PRIMARY SCHOOLS												
1947-48	18413	6864	1549	770	660	110	17.8	15.4	2.4	43	43	46
1954-55	14162	11688	474	1550	1310	240	35.5	29.7	5.8	44	44	41
1964-65	32589	24658	8021	3050	2350	700	75.9	59.2	16.7	40	40	42
1974-75	51744	36071	15673	4971	541	1430	125.5	83.1	42.4	40	43	34
1984-85	73812	52261	21551	6828	4576	2252	179	121.8	57.2	38	38	39
1994-95P	134050	94063	39987	14264	8626	5626	322	212.4	109.6	44	41	51
1996-97E	150693	104002	46691	15553	9241	6312	339.5	226.9	112.6	46	41	56
MIDDLE SCHOOLS												
1947-48	2190	2037	153	221	200	21	12	11.2	0.08	18	18	26
1954-55	1517	1321	196	332	287	45	10.7	9.2	1.5	31	31	30
1964-65	2701	2112	589	624	496	128	22.1	17.4	4.7	28	29	27
1974-75	4713	3447	1266	1196	917	279	43.5	30.7	12.8	27	30	22
1984-85	6132	4315	1817	1805	1359	446	57.4	40.4	17	31	34	26
1994-95P	12571	7009	5562	3816	2469	1347	86.4	48	38.4	44	51	35
1996-97E	14595	8170	6425	3756	2364	1392	95.8	57.1	38.7	39	41	36
HIGH SECONDARY VOCATIONAL INSTITUTIONS												
1947-48	454	372	82	59	51	8	....	....	....	....	....	....
1954-55	837	649	188	120	102	18	....	....	....	....	....	....
1964-65	1989	1564	425	243	191	52	29.2	22.5	6.7	8	8	8
1974-75	3199	2981	218	504	390	114	53.6	37.7	15.9	9	10	7
1984-85	4920	3486	1434	702	542	160	104.1	78.7	25.4	7	7	6
1994-95P	10113	6703	3410	1622	1082	540	185.6	117.2	68.4	9	9	8
1996-97E	10481	6745	3736	1641	1077	564	168.1	115.9	52.3	10	9	11
ARTS AND SCIENCE COLLEGES												
1947-48	40	35	5	14	13	1	....	....	....	....	....	....
1954-55	77	58	19	43	37	6	....	....	....	....	....	....
1964-65	225	163	62	127	103	24	5.4	4	1.4	23	26	17
1974-75	361	265	96	208	105	58	9.6	7	2.6	22	21	22
1984-85	467	314	153	373	256	117	14	9.6	4.3	27	27	27
1994-95P	688	437	251	723	458	265	20.8	12.8	8	35	36	33
1996-97E	798	502	296	830	513	317	20.9	12.5	8.4	40	41	38
PROFESSIONAL COLLEGES (FIGURES IN NUMBERS)												
1947-48	....	....	....	4368	4041	327	....	....	....	....	....	....
1954-55	24	23	1	8082	7249	833	....	....	....	....	....	....
1964-65	45	40	5	17372	14382	2990	1239	1064	175	14	14	17
1974-75	83	75	8	44734	36648	8086	2624	2146	478	17	17	17
1984-85	100	92	8	59169	49427	9742	3884	3255	629	15	15	15
1994-95P	153	144	9	131911	108342	23569	5969	4864	1087	22	22	22
1996-97E	161	152	9	150969	126840	24129	6173	5066	1107	24	25	22
UNIVERSITIES (FIGURES IN NUMBERS)												
1947-48	2	-	-	644	588	56	....	....	....	....	....	....
1954-55	4	-	-	1998	1949	49	....	....	....	....	....	....
1964-65	6	-	-	13221	10491	2730	1265	1193	72	10	9	38
1974-75	10	-	-	21396	16896	4500	2455	2125	330	9	8	14
1984-85	21	-	-	54031	45624	8407	3589	3080	509	15	15	17
1994-95P	24	-	-	70263	53635	16628	6396	5550	846	11	10	20
1996-97E	25	-	-	719819	53863	17953	6998	6046	952	10	9	19

Note: Not available - Nil

Source:- Central Bureau of Education & Federal Bureau of Statistics

* Professional Colleges includes Agriculture, engineering, Medical, Commerce, Law, Home Economics, Educational Research, Physical Education, Tibb, Homeopath and Fina Arts Institutions

Table 12.2 PRIMARY SCHOOL AGE POPULATION (5-9 YEARS) AND PRIMARY SCHOOL ENROLEMENT

Year	(Thousands)								
	Population 5-9 Years of age			Number of Student Enrolled			Population 5-9 Years not Enrolled		
	Both Sex	Male	Female	Both Sex	Male	Female	Both Sex	Male	Female
1951	5225	2799	2426	1050	910	140	4175	1889	2286
1956	5815	3109	2706	1690	1420	270	4125	1689	2436
1961	6472	3454	3018	2060	1630	430	4412	1824	2588
1966	7976	4223	3753	3160	2410	750	4816	1813	3003
1971	9853	5174	4679	3960	2920	1040	5893	2254	3639
1976	11639	6069	5570	5319	3770	1549	6320	2299	4021
1981	13434	6962	6472	5474	3692	1782	7960	3270	4690
1986	15510	7988	7522	7094	4794	2365	8416	3259	5157
1990	18301	9431	8870	10400	7058	3342	7901	2373	5528
1995	21168	10909	10259	14264	8626	5638	6904	2283	4621

Sources:- Central Bureau of Education, Federal Bureau of Statistics

Table 12.3 RELATIONSHIP OF PRIMARY SCHOOL AND POPULATION (5-9 YEARS)

Year	Primary School (Number)	Population 5-9 Years (000)	Population/School
1950-51	9411	5225	555
1960-61	20909	6472	310
1970-71	45854	9853	215
1980-81	59169	13434	227
1990-91	11442	18301	160
1995-96	143130	21168	148

Sources:- Central Bureau of Education, Federal Bureau of Statistics

Table 12.4 EDUCATIONAL INSTITUTIONS BY LEVEL AND KIND

Year	Primary	Middle	High	Secondary Vocational	Arts & Sc. Colleges	Professional Colleges	Universities
1947-48	8413	2190	408	46	40		2
1948-49	9073	2174	411	49	42	19	2
1949-50	9411	2134	469	59	46	19	2
1954-55	14162	1517	747	90	77	24	4
1959-60	17901	1974	1069	100	126	40	4
1960-61	20909	1798	1172	109	131	42	4
1961-62	24930	2011	1300	103	146	39	6
1962-63	28338	2023	1349	103	159	41	6
1963-64	30950	2379	1459	117	190	43	6
1964-65	32589	2701	1622	145	225	45	6
1965-66	32930	2785	1658	113	228	48	6
1966-67	34678	2970	1776	142	258	48	7
1967-68	36453	3018	1827	165	251	50	7
1968-69	38870	3290	1910	180	270	58	7
1969-70	41290	3560	1995	190	290	59	7
1970-71	43710	3822	2063	206	314	73	7
1971-72	45854	4110	2247	284	339	73	8
1972-73	49580	4406	2498	391	334	76	8
1973-74	50574	4586	2742	314	354	81	8
1974-75	51744	4713	2898	301	361	83	10
1975-76	52800	4783	3047	282	404	98	12
1976-77	53162	4990	3214	231	433	98	12
1977-78	53882	5100	3239	222	430	95	15
1978-79	55265	5194	3221	223	429	99	15
1979-80	57220	5233	3361	219	430	99	15
1980-81	59168	5295	3479	231	433	99	19
1981-82	61117	5362	3597	247	440	99	20
1982-83	71358	5432	3715	263	447	99	20
1983-84	73228	5984	4213	279	469	99	20
1984-85	73812	6132	4630	290	467	99	21
1985-86	77207	6260	4677	293	481	99	22
1986-87	97228	6769	5253	501	502	99	22
1987-88	105884	6993	5492	560	548	99	22
1988-89	103682	7844	6616	999	556	99	22
1989-90	110552	8058	7184	929	575	99	22
1990-91	114142	8761	8210	725	612	99	22
1991-92	112379	9041	8374	608	633	139	23
1992-93	130596	11808	8724	602	649	147	23
1993-94	134050	12126	9181	593	669	149	24
1994-95	139634	12571	9518	595	688	153	24
1995-96	143130	13330	9542	687	707	157	24
1996-97	150963	14595	9808	673	798	161	25

Note: Mosque Schools are included in primary Schools. There are 10 more universities in the private sector which have been granted charter by the government. Central Bureau of Education, M/O Education was responsible for data on edu. system in the country till its abolition in 1993. Thereafter the responsibility of data collection was transferred to the provinces and Academy of Educational Planning and Management.

Sources: (1) Data from 1959-60 to 1991-92, Ministry of Education, Federal Bureau of Statistics. (2) Federal Education Management Information System (EMIS) is responsible for the Data of Primary, Middle and High schools from 92-93 to 96-97. (3) The data for Secondary Vocational Institutions, Arts and Science Colleges, Professional colleges and Universities from 92-93 has been compiled by FBS. (4) The data for Secondary Vocational Institutions, Arts and Science Colleges, Professional colleges from 1993-94 to 1996-97 is provisional. (5) The data for Primary, Middle and High Schools for 1996-97 is based on estimates.