

History of Primary and Secondary Education Five Year Plans in Pakistan: A Review of the Literature

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ABSTRACT : The quality education is an indispensable and inevitable agent for change as education is a process of civilization and development. The issue of deterioration of quality in education in Pakistan, especially decline in quality of secondary education was the slogan of the day. The major purpose of the research is to compare and analyze the quality of education throughout history by understanding the Five-Year Plans initiated by the Government of Pakistan in public and private schools of Punjab. It was discovered that while the plans were detailed in theory, in terms of practical application much was left to be desired. It was understood that while students attended the schools at both primary and secondary levels, they were not given the quality of education promised. As a result the quality of education in primary and secondary schools in Punjab suffered greatly. It is recommended that the next Five Year Plan initiated by the Government of Pakistan be implemented in letter and spirit so that the students of primary and secondary schools in Punjab could benefit greatly from it.

KEYWORDS: *Education, Pakistan, Secondary, Primary, Punjab.*

I. INTRODUCTION

IMPORTANCE OF EDUCATION

Education is a powerful catalyzing agent, which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission, of their purpose in life and to equip them to achieve that purpose. It is an instrument for the spiritual development as well as the material fulfillment of human beings. Within the context of Islamic - perception, education is an instrument for developing the attitudes of individuals in accordance with the value of righteousness to help build a sound Islamic society (Govt. of Pakistan, 1998). Education plays an important role in human resource development. It raises the productivity, efficiency of individuals and produce skilled manpower that is capable of leading the economic development. Importance of Education for human resource development does not need any justification and clarification. The developed countries attach highest priority to education; same is the case with the developing countries. The constitution of Pakistan accepts education as one of the fundamental rights of a citizen as well as constitutional commitment of the government accepts to provide access to education to every citizen (Govt. of Pakistan, 2000).

EDUCATION SYSTEM IN PAKISTAN

The education system in Pakistan consisted of a number of stages, primary, middle secondary, higher secondary/intermediate, and college and university levels. These categories overlap and so does the administration of institutions overlap in each category. For example, there are schools/colleges offering education from nursery to degree level (class XIV), even to masters' level. Principals of such colleges are responsible for over all administration of the colleges. But staff of that college/school may be under the directorate of schools or colleges for the purpose of transfers, promotions and posting etc. The structure of formal education system in Pakistan can be summarized as following.

Level Schooling Age

1. Primary Five years 5-9 years
2. Middle Three 10-13
3. Secondary Two 14-15
4. Higher Secondary/Intermediate Two 16-17
5. Higher (College) Two 18-19
6. Higher (University) Two to Five 20 and above (Rasul, 1998)

There was a proposal in National Education Policy 1979 to make the education a 3 tier system as: Elementary (I-VIII); Secondary (IX-XII); and Higher (XIII-above). Three tier system could not be implemented effectively but as a result of this exercise we had higher secondary schools with XI and XII classes in the secondary schools having large enrollment. Presently, the education system in Pakistan comprises the following tiers: Primary (I- V); Secondary (VI-X); college Education (XI-XIV); and Higher Education (XV and onward). Apart from these regular tiers there are institutions for: Engineering; Technical and Vocational Education; Medicine, Teacher Education, Agriculture; Business and Commerce and law (Farooq, 1993).

IMPORTANCE OF SECONDARY EDUCATION

Secondary education (IX-XII) is an important sub-sector of the entire educational system. On the one hand, it provides the middle level work force for the economy and on the other; it acts as a feeder for the higher levels of education. Higher education, which is expected to produce quality professionals in different fields, hinges on the quality of secondary education. This level of education, therefore, needs to be revamped in such a way that it prepares young men and women for the pursuit of higher education as well as prepares them to adjust to their practical lives meaningfully and productively.

Secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behavior start taking shape and problems of adjustment with the new roles in life assume critical significance. Four years of secondary education, therefore, provide an excellent opportunity for the educationists to conceive and launch programs that initiate the learners into proper forms of behaviours and attitudes. In the past, secondary education could not attract attention in terms of efforts and investment. The perennial problem of illiteracy and the legacy of backwardness in the field of science and technology have forced the governments to give greater priority to these two areas. Now, we have reached a stage, where the number of universities in the public and private sectors has raised to 110 including degree awarding institutes, the number of primary schools has crossed the mark of 2,60,000. It is, therefore, most appropriate to address the problems of secondary education seriously. With increased emphasis on quality of primary education and renewed efforts to check the high drop-out rate at primary level, the secondary level of education now needs to be prepared for comparatively heavier influx of aspirants to this level. Compared to primary and elementary education, the base of secondary education is very narrow. The enrollments on the female side are particularly low. Due to lack of planning in identifying the schools, the areas of highest concentration are overlooked. On the other hand, there are also large areas, which are not covered by adequate facilities. Expansion of schools in an unplanned manner, therefore, needs to be discouraged and we need to proceed very cautiously and in a planned manner (Govt. of Pakistan, 1998).

GOALS FOR SECONDARY EDUCATION

The Committee on Curriculum Planning and Development of the National Association of Secondary School Principals identified following goals for secondary education.

- All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.
- All youth need to develop and maintain good health and physical fitness.
- All youth need to understand the rights and duties of the citizen of a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
- All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
- All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
- All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
- All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music and nature.
- All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
- All youth need to develop respect for other persons to grow in their insight into ethical values and principles, and to be able to live and work cooperative with others.
- All youth need to grow in their ability to think rationally (Faunce, Munshaw, 1965).

SCIENTIFIC, TECHNICAL AND VOCATIONAL ASPECTS OF SECONDARY EDUCATION

Man has been striving to improve his conditions of life from times immemorial. He faced many hurdles in his

early age in this world and would keep on facing them subsequently. He had to work hard to procure ever-increasing changing necessities of life with the passage of time. He developed a sense of search for knowledge in the world around him and tried to take benefit out of it from time to time.

Such a system of education was inherited by Pakistan which imparts only general education in the institution. Enough time has passed by now. We must not any more curse the old system left by the British but curse ourselves because we have not been able to take initiatives to generate a new system of education which should not only have created an urge for knowledge but should have also created a scientific outlook in the society. In this space age we have been able to do nothing concrete in spite of our lofty claims.

It is quite essential that a scientific out-look is created in the educational institutions so that a headway could be made in discovering secrets in the area of technology. We may take benefit from borrowed technologies but we cannot depend on them indefinitely. Efforts shall have to be made in this field for self-sufficiency. There is no escape from it.

No doubt, science education is being imparted in our primary and secondary schools as a subject but it is painful to point out that it is being taught just as history and not as a subject of science with a scientific approach. That is why we could not achieve the desired results from our science education.

Though some funds are released for purchase of scientific equipment but those are quite inadequate. There is also no check on quality control whenever purchases are made. Students can only see the science laboratories but never allowed to carry out experiments themselves due to shortage of chemical apparatus. In Pakistan, system of education is mainly exam-oriented. In fact it should have been both knowledge and profession oriented. In addition to the highly skilled manpower to deal with the complicated problems of our daily life, it is also necessary to utilize a sizeable proportion of (semi-skilled) manpower in various vocations so that there could be established a sound foundation for a sophisticated technology. It is, therefore necessary that we should convert our educational institutions to semivocational ones where professional training could be imparted from the 4th class in primary schools unto the 10th class of secondary schools.

The majority of women are reluctant to work outside their homes due to cultural inhibitions. Male members have to bear the financial burden of the whole family. Non-participation of about half of the population, in addition to old and handicaps, has given a serious setback to the Pakistan economy. Until females are trained and encouraged to participate in the economic uplift of the country, we cannot attain economic self-sufficiency (Baloch and Khalid, 1990).

It is, therefore, recommended that in all the existing boys and girls schools, technical and vocational education should also be imparted to students on proper lines. In addition to it short courses on various vocations should be introduced in selected schools in the evening so that household wives could be benefited. Moreover, Government should establish polytechnic institutes for both males and females, at least, at all the Divisional headquarters so that adequate chances of technical education are also made available to them (Tufail, 1966).

FIVE YEAR PLANS AND SCONDARY EDUCATION

The First Five-Year Plan (1955-60)

Iqbal (1993) stated that according to the First Five Year Plan (1955-60), the main objectives of secondary education are: (i) to introduce diversified courses in commerce, agriculture and technical subjects, (ii) to improve quality, (iii) to increase the number of secondary schools.

Secondary education greatly needs strengthening through emphasizing the history and ideology of the country by developing individual character and dignity; balancing literacy studies with improved courses in Mathematics and Science; and adding courses to prepare pupils for careers in agriculture, teaching, social welfare, commerce and industry. The aim is to develop multipurpose secondary schools with agricultural, technical, or commercial bias depending upon the demands of different societies, but giving to secondary school pupils good general education, rather than limiting them to a narrow and premature specialization. In Pakistan, 15 schools will be upgraded to high level; 75 new government schools will be established, Grants-in-aid will be given to 100 private schools. Five hundred middle schools and 100 high schools will be improved by adding or strengthening science and pre vocational and industrial courses.

Number of middle/junior high schools increased from 1517 (156 female) in 1955 to (281 female) in 1960. This included 470 schools managed by Government, 1263 by local bodies and 137 by private agencies /organization. Number of high schools increased from 747 (148 female) in 1955 to 1069 (205 female) during 1955- 1960. This

included 381 schools managed by government, 293 by local bodies and 395 by private organizations. The number of trained teachers in middle junior high schools increased from 9000 (1400 female) in 1955 to 11200 (1800 female) during 1955-1960. Number of trained teachers in high schools increased from 9200 (1900 female) in 1955 to 13800 (3100 females) in 1960. Enrollment in middle/junior high schools increased from 0.332 million (45000 female) in 1955 to 0.422 million (63000 commerce, agriculture and technical subjects), (ii) to improve quality, (iii) to increase the number of secondary schools.

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Government high schools will be improved by adding 800 qualified teachers, 650 class-rooms and 70 art rooms. Seventy science laboratories will be fitted with modern equipment. Courses in industrial arts, commerce and agriculture will be introduced in 250 middle schools and 45 high schools (Govt. of Pakistan, 1960).

According to Hussain, (2003): "The program for secondary education proposed in the plan will increase the enrollment at this level by 430,000 students, raising the percentage of the age group attending school from 12 in 1960 to 16 in 1965. The 200,000 additional pupils in East Pakistan will raise the percentage attending secondary schools from 9 to nearly 12, while the 230,000 new students in West Pakistan will raise the corresponding percentage from 17 to 20.

The Third Five-Year Plan (1965 -70)

Education has always been considered significant as a social obligation. But the importance of human resource development as an essential agent in the socioeconomic growth of the country is a concept of comparatively recent origin.

Iqbal (1993) states that according to the third five year plan, the main objectives of secondary education are: (i) middle stage to be made compulsory during the perspective plan period, (ii) expansion of educational facilities. Opening of comprehensive schools, (iii) upgrading of middle schools to high schools and improvement of existing schools (iv) emphasis on science and mathematics, (v) to provide the people with requisite skills and intellectual ability to meet the needs of an expanding economy, (vi) change in curriculum from general education to the development of agricultural, commercial and administrative skills.

Enrollment at high schools increased from 0.222 million (0.046 million female) to 0.333 million (0.062 million female) i.e. 51.8 percent increase; 37.5 percent of enrollment at middle level, 54 percent (48.4 percent female) roll on from middle classes. Number of high schools increased from 1622 (376 female) to 1995 (520 female) i.e. 22.9 percent increase. Number of trained teacher at high school level increased from 22300 (5300 female) to 3450 (9000 female) i.e. 54.7 percent increase (Memon, 1986).

Non-Plan Period (1970 -78)

Education has been traditionally regarded as a social obligation. More recently, it has come to be seen as an essential pre-requisite in the process of development.

Countries that have made rapid economic and social progress are significantly those that have devoted a great deal of attention to education, training and research. Iqbal (1993) states that according to the non-plan period,

the main objectives of secondary education were: (a) to narrow the gulf existing between various types of schools by evolving a comprehensive curriculum with a common base for all schools, (b) to achieve an enrollment ratio of 40:60 between the arts and sciences programs and (c) consolidation of existing secondary schools.

According to Govt. of Pakistan (1970): "It is estimated that at the primary level 85000 additional teachers will be needed in Pakistan and about 70000 in the provinces or Pakistan during the non-plan period. The problem of teacher's training in Pakistan is extremely acute as only 67 percent of the working primary schools training institutes will be expanded and 52 teachers' training centers established and the two programs together will provide about 71000 trained teachers during the non-plan period; in service training facilities for a sizeable number of working untrained teachers will also be provided in these institutes. The position in Pakistan is better as about 95 percent of the working teachers in primary schools are already trained. While the requirements of the four provinces of Pakistan are not yet available separately, it is estimated that about 57000 additional teachers will be trained during the non-plan period."

In terms of physical targets, the plan will envisaged to provide educational facilities for one million additional students in classes VI-VIII: against the enrollment of 1,94 million in these classes in 1970. At the high stage (Classes IX and X) enrollment is proposed to be increased by: 35 million against an enrollment of: 77 million at the end of third plan (Government of Pakistan, 1970).

Number of middle schools and high schools increased from 4110 (1038 female) and 2247 (571 female) respectively to 5031 (1389 female) and 3202 (869 female) respectively during 1971-72.. Enrollment in middle schools increased from 0.963 million (196,000 female) in 1971-72 to 1,348 million (323,000 female) during 1971-72 i.e. 40 percent (64.8 percent female) increase 22 percent (19.5 percent) of enrollment at primary level; 32 percent (29 percent female) roll on from primary classes.

Enrollment in high schools increased from 366,000 (71,000 females) in 1971-72 to 522,000 (118,000 female) in during 1971-72 i.e. 56.7 percent (90 percent female) increase; 38.7 percent (36.5 percent female) of enrollment at middle; 54 percent (60 percent female) roll on from middle classes. Number of teacher training colleges increased from 14 (1 female) during 1971-72 to 17 (2 female) in 1977-78. Curriculum for Agro- technical/Industrial, Arts and Vocational subjects was developed and introduced. Inter Board Committee of Chairmen was set up (Memon, 1986).

Fifth Five-Year Plan (1978-83)

The fifth plan marks a fundamental recording of national priorities in favor of primary education and vocational and technical training. In secondary and higher education there will be a shift of emphasis from quantitative expansion to qualitative improvement. In achieving these twin objectives, the nation will have substantially increased the proportion national resources to education by the end of the plan. At that time, about 34 percent boys and 11 percent girls of the middle school age population reach up to middle stage (classes 5-8). Corresponding percentages of boys and girls reaching up to classes 9 and 10 are 22 and 6, respectively. These percentages are extremely low by any standard. Students, particularly boys, leaving school on completion of class VIII face great hardship in finding gainful employment, because they seldom possess any skills enabling them to become productively engaged in some occupation. Curricular reform aimed at inclusion of job oriented training in secondary education program is therefore of highest importance in the development of secondary education.

To increase enrollment at middle schools from 1.293 million (0.284 million girls) to 2.023 million (0.468 million girls). Fifty-one high school buildings were constructed against the target of 162 shortfalls of 111, 68.5 percent of the target. 195 science laboratories were constructed against the target of 340 i.e. shortfall of 145; 42.6 percent of the target. 111 schools (only in Baluchistan and Federally managed schools) were provided with science equipment against the target of 540 i.e. shortfall of 429; 79.4 percent of the target. 1650 additional rooms were constructed of high schools against the target of 3156, i.e. shortfall of 1506; 47.7 percent of the target. No hostel was constructed against the target of 1270 seats. No teacher residence was constructed against the target of 1150 (Memon, 1986).

The principal step in re-orienting secondary education has been the introduction of agro-technical courses. The plan provides for the introduction of these courses in 1,750 additional schools at the middle stage and 874 schools at higher stage. Efforts shall be concentrated on maintenance and improvement of facilities of existing schools and their expansion, but about! 58 new high schools will also be set up.

The Sixth Five-Year Plan (1983-88)

Education is the most vital investment for socio-economic advancement. Its negligence can cost and harm generations. No uneducated society has ever achieved the heights of economic and political power. No educated society has ever been left behind in the relentless march of history. .

Despite the diversity of educational requirements of students, there is a hard core of subjects including Islamiyat, Pakistan Studies, Languages, Mathematics and Science which have to be essentially studied by all students in order to have correct understanding of Islamic principles and Pakistan ideology on the one hand, and a sound academic base on the other. In view of the rapid technological advances resulting from scientific inventions and discoveries, study of strong courses in Science and mathematics is becoming increasingly essential for all students. Hence teaching of these subjects will receive special emphasis in development of secondary education (Govt. of Pakistan, 1983).

Number of middle schools to be increased to 10209. Number of high schools to be increased to 5530 and up-gradation of 1073 middle schools to high schools. Open 236 new high schools. Increase enrollment to 2508 million at middle level, addition of 0.705 million children. Increase enrollment to 0.919 million at high school level addition of 0.236 million.

Against the target of 1.031 million additional enrollments in middle and high schools 0.316 million were enrolled i.e. 30.6 percent of the target -if rate remains constant only 63 percent will be achieved at the end of the plan.

Middle schools were upgraded to high schools 561 against the target of 5530.

Number of high schools increased to 4274 against the target of 5530 during the plan i.e. 77.3 percent of the target. Enrollment in classes VI-X increased by 894,000 during the plan raising the secondary school participation rate from 22 to 26 percent (Memon, 1986).

The Seventh Five-Year Plan 1988-93

The education system suffers from chronic deficiencies. That 40 percent of the children do not have access to education. This has perpetuated a high rate of illiteracy. According to Govt. of Pakistan, 1993: "The seventh plan strategy will be to increase the literacy rate through improvement and expansion of primary education as well as to motivate the private sector to play an active role. While it is estimated that the literacy rate will rise to about 40 percent by 1992 -93, the infrastructure created during the seventh plan is expected to yield a literacy rate of 80 percent by the end of the century."

The seventh plan will further expand the secondary education facilities to absorb the increased output from primary schools. The curriculum at secondary level will be changed so that students leaving the system after classes or X possess some useful skills to enable them to earn a living. In classes VI, VII and VIII, students may be required to opt for one skill -oriented subject such as agriculture, home economics, metal works, electricity, woodwork or furniture making, etc. This will enable a class VIII graduate to practice that skill or enroll in a vocational school for further training. Incentives will be provided to attract good science and mathematics teachers.

The ongoing project of improvement of science education will be expanded to cover more schools, together with in-service training of teachers, construction of laboratories and supply of science equipment. The quality of teaching the English language will be improved by strengthening the teacher training program and by revising courses in English language. During the seventh plan, the participation rate will increase from 30.4 percent to 41.6 percent at the middle stage and from 17.2 percent to 24.1 percent at the high stage. The overall participation rate for classes VI-X will rise from 25.7 percent to 35.5 percent. It is expected that girls enrollment will increase more rapidly than that of boys.

It is proposed that the Seventh plan reorient the educational structure as follows:

- Classes 0, I, II, III Lower Elementary
- Classes IV, V, VI, VII, VIII Upper Elementary
- Classes IX, X, XI, XII Secondary
- Classes XIII, XIV College
- Classes XV, XVI and above University

In order to improve the quality of education in secondary schools, teachers possessing a Bachelor of Education (B.Ed.) degree will also be appointed along with those holding certificate of teaching (C. T) to teach classes VI, VII and VIII. The number of B.Ed. teachers will be increased gradually. Existing incentives of M.Ed. teachers will be continued so that a large number of M.Ed. teachers become available to teach classes IX and X. Teachers for classes XI and XII will be required to possess at least Master's degree in the relevant subject preferable with three to six months training in educational theory and practice.

A small hostel for students will be provided to secondary schools which serve several villages not with in commutable distance. Efforts will be made to locate the secondary schools so that these facilities are available to the maximum number of students in all districts and tehsils.

Under the seventh plan a program will be launched to provide at least one model or comprehensive school for boys and for girls in each district so that quality education to talented children can be insured. Forty selected high schools will be upgraded to model or comprehensive school level in districts where no such schools exist. Ultimately all secondary schools will be converted into institutions of quality, education through provision of better qualified teachers and physical facilities (Hussain, 2003).

Eighth Five Year Plan (1993 -98)

Education is an indispensable ingredient of development and a fundamental right of every individual. Substantial expansion of education facilities took place in the country since independence. Due to ever increasing demand for quantitative expansion of educational facilities, adequate resources could not be spared for qualitative improvement. A large number of educational institutions were started without proper infrastructure.

According to Govt. of Pakistan (1993) : "Facilities for secondary education will be expanded to absorb the increased output from primary schools. For this purpose, about 2.4 million additional seats in classes VI to X will be created by upgrading primary and middle schools, establishment of new high schools and adding classrooms in the existing schools. Construction of additional classrooms and improvement of the existing buildings of the schools will also be carried out. In urban areas, second shift will be introduced in selected secondary schools wherever feasible.

During the plan period, the participation rate at the secondary level will be raised from 50% in 1992-93 to 55% for boys and from about 26% to 30% for girls. Private sector is estimated to accommodate about 15% of the target enrollment at secondary level.

For qualitative improvement, the existing curricula will be reviewed and reformed, particularly that of science and mathematics. Facilities for teaching of science subjects will be improved by provision of additional laboratories and equipment and better-trained teachers (Govt. of Pakistan, 1993).

The policy of adding classes XI and XII to the existing secondary schools was implemented during the last two plans. Performance of classes XI and XII in the existing higher secondary schools will be evaluated and remedial measures will be adopted wherever necessary. Priority will be given to adding classes XI and XII in secondary schools instead of establishing new intermediate colleges.

According to Hussain (2003): "The eighth plan will encourage spread of quality education institutions to remote areas of the country, By the end of the Eighth plan, each district will have a model school for boys and each division will have such an institution for girls in the public or private sector. Private sector will be encouraged to establish the quality education institutions. Government will establish model schools only in district where such institutions do not exist under public or private sector. Efforts will be made to upgrade the quality of all secondary schools through provision of better-qualified teachers and physical facilities."

II. SUMMARY: RESEARCH IN SECONDARY EDUCATION IN PAKISTAN

An Investigation of Effective Curriculum Practice in Secondary Education by Gatfield (1990) reported research which had four objectives. First, to ascertain whether practitioners agree on affective learner objectives and their importance on curriculum, second, to determine whether practitioners agree on affective curricular elements suggested in the literature to operationalize the affective domain, third, to determine the extent to which factors identified in the ideal curriculum impede operationalization of the affective outcomes in curriculum.

Edelebosch (1992) states that educational program are more likely to be successful when there is significant community involvement and participation. Parental involvement allows the program to reflect the needs or concerns of the community and gives parents more of a stake in the program overall success.

Commenting on the status of research in teacher education of secondary school teachers, especially in Pakistan, Farooq (1994) mentioned it to be a discouraging one. Teacher training institutions for secondary school teachers have some potential in terms of well-trained faculty but lack of resources result in absence of proper research activities in the institutions. Lack of interest of teachers affects quality of education at any level, because teachers and its training is an essential part of quality.

Khaliq (2000) studied the administrative problems of boys higher secondary school in Punjab and concluded the following aspects require marked improvement because they were directly associated with the performance of the scheme: library services, laboratory services, provision of instructional and furniture, curricula activities, quality of results of inter classes, providing complete teaching staff, cooperation from community, teacher's commitment towards professional obligations, provision of funds, grants and proper physical facilities, supervisory system, motivational and professional training of teaching staff. If the heads of institutions should be able to tackle all these problems in their intuitions, they can impart quality education at higher secondary level.

In a report on the examination system Deakin (1974) studied public examination system in Pakistan and made numerous suggestions for improvement. Deakin found the examination system in a state of near anarchy and suggested measures for possible intervention. He argued that the suggestions made by him would cost money. However, if the examination and selection procedures are properly conducted, they can play a vital part in bringing about the realization of the ideal of the carrier open to talent” an object, which in the long run, pay handsome dividends in way of higher productivity and social contentment as well as quality. He too suggested establishing a central unit for developing of tests and the use of computer in conduct of examinations, tabulations and preparing of results. In the conduct of examination, loopholes in the regulations against cheating and disorder should be closed.

Regulations should be redrafted so that prescribed penalties are automatically imposed, leaving on scope of discretion. Leniency under no circumstances is allowed. Construction and development of objective type tests should be started with immediate effect. However, validation of the tests may take time. The concerned authority must demonstrate carefulness in initial stages not to underestimate the existing enthusiasm of objective tests Deakin found a determination to provide more meaningful and more efficient education and better ways of selecting students and of evaluating their performance. This system also discourages rote memorization and develops a critical thinking in students.

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