

Study on the Efficacy of Elementary Education in Pakistan

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Abstract:

Seventy years have passed since Pakistan come to existence but still we are for behind in education as compared to our neighbor countries as well as these countries which got freedom after us. It is also in our notice that Pakistan is well known as very good planers but bad implementers. That is the reason that literacy rate could not be increased gradually. The researcher selected the topic of Elementary Education so as to know the effectiveness of Elementary Education taking the historical background of Elementary Education into account the researcher procedure towards the population and sampling. The study is restricting to Karachi city where there is a population of schools ten schools selected as sample. Twenty five teachers, 15 Male and 10 Female were distributed questioner. The questionnaire was also given to the 25 students of the ten schools. Questionnaire was used as a tool for both the students as well as teachers. The questionnaire consisted of thirteen items which were collected from articles and review of literature. The questionnaire was administered to the respondents personally and this way data was collected. The data was then subjected to analyses. A total of fifty questionnaires were collected from teachers and students and then likert scale was used to analyze the data. The research showed that Elementary Education could not achieve its importance in education and is the neglected area like Primary education in respect of monitoring, funds, low payment to the teachers, basic ineffective mechanism and corruption.

Key words: ineffectiveness, primary education, elementary education

Background:

Education in Pakistan overseen by the Ministry of Education of the Government of Pakistan as well as the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and in the financing of research and development . Article 25-A of Constitution of Pakistan obligates the state to provide free and compulsory quality education to children of the age group 5 to 16 years. “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law”.

The education system in Pakistan generally divided into six levels elementary education (for the age from 3.5 to 6 years) Elementary (Grades on through five); middle (Grades six through eight) nine and ten, (leading to the Secondary School Certificate or SSC) Intermediate (Grades eleven and twelve, leading to a Higher Secondary (School) Certificate or HSC) and university programs leading to undergraduate and graduate degrees.

The literacy rate ranges from 96% in Islamabad to 28% in the Kohlu District between 2000 and 2004, Pakistanis in the age group 55-64 had a literacy rate of almost 38%, those ages 45-54 had a literacy rate of nearly 46%, those 25-34 had a literacy rate of 57% and those ages 15-24 had a literacy rate of 72% rate of 72%. Literacy rates vary regionally, particularly by sex. In tribal areas female literacy in 9.5%. Moreover, English is fast spreading in Pakistan, with more than 92 million Pakistanis (49% of the population) having a command over the English language, which makes it the third largest English-speaking nation in the world and the second largest in Asia. On top of that, Pakistan produces about 445,000 university graduates and 10,000 computer science graduates per year. (despite these statistics, Pakistan still has one of the highest illiteracy rates in world and the second largest out of school population (5.1 million children) after Nigeria.

Only 87% of Pakistan children finish Elementary school education. The standard national system of education is mainly inspired from British System. Pre-school education is designed for 3-5 years old and usually consists of three stages: Play Group, Nursery and Kinder& so called ‘KG’ or ‘Prep). After pre-school education, students go through junior school from grades 1 to 5. This is proceeded by middle school from grades 6 to 8. At middle school, single-sex education is usually preferred by the community, but co-education is also common in urban cities. The curriculum is usually

subject to the institution. The eight commonly examined disciplines are Mother Tongue, English, and Mathematics, Arts, Science, Social Studies, Islamic Studies and sometimes computer studies. The language of instruction depends on the nature of the institution itself, whether it is an English medium school or an Urdu-medium school.

As of 2009, Pakistan faces a net Elementary school attendance rate for both sexes of 66 percent a figure below estimated world average of 90 percent.

Pakistan's poor performance in the education sector mainly caused by the low level public investment. Public expenditure on education has been 2.2 percent GNP in recent years, a marginal increase from 2 percent before 1984-85. In addition, the allocation of government funds is skewed towards higher education, allowing the upper income class to reap majority of the benefits of public subsidy on education. Lower education institutes such as Elementary schools suffer under such conditions as the lower income classes are unable to enjoy subsidies and quality education. As a result, Pakistan has one of the lowest rates of literacy in the world and the lowest among countries of comparative resources and socio-economic situation.

Elementary Education in Karachi

Prior to British Era (1843) there was no concept of modern elementary education in Karachi. However, religious education was being imparted to children by Birhamans and Mullas in their Manders and Mosques. The British Government continued the policy of Talpur rulers in supporting educational institutions. That is why the financial aid was provided to Maderssahs of Thatta, Matiari, Shikarpur etc. (Dr. Sorley: the Gazetteer of Sindh). The first ever Government Elementary School was established at Hyderabad and it was followed by opening of schools at Karachi Shikarpur. (Dr. Dur Muhammad Pathan: History of Karachi). There was no any separate department of education in early British rule. Hence, the Additional Commissioner for Jageers was assigned duty to look after Correspondences made between Commissioner and Deputy Commissioners). For this purpose "Education Cess" was being collected from Jageerdars Art of Sindh. (Government of Bombay: History of Alienations in the Province of Sindh).

After the introduction of Local-Self-Government System the management and control of the Elementary Education was handed over to District Local Boards. With the inception of Pakistan, our whole of the Education system went under basic but, better changes.

Karachi is a cosmopolitan city of Pakistan and its socio cultural identification is very unique in a way that many languages are being spoken in the city, it is a living place of all classes particularly, dominated by lower and middle classes. The city is not only overpopulated but, facing very serious social, political and other problems and encircled by ever-deteriorating law and order situation. People of Karachi are struggling for peace and progress since years. The port, industries and other earning spots are not in position to resolve poverty problem of the people there. Unchained migration from other provinces in the search of earning has intensified the situation more serious. In this situation scenario of our education has changed to that extent that now it has become the need of hour that all concerned stack holders hat re-think the problem with new approach and from every angle.

GENERAL PURPOSE:

To determine the effectiveness of should be the focus public schools of Karachi.

SPECIFIC PURPOSE:

More specifically the study will focus on the following:

- To study the effectiveness of elementary education on an individual's mind and character. How much effect Elementary education has on an individual. The aspects that make Elementary education effective.
- The Answer can be found in the initial documents purposed by the Education Department of Sindh for Starting Elementary Schools. If not effective to its optimum point then what aspects are making is not reach its full potential.

QUESTIONS:

1. There will be no significance difference in the quality of Elementary education provided by Private and Public Schools in Karachi.

- a. The aspects which affect effectiveness of education are equal contributors in both public and private schools of Karachi.
- b. The background of students will be not be considered an external aspect in Elementary education's effectiveness being affected.
- c. There will be no significance level in the qualifications of the teachers that teach in either Private or Public Institutions.

Research Strategy:

The current study is an observational study, observational research is used to provide answers to the questions that have been raised and to solve problems that have been posed by basic observation. The strategy of the different institutions of the research will be observation and to study the things in nine middle schools in Karachi.

Population:

The population of this study comprised of Elementary schools of Karachi, teachers, administrators, students and community members. In this research the total population of the study includes Thirty Nine.

Sampling:

This study will use purposive sampling because it is nearly impossible to collect the data from every school elementary present in Karachi so a sample of ten schools is proposed that will be carried out. The population size is 39, 10 schools are selected as a sample size every town in Karachi has numerous schools hence it is nearly impossible to collect data from every school present. To tackle this situation and to deal with this daunting task it has been decided to select schools from every town which research will be done upon. This situation has led us to introduce the purpose of sampling. Teachers (15 Male, 10 Female) were selected through purposive sampling.

Research Tools:

The tools used for research are questionnaires that were distributed amongst teachers, administrators and members of the community. The questionnaires were used to provide different views of the local population in

relation to the questions asked. They can they be used to assess the answers of the population in order to find solutions to the questions asked.

Data Analysis

Q. no. 1: Elementary Education is the most neglected resource that is being allocated:

Scale	SA	A	UC	D	SD	Total
Score	15	23	9	1	2	50
Percentage	30%	46%	18%	2%	4%	

Result:

An our study total 50 teachers of Elementary Schools participated. 30% teachers strongly agreed, 46% agreed, 18% were uncertain 2% disagreed and 4% teachers strongly disagreed.

Analysis:

Mostly teachers agreed that Elementary Education is the most neglected resource that is being allocated, however this is surprising that 18% was undecided about the response. It means that they were not fully informed about the merit and demerit of the education level.

Q.NO. 2: To Improve the quality of higher education initially Elementary education needs to be improved.

Scale	SA	A	UC	D	SD	Total
Score	6	25	3	3	13	50
Percentage	12%	50%	6%	6%	26%	

Result:

An our study total 50 teachers of Elementary Schools participated. 12% teachers Strongly agreed, 50% agreed, 6% were uncertain 6% disagreed and 26% teachers strongly disagreed.

Analysis:

Mostly teachers agreed that to improve the quality of higher education initially primary/elementary education needs to be improved.

Q.NO.3: The Elementary Education system in Pakistan cannot be improved due to lack of financial resources.

Scale	SA	A	UC	D	SD	Total
Score	9	18	5	12	6	50
Percentage	18%	36%	10%	24%	12%	

Result:

In our study total 50 teachers of Elementary Schools participated. 18% teachers strongly agreed, 36% agreed, 10% were uncertain 24% disagreed and 12% teachers strongly disagreed.

Analysis:

Mostly teachers agreed that the Elementary Education System in Pakistan cannot be improved due to lack of financial resources.

Q.NO.4: The allocation of budget for education is less than 2% of the GDP and is far less when compared to other countries of the world.

Scale	SA	A	UC	D	SD	Total
Score	9	18	5	12	6	50
Percentage	18%	36%	10%	24%	12%	

Result:

An our study total 50 teachers of Elementary Schools participated. 18% teachers Strongly agreed, 36% agreed, 10% were uncertain 24% disagreed and 12% teachers strongly disagreed. However, this is surprising that 18% were undecided about the response. It means that they were not fully informed about the merits and demerits of the education level.

Analysis:

Mostly teachers agreed that the allocation of budget for education is less than 2% of the GDP and is far less when compared to other countries of the world

Q.NO.5: The Education system in Pakistan is infested with corruption which in turn leads to less funds for education affecting the system adversely as a whole.

Scale	SA	A	UC	D	SD	Total
Score	24	6	4	8	8	50
Percentage	48%	12%	8%	16%	16%	

Result:

In our study total 50 teachers of Elementary Schools participated. 48% teachers strongly agreed, 12% agreed, 8% were uncertain 16% disagreed and 16% teachers strongly disagreed.

Analysis:

Since majority of the student agreed that the education system in Pakistan is infested with corruption which in turn leads to less funds for education affecting the system adversely as a whole.

Q.NO.6: The Curriculum of elementary Schools in Pakistan is outdated.

Scale	SA	A	UC	D	SD	Total
Score	29	12	4	4	1	50
Percentage	58%	24%	8%	8%	2%	

Result:

An our study total 50 teachers of Elementary Schools participated. 58% teachers strongly agreed, 24% agreed, 8% were uncertain 8% disagreed and 2% teachers strongly disagreed.

Analysis:

Since majority of the respondent (84%) were well aware of the fact that the curriculum of Elementary Schools in Pakistan is out dated.

Q.NO.7: Schools in Pakistan focus on rote learning rather than understanding the course and this has led to most students being referred to as parrots around the globe.

Scale	SA	A	UC	D	SD	Total
Score	28	13	6	1	2	50
Percentage	56%	26%	12%	2%	4%	

Result:

In our study total 50 teachers of Elementary Schools participated. 56% teachers strongly agreed, 26% agreed, 12% were uncertain 2% disagreed and 4% teachers strongly disagreed.

Analysis:

The analysis shows that a large number of teachers agreed that schools in Pakistan focus of rote learning rather than understanding the course and the led to most students being referred to as parrots around the globe.

Q.NO.8: There exists political interference in the system which has given birth to corruption, favoritism and nepotism.

Scale	SA	A	UC	D	SD	Total
Score	15	28	2	2	3	50
Percentage	30%	56%	4%	4%	6%	

Result:

In our study total 50 teachers of Elementary Schools participated. 30% teachers strongly agreed, 56% agreed, 4% were uncertain 4% disagreed and 6% teachers strongly disagreed.

Analysis:

The analysis shows that a large number of teachers agreed that the exists political interference in the system which has given birth to corruption, favoritism and nepotism.

Q.NO.9: There is no effective mechanism of teacher training at Elementary level and no system of Supervision.

Scale	SA	A	UC	D	SD	Total
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Score	12	16	13	4	5	50
Percentage	24%	32%	26%	8%	10%	

Result:

In our study total 50 teachers of Elementary Schools participated. 24% teachers strongly agreed, 32% agreed, 26% were uncertain 8% disagreed and 10% teachers strongly disagreed. However, this is surprising that 26% were undecided about the response. It means that they were not fully informed about the merits and demerits of the education level.

Analysis:

The analysis shows that 56% of teachers agreed that there is no effective mechanism of teacher training at Elementary level and no system of Supervision.

Q.NO.10: Parents are dissatisfied the quality of education in Government Elementary Schools.

Scale	SA	A	UC	D	SD	Total
Score	20	16	8	4	2	
Percentage	40%	32%	16%	8%	4%	

Result:

In our study total 50 teachers of Elementary Schools participated. 40% teachers strongly agreed, 32% agreed, 16% were uncertain 8% disagreed and 4% teachers strongly disagreed. However, this is surprising that 16% were undecided about the response. It means that they were not fully informed about the merits and demerits of the education level.

Analysis:

The analysis shows that the large number (72%) of teachers agreed that the Parents are dissatisfied the quality of education in Government Elementary Schools.

Q.NO.11:Primary Teachers are low paid and less motivated.

Scale	SA	A	UC	D	SD	Total
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Score	7	21	5	10	7	50
Percentage	14%	42%	10%	20%	14%	

Result:

In our study total 50 teachers of Elementary Schools participated. 14% teachers strongly agreed, 42% agreed, 10% were uncertain 20% disagreed and 14% teachers strongly disagreed.

Analysis:

The analysis shows that the 56% of teachers agreed that the Primary Teachers are low paid and less motivated.

Q.NO.12: There exists a lack of basic amenities required to run a school.

Scale	SA	A	UC	D	SD	Total
Score	12	28	5	10	5	
Percentage	24%	56%	10%	20%	10%	

Result:

As per the result of our study total 50 teachers of Elementary Schools participated. 24% teachers strongly agreed, 56% agreed, 10% were uncertain 20% disagreed and 10% teachers strongly disagreed.

Analysis:

The analysis shows that the large number of teachers agreed that there exists a lack of basic amenities required to run a school

Q.NO.13: In many cases the teachers are not aware of aims and goals of the curriculum.

Scale	SA	A	UC	D	SD	Total
Score	19	18	5	3	5	
Percentage	28%	36%	10%	6%	10%	

Result:

As per the result of our study total 50 teachers of Elementary Schools participated. 28% teachers strongly agreed, 36% agreed, 10% were uncertain 6% disagreed and 10% teachers strongly disagreed.

Analysis:

The analysis shows that the large number of teachers agreed that In many cases the teachers are not aware of aims and goals of the curriculum

Discussion

Pakistan inherited a poor system of education. Since its independence no significant changes have been brought about in the overall education system generally and Elementary education particularly. As a result the country stands in the lowest rank in terms of literacy rate in the region. Pakistan has less than 50% literacy rate. Out of this male literacy rate is 68% and female only 57% which is the lowest among other countries in the region like Sri Lanka and India. Normally literacy rate is measured by the level of education in the country. There are three tiers of the education system of Pakistan such as Primary, Secondary and Tertiary, among this elementary education is the most neglected and deprived in terms of facilities and resources. Most of the resources allocated for education are spent on higher education at the cost of Elementary education. This discriminatory policy of the government has crippled the system of Elementary education completely (1986)

For the improvement of quality in higher education, Elementary Education needs to be improved, because it provides foundations for the building of higher education. In reality the role of Elementary education is threefold in the economic development of a country due to its highest rate of return. Some Asian and Western developed countries are examples. These countries developed their economies on the basis of their education and especially sound Elementary education systems. Elementary education improves and enhances skills of the people which increase productivity in all spheres of life (Khan, 1992)

Analysis of the Problems of Elementary Education System in Pakistan Lack of Financial Resources, finance is the life blood of any system. Lack of money affects the growth and development of a system (Ballou and Podgursky, 2000)

At the time of independence, Pakistan since its inception in heritage a poor education system which was already financially handicapped. The Elementary education system could not get enough monetary allocations from the government which further weekend the system physically and academically (shah, 2003)

The budgetary allocation for education in Pakistan is lesser than other countries in the region. The current education budget allocation is less than 2% of the Gross Domestic Product (GDP). As compared to Pakistan, Srilanka allocates 3.2% on education, Nepal 2.7%, India, 3.5% Bangladesh, 3.5% of their GDPs. Furthermore, the system is infested with financial corruption which exacerbated the problems of the system. Resultantly, the quality of teaching and learning, administration and planning, implementation of policies got affected (Hayes, 1987).

(v) Structural and Management problems as compare to other countries of the region, after gaining freedom, Pakistan started with a dilapidated system of education. This situation continued till date. There were some cosmetic measures taken through acquiring funds from donor agencies, but these programs failed due to sustainability issue (Qureshi, 2002).

(vi) There are 154000 Elementary schools with only 42000 teachers in both urban and rural area of Pakistan. Most of these schools have two of three rooms which are not enough to support increasing students' needs and management requirements (Bregman and Muhammad, 1998). This situation has badly affected the degree of quality of the schools both in academic and management terms. Some schools even do not have basic facilities such as wash rooms, classroom and furniture which compel the students to get education under trees. In many areas schools do not have boundary walls which provide shelter to many creatures at night. In some places school building is used by the locals as places for their animals and guest houses due to poor monitoring and administrative supervision (Saleem, 2002).

All these factors have marred the quality of education. Moreover, feudal system, extreme poverty, lack of good governance has derailed the system of Elementary education in the country. Many people in the interior of Punjab, Sindh and Baluchistan are reluctant to educate their children. They either cannot afford or pressurized by the prevailing cultural or traditional set up such as feudal and landlords (Rasheed, 2004).

Increased drop outs the poor teaching and training standards, weak management and supervision has led to increased drop outs at Elementary level. Consequently the parents are reluctant to send their children to those schools (Shehzadi and Perveen, 2002).

There has been continues decrease in the enrolment of Elementary education in the country. Despite of rapidly increasing population 40% of the children in Pakistan are below five years of age. This is an alarming situation in the country which has propelled other problems such as child labour, child abuse, and child trafficking and so on (Khalid, 1998).

Poor policy implementation over the years the education policies in have not been properly and effectively implemented. There are many reasons behind the slow or poor policy implementation such as political manipulations, corruption, systemic issues and poor management and supervision (Rehman, 2002).

Another reason political instability and poor economy of the country. In the poor implementation of education policies the role of poor governmental successive policies cannot be ruled out. Every successive government comes up with new policy on the expulsion of the policies of the previous government. Thus the repercussions of the successive governmental policies have marred the structure of the education system since 1947 (Hoodbhoy, 1998).

Outdated Examination System the standards of examination in the education of Elementary education in Pakistan are the Lowest in the World . The system of examination is outdated. It does not meet the needs of the national and international standards. The practices of assessment and evaluations at school levels are traditional. Assessment and evaluations are conducted to check only the memory of students rather than quality of performance. Examinations are influenced by institutional politics. The system of supervision in examination is very poor which creates room for malpractices such as copying and other exam related crimes in schools. The

quality of paper setting and checking is poor which affects the overall performance of the students (Farooq, 1993). Ineffective Communication is the backbone of any system or organization. It connects the various parts of a system and develops sound coordination (Borman and Kimball, 2005).

It has been observed that teachers in the Elementary schools often remain indifferent to the developments in the overall system of education due to poor system of communication. There are grave examples of x-iv absenteeism from duties in schools (Khan, 1980).

The system of checks and balance is very poor due to weak administration and coordination. Elementary teachers are at the bottom of the whole system of education. Most of the time teachers remain uninformed about the policies and plans framed at the governmental level due to poor communication. All this affects the quality of teaching and learning in Elementary schools (Zafar, 2003).

Lack of professional development teaching is a professional activity. There are new changes that occur on continuous basis in the society and around the world. Teachers need to be continuously abreast with latest theories, research and new knowledge (Siddique, 1990).

Teacher who are not professionally sound cannot solve their professional and social issues. Teachers who acquire latest knowledge and develop their, skills teach effectively (Farooq, 1990).

There are less training facilitates available to teachers at Elementary level in Pakistan. Due to lack of latest knowledge and skills the teachers are found weak in solving the problems of students in the process of schooling. Untrained teachers cannot manage the behaviors of maladjusted students and use corporal punishment as tool. This attitude of teachers discourages students and results in drop out. Those students who graduate from the Elementary schools have poor communication skills and social skills (British Council, 1988).

Lack of learning resources Elementary education in Pakistan is faced with acute problem of lack of learning resources. This trend is more chronic in government schools where even schools do not have boards, textbook, library and other related learning resources to help teacher and student in the process of teaching and learning (Muhammad, 2002). Due to lack of teaching and learning aids in schools teacher face many problems during teaching

process. There are no playground facilities in schools which affects the physical development of students (Qureshi, 2002).

This situation has created more problems for teachers as they cannot provide the students wider opportunities for learning and development. Teachers are forced to cover the syllabus within the given period of the year. Teaching and learning becomes mechanical. In these conditions teachers fail to create meaningful learning environment in schools (Hussain, 2001).

Lack of school supervision (Rasheed, 2004) argues that the process of supervision in the education system is more beautifully mentioned in the policies but badly practiced in the fields. The process of supervision in Elementary schools is fraught with many weaknesses. The supervisors are professionally untrained. The process of supervision is filled with bureaucratic underpinnings. After the passage of local government ordinance 2002 the government has introduced the system of decentralization in education. But poor management of education system at district level has slowed down the process of reformation of Elementary education (Khan, 1998).

The process of supervision in Pakistan is characterized with the notion of inspection. Supervisors behave with teachers in an arrogant manner. This trend has diminished the purpose of professional supervision in schools due to which teachers get discouraged and feel inferior. The supervisors treat teachers like salved and inferiors. This trend has created mistrust and discouragement among the teachers. The supervisors instead of giving effective feedback for improvements. Harass the teachers and no improvement takes place (Mohanty, 1990).

Lack of coordination the system of education in Pakistan does not a sound mechanism of coordination at Elementary level. The communication process between policy makers and schools staff is so poor that teachers at elementary level remain unaware of new policies and development for many years after their passage (Zafar, 2003) the state of poor coordination in the system has promoted misunderstandings between the schools and the administration system. Lack of effective coordination between schools and administrative set up at district level has exacerbated problems of teachers in Elementary schools (Farooq, 1993).

Curriculum issues the Elementary school curriculum in Pakistan is outdated. It does not cater to the needs of the nation in the present age.

Students are required to memorize the content and reproduce it in the examination. Thus schools in Pakistan are producing the best types of parrots in the world the current curriculum does not improve thinking abilities of students. It is useless and impractical (Hoodbhoy, 1998).

Teachers are asked to cover the given syllabus and prepare the students only for examination. This practice has left the teachers ignorant of many aspects of the curriculum which ultimately affects not only their own performance but also the process of teaching and learning in schools. In many cases teachers are not aware of the aims and goals of curriculum. This creates gaps between understating of the curriculum and its effective implementation. In developed countries of the world teachers are invited to participate in the process of curriculum design and development. Their inputs are considered vital for the right direction of the education system (Malik, 1991).

Issues of Text books elementary school teachers face problem of instruction due to non-availability of quality textbooks. There is a culture of multi-medium of instructions in schools. This confuses both the teacher and the student. Besides, there is lack of training of teachers on how to facilitate or explain concepts from different textbooks (Hussain, 2001).

The lack of training and orientation has created confusion among teachers which is reflected in their poor teaching performances. The teachers finally lose interest in the profession. In many cases teachers in Elementary schools are forced to cover the syllabus before examination by all means (Khalid, 1998).

Recommendations

Elementary education is a stage where we prepare students to meet the future needs. It should be free and compulsory at least in the elementary and fundamental stage.

1. Special measures should be adopted to improve the quality of Elementary Education
2. Teaching Kit: Updated Teaching Kit with Provisions of replacement and necessary teacher training at center school level. The preparation cost per Teaching Kit is Rs. 3000/-

3. Supplementary Readers: A library of 100 titles with five copies of each can be established at a cost of Rs. 4000/-. Additional cost may be required for providing a cupboard for the readers.
4. Improved Learning Environment (PEP-ILE) : A coherent decentralized plan of continuous teacher training, monitoring and evaluation can be established at the pattern of PEP-ILE in other provinces, and scientific preparation of Textbooks and Teacher Guides: Books should be tested before scale implementation.
5. The programme be linked with teacher training and follow up in the classrooms.
6. The National education Assessment System should be developed for the purpose of monitoring learning achievement and providing feedback on various elements of the educational system and process.
7. Fellowship school programme it has special value for remote areas which do not have a school.
8. Scarce material resources and lack of technical human resources is a great barrier in the way of quality education.
9. Elementary education should be co-education otherwise according to the local needs.

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