

The United States Agency for
International Development Educational Assistance to
Pakistan 1952-1968

Draft: J. M. Loudis
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Introduction

Pakistan's outstanding performance since independence is a dramatic demonstration of the results of thoughtful, intelligent planning and hard work plus adequate input of resources: goods, capital and technical skills.

In a developing nation, these necessary resources are seldom available in sufficient supply. The more rapid the development, the greater becomes the demand on resources. Hence, the developing country must turn to outside sources to supply the amount which the country cannot mobilize.

For convenience sake, foreign assistance is generally measured in terms of money but this can be misleading. Actually, foreign aid represents a transfer from one nation to another of physical resources in the form of equipment, raw materials or foodstuffs or human resources necessary to sustain educational development.

Of the total 3.57 billions of dollars afforded Pakistan since 1951, thirty-one millions, and the equivalent of 100 millions of dollars of PL-480 rupees have been granted to the education sector alone.

A more precise description of educational programs, projects, commodities, participants and accomplishments generated through U.S. assistance is presented in this report.

As a history, the report reflects America's concern for Pakistan's development. As a tribute, it records Pakistan's achievements in educating its people.

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U.S. A. I. D. - ASSISTANCE
TO
EDUCATION IN PAKISTAN

At partition, Pakistan's education system was inadequate for the needs of a growing and developing nation. At all levels education had been controlled by Hindu teachers and administrators, whose exodus to India all but insured collapse of the Pakistani system. For expediency, the gap was filled by an untrained, unqualified cohort who embraced the profession because it offered some personal support. Whatever the expertise, or lack thereof, the situation was compounded by deficiencies in instructional equipment and non-availability of fundamental classroom materials.

The curricula were also a legacy. Designed decades before partition, they were limited, emphasized memorization, stressed the study of art for art's sake and encouraged factual accumulation without considering the applications necessary for social and economic development.

Existing educational facilities presented concomitant problems. Numbers of classrooms were inadequate. All were overcrowded, poorly constructed and lacked facilities for comfort or sanitation.

There were few good laboratories and no modern libraries for the few schools and colleges in each wing. Two universities existed: the University of Panjab, established at Lahore (1881) and East Pakistan's University of Dacca (1921). These, according to a 1958 Education Survey¹, were poorly constructed and maintained. They were overcrowded and could not accommodate the growing numbers of students who were seeking admission.

During the tenuous post-partition years, both private and government sectors contributed their limited resources to educational development. Prominent physicians, lawyers and business families endowed several parochial elementary and secondary schools. These filled a gap in urban requirements. The GOP allocated large sums for teacher training and for renovating and constructing school buildings.

By 1957 the total education allocation for both wings was 5.3% of the national budget. This was double the sum budgeted in 1948-49. By 1963, GOP education expenditures rose to 10% of the national budget.

Considering Pakistan's limited revenue resources and its

1/ Education Survey-1958 Government of Pakistan, Ministry of Education, Central Bureau of Education.

pressing need to develop food, water and power supplies, increased expenditures for education within this period represent a significant effort to develop human resources necessary for economic expansion.

When educational allocations are compared against the gross national product (expenditures were 1.4% of the GNP in 1960-61 and 2.5% by 1966) it is evident that Pakistan could not sustain even these inputs without some outside assistance. Indeed, Pakistan's education growth rate reflects also the combined effort of the GOP, U. S. Agency for International Development and other organizations including UNESCO, UNICEF, Ford Foundation, Asia Foundation and SEATO. With external assistance, GOP inputs went from Rs. 230 million in the first Five Year Plan to Rs. 1,100 million in the Second Plan. The Third Plan allocation of Rs. 2,374 million represents an eleven-fold increase over the initial outlay.

For the first five years, education was planned as part of Social Welfare. After the 1958 October Revolution, President Ayub appointed several Commissions directing each to propose educational and social reforms. One of these, the Commission on National Education (January 1960), reflected the combined efforts of Pakistan's educational leaders, U.S. A.I.D. Education Division

staff and American experts who assisted the Education Commission under Ford Foundation sponsorship. The educators included the presidents of Indiana University, Chicago University and Carnegie Tech.

The National Education Commission also appointed curricula committee to prepare more realistic curricula and syllabi for primary and secondary education. The new curricula were introduced in 1961.

To meet the Commission's budget recommendations, the GOP allocated Rs. 870.3 million to implement education goals set for the second Five Year Plan (1960-1965). Costs, however, for reorganizing and reorienting the national education exceeded Pakistan's financial capabilities. Foreign aid was sought from friendly nations. The United States agreed to help and both USAID and Ford Foundation provided assistance. Ford Foundation provided advisory services at the planning and development working party level for the overall program planning. Their advisors also worked cooperatively with U. S. A. I. D. educators and with Ford Foundation technicians involved in Technical Education and Education Extension Centers.

U. S. A. I. D.
Education Assistance 1953-1961

Initially, USAID focused on two priorities requested by the Government of Pakistan. In 1953, the Inter-College Exchange Program and in 1959 Teacher Training Projects were introduced in both wings.

As these progressed, it became evident that additional inputs would increase momentum and accelerate educational development.

In 1960-61, a third program to improve the National Education System was introduced. This, funded through use of PL 480* Rupees

*A large part of U. S. dollar assistance to Pakistan (is) used to finance importation of such commodities as wheat, edible oils, chemicals, steel and equipment destined for sale to the general public. The commodities are eventually sold to the ultimate consumers in Pakistan for Rupees. These rupees are accumulated in an account in the State Bank and, except for a small portion (less than 5%) used for U. S. expenses in Pakistan, are transferred to the Central Budget as a revenue receipt. A small portion of these are shown as loan and the bulk as a grant; the distinction however is not important, except for financial bookkeeping requirements as the repayments of the loans also eventually end up on the revenue side of the Central Budget.

These funds originating from USAID programs are ascribed to particular items of expenditures appearing on the expenditure side of the budget, either as a gift or loan to the Provinces or for an expenditure of the Central Government itself.

Both Central and Provincial education budgets were chosen in 1961, 1962 and 1963 to receive the bulk of these U. S. generated funds.

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helped integrate the achievements of the earlier program, fixed them in the education pattern and supported the institutionalization of Pakistan's education system.

Inter-College Exchange Program

The Inter-College Exchange Program² provided technical assistance to Pakistani Universities engaged in teaching Agriculture, Engineering, Basic Sciences, Business Education, Home Economics, Social Sciences, Teacher Education and Social Welfare. Initially, the United States gave assistance through contracts with American Universities to the University of Punjab (Washington State University), Peshawar University (Colorado State University), University of Sind (New Mexico A&M), University of Dacca (Texas A&M) and University of Karachi (University of Pennsylvania and University of Southern California),

University of the Punjab 1953-61:

Under the ICX Program, a number of USAID sponsored projects strengthened the University and its affiliated colleges:

- Hailey College of Commerce, Lahore: Commercial syllabi

were revised, the library improved and a laboratory course in accounting was introduced.

- Central Training and Lady MacLagen Colleges, Lahore:
Educational Workshops were organized, audio-visual aids developed, curricula were revised and child development courses introduced.
- College of Home Economics & Social Services, Lahore was established.
- Punjab University - Department of Sociology was established and a socio-economic project resulted in the establishment of a Social Services Research Center and a Department of Social Work.
- Punjab University - Department of Sciences was provided an equipment workshop for repair and fabrication of Scientific equipment.
- Punjab Agricultural College at Lahore, Animal Nutrition, Dairy Technology and Artificial Insemination Programs were developed; at Lyallpur, Soil Science; Experiments on wheat and maize and Food Technology Research Station were established.

Between 1953-61, 82 Pakistani participants were sent to the United States for advanced training.

U. S. obligations/expenditures for Washington State University/University of Punjab projects for 1953-61 were as follows:

\$ Obligations	Rs. Obligations
\$ 3,706,000	3,000,000

The Asia Foundation partially supported the Punjab Soils Science Research Center and made available library material and textbooks for several colleges.

University of Peshawar Project 1953-61:

In cooperation with Colorado State University, significant contributions were made to developing Agriculture, Education, Home Economics, Engineering and the University Library.

- A new Agricultural College was approved; buildings erected and equipment installed.
- New Agriculture course content and teaching methods introduced.
- Home Economics courses were initiated; home economics building was completed and dedicated by Queen Elizabeth II.

- New education buildings were erected. Education courses were revised, professional education magazines published and 1,000 volumes added to the Education Library.
- Engineering College (15 faculty members) was established and 4 years BSC curriculum in mechanical, civil and electrical engineering instituted.
- A new high tension laboratory was developed.
- Hydraulics laboratory was completed and equipped.

U. S. obligations/expenditures for CSC/University of Peshawar Project 1953-61 were:

\$ Obligation	Rs. Obligation
\$ 1,497,000	625,500

Ford Foundation allocated \$400,000 for the Peshawar Agricultural College during this period.

University of Sind Project 1954-57

The University of New Mexico assisted in further developing Tando Jam Agricultural Colleges by improving agricultural course content and introducing Agricultural research techniques; this Project which terminated in 1957 was supported in the amount of \$797,700.

*New Mexico A.M. ?
502 P. 6*

University of Dacca Project

The Texas A & M College during FY 1953-61 aided Dacca University and its affiliated colleges. Significant improvements were made in agronomy, animal husbandry and extension education.

- Dacca Teacher Training College - New buildings were erected and University library and classroom facilities improved.
- Chittagong Junior Training College - Library and classroom facilities improved.
- Government College of Commerce - Chittagong - The library was expanded and 4,000 volumes were added, the colleges introduced in-service training courses in Industrial Engineering and Cost Accounting. In Home Economics, the Texas A & M Advisor collaborated in writing and publishing the first Home Economics book in Bengali.
- Ahsannullah Engineering College - (Upgraded in 1961 to Engineering and Technology University) initiated construction of new classrooms, hostel and laboratory

buildings and through adoption of the semester system, increased the number of B. Sc. engineering degree holders by 4 times and the number of diploma course graduates six-fold. U.S. advisors launched a cooperative research and training program between the college and private industrial firms.

AID
U. S. FUNDS OBLIGATED FOR EDUCATION EAST/WEST PAKISTAN PROJECTS 1953-61

Project Title	Prior Year (Cumulative) Funding Since 1954 (a)	Total Funds (b)	Local Currency (c)	Grand Total in Dollars (b+c)
Inter-College Exchange	10,610,163	10,610,163	396,000	\$10,693,323
Senior Education Leader Training	5,797	5,797	--	5,797
Training Activities	548,933	548,933	--	548,933
General Edu Acvisors	95,132	95,132	--	95,132
Audio-Visual Aids	291,337	291,337	--	291,337
Basic Nursing Education	61,552	61,552	--	61,552
Undergraduate Med Edu	76,006	76,006	--	76,006
				<u>\$11,772,635</u>

*what's the
difference?*

Source: Program Operations Status Report as of June 30, 1967, August 15, 1967.

Teaching Training Institutions

In 1959, the [U. S.] A. I. D. Mission helped establish two Institutes of Education and Research, -- one at West Pakistan's University of the Punjab, Lahore, and the other in East Pakistan at Dacca University. Their principal objectives were to:

- train "teachers of teachers" and educational leaders in the several branches of education
- provide and promote facilities for advanced study and research in education
- prepare candidates for the degree of Master of Education, Master of Arts, and Doctor of Philosophy in Education in the University
- help professional educators improve their knowledge and ability through summer and evening classes, short courses and seminars
- conduct research, publish results, act as educational informational dissemination centers and
- render any other services to educational institutions at all levels as and when necessary.

These objectives were to be attained through teaching, extension and research. It was visualized that these two institutes

would become sources for educational leadership and change agents to influence Pakistan's educational system.

The institutes provided three main sources of teachers: instructors for teacher training colleges, normal schools (for instructing primary school teachers) and colleges. Additional graduates assumed administrative and supervisory posts in the Department of Education and further influenced education at the Central and Provincial levels.

The institutes at Lahore and Dacca, two of the best-housed teacher education centers in Asia, provide extensive graduate offerings for Master's degree candidates and courses leading to the doctorate are being planned. A cadre of Pakistani faculty members trained in the U. S. will be completed by 1968. Research projects have been launched and highly useful publications have been completed.

West Pakistan Institute of Education & Research

The Institute of Education and Research, Lahore, a constituent of the University of the Punjab, was established (1959) under a contract with Indiana University. It now has 30 classrooms, 44 offices, a multipurpose room to accommodate 250 persons, an auditorium for 1,200 and housing accommodations for 320 students. Its open shelf library contains approximately 15,000 volumes and 12,000 textbooks, 425 bound periodicals, 320 films and filmstrips, 66 microfilms and over 300 taped recordings. In addition it subscribes to over 200 English and 16 Urdu periodicals.

Programs

The Institute began instructions in September 1960. It now offers three Master Degree programs:

1. Master of Education for Bachelors of Education or Bachelors of Arts graduates who have had at least three years of teaching experience, or for those who hold M. A. degrees plus one year's teaching experience.
2. Master of Education, Technical (business and industrial arts) for students who have completed requirements for the Bachelor of Arts degree or equivalent.

3. Master of Arts in Education, for students who have completed requirements for the Bachelor of Arts degree or equivalent but have had no previous teaching experience.

Plans to offer a Ph. D. program have been approved by the Faculty Council of the Institute and the Academic Council of the University of the Punjab and the program will be started in the near future.

4. Recently (1968) a laboratory school has been started for Class I and Class VI students. It is planned that Classes 2 and 7 will begin in 1969; 3 and 8 in 1970, etc.

Publications

An important accomplishment of the Institute has been the development of instructional materials made available to educational agencies and departments throughout West Pakistan. Seventy-five thousand copies of a Teacher's Guide for General Science Classes I-V (two volumes) have been printed in Urdu and distributed throughout all educational divisions. Additional 25,000 copies each in Sindhi and Bengali were printed and similarly distributed. Several children's books (25 to 30 pages each) have been developed and experimentally applied. Three business education books,

is W.P. 7.

Elements of Typewriting, Pakistani Facts, Words and Thoughts, and Numbers Typing have been published in quantities of 3,000 copies each. The typing books are Pakistani-oriented and are applicable for the international keyboard. A modern set of Urdu mathematics teaching materials for Class III has been experimentally introduced and evaluation is underway.

A tri-annual research bulletin is published regularly.

Research

The Institute's Research Wing established in 1963, is committed to the development of educational materials and production of Educational Research surveys. Completed publications include: Scholastic Aptitude Tests (3 forms) (Classes 4 through 10); Mechanical Reasoning and Space Relation Tests (Classes 8 through 12); Elementary Achievement Tests (Classes 1 through 5, and An Interest Inventory for Classes 8 through 12 is also being developed. Additional efforts are being directed to develop a Basic Urdu Vocabulary publication. This will introduce a basic Urdu vocabulary appropriate for children in classes 1 through 8.

Graduates

The first class graduated in 1961. To date, some 900 candidates

have earned M. A. , M. Ed. in Business and Industrial Arts Education.

The ⁵¹² [five hundred and twelve] students enrolled for 1967-68 represents IER's largest enrollment since inception.

Participants

Thirty-eight participants have been scheduled for further training in the United States. Of these, all but eight received their Ph. D. , Ed. D. or Master's Degree in Education. The remaining eight will complete their graduate study at Indiana by 1968.

U. S. A. I. D. Support

During the period FY 1959-FY 1967 a total of \$2, 079, 047 and Rs. 14, 673, 115 were obligated for IER Lahore. During the same period \$47, 250 and Rs. 1, 143, 681 were provided for U. S. architectural services required for the project. (A comparison of U. S. A. I. D. expenditures for both Lahore and Dacca IER's appears on page 23)

East Pakistan Institute of Education & Research

The Institute of Education and Research was established at the University of Dacca in 1960. Its purpose paralleled that of its sister institute in the West Wing.

Under a contract with Colorado State College, U. S. A. I. D. financed [U. S.] advisors, commodities and participant training for up to 50 persons to become IER Faculty members and to assume positions in GOP and GOEP Education Offices. U. S. A. I. D. provided local currency funds for the capital construction costs of the Institute and, for initial years, to support the recurring budget.³ In FY 1965 Dacca University assumed operating cost of the IER in its regular budget.

Programs

The Institute offers two programs for the Master of Education degrees and has established curricula for its Ph. D. program. It has a laboratory school (classes 1-10 and conducts applied research on various educational and instructional problems.

The Research program under the guidance of CSC advisor, includes such studies as "Adapting the Differential Aptitude Tests

3/ ibid

for use in East Pakistan;" "Constructing Tests to Determine Reading Readiness of Class I Students;" "Construction and Standardization of an Objective Type English Word Recognition and Spelling Tests for East Pakistan Secondary Schools" "Establishing the Feasibility of using an American-made Mathematics Achievement Test in translated and adopted form in the Secondary Schools of East Pakistan. "

In addition, the Directorate of Public Instruction has requested the Institute to undertake a series of studies on general problems in education.

Laboratory School

A laboratory school was established in May 1964 and Kindergarten classes were taught. By 1965, five classes had been added. Classes 6-10 were subsequently introduced. The [Laboratory] School serves as a laboratory for research for curriculum development and as a model school in which modern teaching methods may be introduced.

Instructional materials (developed by IER) are used on an experimental basis. Urdu work books in arithmetic and reading have been published. Experiments in the use of charts, flash cards, supplementary reading materials, etc. are under preparation.

Extension Program

Evening classes were introduced for urban working teachers and over 1,000 teachers are exposed annually to modern teaching techniques.

Participant Training

A special feature of participant-training is in the case of doctoral candidates. Students undertake course work in the U. S. and complete their dissertation in Pakistan. The dissertation focuses on a research problem which is both appropriate to their field of specialization and which has direct application in Pakistan. This arrangement allows for a significant contribution by participants to the pressing problems at home.

Library

The Institute library is the most extensive of its kind in East Pakistan. It contains approximately 20,000 volumes and 125 periodicals.

Enrollment

Enrollment has been as follows:

<u>Academic Year</u>	<u>Enrollment</u>
1961	82
1962	141
1963	134
1964	147
1965	143
1966	300
1967	364
1968	-

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U.S. A.I.D. Rupee Support

From 1960 through FY 1967 Rs. 16,285,530 (\$3,421,000 rupee equivalent) were provided to support capital and recurring costs of the Institute. Beginning FY 1965, the University of Dacca assumed responsibility for IER's recurring budget.

Comparison Financial Status Teacher Training Institutes - East/West Pakistan

	Total	Technical Support	Participants	Commodities	Other	Counterpart Rupees	PL 430 Sec 104E Rupees
Institute of Education & Research, Dacca							
\$ Obligations thru 6/30/67	\$2,074,030	1,123,430	457,500	134,400	303,700		
Rupee Releases thru 6/30/67	Rs 16,235,530					5,490,500	10,795,030
Operations	Rs(3,345,530)						
Capital	Rs(12,940,000)						
Institute of Education & Research, Lahore							
\$ Obligations thru 6/30/67	\$2,079,047	1,193,200	379,000	166,600	340,200		
Rupee Releases thru 6/30/67	Rs. 14,673,115					2,930,115	11,393,000
Operations	Rs. 3,673,115					Sec 402 MSA	300,000
Capital	Rs. 11,000,000						
Design Center (Amman-Whitney Architect Contract)							
\$ Obligations thru 6/30/67	\$ 47,250	47,250					
Rupee Releases thru 6/30/67	Rs. 1,143,631					1,143,631	

Source: Program Operations Status Report Thru June 30, 1967

FY 68 figures are available

Projects in Support of the National Education Budget

This project, timed to support and implement the 1960 recommendations of the National Committee on Education,⁴ focused on:

- Compulsory schooling for children ages 6-11 (primary education) within a period of ten years; within another five years, for 6-14 group (secondary education).
- Developing adequate numbers of residential type secondary schools.
- Revising curricula/syllabi to reflect a core of compulsory subjects and electives in technical, agricultural, vocational and commercial studies.
- Improving instruction and research at the university level.
- Extending courses leading to B.Sc., B.A. and B. Com. from two to three years and B. Eng. to 4 years.
- Transferring intermediate classes (11-12) from the degree colleges (13-15) and place them under the jurisdiction of Provincial Boards of Secondary Education.
- Establishing technical and commercial institutes and developing middle manpower and supervisory personnel.
- Developing a competitive scholarship program at secondary

4/ Report of the National Commission on Education, 1960 Government of Pakistan Press, Karachi.

and intermediate and university levels.

- Developing a literacy program for adults.
- Expanding educational facilities ^{as: 1} opportunities for girls.

Because of the broad funding requirements U. S. A. I. D. tailored its National Educational Assistance Project to support four target areas:

Support of Center Education Budget. Support of West Pakistan Education. Support of East Pakistan Education and Support of Tutorial System. (See operations status report page 25)

Would it be available to readers of your report?

U.S. RUPEE FUNDS OBLIGATED FOR SUPPORT OF EDUCATION BUDGET IN PAKISTAN

U. S. A. I. D. Assistance to Schools - 1954-67 - East/West Pakistan

Project Title	Prior Year (Cumulative) Funding since 1954	Funding in 1967 \$	Total Funding \$	Funding in Local Currency	Dollar Equivalent	Grant Total in \$
<u>Local Currency Obligations (114) of Terminated Project</u>						
Support of Center Education	-	-	--	28,827,500	6,053,775	6,053,775
Support of West Pakistan Education	-	-	-	105,032,000	22,056,720	22,056,720
Support of East Pakistan Education	-	-	-	218,023,000	45,784,830	45,784,830
Tutorial System	-	-	-	2,240,000	470,400	470,400
Summer Science Courses	-	-	-	32,000	6,720	6,720
				354,154,500	74,372,445	74,372,445

Source: Program Operations Status Report June 30, 1967, USAID August 15, 1967

These, began in FY 60-61 and through grants of P. L. 480 Section 104 e, and P. L. 665 Section 402 funds, U. S. A. I. D. provided \$74,365,725.00 of U. S. owned or controlled Rupees to support Pakistan's education budget. Thus, U. S. A. I. D. support to Education was 88.70 percent of the total 1961 education budget; 88.0 percent of the 1962 budget; 74.15 percent in 1963 and 24 percent in 1964.

Support of Central Government Education Budget

The program, prepared by the GOP Ministry of Education in consultation with the Provincial Education Secretaries and the U. S. A. I. D., was under the direction of the Education Secretary and ex-officio Education Advisor to the Government of Pakistan. Based on the recommendations of the National Education Commission, U. S. A. I. D. provided grant rupees support for publishing the Commission Report, Bifurcation of Degree Colleges, teacher training, Diversification and improvement of secondary education, development of technical education, development of universities, improvement of primary education, publication of elementary teacher guide books and expansion of the tutorial system.

Bifurcation of the Degree Colleges

The National Education Commission's first reform proposed

separation of intermediate classes (11-12) from degree colleges and their affiliated universities. It further postulated that degree programs should be lengthened. U.S. A.I.D. assisted with grants to further develop educational facilities i. e. by providing classrooms, equipment for science, technical, agricultural and commercial courses.

In Karachi Education district alone 8 non-government colleges⁵ received grants of Rs. 1,733,000 in 1961 to facilitate separation, 15 additional non-government colleges⁶ throughout the West Wing received Rs. 2,150,000 and 14 colleges⁷ in East Pakistan were granted Rs. 4,468,000 during ^{1961,} [this year]. Between 1960 and 1963, A.I.D. supported the bifurcation of additional government degree colleges⁸ in West Pakistan including Lahore College for Women, Sarghoda, Montgomery, Multan, Bahwalpur and Hyderabad. In this period, ^{USAID} grants [expended by the GOP] to facilitate bifurcation totaled 10,125,000 rupees.⁹

5/ Appendix - (Table 1)

6/ Appendix - (Table 2)

7/ Appendix - (Table 3)

8/ Appendix - (Table 4)

9/ Summary Actual Grant Expenditures - Operation Report Page 33.

Teacher Training

The Commission's emphasis on science and technical education led in 1960 to the introduction of in-service training courses for teachers. The Summer Sciences 1960-61 were awarded a grant of Rs. 96,666; for 1961-63 Rs. 45,000⁹. In 1964 under a pilot Summer Science Institute for B. Sc. level teachers in East Pakistan's Dacca-Rajshahi Universities, U.S. A.I.D. provided Rs. 32,000 for Budget support.

Diversification and Improvement of Secondary Education

Four Government and 5 private schools in the Karachi area were awarded Rs. 195,000 to develop educational planning workshops.¹⁰ During 1960-61, six additional Government schools were opened and Rs. 705,992 provided (FY 1960-61) to accommodate the following:

- | | |
|--|-------------|
| (1) Past provision for construction of a Government Secondary School building | Rs. 100,000 |
| (2) Construction of additional classrooms in existing Government Secondary schools | 92,000 |

10/ Program Operation Status Report, Central Government Education, page 33 .

11/ ibid.

(3) Equipment of Government Secondary schools	118,000
(4) Building Government to non-government schools	250,000
(5) Equipment grant	<u>131,000</u>
	Rs. 691,000

Construction and Improvement of Existing Secondary Schools

Construction and improvement of science laboratories and libraries ^{in ?} non-Government schools resulted in a grant of Rs. 175,000 to 24 recipient secondary schools.

Establishment of higher grade multipurpose schools

The Karachi Directorate proposed the establishment of two multi-purpose high schools in divisional educational headquarters in two large cities. This included establishment of two schools at a rate of Rs. 495,000/school; Rs. 420,000 for buildings and equipment and Rs. 25,000/year to cover 3 years of recurring expenditures. Grants were made to non-Government societies to adopt the scheme and establish the schools.

Hostel for Karachi Students

The U. S. A. I. D. budget for 1961-62 provided Rs. 100,000 as part provision for construction of a hostel building.

Development of the Universities

In accordance with criteria set forth in the NEC report, U.S. A.I.D. granted ¹² Rs. 12,200,015 to support East and West Pakistan 5 year University development plans. The Universities of Karachi, Sind, Punjab, Peshawar, Dacca and Rajshahi and their affiliated colleges thus improved their campuses, classrooms, laboratories, dormitories, cafeterias, and teacher studies that had not been fully completed. A college of education was started at the University of Peshawar.

Technical Education

The 1960-61 AID budget included Rs. 655,000 for developing Karachi Polytechnic Institute which was directly administered by the Central Government. In 1960-61 Rs. 598,000 were spent for building and equipment.

Primary Education

The GOP enlisted Rs. 560,000 in contributions and assistance from the Basic Democracies for funding primary school development. The GOP supplied an additional Rs. 800,000 and Rs. 173,000 were contributed by U.S. AID.

During 1960-61 twelve primary schools were opened. In 1961-62 ten more were started.

12/ ibid.

The Tutorial System:

This system was designed to improve the quality of higher education by increasing dialogue among students and professors.

For this purpose AID granted a total of Rs. 2,240,000.¹³ The number of tutors for both Honors and Pass courses was increased and the student/tutor ratio reduced. This provided quality instruction to further improve Pakistan's college and university education.¹⁴

Other Projects

To accelerate production of new curricula and textbooks for secondary education and to publish teacher guides and other teaching materials - including translation of the NEC Report from its English version, U. S. AID released Rs. 1,110,000 in FY¹³/61 and another Rs. 1,270,000 in 1962 to meet these requirements. Total expenditures however were only Rs. 1,371,467.¹⁵

Additionally, A. I. D. supported the National Education Budget to construct and/or improve the physical facilities of several Intermediate and degree colleges¹⁶ and schools¹⁷ that due to bifurcation required substantial improvements.

13/ loc cit

14/ Appendix - (Table 5)

15/ Loc cit

16/ Appendix - (Table 6)

17/ Appendix - (Table 7)

SUMMARY OF ACTUAL GRANT EXPENDITURES (Rupees)

USAID Mission Support Central Government Education Budget 1960-1963

	<u>Expenditures</u> <u>1960-1961</u>	<u>1961-1962</u>	<u>1962-1963</u>	<u>Total</u>
Bifurcation of Colleges	Rs. 5, 778, 000	Rs. 4, 347, 000	-	Rs. 10, 125, 000
Summer Sciences	96, 666	25, 000	20, 000	141, 666
Secondary Education	330, 000	375, 992	-	705, 992
Universities	8, 407, 000	3, 793, 015	-	12, 200, 015
Karachi Polytechnic	598, 000	-	-	598, 000
Textbooks	--	621, 000	-	621, 000
Tutorial System	--	1, 17 6, 000	1, 195, 467	1, 371, 467
Primary Education	--	173, 000	-	<u>173, 000</u>
				<u>Rs. 25, 936, 140</u>

Source: Program Operation Status Report

U. S. AID Support of West Pakistan Education Budget

Both Central and Provincial Governments contribute fiscal support to Pakistan's Educational System.

Therefore, it is paramount for budgets to be planned and integrated so that combined, they will support educational development and also meet recurring costs.

Between 1960-63 GOWP emphasis was on increasing class rooms and providing more schools to accommodate the expanding population. A major effort was made to expand non-Government schools (those which are recognized by the government and receive some subsidization to defray recurring costs) by allocating funds for development purposes.

Since GOP/GOWP could not meet the total funding requirement, the U. S. AID proffered significant grants to offset the deficiencies.

The AID budget grants to West Pakistan paralleled inputs that were consonant with grants for the Central Budget. This enabled the provinces to meet the recurring costs and to allocate a major part of their budget to developing government and non-government schools.

Between 1961 and 1963, U. S. AID released Rs. 105, 032, 000 of counterpart, PL 480 (104) e and PL 665-402 funds to support the Government of West Pakistan Education Budget.¹⁸

Bifurcation of West Pakistan Degree Colleges

The Second Five Year Plan provided for a total expenditure of Rs. 30,160,000 for separating 42 government and 22 private degree colleges.

Private colleges were expected to match government grants with private contributions.

The U.S. AID contribution was Rs. 17,338,000. This was used to help bifurcate 19 government and 10 private degree colleges; to construct and/or expand several secondary schools, intermediate colleges and degree colleges and to renovate libraries, science laboratories and hostel facilities throughout the West Wing.

(See Appendix A)

Teacher Training West Pakistan

In 1961-62, the GOWP student enrollment was as follows:¹⁹

<u>Level</u>	<u>Student Enrollment 1961-62</u>	<u>Per Cent Increase over 1960-61</u>
Primary Schools	1,907,058	+ 11.8
Middle Schools	411,602	+ 4.18
High Schools	570,688	+ .91

18/ Program Operations Status Report-Support W. Pakistan Budget P 38
19/ Educational Statistics, 1957-58 to 1962-63, Central Ministry of Education

To improve teacher education and increase the availability of trained teachers, U.S. AID, in 1960, provided funds for building teacher training facilities at Lahore, Lyallpur, Multan, Ghulam Mohammad Barrage and Montgomery.²⁰

In 1961-62 an additional eight institutes²¹ were constructed or renovated to accommodate further training.

Expansion of Secondary Education

During the period 1960-63, Ford Foundation supported the development of 22²² Pilot secondary schools throughout both wings.

U.S. AID simultaneously assisted in expanding primary, middle and secondary schools and constructed additional school facilities

in rural areas.²² The total AID assistance to secondary expansion amounted to Rs. 24,971,000.²³

Development of West Pakistan Universities

As per the NEC recommendation, the course of studies for B. Sc. aspirants was increased from two to three years. A number of technical courses were added and university facilities, including

20/ Appendix - (Table 8)

21/ Appendix - (Table 9)

22/ Appendix - (Table 10)

23/ Loc. cit.

libraries, classrooms, laboratories, hostels, were improved in the Universities of Peshawar, Peshawar Agricultural College, Punjab and the Sind. The U. S. AID contribution amounted to Rs. 15,193,500.²⁴

Technical Education

This project activity supported two Polytechnic Institutes at Rawalpindi and Lahore, four technical institutes at Sialkot, Peshawar, Khairpur and Hyderabad, one government college of engineering and technology at Lahore and eleven commercial institutes.²⁵ The U.S. AID component was Rs. 16,376,500.

Primary Education

Historically, primary education in West Pakistan was handicapped by a lack of well qualified teaching, supervisory and administrative personnel and lack of facilities. In 1960-61, the GOWP estimated²⁶ that the 4,500,000 primary school children attending 1,600 schools would increase in 1961 by 272,000. To accommodate the increase, 172 new schools would be created in "backward" areas, two new normal schools added and facilities throughout the existing 1,600 schools improved.²⁷

24/ *ibid*

25/ Appendix ÷ (Table II)

26/ Mid Plan Review, Planning Commission, Govt. of Pakistan.

27/ Appendix ÷ (Table 12)

U.S.A. I.D. Rs. SUPPORT WEST PAKISTAN EDUCATION BUDGET 1950-64

	Releases - Program-1961	Releases 1962	Releases 1963	Releases 1964	Total Releases
1. Bifurcation	7,114,000	10,224,000	-	-	17,338,000
2. Teacher Training	1,573,000	3,386,000	2,135,000	2,041,000	9,135,500
3. Secondary Education	7,473,000	9,248,000	8,250,000	-	24,971,000
4. Universities	4,200,000	1,458,000	5,850,000	3,685,500	15,193,500
5. Technical Education	4,120,000	4,177,000	7,035,000	1,014,500	16,376,500
6. Primary Education	1,197,000	1,293,000	1,530,000	2,462,500	6,532,500
7. Education Dept. Lahore	-	182,000	-	-	182,000
8. Inland Scholarships	-	-	4,540,000	-	4,540,000
9. Misc. Education	-	318,000	70,000	-	388,000
10. Education Schemes for Frontier Regions	-	-	1,225,000	-	1,225,000
11. College Education	-	-	9,150,000	-	9,150,000
	<u>25,677,000</u>	<u>30,286,000</u>	<u>39,855,000</u>	<u>9,204,000</u>	<u>105,032,000</u>

Source: Program Operations Status Report

U. S. AID Support of East Pakistan's Education Budget

The East Pakistan budget situation was similar to that of the West wing but additional inputs were needed because of East Pakistan's larger population.

The U. S. AID between 1961 and 1964 granted Rs. 200,523,654²⁸ to support the East wing education budget. Inputs were allocated according to areas of greatest need.

At the suggestion of Governor Azam Khan, the Director of Public Instruction (DPI) directed a Ground Survey of Educational Institutions²⁹ which reported (1960) the following:

- of East Pakistan's 7,531,589 primary school age children, 40.3% were enrolled in classes 1-5;
- more than half of class 1 students dropped out before class 2 - and only one out of fourteen ever reached class 5, hence, about 130,000 were prepared to annually enter class 6;
- primary teachers salaries ranged from 30 to 65 Rupees per month, teacher/pupil ratio was 39+ and the average enrollment of the wing's 26,024 primary schools was about 115 students per school;
- primary teacher training facilities were typically poor and

28/ Program Operations Status Report - East Pakistan Budget P:- 44

29/ Report on the Ground Survey of Educational Institutions in East Pakistan - Education Directorate, E. Pakistan, 1960.

and additional institutes for women were badly needed.

The secondary school picture (Classes 6-10) was much the same.

<u>Enrollment</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Classes 6-10	394,231	29,695	423,926
No. of Schools	3,209	360	3,869
No. of Teachers	24,419	1,210	22,629
Pupil/Teacher Ratio	18.4	24.3	18.7
Teacher Salary Range	Rs. 60 - 300 per month		

- only 12.3% of the high schools were well constructed, the rest were generally inadequate or of temporary construction;
- East Pakistan's 29 Intermediate Degree Colleges (classes 11-12) accommodated only 4,310 boys and 132 girls as annual entrants;
- the six government and 53 private degree colleges (classes 13-14) accommodated a total of 33,000 students.

Targets for the second Five Year Plan included construction of 700 primary schools, 500 junior high schools and development of 780 high schools with more comprehensive curriculums. Twenty pilot schools were planned and six government and 53 non-government degree colleges were to have programs separate from intermediate courses.

Bifurcation

Between 1961-63, the U. S. AID released Rs. 16, 323, 000 to facilitate improvement of Rajshahi, Dacca, Chittagong, Eden Girl's and M. C. Sylhet colleges; to improve 20 private degree colleges and to develop 53 intermediate or higher secondary schools that would absorb the overflow from bifurcation.

Teacher Training

Grants totaling 23, 940, 565 rupees were released to support the establishment of 48 Primary Teacher Training Institutes, an Education Extension Center, Dacca, expansion of two Junior Training Colleges (Feni and Rangpur), construction of two more at Khulna and Mymensingh and improvement of four teacher training colleges at Dacca, Rajshahi, Mymensingh (Women), Mymensingh (Men). A college of Home Economics (supported also by Ford Foundation) was constructed at Dacca and teacher training college developed at Comilla.

Diversification of Secondary Education

Mission grants totalled Rs. 40, 406, 465 to support development of 30 multilateral, 60 bilateral, ^{and} 20 pilot secondary schools ³⁰ and to

generally improve 100 high and 49 junior high schools. ³¹

The schools were categorized according to course offerings: advanced science and commerce, advanced science and agriculture, science and Home Economics, and science and technology courses. All were to institute guidance and counselling services. The Junior high schools were developed in each of 49 union councils.

Technical Education

Technical training institutes were developed at Chittagong and Dacca, training schools at Faridpur, Mymensingh, Khulna and Comilla. ³² U.S. AID grants totaled Rs. 34,994,399.

Primary Schools

AID grants totaled Rs. 29,293,640 to Primary Education including assistance to 260 new primary schools which were built in FY 61 and 270 additional schools in ^{FY} 61-62.

Other Projects

In support of NEC Recommendations, a two acre site in Dacca was obtained to accommodate the combined directorate of technical and physical education. The building was constructed and appropriately equipped with an [adequate] library and audio-visual center. ³³

^{31/} Appendix - (Table 14)

^{32/} Appendix - (Table 15)

^{33/} Appendix - (Table 16)

During this period ^{(FY} 61-63) additional grants for colleges, scholarships, adult education and cultural and social activities amounted to Rs. 23,943,500.

US AID RS. SUPPORT EAST PAKISTAN EDUCATION BUDGET 1960-64

	Program Re- leases 1961	Releases 1962	Releases 1963	Releases 1964	Total Releases.
i) Bifurcation	8,323,000	8,000,000	-	-	16,323,000
ii) Teacher Training	5,116,000	9,763,000	5,457,065	3,602,500	23,940,565
iii) Secondary Education	7,226,000	9,223,000	21,147,465	2,810,000	40,406,465
iv) Universities	4,000,000	7,200,000	11,278,585	6,677,500	29,156,085
v) Technical Education	4,020,000	7,915,000	17,039,399	6,020,000	34,994,399
vi) Primary Education	2,600,000	6,700,000	18,343,640	1,650,000	29,293,640
vii) School Design, Div. T. Ed.	200,000	510,000	200,000	-	910,000
viii) Libraries, Chittagong, Khulna	400,000	200,000	-	-	600,000
ix) Bureau of Ed. Info. & Stat.	-	50,000	50,000	-	100,000
x) Direction & Instruction	-	500,000	156,000	-	656,000
xi) Audio Visual Ed. Center	-	100,000	100,000	-	200,000
xii) Colleges	-	-	9,439,000	1,720,000	11,159,000
xiii) Scholarships	-	-	5,672,000	6,746,500	12,418,500
xiv) Social & Cultural Actv.	-	-	206,000	-	206,000
xv) Adult Education	-	-	-	160,000	160,000
T O T A L :	31,885,000	50,161,000	89,091,154	29,386,500	200,523,654

Source: Program Operations Status Report

West Pakistan Agricultural University

The Punjab Agricultural College, predecessor to the West Pakistan Agricultural University was founded in 1908 as part of the Punjab University.

Under the Inter-College Exchange Program, a number of USAID-sponsored projects and activities were undertaken with the University and its affiliated colleges. At Lahore, Animal Nutrition, Dairy Technology and Artificial Insemination Programs were developed; at Lyallpur, Soil Science and ^F ^T food technology were established.

In 1959, U. S. advisors under contract to Washington State University (WSU) were invited to submit a special report to Pakistan's National Education Commission. Their recommendations resulted in a GOWP decision (1960) to establish the West Pakistan Agricultural University on the site of the existing Punjab College and Research Institute at Lyallpur.

Together with the Provincial Development Working Committee and the GOP National Planning Commission, WSU advisors developed a Master Plan for establishing the new University. By 1961, the University was established and was authorized to grant degrees.

In February 1962, the new University began instruction with nine (9) Washington State University staff members and with GOWP administrators and academic personnel.

The Agricultural University's goal was to develop a higher educational institution comprising all disciplines and subjects relating to Agriculture, including the basic sciences and arts. It would implement agricultural development through five teaching faculties: Agriculture, Animal Husbandry, Veterinary Science, Agricultural Engineering and Technology, and Agricultural Economics and Rural Sociology; a Division of Basic Sciences and Arts; and an Institute of Teacher Training, Extension and Short Courses. To administer policies and procedures relating to graduate studies and research, the organizational structure also provided for a Directorate of Advanced Studies and Research.

By 1963 the University had developed undergraduate curricula for B. Sc. degrees in Agriculture and Agricultural Engineering, and for Doctor of Veterinary Medicine. Graduate programs had been initiated in Agriculture, Animal Husbandry, Veterinary Science, Agricultural Economics, Rural Sociology, Agricultural Education and Food Technology. Enrollment had grown from 675

to 1,130 students, the participant training program was on schedule; research projects were underway. Several short courses had been given and a beginning had been made on extension project in villages. In addition to constructing houses for faculty and staff, a campus master plan, prepared by a U. S. consulting firm, had been submitted to the World Bank for a loan to cover additional construction and equipment.

Since 1963 the University has continued to make substantial progress. Enrollment now exceeds 1,800 students. Classroom, office space, and two new dormitories have been constructed. The original master plan has been revised and the World Bank has granted a substantial loan for additional buildings and equipment.

A total of (167) participants have been sent to the United States for training. Of these, (91) are staff members working for the WPAU or scheduled to work for it. Thus far, 17 have returned with Master's degrees and 18 with Doctoral degrees. Four returned without degrees for reasons of health, family problems, or academic difficulties. The remaining 51 are still studying in the United States; five are Master's degree candidates and 46 are Doctoral candidates. In September 1967, twelve more were selected for advanced study.

17
4
5
90
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included in 91?

Progress to Date

The total number of academic and short term extension courses offered during 1965-66 was approximately 600, and the following (new) departments were established: (a) Veterinary Pathology, (b) Basic Engineering, (c) Irrigation and Drainage, and (d) Farm Power and Machinery.

The annual admission to the first-year class was raised to 450, as against 300 during 1964-65. The enrollment at the undergraduate level rose to 1,335 and at the postgraduate level to 402.

To help stimulate scholastic and scientific activity and to encourage scientific agricultural policy planning, three All-Pakistan Seminars were held on Agricultural and Manpower Requirements; Food Production and Consumption; and Agricultural Marketing. Members of the University staff contributed 70 papers to the first seminar, 120 to the second and 54 papers to the third.

The Papers on Agricultural Education and Manpower Requirements were printed at the University Press in book form.

A basic Urdu vocabulary (about 1,200 words) three primers, three readers and five follow-up bulletins were published within the framework of this vocabulary, for the benefit of neo-literate adults employed at West Pakistan Agricultural University.

Adult Education

A pilot Adult Education program was started for illiterate adults in the rural communities; 532 adults were enrolled in the program and the following primers, readers, and follow-up books were published;

1. Primers - First, Second, Third.
2. Readers - Behtar Ziraat: Part I, Part II.
3. Follow-up Bulletins - Weeds, Ammonium Sulphate.
Contagious Diseases of Animals, Mango Cultivation,
Poultry Keeping, Contagious Diseases of Poultry, Green
Manuring.
4. Follow-up bulletins are in the press: Good Seed and
High Yield Inflammation of the Udder, Cotton Cultivation,
Different Breeds of Poultry, and Sugar Cultivation.
5. An eight-man committee formed by the Vice Chancellor puts out an Urdu quarterly "Zarri Digest." The journal contains agricultural information, scientific articles and poetry. Its purpose is to motivate the nation to think and to take action in the interest of the agricultural development of the country. The first issue sales passed the 400 mark.

In January 1966 the GOP instituted a fortnightly radio program entitled, "Agricultural University Magazine." The program broadcast from Lahore includes talks and panel discussions by members of the University staff on tropical agriculture. Eight such programs have already been broadcast and a case has been taken up with the Central Ministry of Information and Broadcasting for setting up a 5 K W medium wave radio transmitter at the University.

Library

At the time WPAU was established it inherited from the Punjab Agricultural College, a library of 23,000 volumes of books and journals. During 1967, Rs. 45,000 worth of books were indented, 933 back editions of journals were ordered from the United Kingdom and the United States, and at present 545 journals, magazines, indexes, abstracts, reviews and newspapers, embracing the field of agriculture and allied sources, were added to the library. This is probably the largest number of scientific journals and magazines received by any University Library in the country.

East Pakistan Universities

Comprised of two sub-projects, this program is financed under a contract with the Texas A & M University system. It includes the East Pakistan Agricultural University (EPAU) at Mymensingh and the East Pakistan University of Engineering and Technology (EPUET) at Dacca.

Prior to the 1961 ordinance establishing EPAU, the U.S. A. I. D. provided limited assistance to its predecessor - the College of Animal Husbandry and Veterinary Sciences. In view of this institution's historical and traditional lack of agricultural research, EPAU focused on developing faculties³⁴ and equipment to extend agricultural education³⁵ and to sustain an indigenous agricultural research program. The program, since 1961, has been phased as follows:

Phase I: Consisted of developing and organizing new curricula for respective faculties; selecting participants for overseas training; constructing physical facilities and acquiring equipment, supplies and books and initiating teaching and research programs based on the needs identified by the GOEP and agricultural extension personnel.

34/ Staff Development - Country Assistance Program Report 1968, P. 52

35/ Total Enrollment - EPAU Graduates Appendix - (Table 18)

Suggest
this should
be P-53.

Will Pakistani
educators know what
"Mission" means.

EAST PAKISTAN AGRICULTURAL UNIVERSITY
STAFF DEVELOPMENT

Among the present 136 staff members, including the Vice
Chancellor, there are 50 who hold advanced degrees from abroad.
They are distributed as follows:

Ph. D. degrees:

Earned in the United States by ^{USAID} Mission participants	12
Earned in the United States by other support	2
Earned in other countries with support	<u>10</u>
Total:	24

D. V. M. and M. R. C. V. S. degrees:

M. R. C. V. S. (London)	^{USAID} 2 a/
D. V. M. earned in United States by <u>Mission</u> support	<u>2 b/</u>
Total:	4 (2)

M. S. degrees:

Earned in United States by ^{USAID} Mission participants	20 c/
Earned in United States by other than Mission support	4
Earned in Canada by other than Mission support	<u>1</u>
Total:	25

- a/ One of these two men also earned a Ph. D. degree in the United States with Mission support, and is included among the Ph. D. group,
- b/ One D. V. M. holder also earned a Ph. D. degree in the United States and is listed in the Ph. D. group.
- c/ Five additional men who earned M. S. degrees in the United States and with Mission support are in the United States as Mission participants working toward Ph. D. degrees.

52

Phase II: Began in FY 1965, consisted of expanding the research program and developing a university based extension program consonant with the goals of the Department of Agriculture and other government Agriculture agencies.

Phase III: Beginning in FY 1967, consists of establishing continuing relationships beyond project assistance by providing for the exchange of short-term faculty research specialists between EPAU and Texas A & M.

The following faculties have been developed at EPAU;

(1) Faculty of Agriculture

This Faculty became operative in 1962 and developed curricula in agronomy, agricultural chemistry and bio-chemistry, crop botany, soil science, entomology, plant pathology and horticulture.

In addition, basic science courses administered by this Faculty include: chemistry, mathematics, physics, zoology, botany, and the Bengali and English languages. [At present the faculty includes

12 returned participants, one each in departments of Agronomy, Entomolgy, Fisheries and Horticulture and two in Agricultural Extension and Education, Soil Sciences, Crop Botany and Plant

*12. 11. 1967
P. 54*

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- 54 -

**EAST PAKISTAN AGRICULTURAL UNIVERSITY
TRAINEES**

Returned, in Training, and Projected

<u>Faculty</u>	<u>Returned to EPAU</u>	<u>Still in Training</u>	<u>Depart. by 9/1/66</u>	<u>Future Years Proposed</u>	<u>Total</u>
Veterinary Science	10	9	2	2	23
Animal Husbandry	5	7	1	1	14
Agricultural Eco. & Rural Sociology & Home Science	2	8	3	8	21
Agricultural Engineering & Food Technology	4	4	3	4	15
Agriculture ^{1/}	12	16	4	20	52
Agronomy	(1)	(3)	-	(1)	(5)
Plant Breeding	-	-	(1)	(1)	(2)
Ag. Ext. & Educ.	(2)	(2)	-	(4)	(6)
Entomology	(1)	(1)	-	(2)	(4)
Fisheries	(1)	(2)	(1)	(3)	(7)
Horticulture	(1)	(1)	-	(2)	(4)
Soil Science	(2)	(2)	(1)	(1)	(6)
Crop Botany	(2)	(2)	-	-	(4)
Bio-Chemistry	-	-	(1)	(2)	(3)
Agri. Chemistry	-	-	(1)	(2)	(3)
Plant Pathology	(2)	(2)	(2)	(3)	(7)
	<u>33</u>	<u>44</u>	<u>13</u>	<u>35</u>	<u>125</u>

1/ Indicate training included under the Faculty of Agriculture.

how? ?
Pathology. Of sixteen participants now being trained in the U. S. six will return to join the teaching staff during 1967 and early 1968.

(2) Faculty of Veterinary Science

The Faculty of Veterinary Science inherited a number of students from the former college of Veterinary Science and Animal Husbandry at Mymensingh. The University, therefore, was obliged to complete the training of these students which include those enrolled both in the three-year "LVS" diploma program and in the Bachelor of Veterinary Science program. This faculty includes the six departments of Physiology and Pharmacology; Medicine and Surgery; Anatomy and Histology; Microbiology and Hygiene; and Pathology and Parasitology. EPAU now has an established curricula and syllabi for training in the six-year Doctor of Veterinary Medicine program, now in its fifth year. Curricula and syllabi have been continuously updated in line with modern doctrine developed in the last several years in veterinary schools in the United States and Europe. These syllabi include the use of clinics and emphasize clinical teaching as a working laboratory.

Ten participants have returned from U. S. training and assisted in the formation of a Student Professional Society. The

Society produces an official publication which promotes faculty interest and helps shape the Faculty administrative program.

(3) Faculty of Animal Husbandry

This Faculty consists of the five departments of Animal Breeding and Genetics; Animal Nutrition, Dairy Science; Poultry Science; and General Animal Science, which deals with general aspects of domestic animals and specifically with species other than dairy and poultry.

Within this program, seven participants will return from the United States training by the end of FY 1967. The first 12 graduates will emerge in FY 1968 and reach a planned level of 40 graduates in FY 1970.

up-date

(4) Faculty of Agricultural Engineering and Food Technology

Departments in the Faculty as presently constituted consist of Agricultural Engineering, Irrigation and Drainage, Food Technology, and Cottage Industries. Organization of the Faculty is in process and departmental designation is still undergoing change. It is expected that nomenclature may be altered to include water management in all aspects, farm machinery and equipment, construction and sanitation, and rural electrification.

New students majoring in agricultural engineering were first admitted in the school year 1964-65. The first class of 25 will graduate in FY 1969, with a planned level of 40 in 1971.

Four participants have returned from U. S. training and four are in training. Ten additional participants will be sent for advanced academic training in the period of FY 1967-1970 which will complete the planned staffing requirements for this Faculty. *up-date*

(5) Faculty of Agricultural Economics & Rural Sociology

In addition to work in its two specialized subject matter areas, this Faculty also provides service courses such as Civics, General Economics and Statistics, to students enrolled in other faculties of the University. The Faculty ^{consists of} is departmentalized into five units: Agricultural Economics, including elementary civics and political science; Agricultural Policy and Law and Production Economics, including foreign business management; ^{off} marketing and cooperation, including agricultural prices; Agricultural Finance; Agricultural Statistics, including biometrics and economic statistics; and Rural Sociology.

Advisory services for this Faculty began during FY 1964. The faculty has been largely developed since that time. There are

presently 81 students enrolled as follows: 37 first year, 23 second year, 10 third year, none in the fourth and fifth years, and 11 first-year students in a two-year Master's degree course. It is anticipated that 45 to 50 new students at first year level and approximately 12 at first year Master level may be enrolled during CY 1968.

Study program and syllabi for all relevant courses have been drawn for both undergraduate and Master level students. There are 10 resident staff members including three returned participants. Two more participants are presently undergoing training in the United States and six additional participants will be sent for training during the period FY 1967-1970. *up-date*

(6) Graduate Students Program

The faculties of Animal Husbandry, Agricultural Economics, Veterinary Science and to a lesser degree, Agricultural Engineering have been working to develop graduate study programs in their subject areas. As a result of previous participant training, the University now offers post-graduate study in the following fields:

Agronomy, Crop Botany, Soil Science, Entomology, Veterinary Science, Parasitology, Veterinary Anatomy, Veterinary

Bacteriology, Animal Breeding, Animal Nutrition and
Agricultural Economics.

The University in 1965-66 took action to expand the number
of graduate research scholarships from 20 to 30. In 1966-67 the
number was increased to 50. 1967-68 ?

Table 17, (Appendix) , indicates estimates of graduates by
faculty and total enrollment. The estimates through 1970 are
based on present enrollment. Subsequent years are projected on
the basis of anticipated enrollment during the next three years as
limited by physical facilities.

As indicated, graduates will first emerge from the two new
Faculties dealing with the social sciences and engineering fields
at the end of academic year 1968-69. It is anticipated that a few
graduates in the ^{Republic} Fisheries Faculty will appear in 1971, the first
in forestry in 1972, and the first in rural home economics in 1973.

This means that enrollees in the latter two Faculties will be
admitted for the first time in the beginning of academic years
1967-68 and 1968-69 respectively. (Fisheries ^{course} [of course] are now offered
^{by} in the Agriculture Faculty).

The growing number of baccalaureate graduates in economics
and engineering is expected to increase the pressure of enrollments

for graduate degree (MS) in these two areas. Additional enrollment as a result of the initiation of the new graduate study programs in veterinary science and animal husbandry are expected to increase the total number of graduate students as indicated in the ³⁷table. However, returning participants will be able to assume much of the increased teaching and thesis-guidance load.

U. S. AID Support

Since its inception, total support for both sub-projects has been in excess of U. S. dollars 8 million. ³⁸

Why not show funding of this project, one of our largest, separately?

37/ APPENDIX A-(TABLE 17)

38/ ^{SUMMARY} U. S. Funds obligated for Education in Pakistan, 1954-67
Appendix - PAGES III-112

East Pakistan University of Engineering & Technology

This sub-project, assisted under a contract with the Texas A&M University system, ^{is} was designed to;

- develop a faculty of Architecture and Planning in East Pakistan's University of Engineering and Technology (Dacca);
- develop standards for professional architects and set up a professional association of East Pakistan architects;
- produce architectural designs for BDLG (for Government) departments and other governmental agencies;
- conduct joint projects with Government of East Pakistan planning agencies and ^{to} continue research in the development and use of new building materials.

By 1967, EPUET had established a close working relationship with EPAU, BDLG and several provincial departments and agencies concerned with planning and building construction. It has undertaken studies for East Pakistan's Rural Works Program (supported by P. L. 480 104 ^(P) funds) and was doing extensive work to improve local building materials such as bamboo, country kiln brick, coconut husks, etc., to produce more sophisticated materials

Handwritten note:
1. Study of building materials

including acoustical, and thermal insulation products.

Additionally, it had established a University faculty assisted by five key Pakistanis (including the Dean of the faculty) who had returned from prior training in the United States. It had successfully established a five-year academic program leading to the degree of Bachelor of Architecture, graduated its first and second classes, and initiated a program leading to the Master of Architecture degree. Enrollment in the five-year program now totals 125; 25 per each class.

Under the combined EPUET-EPAU program, the U. S. A. I. D. funded ^{through 6/30/65} prior to 6/30/66 U. S. training for 45 participants. An additional 13 received training during 1966; 14 more in 1967 and an additional 20 will be trained in 1968 and 1969.

*up. date:
45 + 13 + 14 +
20*

Since 1954, total U. S. A. I. D. assistance ³⁹ to the EPUET-EPAU projects has been in excess of eight million dollars.

report of P. 60

PUBLIC ADMINISTRATION
(University of Southern California)

This project originally entitled Superior Civil Services of Pakistan was originated in 1957 at the request of the GOP Establishment Division - the principal personnel office of the Government of Pakistan - which proposed to send a group of responsible government officers for training abroad.

The U. S. Government (ICA) agreed to supply such assistance and in turn contracted with the University of Southern California to plan, establish and conduct an executive development program devoted exclusively to the civil servants of Pakistan.

Known as project No. 105, the program combined academic work on the university campus with on-the-job experience for the participants in American government offices and business organizations. It featured "laboratories" in the local, state and national governments which took the Pakistani officers into government offices at work, where they watched the processes of dynamic American administration. It took them to such centers of economic development as the Tennessee Valley Authority, the St. Lawrence Seaway, the North Carolina Agricultural Council, and the Port of

New York Authority. It exposed the Pakistani officials to the living experience of council meetings in small towns, of political action in party headquarters, of face-to-face sessions with state governors, national cabinet members and Supreme Court justices.

The program, however, could not meet the fast growing administrative demands of a developing nation. Under Project 105, groups of only 20 officers at a time could go to the United States for 5 to 6 month periods. This was far too slow and too costly. It was, therefore, decided to terminate the program of training in the U. S. (which lasted from 1957 to 1960 and trained 88 officers,) and to attempt the same kind of program - as far as possible - within Pakistan. Thus, Pakistan inaugurated its National Institute ^{of} Public Administration.

At the present time NIPA functions at three locations--Lahore, Dacca and Karachi. The last named serves the needs of the Central Government of Pakistan, while the NIPA at Lahore and Dacca function primarily for the training of officers of the Governments of West Pakistan and East Pakistan respectively, as well as for officers of equivalent status from the public corporations and authorities.

Accomplishments to date

- The NIPA from 1961-1966 have trained 1,500 government administrators.

Y. J. J.

- has presented four orientation courses*
- 04 8 ?
- The NIPA, as a community service, "Introduced Pakistan *"Introducing Pakistan"* to 126 foreign experts, in four orientation courses.
 - NIPA staff members have studied abroad, financed by U.S. A.I.D.

25 in the U. S. for master's or doctorate degree

9 in the U. S. for a special Training of Trainers course

7 at the American University of Beirut

- The NIPA's financial support - development and recurring ⁴⁰ operating costs borne by the Government of Pakistan since July 1, 1964. *have included* \$2.4 million in grants from U.S. A.I.D. ⁴¹

- The NIPA's technical assistance has come from the University of Southern California

16 professor-advisors (2-year tours)

13 short-term advisors (3-month assignments)

7 university advisors have given occasional assistance

- Each NIPA *has* a professional, U.S. - trained librarian *has* a 6,000 volume library,

subscribes to 90-100 periodicals,

publishes its own quarterly journal and

publishes proceedings of important conferences,

carries on research and management studies, and

does consulting work with government agencies.

- NIPA have published:

"The Circle Officer" (NIPA Dacca)

"A Study of the Passport Offices in Dacca and Lahore"

(NIPA Lahore)

"A Survey of the Training Needs of the East Pakistan

Water and Power Development Authority" (NIPA Dacca)

only 3
things since
1961?

Rupee Releases by USAID/Pakistan for Institutional Support under USC Contract Project
No. 391-12-770-105, Public Administration (FY 1961 - 1966)

PROJECT
INPUTS
3.

FY	Operating			Budget				Capital Budget	Total
	NIPA Karachi	NIPA Lahore	NIPA Dacca	Civil Service Academy	Contract Support	Dept. of Admin. Science	Res. Karachi Center		
1961	237,000	189,000	123,700	-	-	-	-	-	550,000
1962	104,484	306,317	241,001	50,025	-	-	-	300,000	1,001,827
1963	195,000	200,000	185,000	21,500	22,000	60,000	90,000	1,350,000	2,123,500
1964	384,380	402,121	553,884	-	68,280	162,260	-	-	1,570,925
1965	-	-	-	-	-	-	-	1,050,000	1,050,000
1966	-	-	-	-	-	50,000*	-	-	50,000
Total:	920,864	1,097,738	1,103,585	71,525	90,280	272,260	90,000	2,700,000**	6,346,252
Capital Budget**	900,000	900,000	900,000	-	-	-	-	-	-
Grand Total:	1,820,000	1,997,738	2,003,585	71,525	90,280	272,260	90,000	-	6,346,252

Notes:

* This amount was utilized to finance summer intern program of the Department of Administrative Science, University of the Panjab.

** Rs. 2,700,000 were equally distributed among the three NIPAs at Karachi, Lahore and Dacca (Rs. 900,000 each) for construction of new buildings - which were completed in late 1966 (Dacca), late 1967 (Karachi,) and estimated to be completed 1968-1969 (Lahore).

Institute of Business Administration, University of Karachi

The USAID's dollar assistance to the Institute of Business Administration, University of Karachi, is as follows:

	<u>EXPENDITURES</u>
September 1954 to June 1959 Contract with University of Pennsylvania -----	\$ 474,898
July 1959 to July 1960 Interim period - individual advisor contracts ---	18,384
July 1960 to June 1966 University of Southern California Contract (Pakistan portion concluded June 30, 1964) -----	1,375,584
June to September 1964 Individual advisor contract Dean William McKee Fisk -----	6,000
February 1965 to September 1966 Temple University Contract -----	51,000
FUNDING IN FY 1967	<u>5,500</u>
TOTAL	\$1,931,866

The Institute of Business Administration, established in April 1955 was a joint endeavor of the University of Karachi and the University of Pennsylvania, Wharton School of Finance, under a⁴² contract.^{USI. 112}

42/ University of Pennsylvania, Final Report: The Institute of Public and Business Administration, September 1954 to December 1959, 76 pp.

Its program included business as well as public administration and was known as the Institute of Public and Business Administration. The objectives were "to carry out . . . projects and activities in the fields of business and public administration for the purpose of strengthening the educational, research and consulting programs of the University of Karachi." The original contract with the University of Pennsylvania (ending on June 30, 1957) was extended to December 31, 1959 and terminated. On June 30, 1959, the services of all University of Pennsylvania contract personnel were terminated and personal service contracts were formalized to assure institutional continuity. During August to October 1959 a four member Survey Team⁴³ reviewed the total public administration program. This Team recommended that the program of the Institute of Public and Business Administration be restructured to include only business administration [and not both public and business administration.]

A new three year contract for assistance to the Institute of Business Administration was consummated in October 1960 with the School of Business Administration^{of the} University of Southern California.

43/ Report Public Administration Survey Team on Pakistan, Karachi:
Public Administration Division, International Cooperation
Administration, January 1960, 101 pp.

This later was extended for one more year to ensure continuation of faculty training until February 1966.

From June 20 to September 24, 1964, Dean William McKee Fisk provided advisory services. Subsequently, from February 1, 1965 to September 30, 1966 Dean Charles E. Gilliland, Temple University, assisted in the final phase-out of U.S. A.I.D. support.

With the end of Dean Gilliland's services this terminated all technical assistance support to the Institute of Business Administration except for two participants who are still in training in the United States under A.I.D. financing.

23
Sept 7
1965

Skilled Labor Training 1962-1968

According to a recent planning commission estimate (1967),⁴⁴ Pakistan's [projected needs in the] developing industrial sector will require 460,000 skilled workers by 1970. Against this requirement an estimated 48,000 ~~trained workers~~ trainees will be produced by all institutions and apprenticeship programs developing skilled labor by 1970. Of the 412,000 shortage, 232,000 is estimated for East Pakistan and 180,000 for the West Wing.

To help meet this demand, demonstration Trades Training Centers were started in Karachi and Dacca in 1962 under a U. S. A. I. D. grant to SEATO for the purpose of introducing modern curricula and training techniques for a series of 18-month courses in basic skills. With equipment furnished by U. S. A. I. D. and technical assistance provided under an A. I. D. contract by a ten-man team from the University of Hawaii, the Centers were opened for training in 1964 with a seating capacity of about 450 trainees each - 225 graduates each nine months. To date 697 skilled craftsmen have graduated from the Dacca Center and

44/ Supply and Demand of Trained Manpower in Manufacturing Mining and Construction for Third Plan Period, President's Secretariat (Planning & Manpower Section) Rawalpindi August 1967

800 from the Karachi Center. Nine additional centers⁴⁵ are under development in Pakistan--six in East Pakistan and three in West Pakistan. The staff for these centers will be trained in the Dacca and Karachi Centers under a program of Instructor-training established by the University of Hawaii under its A.I.D. contract. Each of the centers has trained over 100 instructors to date for staffing other centers coming into production.

In addition to training [of] skilled craftsmen and instructors in daytime classes, the centers [are being utilized to] train specialized personnel for various governmental and industrial needs such as police, public health and water and sewage development authorities. The Dacca Center will be playing an important role in the training of 900 drivers and mechanics required by the East Pakistan Road Transport Corporation in 1968-69 and in the training of 3,287 pump operators and mechanics required for the development of the Thana Irrigation Plan in the expanded Works Program. The Karachi Center has trained 70 skilled craftsmen of the ESSO Fertilizer Company and has established other training courses in industrial and governmental needs.

Future plans include greater use of the schools for night courses to upgrade employed workers and ^{provision of} [provide] theoretical training related to Pakistan's apprenticeship training programs.

June 30, 1968 ?
As of June 30, 1967, U.S. A.I.D. support to the Hawaii University's skilled trades projects amounted to U.S. dollars 1,507,371 and Rs. 7,847,000 (equivalent \$1,647,870) for a total of \$3,155,241. *What about loans?*

Commercial Institutes - East Pakistan 1966-70

Both the National Committee on Education (1959) and the Education Reforms Implementation Unit (1962) reported significant deficiencies in East Pakistan's supply of teachers of commercial subjects and in the production of skilled clerical workers.

To quantify the latter, the National Manpower Council estimated East Pakistan's "Clerical and related workers-- including non-Gazetted Inspectors and officers--to be 169,286 in 1961 and 249,351 in 1964. When the implied rate of increase of 13% was coupled with a modest attrition rate of 5% (deaths, retirements, shifts to other occupations) it revealed that approximately 45,000 new entries in this classification would be required each year.

Since the annual output of graduates from the 3,570 secondary schools and 53 higher secondary or intermediate colleges approximates 43,000 and 5,000 respectively and since private sector commercial training schools have not made an appreciable contribution it was estimated (on the basis of higher school entry and occupations requiring literacy) that only one-fourth of the terminal class 10 graduates were available for entry into the clerical trades.



On the instructional side, teachers for secondary schools and for private sector commercial schools presumably hold Master's and Bachelor's degrees in commercial subjects or are graduates of intermediate colleges. Annually, there are about 1,100 I. Comm. graduates most of whom pursue higher degrees and emerge as B. Comms. Thus about 1,200 graduates are available for teaching assignments each year. Due however to the optional nature of the present I. Comm. and B. Comm. curricula and the lack of appropriate instructional equipment, few teachers actually receive training in typing, shorthand and in the use of office equipment and business machines.

Based on a student-teacher ratio of 25:1, a growth rate of 13% and a teacher-attrition rate of 10%, the annual inflow of teachers required to meet the 45,000 new entrants in the labor market was estimated to be between 1,500 and 2,500.

To alleviate the situation, the U. S. A. I. D. contracted with Colorado State College to assist the Government of East Pakistan to develop 16 Commercial Institutes throughout the East Wing. The immediate objective: to train an administrative and teaching staff to organize, establish and operate ^{the} commercial institutes,

I don't see
the connection
what did
you say the
115,000 figure
from?

the available information, would train
for training] clerical and secretarial personnel in modern office skills and procedures used in business, industry and government and to improve the administrative capacity, and *consequently,* in turn, the absorptive capacity for new investment of private and public organizations in East Pakistan. Thus, the GOEP Commercial Institute project is designed partly to train teachers and partly as a skilled labor training project.

By September 1967, fourteen commercial institutes had been established at Barisal, Bogra, Comilla, Dinajpur, Faridpur, Feni, Jessore, Kushtia, Mymensingh, Pabna, Rajshahi, Rangpur and Sylhet. The Commercial Institute at Dacca had initiated teacher training courses and over 100 principals, administrators and teachers had been trained to staff the satellite institutes. Dacca Institute now produces 36 teachers annually to meet institute needs.

Under the aegis and budgetary support of the GOEP and the Directorate of Technical Education *to* East Pakistan's Commercial Institutes now offer two year courses appropriately tailored to meet the skill requirements of matric and I. Comm. graduates. The Curriculum provides courses in business English, typing, shorthand, bookkeeping, modern accounting methods, office

practices and an introduction to the use of adding machines, calculators, mimeograph and Spirit duplicators in routine office practice. The two-track curriculum is as follows:

Track I for Matric Graduates

- A. terminal; as preparation for subsequent employment in business, industry and/or
- B. non-terminal; as preparation for admission to GOEP intermediate colleges to pursue
 - I. Comm. studies

Track II for I. Comm. Graduates

- A. terminal; as preparation for employment as teachers, junior instructors, accountants and office assistants in East Pakistan's thirteen commercial institutes and/or
- B. non-terminal; as preparation for admission to Rajshahi and Dacca Universities to pursue
 - B. Comm. studies

With the inauguration of two additional Commercial Institutes at Chittagong and Khulna in 1969, the present and projected

enrolment of the two year commercial Institutes courses are:

a) PROJECTED STUDENT OUTPUT from 16 Commercial Institutes (Two year Program)

<u>Fiscal Year</u>	<u>No. of Institutes</u>	<u>Number of Students</u>		<u>Total Enrolment</u>	<u>Students Graduating</u>
		<u>1st Year</u>	<u>2nd Year</u>		
1966	5	100	0	100	0
1967	10	180	88	268	80
1968	14	520	158	678	144
1969	16	1080	455	1535	416
1970	16	1440	945	2385	864
1971	16	1560	1260	2820	1152
1972	16	1560	1365	2925	1248

b) PROJECTED TEACHER OUTPUT from Commercial Institute Teacher Training Program (One-year)

<u>Fiscal Year</u>	<u>Enrolment</u>	<u>Output</u>
1965	10	10
1966	18	13
1967	36	26
1968	48	37
1969	48	36
1970	43	32 (fully staffed)
1971	43	32 (replace 25% less each year)
1972	43	32

Since FY 1967 the Mission obligated \$235,000 for this project.

This included \$80,000 for training administrators and key supervisory personnel in the United States and \$40,000 for purchasing textbooks, manuals and teaching aids. The Government of East Pakistan in FY 1967 projected a budget requirement of Rs. 2,948,900 and during FY 1968 and FY 1969 total project costs are estimated to be Rs. 7.23 million.

235
- 120

\$115
advised -
why not
allocation
it?

Additionally, the GOEP secured a U. S. commodity loan for \$125,000. [This will ^{to} cover the cost of typewriters, adding machines, calculators, desks and supplies ^{for the Institutes} to further equip the Institutes.]

I hope we are not shipping books all the way from the U.S.!

Summer Science Institutes - 1966-1973

In June 1966, a trial summer institute project was introduced in East Pakistan. It included courses in physics and mathematics for Intermediate College teachers and college-level courses in physics and mathematics for B.Sc. teachers.

The program was supervised by an advisory committee chaired by the Vice-Chancellor of Dacca University. It included the Director of Public Instruction and Regional Chairmen of the Boards of Secondary and Intermediate Education.

Lecture and laboratory instruction were the joint responsibility of a select group of East Pakistan University professors and their

U.S. counterparts

The purposes of the sessions were to:

- (1) introduce East Pakistan educators to modern approaches, instructional innovations and subject matter content that are contemporary in secondary and higher secondary math/science courses in the United States and to develop guidelines to help strengthen science teaching through the province.
- (2) explore through laboratory/lecture experiences how modern instructional techniques and advanced subject matter content may appropriately be used in Pakistan's present courses of study.
- (3) instruct Pakistani educators in the use, maintenance and repair of simple laboratory equipment that can be used with the present syllabi requirements.

- (4) assist Pakistani educators to analyze and re-evaluate their present math/science curricula and syllabi in the light of Nos. 1 and 2 above and to institute a permanent Curriculum-Testing Instruction center (C-T-I) at each host institute engaged in holding training courses for math/science teachers.
- (5) develop a provincial East Pakistan Institute of Science and Technical Education which shall assist each satellite C-T-I in each of the following areas:
 - (a) The continuous study, comparison and evaluation curricula, syllabi, educational, journals, reports and periodicals with the purpose of selecting items of educational value and incorporating them in Pakistan's teacher-preparatory and in-service training courses.
 - (b) The experimentation and ultimate integration of appropriate subject matter content in Pakistan's present math/science courses in classes 13, 14 and above.
 - (c) The expansion of Summer Math/Science Institutes to provide an increased number of teachers throughout the province who would implement Pakistan's need to integrate new techniques and subject matter content and who could act as on-the-scene resource personnel to feed-back their classroom results to each C-T-I to the Provincial EPISTE.
 - (d) The preparation of equipment handbooks for teachers to illustrate experiments, demonstrations, techniques, etc., in physics, chemistry, biology and mathematics.

After a comprehensive evaluation by teacher participants,
Pakistani professors, the advisory committee and U.S. consultants,

the Government of East Pakistan invited U. S. A. I. D. to assist in institutionalizing summer math/science programs for training teachers of B. Sc. -level subjects.

In the summer of 1967, the Institute of International Education was awarded a contract to further develop summer institutes along lines previously described. A U. S. Resident Coordinator was appointed and a team of 4 physicists, 4 chemists and 2 mathematicians assisted in developing a series of six-week summer training courses at Rajshahi and Dacca Universities. The 1967 SSI enrollment was 104. The participants were college-level teachers, many of whom teach additional math/science courses at the intermediate level.

In the 1968 SSI program, courses were offered in mathematics, physics, chemistry and biology for B. Sc. level teachers. (Holders of Pakistan's M. Sc. degree.) Mathematics, chemistry and physics were offered to the Polytechnic teachers. The total SSI enrollment in 1968 reached 254, an increase of 207 since the program began in 1966.

The Mission, through its contract with the IIE, provided funding for the contractor and consultants, participant training

and commodities. Additionally, ^{AID provided} 50,000 ^{from Sec. 402} [Sec. 402] rupees ^{were} provided in FY 1968 for local commodity procurement and for support of the GTI's follow-up program.

Also in 1968 the detailed planning for East Pakistan Institute of Science and Technical Education was completed. Details on physical facilities, staffing, and financing were agreed upon by the Vice-Chancellors of Dacca and Rajshahi Universities, the Director of Public Instruction and the Director of Technical Education.

These officials, together with several prominent East Pakistan science educators, contributed to the development of a Proforma for Development Projects (Form PC-1) for consideration by the G. O. E. P. Education and Planning Departments. It is intended to include the East Pakistan Institute of Science and Technical Education in the Fourth Five Year Plan.

The PC-1 envisions an organization responsible for the general administration of the year-around, in-service institutes programs; coordination of follow-up programs for upgrading and up-dating science syllabi; development and adoption of science textbooks,

manuals and other scientific literature; local development and production of laboratory equipment; and other activities related to the dissemination of scientific knowledge.

Participant Training

Six of the outstanding participants of the FY 1967 SSI were sent to the United States during the summer of 1968 for advanced training at the National Science Foundation's Summer Science Institutes. These, and the other participants funded by this project, will [be qualified by their U. S. training to] provide leadership in the programs to improve science and mathematics education in East Pakistan and [to] take leading roles in the future in-service training programs.

The U. S. A. I. D. contribution to the SSI program, ⁴⁶ has amounted ^{through FY 1968} to \$584,432 in grant funds of which \$40,000 was obligated for participants and \$244,000 expended for commodities. An additional Rs. 77,956 has been expended from Section 402 funds to assist in the follow-up program.

Source of this figure?
PBS shows \$501,000

46/ Summary U.S. Dollar funds obligated for Education in Pakistan Appendix, Pages 111-112

has been reduced from about 30% in Dacca hospitals to about 1% at the Laboratory. The epidemiology is being intensively studied. A field trial of vaccine involving 40,000 people has scientifically demonstrated the value of the vaccine and will be expanded. Promising laboratory work on toxoids, serological typing and bacteriophage is still going on.

2. Pakistan Medical Research Center

The Pakistan-Medical Research Center located in the Institute of Hygiene and Public Health at Lahore is one of five U. S. International Centers for Medical Research and Training ^{supported by the U.S.}. It is jointly sponsored by the U. S. National Institutes of Health, working through a contract with the University of Maryland Medical School, and the Ministry of Health, Government of Pakistan. AID contributes administrative support. The laboratory has a professional staff of about 35 of whom ten are U. S. investigators.

Training opportunities are given to Pakistani technicians, clinical investigators, and pre-doctoral postgraduate students. Extensive studies have been made of rickettsial disease and the occurrence of ectoparasites on domestic and wild animals in Pakistan. The incidence of malaria and its control by DDVP

and CI-501 have been studied. Work on nutrition has led to a longitudinal study of growth and development of Pakistani children in both an urban and rural setting to establish norms for Pakistanis.

3. Jinnah Post-Graduate Medical Center

The Basic Medical Sciences Institute of the Jinnah Post-graduate Medical Center was sponsored by AID through a \$2.6 million contract with the University of Indiana. The primary purpose of the project, which concluded in FY 1965, was to train medical faculty for the twelve medical colleges of Pakistan in the basic medical sciences: anatomy, pathology, physiology, biochemistry, pharmacology, and microbiology.

As part of the M. S. and Ph. D. programs the students are required to conduct original research and write theses. This training has produced competent medical investigators who have continued their research with U. S. research grants funded under PL-480, 104(k). The U. S. Children's Bureau has sponsored two research projects for studies of diarrheal diseases in children and of phenylketonuria, ^{and Department of Health, Education and Welfare} The [HEW] has assisted a study of the

incidence of cardiovascular disease in the Sindi desert. The Office of Vocational Rehabilitation has assisted a project to rehabilitate mentally retarded children.

II. Agricultural Research

The Agency for International Development and predecessor agencies have placed major emphasis on action-oriented programs and by and large have limited support of scientific research to assistance for the development of agricultural universities. ^{and} In addition, the training of research personnel employed by agricultural development agencies, [has been supported by US AID.]

The United States has made available to Pakistan almost Rs. 6 million for assisting research on 21 projects in the fields of plant diseases, insect pests, enemies of insect pests and economic studies of income elasticity of food. These research projects have been arranged by the United States Department of Agriculture in cooperation with various research organizations in Pakistan.

I. Hydrological Monitoring and Research

An important prerequisite to the successful exploitation of the vast body of ground water of the Indus Plain has been an

*Is this
in the
Sindi desert?*

inventory and assessment of the location, quality and behavior of the ground water. For the past 12 years AID and predecessor agencies have made available a team of United States Geological Survey personnel for this work. The inventory has revealed the highly complex nature of the ground water, as well as its relationship to the variety of soils in the Indus Plain. Accordingly, AID is now assisting the Water and Soils Investigating Department of the Government of West Pakistan to undertake essential research in this area and to develop competence in WASID for continuing this research without outside help. AID assistance under this project has included advanced training in the U.S. and American advisory services in hydrology, geology, geo-chemistry, advanced mathematics and electronics engineering.

2. Mona Research Project

The Mona Area of the Punjab contains a combination of soil and water resources, problems of waterlogging and salinity and problems related to agricultural development that are common to much of the North Indus Plain. The White House Interior Panel on Waterlogging and Salinity recommended that because of its size and its representative nature, Mona would be ideal as a

Not in
File

research area. The Water and Power Development Agency of West Pakistan invited AID to assist in the research undertaking and an agreement was concluded in 1965 to provide five research specialists for a period of four years and short-term advisors as required to study soil and water chemistry, techniques of reclamation and methods of agricultural development, including extension procedures.

III. Mineral Geological Research

Not in Educ. Section

Geological research in Pakistan has been largely directed toward the search for fuels and minerals of commercial and industrial value. Efforts to-date have established the presence of significant natural gas reserves (principally methane) in both East and West Pakistan. Petroleum, though vigorously sought, has not been discovered although exploration efforts continue. U.S. assistance to geological research extended over the period 1956 through 1965 and provided a major contribution to the geological mapping of 80% of the country at scales adequate for planning and conducting mineral resources appraisal. A project designed to appraise the mineral resources of Pakistan began in 1966. The application of advanced techniques for identifying

exploitable deposits of phosphatic rock is currently being pursued through assistance of a USGS consultant to the Geological Service of Pakistan.

IV. Atomic Energy Research

Pursuant to an agreement in 1957, USAID assisted GOP in a project for Atomic Energy Research and Development. The main feature of the GOP program was the establishment of a science and technical center comprising a research reactor and associated laboratory and research facilities. Under the Project, USAID provided technical services, training in the U.S. for 64 Pakistani scientists, and engineers and technicians and also equipment with spare parts for the technical center. Commodity costs through FY 1964 were \$273,657.00 and training costs amounted to \$460,453.00. Under an Atoms for Peace Agreement the U.S. provided \$350,000 for a research reactor at Rawalpindi to be built by American Machine Foundry.

*Post in
Educ. Sect*

U.S.A.I.D.
SUPPORT OF NATIONAL EDUCATION BUDGET

TABLE I

Non-Government Colleges

KARACHI

	Released FY 1951 (Rupees in Thousands)
Islamia College	1,000
National College	100
Jamia Milli College	323
Sir Syed Girls College	160
Jinnah College	70
College of Home Economics	70
AKA Science & Arts College	70
One to be selected	-
	<hr/>
Sub-Total: Rs.	1,733

Bifurcation was begun in 1950-51 and continued in 1951-52

U.S.A.I.D.SUPPORT OF NATIONAL EDUCATION BUDGETTABLE 2Non-Government Colleges

WEST PAKISTAN

	<u>Released FY</u> <u>1951</u>
	(Rupees in Thousands)
Lahore, Islamia College for Women	300
Lahore, MAO College	300
Sialkot, Jinnah Islamia	100
Rehwa, T. I.	200
Gujrat, Zamindar	50
Gujranwalia, Islamia	100
Rawalpindi, Gordon	50
Peshawar, Edwards	50
Hyderabad, Sachal Sarcast	100
Lahore, Islamia	150
Lyallpur, Islamia	65
Sialkot, Murray College	65
Hyderabad, City Arts	65
Lahore, Kinniard	65
Abbottabad, Higher	<u>1,150</u>
Sub-Total Rs	<u>2,750</u>

U.S.A.I.D.
SUPPORT OF NATIONAL EDUCATION BUDGET

TABLE 3
Bifurcation 1960-1964

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	<u>Total Cost</u>	<u>Released FY 1961</u>
	(Rupees in Thousands)	
1. Seadat College, Karatia Mymensingh	975 - 0	420
2. Victoria College, Comilla	1,950 - 0	700
3. M. M. College, Jessore	1,425 - 0	520
4. A. M. College, Bogra	1,005 - 0	200
5. Khustia College, Kustia	1,020 - 0	425
6. Rajendara College, Faridpur	1,425 - 0	325
7. Edward College, Fehna	1,425 - 0	440
8. D. M. College, Barisal	1,695 - 0	300
9. A. M. College, Mymensingh	1,425 - 0	200
10. Garuichael College, Rangpur	1,300 - 0	200
11. Baranlal College, Daulatpur	1,380 - 0	200
12. Chittagong Women's College, Chittagong	975 - 0	100
13. S. H. College, Dinajpur	1,440 - 0	200
14. Khulna Women's College, Khulna	1,050 - 0	150
	<u>Sub-Total Rs. 10,765</u>	<u>4,458</u>

Provincial--1,950, Center 2500

TABLE 4

AID SUPPORTED PROGRAM FOR BIFURCATION DEGREE COLLEGES (GOVERNMENT) 1960-63

Description

Bifurcation of 6 Degree Colleges in West Pakistan, Lahore College for Women, Sargodha, Montgomery, Multan, Bahawalpur, Hyderabad.

Government College, Lahore

Sheikhpura and Fazaffargarh

Improvement of Government Colleges

Gujranwala (Women)

Bahawalpur S.L. College

Mirpur Khas S. A. L.

Gujrat (Women)

Shikarpur

Islamnoli

Kohat

Lahore College for Home and Social Science

Lyallpur

Larkana

(Private)

Islamia College (Women)

M.A.O. College Lahore

Jinnah Islamia, Sialkot

T.I. Rabua

Zamindar, Gujrat

Islamia, Gujranwala

Gordon, Rawalpindi

Edwards, Peshawar

Sachal Sarmast, Hyderabad

Islamia, Lahore

U.S.A.I.D.

SUPPORT OF NATIONAL EDUCATION BUDGET

Tutorial System 1960-1964

TABLE 5

FY 1961-62	Releases	Rs. 1,750,000
FY 1963	Releases	490,000
		<u>Rs 2,240,000</u>

	<u>(Inst.) Releases</u>	<u>Karachi Non-Govt Colleges</u>	<u>(Inst.) Releases</u>
University of Karachi	335,000 - 0	Syed Raza Ali College	2,000 - 0
University of Sind	325,000 - 0	AFIA College for Women	2,000
University of Peshawar	270,000 - 0	Jinnah College	2,000
University of Rajshahi	300,000 - 0	Jamia College	4,000 - 0
University of Dacca	350,000 - 0	Comania College	4,000
University of the Panjab	450,000 - 0	Sir Syed Girls College	6,000 - 0
Karachi Non-Govt. Colleges	200,000 - 0	Karachi College for Women	14,000
		Sind Muslim College	55,000
		Islamia College	55,000 - 0
		College of Home Economics	4,000
		Releases 1963	40,000 - 0
			<u>152,000</u>
		Sub Total	200,000
Total ...	<u>2,240,000</u>		

AID Support for Improving Schools/Colleges 1960-63

Table 7

Improvement of Higher Secondary Schools (Govt. & Non-Government)
Construction of a new hostel for Govt. College, Women, Peshawar
Additional Building for College of Home & Social Sciences, Lahore
Construction of 2 labs. 2 lecture rooms, Govt. College, Lyallpur
Construction of Science Lab. Museum and preparation rooms for teaching Botany in B.Sc. College, Lyallpur
Construction of lab. hall in S.L. College, Bahawalpur
Construction of Residential quarters for Principal, Govt. College for Women, Montgomery
Construction of Science Lab. Bahawalpur
Install Gas Plant, Govt. College, Lyallpur
Install Water Supply and Gas Plant in S.L. College, Bahawalpur
Construction Residence for Principal, G.C. for Women, Lyallpur
Construction servant quarters, Lawrence College, Ghora Gali
Install Gas Plant, Govt. College of Arts & Science, Kohat & D.I. Khan
Install Gas Plant, Govt. Arts & Science College, Mardan
Install Gas Plant, Govt. College for Women, Gujranwala
Improve Science Blocks, Government College for Women, Rawalpindi
Construction of Science Block, Government College (Women) Sialkot
Construction of hostel, Government College, Jhang
Introduction of new Arts & Science Courses G.Cs
Construction of Senior Science Block - G.C. Jhang.

USA ID RS SUPPORT OF THE WEST PAKISTAN EDUCATION BUDGET

TABLE 8

1950-51

*Estimated 1962
Operations Report*

Description	Total Cost	Est Exp FY 61	Released During FY 62
New Teacher Training College, Multan	1,300	150	200
Primary Training College, Lyallpur	900	200	453
Two new Normal Schools at Montgomery & Ch Barrage	800	104	420
Education Extension Center, Lahore	1,800	200	600
Improvement of Govt Colleges of Physical Education, Lahore	1,020	80	300
	<u>5,820</u>	<u>734</u>	<u>1,973</u>

See Operations Report, page 33 for total releases
Primary Education, Miscellaneous Education, 1950-54

USAID RS SUPPORT OF THE WEST PAKISTAN EDUCATION BUDGET

TABLE 9

1961-62 (Teacher Training)

Description	Total Cost ₹	Est Exp FY 61	Released During FY 1962
Improvement of Normal Schools at Chakkar and Lalamusa	403 - 7	60	306
Construction of Technical Teachers Training College, Lyallpur	1,094 - 3	11	650
Equipment for 4 existing Normal Schools	149	0	149
In-Service Training for Teachers	25 - 0	0	25
Improvement of Lady MacLagen & Central Training Colleges, Lahore	79 - 4	0	79
Construction of additional block for new institutions for advance teaching and research in Central Training College, Lahore	359 6	219	13
Extension of hostel building of Govt. Normal Schools for Women, Sukkur	224 - 1	50	35
Construction of Normal School at Khanpur	334 - 5	68	40
	<u>8,487</u>	<u>1,142</u>	<u>2,273</u>

Total Release for Teaching Training
1960-1964 *** *** 9,135,500

TABLE 10

(continued)

Description

1951-1952 Projects

Total Cost Est Exp - FY 61 Released during FY 1952
(Rupees in Thousands)

Additional of 39 workshops (12 Govt. & 27 Non-Govt)	1555	530	1023
Construction of Boys' High Schools at Rahimyar Khan	885	744	142
New buildings at Cadet College, Petaro	200	0	200
Upgrading Middle to High Schools, Dadu	301	181	120
Complete middle Schools, Karbala & Barkhan	250	40	210
Complete Girls & Boys High School, Quetta	511	40	471
Construction of 2 High Schools in Wahdat Colony, Lahore	1405	945	450
Opening of 2 double sectioned Govt High Schools	600	60	240
Construct Middle School, Rahimyar Khan	16	0	16
Grant-in-aid for non Govt Hyderabad Public School	500	0	500
Addition of Industrial Arts courses in 68 Govt Middle Schools	544	0	544
Construction 10 additional classrooms, Lady MacLagen High School	87	80	5
Construction 3 additional classrooms, Govt High School, Churian	23	25	2
Construction Hostel, Bahawalpur High Schools, Lodon Town	600	535	9
Construction 4th Hostel Sadiq Public School, Bahawalpur	834	655	5
Construction High School, Fort Abbas	585	535	50
Construction Middle School, Hasil Shroo	71	60	11
Construction Middle School, Jandwala, Bahawalpur	76	71	5
Construction Middle School, RD 97/6-R Bahawalpur	76	71	5
Construction Middle School, RD 124/5-R Bahawalpur	79	65	14
Opening Boys High School & Hostel, Matli	679	677	2
Improvements of Middle School, Nowshera Feroz	30	2	9
Construction Govt High School, Jarewala	108	77	5
Construction Middle School for Girls, Kaburta	100	95	5
Construct classroom, Govt. High School, Zafarval	52	8	43
Construct Girls High School, Christian	176	162	14
Construct Workshops, High School (Boys) Multan	53	50	3
Construct High School (Govt) Girls, Sukkur	337	269	68
Construct Govt Girls Hostel, Sukkur	474	454	10
Construct High School, Bogs	179	172	7
Construct Boys High School, Lorlai	371	20	351
Construct Middle School, Attoki Awan	47	40	3
Construct Middle School, Kanoko	101	4	57
Construct Middle School, Hatcher	45	3	42
Construct Girls Middle School, Shurkot	73	5	40
Construct Boys Middle School, Jhalarian Sharaili, Muzaffarabad	81	59	22
Construct Middle School, Chak 185-SP Bahawalpur	61	0	55
Construct Govt High School, Tando Jan Muhammad	283	231	50
Construct Middle School, Kot Chotta, D. G. Khan	133	43	90
Provide EI in Govt High School, Khanpur			
	<u>25,395</u>	<u>11,894</u>	<u>12,659</u>

Total Release for Secondary Education 1950-54

24,971,000

USAIDRS SUPPORT OF THE WEST PAKISTAN EDUCATION BUDGET

TABLE II

(Technical Education)

<u>Description</u>	<u>Total Cost</u>
	(Rupees in Thousands)
<u>1950-51</u>	
Construction Polytech Institute, Rawalpindi	5,848
Conversion of Technical to Polytechnic Institute, Lahore	3,210
Construction Govt Technical Institute, Peshawar	1,668
Equipment for Govt Technical Institute, Sialkot	288
Expansion of Govt Technical Institute, Khairpur	700
Expansion of Govt Technical Institute, Hyderabad	300
Govt. College of Engineering & Technology, Lahore	380
Equipment for conversion of 11 Com Centers to Institutes	330
<u>1961-63</u>	
Construct Govt Technical Institute, Bahawalpur	1,050
Conversion of Govt Technical to Polytechnic Inst. Hyderabad	2,500
Establishment of 2 Vocational Technical Training Inst Pindi and Lahore	-
Provide E 1 in Govt College of Eng & Technology, Lahore	14
Convert DC to AC Govt School of Engineering, Rasul	81
Extension to Govt Inst of Techn Lahore	99
Extension to Govt Industrial Research Lab Mayo School of Arts, Lahore	149
Construct Workshop hostel for boys, Sukkur	289
Construct Technical High School, Lyallpur	567
	<hr/>
	17,473
Total Release for Technical Education 1950-1954	16,376

USAID RS SUPPORT WEST PAKISTAN EDUCATION BUDGET

TABLE 12

Improvement of Primary Education - West Pakistan

(Rupees in Thousands)

<u>Description</u>	<u>Estimated Cost</u>
Opening of primary schools	2,120
Improvement of 172 schools	60
Construction of Primary School in backward area, Bahawalpur	15
Construction of 2 rooms for Govt Girls Primary School, Kot Majeedullah	19
Additional classrooms at Govt. Primary School, Nawabshah	37
Building of 6 primary schools, Quetta	174
Construction of Girls Primary School, Quetta	93
	<hr/>
Sub Total	2,568
Releases	
Total Primary Education, W. Pakistan	5,532 500

Table 13

U.S.A.I.D. SUPPORT OF EAST PAKISTAN EDUCATION BUDGET

Pilot Secondary Schools

(a) Introduction of multilateral courses in 10 Urban Govt. High Schools:

- (1) Armentola Government High School
- (2) Bogra Zilla School
- (3) Mymensingh Zilla School
- (4) Sylhet Government High School
- (5) Comilla Zilla School
- (6) Barisal Zilla School
- (7) Jessore Zilla School
- (8) Rangpur Zilla School
- (9) Rajshahi Collegiate School
- (10) Chittagong Muslim High School

(b) Introduction of Agricultural and Science courses in five rural Government High Schools:

- (1) Madina High School, Mymensingh
- (2) Sardah High School, Rajshahi
- (3) Feni High School, Kalkhali
- (4) Mohanganj High School, Motrekona, Mymensingh
- (5) Kaliganj High School, Dacca

(c) Introduction of Home Economics and Science courses in five Government High Schools:

- (1) Uccarunnaca Government Girls High School, Dacca
- (2) Faizunnaca Government Girls High School, Comilla
- (3) Dr Khastgir Girls High School, Chittagong
- (4) Vidyanayee Government Girls High School, Mymensingh
- (5) Government Girls High School, Sylhet

Total Cost Rs. 4,115,000
Released FY 61 1,400,000

Released FY 62 1,200,000

U.S.A.I.D. SUPPORT OF EAST PAKISTAN EDUCATION BUDGET

TABLE 14

	<u>Total Cost</u>	<u>Released During FY 1951</u>	<u>Released During FY 1952</u>
	(Rupees in Thousands)		
1 Pilot Secondary Schools	4,115	1,400	1,200
7 Construction of Collegiate School, Dacca	1,550	850	400
8 Construction of Hostel for Umarunnessa Girls High School			200
9 Construction High School Buildings at Khustia	--	--	--
14 Construction of Jr High Schools	7,320	500	550
16 Improvement of High Schools	13,378	4,476	6,000
	<u>26,423</u>	<u>7,225</u>	<u>9,223 ?</u>

2.000

U.S.A.I.D. SUPPORT OF EAST PAKISTAN EDUCATION BUDGET

TABLE 15

	<u>Total Cost</u>	<u>Released During FY 1961</u>	<u>Released During FY 1962</u>
	(Rupees in Thousands)		
Re-organization of 5 technical schools	4,280	800	1,450
Chittagong Polytechnic	8,360	1,450	2,300
Dacca Polytechnic	2,850	700	700
Establishment of Technical Schools at Faridpur, Lyangsingh, Khulna & Comilla	3,290	--	1,205
Khulna Polytechnic Institute	--	--	--
Setting up Technical Schools at Dinajpur Khustia, Noakhali, Jessore	--	--	--
Introduction of Chemical Technology at Dacca Polytechnic Institute	--	--	--
Adding Technical section to High Schools at Chittagong & Khulna	1,940	700	400
Introduction of Technical Courses at Dacca Technical High Schools	895	370	250
	21,615	4,020	7,915
Total Releases FY 61 - 63	34,994,392		

U.S.A.I.D. SUPPORT OF EAST PAKISTAN EDUCATION BUDGET

TABLE 16

	Total Releases During FY - <u>1961 - 1963</u> (Releases in Thousands)
Director of Technical Education/School Design	910,000
Establishment of Public Libraries at Chittagong & Khulna	600
Establishment of Bureau of Educational Information & Statistics	100,000
Direction and Instruction	655,000
Audio-Visual Education Center	200,000
Total U.S.A.I.D. Releases	<u>2,735,000</u>

APPENDIX A

TABLE 17

EAST PAKISTAN AGRICULTURAL UNIVERSITY TOTAL ENROLLMENT

<u>ACTUAL</u>		<u>PROJECTED</u>	
FY 1962	492	FY 1967	1430
FY 1963	538	FY 1968	1800
FY 1964	717	FY 1969	2150
FY 1965	750	FY 1970	2750
FY 1966	1110		

EAST PAKISTAN
AGRICULTURAL UNIVERSITY GRADUATES

<u>FACILITIES</u>	<u>Fiscal Years</u>						
	67 ^{**}	68	69	70	71	72	73
Agriculture	38	42	165	175	200	200	200
Veterinary Science	70	21	25	50	50	70	70
Animal Husbandry	-	12	15	40	40	40	40
Agricultural Economics & Rural Sociology	-	-	35	40	40	40	40
Agricultural Engineering & Food Techno.	-	-	25	35	40	40	40
Fisheries	-	-	-	-	25	25	40
Forestry	-	-	-	-	-	25	25
Home Economics	-	-	-	-	-	-	25
TOTALS:	108	75	265	340	395	440	400
M.S. Degrees	65	70	135	185	250	250	300

*FY 67 Veterinary Science graduates include 20 B.V.Sc. men,
20 A. H. and B. Sc. men are pooled with A. H.

TABLE 18

APPENDIX A

The nine TTCs are currently planned in East and West Pakistan in accordance with the following schedule:

<u>Fiscal Year</u>	<u>Location</u>	<u>Seats</u>
1969	Jhelum, WP	500
	Khulna, EP	350
1970	Gulberg, WP	360
	Comilla, EP	350
1971	Rahim Yar Khan, WP	200
	Bogra, EP	350
1972 or later	Mymensingh, EP	350
	Faridpur, EP	350
	Barisal, EP	350
T o t a l :		<u>3,160</u>

These 3,160 seats would be added to the existing and planned for 3,570 seats of nine (9) technical training centers now operating or in final stages of construction and equipment installation. These centers are as follows:

<u>Location</u>	<u>Status</u>	<u>Seats</u>
Peshawar, WP	Under construction	350
Mogulpura, WP	Operating	350
Karachi, WP	Operating	450
Multan, WP	Under construction	360
Hyderabad, WP	Under construction	460
Gulberg, WP	Operating	350
Dacca No. 1, EP	Operating	450
Dacca No. 2, EP	Under construction	450
Rajshahi, EP	Under construction	450
Total :		<u>3,570</u>

SUMMARY

Page 111

U.S. FUNDS ALLOCATED FOR EDUCATION IN PAKISTAN
 U.S.A.I.D. Assistance to Schools 1954 - 1968 - East/West Pakistan

Project Title	Prior Year (Cumulative) Funding since 1954	Funding in 1968 \$	Total Funding \$	Funding in Local Currency	Dollar Equivalent	Grand Total in \$
	(a)	(b)	(c)	(d)	(e)	(c + e)
Dollar Grant Projects						
Nursing Edu/Facilities Ctr./	\$566,627	"	566,627	1,259,000	\$264,100	930,007
Nursing Edu/Facilities Ctr West Pakistan	"	"	"	1,230,000	258,300	288,000
Nursing Edu/Facilities Ctr. East Pakistan	"	"	"	1,300,000	273,000	273,000
Post Graduate Medical Ctr.	2,016,892	"	2,016,892	1,963,000	412,230	2,425,122
Skilled Labor Training	1,482,667	"	1,482,667	7,847,000	1,647,870	3,130,507
Inter-College Exchange	10,610,163	"	10,610,163	396,000	83,160	10,693,323
Teacher Trng. Institutes	4,218,579	160,000	4,378,579	32,102,000	6,741,420	11,119,999
Pak. Univ. (Agr. & Tech)	1,617,322	315,000	1,932,322	32,212,000	6,764,520	8,696,842
Pak. Agric. Univ.	1,803,000	140,000	1,943,000	28,725,000	6,032,250	7,975,250
Assistance to Posh. Univ	480,301	1,100	481,401	"	"	481,401
Commercial Inst. (E. Pak.)	135,000	135,000	270,000	"	"	270,000
Summer Science Inst. (E. Pak)	176,000	325,000	501,000	77,956	16,230	517,230
Public Administration	3,313,775	"	3,313,775	5,315,000	1,332,660	4,646,435
Business Administration	2,038,187	"	2,038,187	8,875,000	1,863,750	3,901,937
Special Schools	742,000	154,000	896,000	"	"	896,000
Comprehensive Research Edu West Pakistan	"	"	"	428,000	88,889	68,889

\$56,309,072

COUNTRY
 U.S. FUNDS OBLIGATED FOR EDUCATION IN PAKISTAN
 U.S.A.I.D. Assistance to Schools 1954-1968 - East/West Pakistan

Project Title	Prior Year (Cumulative) Funding since '54	Funding in 1967 \$	Total Funding \$	Funding Local Currency	Dollar Equivalent	Grant Total in \$
<u>Local Currency Obligations of Terminated Projects</u>						
Support of Center Education	"	"	"	28,827,500	6,053,775	6,053,775
Support of W. Pak Education	"	"	"	105,032,000	22,051,720	22,051,720
Support of E. Pak Education	"	"	"	218,023,000	45,784,830	45,784,830
Tutorial System	"	"	"	2,240,000	470,400	470,400
Summer Science in Courses	"	"	"	32,000	6,720	6,720
<u>Completed/Terminated Projects</u>						
General Education Advisory	95,182	"	95,182	"	"	95,182
Audio-Visual Aids	291,837	"	291,837	"	"	291,837
Training Activities	548,938	"	548,938	"	"	548,938
Sr Education Leader Training	5,797	"	5,797	"	"	5,797
Basic Nursing Education	61,552	"	61,552	"	"	61,552
Undergraduate Medical Education	76,006	"	76,006	"	"	76,006
	30,068,825	1,230,100	31,609,925	476,914,456	100,150,904	131,760,829