

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/319622700>

# Review of Educational Policies of Pakistan: Planning and Implication flows

Conference Paper · January 2016

CITATIONS

0

READS

13,213

4 authors, including:



[Sayeda Mehvish Dildar](#)

University of Sargodha

6 PUBLICATIONS 0 CITATIONS

[SEE PROFILE](#)



[Anjum Naz](#)

University of Sargodha

10 PUBLICATIONS 39 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Research article [View project](#)



Relationship among students perceptions of course, teachers and achievements at higher education level [View project](#)

## **Review of Educational Policies of Pakistan: Planning and Implication flows**

*\* Sayeda Mehvish Dildar,  
\*\*Nazia Noureen Saif, & \*\*\*Dr Anjum Naz  
[Syedawish786@gmail.com](mailto:Syedawish786@gmail.com)*

### **Abstract**

In this era of science and technology, education is getting more significant place in the society as it is the only way to excel in global context so the planning of education should be updated and relevant to the needs of society. This review study was done to critically analyze the history of educational planning in Pakistan because it is an open secret that Pakistan is still lagging behind in achieving the goals of literacy. We reviewed and synthesized all education policies of Pakistan and found that since 1<sup>st</sup> educational conference 1947 to 2009 policies the emphasis was laid on free and compulsory education but we failed to achieve it yet because of the sincerity of the goal did not produce results, however. The literacy rate has remained constant over the first ten years of the life of the nation. At the same time we can see the diversity in each policy e.g. Education policy 1970 emphasis on science and technology education, in 1972-80 nationalization of private institutions, in 1979 the main focus was on Islamic and spiritual education, Urdu as a medium of instruction, In 1992 Demand oriented curriculum was in focus, in 1998-2010 equal opportunities to higher education. Education Sector Reforms 2003 programme is built upon the long term vision of National Education Policy 1998-2010 and ten year perspective development plan 2001-11. During the 59 years since independence, efforts to increase enrolment and literacy were not rare. All policies were partially implemented due to financial and political constraints.

**Key words:** Policy, Pakistan, Planning, ESR, Implication of Policy

### **1. Introduction**

In this era of science and technology, education is getting more significant place in the society as it is the only way to excel in global context so the planning of education should be updated and relevant to the needs of society. The processes of globalization have arguably led to the emergence of global education policy field which supposedly pushes for a common world agenda for education. The development of global educational targets, international testing regimes, popularity of English language and import-export of higher education programs across the globe are some of the evidences that support this argument. The growth of common set of educational policy values indicates the emergence of 'global education policy field'<sup>1</sup> While there is a push from this emerging global education policy field towards nation states in favor of certain policy preferences, the nation states are also engaged in an active process of negotiation and trade-offs with this global field through a set of contextual value preferences and what may be referred as 'national education policy field'. An important task for the policy analysts today is to understand these fields and the cross-field effects so as to better understand the effects of globalization. Pakistan emerged as a postcolonial nation in 1947 after the departure of British from India. Education was considered as one of the most important factor in the development of the new nation by its founders as visible in the first education conference held as early as November 1947. The nation's founder Muhammad Ali Jinnah in his inaugural address said:

*“There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan.”*

There is a dire need or overhauling of the present educational system, which is very defective. Education is a corner stone of development. It has proved a significant positive impact on employment, earning, productivity, health and the reduction of population growth, in short, all major aspects of development. In Pakistan our policy makers have never recognized the importance of education and there has always been a lot of rhetoric but no concrete effort in the shape of public spending. Education is a basic human right and should be considered an end in itself rather than a mean to an end. No other society can call itself civilized and no community can be a nation if a large number of its citizens are illiterate. Education provides people with the tool to raise their standard of living and break through the barriers of class. It is the basic for intellectual development and the understanding of complex world.

## **2. Literature review:**

Elementary education plays an important role in the development of any country. It is a stage where we prepare students to meet the future needs. Treat emphasis is given on the elementary education. It is there possibility of state to provide basic education to all its children. The govt. has made a policy to enroll all school age children in the schools. According to the United Nation declaration of human rights, everyone has to get education. Education should be free and compulsory at least in the elementary and fundamental stage. Elementary Education is consists of classes from 1st to 5th and middle from 6th to 8th. Shahid (2002) viewed that in Pakistan, greatest number of country's population attends the primary stage. This stage is the means by which universal literacy can be attained within a community (pp.1-2).

Classically elementary education as basic education was limited to be development of three basic skills, popularly known as three R's i.e. reading, writing and reckoning (Eisner 1979. p.2).

### **4.2 Elementary Education in Pakistan**

Rashid (2004) has the view that elementary education in any system of education occupies the pivotal position. The individual is provided training of the basic knowledge, skills and attitudes. For providing training the needs, problems, facilities and the psychological principals are kept in view for selecting the knowledge, skills and attitudes to be imparted to the students. Primary education should be co-education otherwise according to the local needs. The tenure of elementary education may be fixed keeping in view the aforesaid: elementary education at the time of independence was of four years duration. In 1947 in the meeting of All Pakistan conference I was decided to make this duration from four to five years. Progressively elementary education would be of six years and ultimately of eight years. Practically elementary education is spread over a period of five years that starts at the age of five and ends at ten (p. 104).

### **4.3 Productivity of Education policies and Five year plans**

Unluckily the planning made for education policies did not become the part of our five-year development plans. Periods of education policies and Five-year plan were quite different. Importance of education did not remain the same in different periods and

governments. Importance of educational department varied as compared to other department. Rupees specified in budget did not motion to meet, demands and promises. After specification of money it was never fully paid, therefore the targets of educational policies and five-year plans were never achieved. The second reason was that according to financial rules when specified money was not used till 12 p.m. of 30th June was of no use. As a result of all of this speed of education progress always remains very slow. Therefore targets of education policies and plans were not fully achieved up till now (Irfan, 1995, p.91).

#### **4.4 Implementation of National education commission 1959**

Govt. accepted all the suggestions with the saying that he will try to follow these. For the implementation of suggestions, most of them were withdrawn due to public pretest. The commission suggested committees for the implementation but quite useless. There was a need for change in the structure of education. (Riaz, 1998, pp.326327).

#### **4.5 Implementations National Education Policy 1970**

The circumstances in that period were not peaceful. In 1971, the country was divided into two, Pakistan and Bangladesh. During this, Government of Yahua Khan was dissolved. Ike all the previous policies, financial crisis created serious obstacles in the implementation of this policy. In 1972, Zulfiqar Ali Bhutto came to rule. He rejected this policy and issued a new one so in this way this policy was not implemented (Irfan, 1995, pp. 23-24).

#### **4.6 Implementations National Education policy 1972-80**

Most of the suggestions of this policy were political decision and were no based on research. Pak India war of 1971 created a serious financial crisis that was a serious obstacle in the implementation of this policy. In 1977 Zia-ul-Haq dissolved the government. Zia-ul-Haq issued another policy in 1978 and new teachers were recruited during the policy period. Professional subjects were tried to introduce. All the institutions were nationalized and equalization was promoted. Free elementary education for all did not mach to the economy of the country. It is our bad luck that we simply announce the educational policy and did not plan to acquire desired results. It also happened with this policy; new schemes were introduced without feeling the economic crisis (Irfan, 1995, p.147).

#### **4.7 Implementation National education policy 1978**

Shahid (2003) says that funds are not enough for the implementation of policies. Government accepted the certificates of “Deeni Madaris”. Arabic teachers were appointed. Teaching of Holy Quran was made compulsory. Urdu was tried to adopt as medium instruction at elementary level (p. 490).

#### **4.8 Implementations National education Policy 1992**

1. Computer education was not introduced. 2. Targets of new elementary schools were not achieved. 3. The targets were set for 2002 but Nawaz Sharif Government was dissolved in 1998. Therefore required results were not achieved form this policy. (Rasool, 2007, p.48, unpublished thesis).

#### **4.9 Recommendations of national education policy 1998-2010**

1. Improving quality and access of elementary education.

2. Improvement of teachers' competencies and enhancement of relevance of programmes for teachers.
3. Introduction of KACHI class at elementary level.
4. Maximizing the role of family, community, schools, non-government organizations and the media in the provision of elementary education
5. Elimination of disparity and promoting equity.
6. Assessing high priority to the education of out of school children.
7. Adopting non-formal system as supplementary to formal system.
8. Diversification of financial resource base of elementary education.
9. A monitoring system should be developed to obtain timely and reliable information on enrolment, retention, completion, and achievement. Qualitative monitoring achievement will also be introduced.
10. Management and supervision should be improved through greater decentralization and accountability in service delivery (Rashid, 2004, p. 106) (K, 2004)

### **3. Objectives:**

#### **4. Research questions/ hypothesis**

#### **5. Methodology**

Research process was the following: To evaluate the targets and achievements of the elementary education in Pakistan

1. Historical method of research was adopted.
2. Journal and research project reports related to evaluation of targets and achievements were studied.
3. Education policies from the dawn of freedom 1947 to 2008 were studied.
4. five-year government plans were studied.
5. Reports and related literature was consulted to study the targets and achievements of the elementary education.

#### **6. Findings:**

1. Political unstable circumstances were the main reasons due to that plans and educational policies failed.
2. It is happened that five year plans and educational policies introduced without considering the economic crisis of the country as after war of 1965 and 1971, there were serious financial crisis in the country.
3. There is a need to change whole system to get maximum benefits.
4. Since independence educational policies and plans were made they were not fully implemented.
5. Govt. announced free education, which did not match the economy of the country.
6. Syllabus of elementary education did not fulfill the demands of Islam and modern world.
7. Time period of educational policies and plans was totally different.
8. Funds allocated in budget were not sufficient to meet the requirements of the plans.
9. After the allocation of expenditure it was not fully paid so that the five year plans and educational policies were not fully implemented.
10. It was promised to provide facilities in the education sector but it was merely a dream.
11. Political pressure on education sector has created a serious problem.
12. It has been observed that character building was not stressed in educational policies and five year plans.

13. Facilities (buildings, furniture, dispensary, equipment's of sports and other teaching, learning material. Curriculum activities. A.V. aids etc.) for elementary education were not equally distributed in our country.
14. Although women education was stressed but proper arrangements were not made for it.
15. Proper attention was not made seriously to raise literacy rate.

## 7. Conclusion:

Over the 50 year period since independence, efforts to increase enrollment and literacy have not been scarce. Beginning with the national education conference in 1947, seven national education policies, eight five year plans and about half a dozen other schemes have been prepared and launched and a dozen or more conferences, seminars, workshops and other moots on education have been held. The earlier policy and plan documents displayed a fair degree of pragmatism and identified the constraints and problems facing the task. For example, the 1951 Education Policy stated that the first five years would be devoted to planning, recruitment of teachers, and to training and the task of spreading literacy and universalizing enrollment would be undertaken thereafter. The language too was matter of fact, indicating a sincerity of purpose. The sincerity of purpose did not produce results, however. The literacy rate remained constant over the first ten years of the nation's life. Thereafter, verbiage began to replace substance. Subsequent policy and plan documents were drafted in a language that became more and more flowery and bombastic and the plans and schemes became more and more heroic and fanciful over time. The one exception was the 1972 Education Policy after the defeat in the 1971 war and emergence of the "new" Pakistan. The 1972 Policy document refrained from philosophical pronouncements and proposed modest targets in a matter of fact tone. That these modest targets were also not met is beside the point. Although women education was stressed but proper arrangements were not made for it. Proper attention was not made seriously to raise literacy rate.

## References

- Ahmad, I., & Rauf, M. (2012). *Implementation gaps in educational policies of pakistan: Critical analysis of problem and way forward. International journal of Humanities and Science*.
- Akhtar, C. S., Aamir, A., Khursheed, M. A., & Hussan, J. (2015). *Total rewards and retentions: case study of higher education institution in pakistan. Social and Behavioural Science*.
- Bengali, K. (1999). *History of Educational Pakistan. Islamabad.*
- Govt. of Pakistan, *The First Five Year Plan 1955-60, National Planning Board, Islamabad.*
- Govt. of Pakistan, *The Second Five-Year Plan 1960-65, Planning Commission, Islamabad.*
- Govt. of Pakistan, *The Third five-Year Plan 1965-70, Planning Commission. Islamabad.*
- Govt. of Pakistan, *The Fourth Five-Year Plan 1970-78, Planning Commission, Islamabad.*
- Govt. of Pakistan, *The Fifth Five-Year Plan 1978-83, Planning Commission, Islamabad.*
- Govt. of Pakistan, *The Sixth Five-Year Plan 1983-88, Planning Commission, Islamabad.*
- Govt. of Pakistan, *The Seventh Five-Year Plan 1988-93, Planning Commission, Islamabad.*
- Govt. of Pakistan, *The Eight Five-Year Plan 1993-98, Planning Commission, Islamabad.*
- Govt. of Pakistan, *The Ten-Year Perspective Development Planning Commission, Islamabad.*
- Govt. of Pakistan, *Report of National Education commission 1959, Ministry of Education, Islamabad.*
- Govt. of Pakistan, *National Education Policy 1972-80, Ministry of Education, Islamabad.*
- Govt. of Pakistan, *National Education Policy 1979, Ministry of Education, Islamabad.*
- Govt. of Pakistan, *National Education Policy 1992, Ministry of Education, Islamabad.*
- Govt. of Pakistan, *National Education Policy 1998-2010, Ministry of Education, Islamabad.*

- Govt. of Pakistan, All Pakistan Educational Conference 1947, Ministry of Education, Islamabad.*
- Govt. of Pakistan, Evaluation of The Second Five-Year Plan 1960-65 Planning Commission, Islamabad.*
- Govt. of Pakistan, Evaluation of The Second Five-Year Plan 1960-65, Planning Commission, Islamabad*
- Govt. of Pakistan, Economic survey 1986-87, Ministry of Finance Islamabad*
- Govt. of Pakistan, Economic survey 1999-2000, Ministry of Finance Islamabad.*
- DEAN, B. L. (2005). Citizenship Education In Pakistani Schools: Problems And Possibilities. International Journal of Citizenship and Teacher Education .*
- Hafiz, M. I. (2009). The Development Of Technical Education In Pakistan. International Business & Economics Research Journal.*
- K, R. (2004). Education, Lahore, Urdu Bazaar, Carvan book house.*
- Khan, A. (1981). Philosophy and History of Education. Lahore.*
- Rehman, M. H. (2012). Critical Analysis of the Educational Policies of Pakistan.*
- Shakoor, A., & Azeem, M. (2011). 1947-2008 Evaluation of Elementary Education in Pakistan. International Journal of Humanities and Social Science .*
- Shami, P. A. (2014). Education in Pakistan. Islamabad: Multicolours Designing and Printing, Islamabad.*