

Exploring New Dimensions in National Education Policies of Pakistan

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Abstract

Education policy is the road map given by the concerned government to the educational departments for meeting the current educational needs and to make the needed changes and improvements within the specific time. The study is an attempt to evaluate the existing strengths and weaknesses of the educational policies and to explore new dimensions in those policies by giving new directions to the related managers, policy makers and experts to restructure and reframe the policies according to the demand of the time. The research explored about the policy parameters and guidelines given by the concerned government and to give new dimensions to re-frame some of the points to achieve the goals and to make educational system as effective as by the developed nations of the globe. The study examined all policies of the government of Pakistan comprising educational policy 1947 to 2009. The study is based upon the available related literature, official documents, researches, books and magazine which were critically analysed and examined. The study found that the educational policies were lacking in some areas like economic development, development of tourism, cultural linkages, sense of responsibility, spirit of respect for others, truthfulness in individuals and promotion of national unity, defective delivery mechanism, lack of proper and scientific evaluation and interference the recommendation were made to minimized the weak areas and provided new dimension in future educational policies.

Key words: Exploring, New Dimension, Education Policies.

Introduction

Education refers to the systematic process of gaining knowledge and skills through study, instructions and practice. It is the prime source which brings positive change in the behavior, thinking modes and manners as well as develops a learner; culturally, socially and morally. Education provides a platform through which a society transmits its history, knowledge, skills, culture, values and human heritage to coming generations. Education system of a

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country defines its success and development . The well-educated citizenry is an asset who can contribute much to the economic, social and political advancement of a nation.

The real picture of learning environment of schools is drawn by National Education Policy (2009) : “in an average rural area of Pakistan, a five or six year old child walks to the school dreading what he or she would face... They know that they may have to sit on cold floor in winters and a hot one in summers provided they are lucky enough to have a school building otherwise the tree is the only shade available to the children. Toilets are a luxury and where in some schools they exist, the ratio is extremely poor. Library facilities are very rudimentary and teaching aid material is generally in short supply.

Developed countries are striving hard to transform schools a center for lifelong learning so the concept of “learning environment” has become significant and schools have to face new challenges in developing countries to bring positive changes in their teaching learning environments. It is identified that along with other lacks and problems, educational standards for the school learning environment is not clearly defined which is another significant contributing factor of low learning performance.

According to Khan et., al, (2018) the government should focused on the research based findings and evaluations of the education institutions. There should be linkages between the researches and the policy should incorporate those findings and recommendations in the future policies to achieve its targets more easily and on time. The policy makers need to work on the real grounds facts and eliminate the weaknesses from the policies on the basis of its practical evaluation.

Khalid (2005) Pakistan after got freedom, was in need for introducing, aims and objectives that should meet the personal and societal needs of the country according to the aspirations of Islamic values and teachings. There were areas where the people of Pakistan interested to adopt Islamic sort of education system because they were more interested in Islamic system of education with the addition of modern technologies and theories of the world renowned nations.

National Education Conference (1947) stated for the first time about the new country education system, its way of teaching and learning, criteria of examinations and the process of its implementations. It also provided guidelines about effective use of human resources in the field of education. This conference provided a complete road map for the upcoming policies and also define the aim and objectives of the educational matters and offices. It also suggested the Standards are known as published documents that describe specifications, procedures and guidelines, they specify the purpose and direction of products and processes

to achieve desired goals. The aim of designing standards is to ensure appropriate quality and reliability of a product or a service. These are the yardsticks for the establishment as well as evaluation and comparison of inputs, processes and products of an education system. The combination of resources (inputs) and processes supports the acquisition of knowledge & skills to create learning. Standards can be organized in several ways to provide quality education such as Standards for Teachers and Learners, Standards for Standards for Curriculum and Textbooks, Standards for School Environment and Standards for Assessment etc.

Education is the most important area which needs to be strengthened to achieve sustainable national development and national cohesion. Many educational objectives cannot be achieved unless some standards are set for teaching and learning process. Unluckily, Pakistan was one of those few countries in the world which had no pre-defined national standards in education. Lack of vividly defined and agreed upon national standards for quality education creates a vacuum in the education system to bring improvements in education quality. The main projected points in education should be made of good quality and it has taken very important decisions including finalizing minimum national standards for quality education and the development of the nation. (Lloyd et al, 2009, Staton, 2007; & Sattar, 2012). On the other hand the educational policies always focused on the role of education in socio-political and economic development and disregarded the issues of social inclusion of stakeholders, ensuring social mobility and individual growth which ultimately enhanced the national standards and economy (Ministry of Finance, 2011).

The National Education Policy (2009) articulated the need for a standards-based education system and recommends that, "the quality of education provided in government-owned institutions must be raised through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels'. In order to maintain effective environment for provision of standard education, its various aspects require indicators that includes human resource, money, materials, facilities, time, school educational features. Learning environment and teaching-learning methods, school administration and leadership, parental and community involvement.

In every country education system is supposed to be its backbone for social, cultural, economic and moral developments. The role of School Heads of Secondary Schools is multidimensional and it includes their skills for management, instructional supervision,

maintaining discipline, supporting staff and above all, providing an environment to the school which is conducive for teaching learning process.

The education system has been the target of experimentation in the form of a number of major reforms and policy packages during the last 60 years. None of these reforms could, however, produce encouraging results. The major factor that is responsible for inadequate performance of these policy reforms is its poor implementation. Whatever was planned, was neither carried out effectively nor monitored properly. Against the backdrop of 50 years the prime cause of failure of these policies was their weak and defective implementation mechanism, de-linked with proper supportive back-stopping, inadequate personnel, poor training, low political commitment and absence of incentives (NEP 1998-2010).

Education Policy in the Context of Pakistan

A rapid change is being occurring in 21st century education which demands modern managerial skills to meet certain set goals. Principal at the fulcrum of the school management focused on the advancement of teaching and learning to meet educational demands through the implementation of performance-based management.

In today modern world, qualified, trained and committed teachers can deliver quality education. Teachers' capacity is built by investment in teacher education and providing training opportunities to the teachers. Teachers' workshops and trainings may consist on subject based, pedagogical and communication skills which groom their class management skills. It is obvious that quality of teaching is not up to the standard in Government schools due to number of factors. Therefore, committed and competent professional educators has to focus on teachers' training and professional grooming who in return promote the internal efficiency of schools and meet the demands of market and community.

In Pakistan, The British had left a mixed type of education system which was more theoretical in nature. The founder of Pakistan, told about education:

“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” (Ministry of the Interior Education Division 1947). However, later events show that this priority to education could not move beyond rhetoric. Several educational plans and policies have been put forward since then, but without remarkable results. The current adult literacy rate is 55% who go to school either drop out early or suffer a largely low quality learning experience, save better off private schools. There are some pertinent education policy issues that need to be highlighted to understand any debate about education in Pakistan. Educationists considered that the maintenance of conducive teaching

learning environment is a gap in our public schools. Principals, as focal persons, have an important role in diminishing that gap. Lack of physical and educational facilities, improper teaching atmosphere and unsafe surroundings block the way to achieve set targets of education.

It is fact that modern learning environment should be in accordance with the modern era learning needs of the learners. There must be spacious classrooms, having different corners for various activities, i.e library corner, resource corner & activity corner etc. Classes should equipped with A V Aids, computer and net facilities. Its display should be colorful. Connecting classroom teaching is ensured by British Council among different countries, in which classrooms are connected by skip between two countries or areas. They are facilitated by the teaching methods of one another. Similarly, refreshing spaces or the spaces for group activities is also the need of the day.

Since, Pakistan came into being as a homeland of Muslim; the sentiments towards the position of Islam, in education are always high. Therefore, the education system was developed with Islamic principles and values. Islamic ideology was the prime motto of Pakistan education system (Lingard & Ali 2009). The current education policy has a whole chapter # 4 dedicated to Islamic Education: Duty of the Society and State, (Ministry of Education, Islamabad. 2009). There was also the major issue of the medium of instruction and language to be used in correspondence amongst educational experts and the government officials. There were two languages i-e English and Urdu but other regional or provincial languages were also supposed to be used as teaching languages at primary or even up to secondary level. The language issue is still an issue which is to be solved. Finding the right mix of these important language choices have remained a flaring issue often raising high emotions (Zubeida, 2011).

While there are those who see a national language as a symbol of national unity, others argue for mother tongue for identity and familiarity reasons. The role of English for ensuring financial gains is also significant. These arguments about different language selection is not yet resolved but in the existing education system, mostly English language is more selected and used language in teaching learning process. The job of English for guaranteeing monetary benefits is likewise noteworthy. Third significant issue identifies with the class based training framework excellent tuition based schools for elites, ease private and government funded schools for poor, and madrassa schools for the most unfortunate of poor people (Tariq, 2004).

The government allocated 25% of its GDP for education promotion in the country, which is often not fully disbursed and is not sufficient too. Policy documentation produced and developed by each government with very high promises but almost very little achievement (Muhammad, 2003).

It is literally speaking that man is the product of his environment. His personality is groomed by the surrounding in which he lives. It is also true for school learners. Above mentioned researches indicate that there are number of factors i.e internal, external, material, abstract and humanistic that have both positive and adverse influence on the entire school teaching learning process and the related outcomes. In this sense creating & maintaining conducive environment has great worth in education. After 1947, instead of adapting sound and education system which could provided a solid base for the future edifice of education in the country, the newly born state was mingled in political uncertainty, nepotism culture, thirst of power and corruption which deprived the nation from the development of sound education system (Ministry of Education, 2002).

Majority of the primary schools were opened under the shade of trees where the child of the common man was to be educated. On the other hand, high quality schools were opened for the children of the so called elite class of the society. This class distinction in the society has further affected the already dying government education system in the country (Govt. of Pakistan, 1998).

Another gloomy aspect of the story is that even in the present day the government has focused only the higher education, and primary education has been neglected. This ignoring of primary education system has created gaps between the education institutions at various levels. This can be easily seen in the performance of students coming from elite schools and traditional government schools (Govt: of Pakistan, 2001).

This research study seeks to investigate the reasons of failure of Pakistan's Educational Policies. It should asses the conventional reasons for its failure, because policies are usually affected by human cognition and behavioral change. This research study has identified some policy constraints and proposed some remedial measures for better policy making.

The National Education Policy (2009) was formulated in a different way but it did not match with social, ideological, and psychological foundations of Pakistan. It is, therefore, need of the time to explore new dimensions for National Educational Policies of Pakistan, so that a common man can understand them and which should be according to the aspiration of the nation. Fruitful learning occurs with the interaction of physical learning environment,

here environment refers to all the facilities and surrounding to facilitate teaching and learning. It shows that the provision of facilities is quite essential that must be in accordance to the age, level and needs of the of learners to achieve the set targets of education (Education policy, 1992).

Objectives of the Study

1. To examine the Educational Policies of Pakistan.
2. To study the strengths and shortcomings of the Educational Policies of Pakistan. (1947-2009)
3. To suggest new dimensions for Educational Policies makers of Pakistan.

Research Methodology

The present study is descriptive and archival in its nature. It was based on available literature. The researcher also enlisted the lacking dimensions and desired dimensions, then conclusion was drawn and some recommendations have been framed out.

Population of the Study

All the stakeholders in National Education Policies of Pakistan are included in the population of the study.

Sample of the Study

The purposive sample technique was adopted for the selection of key informants to elicit relevant information from them on the basis of indicators drawn from literature review.

Tools of the Study

The data were collected from the relevant documents, from review of related literatures and e-sources. In addition to support relevant literature, Semi - structures interview from some eminent educationists, scholars and policy makers.

Procedure of the Study

For the analysis of the data, Nine National Education Policies of Pakistan were traced, which the total number of National Education Policies passed by the parliaments under the various Governments between 1947-2009. Major attributes of Policy Sociology (the theoretical framework of this study) were used to gauge the recurring themes regarding their impact on equity and access for the purpose of exploring new dimensions in these policies.

The primary data were collected from eminent educationists, scholars and the policy makers of Pakistan, while secondary data were collected from relevant documents and related literature.

Existing, Lacking and New Dimensions of National Educational Policies (1947-2009)

Existing Dimensions	Lacking Dimensions	New Dimensions
<ul style="list-style-type: none"> ▪ Universalization of primary education in Pakistan in nearly all its educational policies. ▪ The existing curriculum and syllabus would be revised and upgraded. ▪ It was recommended that the education system should be made modern and annual system might be replaced with the semester system. ▪ The education system should be made more integrated in its educational years. ▪ The monitoring system should be made more accurate and responsible. ▪ The accountability system should be made more practical. ▪ The education system should be made more uniform in all the country. ▪ There should be proper connection between private and public institutions. ▪ Islamic education should be made a part of school 	<ul style="list-style-type: none"> ▪ There were no proper funding and economic frame work for working on the element of primary education universalization. ▪ In curriculum development there were lacking the basic ideas of Islam and Islamic ideology in the syllabi. ▪ All the related stakeholders were not involved in policy development. ▪ The targets of the policy were not target oriented but generalized. ▪ Lack of accountability ▪ Non-availability of policy documents ▪ Lack of coordination ▪ Lack of awareness ▪ Lack of continuation of policies ▪ Lack of systematic studies. 	<ul style="list-style-type: none"> ▪ The government should assigned the group of experts to developed the workable policies for future. ▪ The experts should be bound to identify the areas for improvements. ▪ The resources should be used with proper and accountable manner to make the implementation of policy possible. ▪ All the activities of the policy assigned should be evaluated and reports should be public for the awareness of the mass. ▪ The policy should be more focused on modern pedagogical practices. ▪ There should be focused on social, economical and cultural integrity of the nation. ▪ The syllabi should be more practical and market oriented. ▪ Textbook for the students should be more integrated and result oriented ▪ Examination should according to the world

<p>education system.</p> <ul style="list-style-type: none"> ▪ National unity, reducing Corruption should be addressed in educational syllabus 		<p>standards.</p> <ul style="list-style-type: none"> ▪ Access to all the learners should be kept in mind while developing policy. ▪ There should be incremental growth steps and it must be evaluated time and again. ▪ The policy experts must be from the concerned fields. ▪ Market oriented courses should be introduced. ▪ Job creation should be kept in mind while developing education policy ▪ Education to special children and female should be given more priority.
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Summary

The study explored new dimensions in educational policies of the nation. Crucial education offers a base to the education association of any nation. Every legislature in Pakistan has been reliably upholding and assisting education that is reflected in each unmarried training guidelines. All of the training regulations of Pakistan 1947 –2009, with the general public in their measurements have been taken into consideration as area of the among study. The coaching guidelines of Pakistan with unique reference to training had been selected as take a look at for the take a look at. The look at nearby is enlightening and archival in nature. It was construct simply with admire to reachable writing i. E. Workplace statistics, research studies, exam articles, books, newspapers and magazine and so forth, the available writing changed into audited essentially. It turned into reasoned that the desires of training, in schooling regulations were no longer completely carried out. The system in their execution stayed feeble. Lacking measurements of countrywide education policies are: absence of financial condition, absence of socio-society, absence of educator getting ready and failure of instructive bosses and managers, absence of duty, powerless and faulty machine, absence of

assessment and political obstruction in instructive subjects, non-mindfulness on technique reviews and its importance. Discoveries of the have a look at on training uncovered sizable trade over the span of time. Those enhancements had been essentially on quantitative facet. Typically, the management had attempted to increase number one schooling by setting up fundamental faculties; however the subjective alternate become omitted in policy making.

Findings

Arrangement strategies are keys for fruitful utilization of an approach. These methodologies assist in setting forward contraptions to accomplish the advocated desires. This look at went for investigating new measurements in countrywide training techniques of Pakistan and proposing arrangement within the light of writing survey and deliberately chose partners had been met. The boundless perspectives of the instructive administrators, educationists and school heads demonstrated that there are numerous additives impacting on detailing and execution of country wide training regulations. i. In line with the respondents monetary condition are a critical variable. ii. Within the opinion of respondents political duty changed into an impacting variable for execution of countrywide schooling guidelines. iii. Respondents notion non-inclusion of companions turned into a noteworthy figures this affiliation. iv. Respondents established that mentalities are influence of legislator and bureaucrat changed into a essential variable. v. Respondents considered that absence of coordination between ministry of schooling and district authorities affected on execution of country wide education rules. vi. Respondents certain that kingdom of thoughts and influence of companions assumed a crucial part in this association.

Conclusions

Education is a critical for gaining in addition schooling. It yields higher social and economic returns when contrasted with non-compulsory education. Shockingly, it didn't accomplish fancied stage in Pakistan. Education preparations and arrangements (1947–2009) mirror the goal and vision of the u . S .. The academic guidelines are targeted by using government for the advancement of instruction in our country. Approach reviews are deciphered into the education preparations. It was watched that polices and arrangements had been now not actualized of their letter and soul. The brand new training coverage 1970, and country wide training coverage 1992, changed into now not completely accomplished. The fourth, 5 yr plan (1970-seventy five) was moreover no longer finished. The expert watched that large a part of the instructors; heads, supervisory team of workers and managers had no longer read countrywide academic coverage 2009. Each education approach turned into no longer dispatched to the training offices. Government grade teachers, heads, supervisory body of

workers and chairmen have been not covered in the method detailing and arrangement readiness and educationists had been not advised in instructive arranging. 2. It may be because of the absence of political obligation. Whilst it turned into mentioned with executives, they opined that the centralization in choice making, absence of fund, absence of political duty, non-accessibility of records, emotional utilization manner. The analyst watched the reasons with appreciate to non-utilization of techniques, expressing that there has been absence of evaluation of the preparations to understand their disappointments, shortcomings and traits; absence of quality endeavors to acquaint and teach the hundreds about the changes and search for their dynamic cooperation. Govt. of Pakistan (1998) watched that primary driver of disappointment of those polices had been feeble and defective usage issue, lacking school, poor making ready, low political obligation and unfortunate deficiency of motivating forces. Coverage utilization is a dynamic manner. Vital training techniques in pakistan are suffering from bad correspondence, less backing from partners, less responsibility for arrangement through the companions, absence of the determination with recognize to the implementers, no coordinated effort and collaboration, much less specific and steady technique towards the completing of the approach objectives. It's miles likewise watched that the method in their utilization with recognize to primary education stayed frail. It could be due to the non-real mentality of the political government. The scientist investigated that instructive methods allocated want to universalization of primary education. The goal altered by using the arrangements make fascinating perusing as we endured transferring these to longer duration. The goals had been both excessively hopeful or the conflict for their accomplishment turned into excessively deficient. Three. Feudal framework, compelling neediness, absence of true administration has crashed the arrangement of number one schooling in our nation. Numerous individuals within the inside of Punjab, Sindh and Baluchistan are hesitant to instruct their children. They both cannot manipulate the price of or pressurized by means of the predominant social or normal set up, for example, medieval and landowners, additives. Schooling techniques manage points, goals and goals of training. The principle desires of the tactics and arrangements with recognize to number one education had been all inclusive, unfastened and obligatory number one schooling, to raise the talent rate, diminishes dropouts and amplify enlistment, beautify nature of instruction, man or woman building, prepping of understudies, fruition of educational application, preparing of teachers and modifications of exam framework. Further destinations expressed in country wide schooling coverage 1998-2010 have been to coordinate essential and middle stage practise into "rudimentary education", enhance gross investment fee and

maintenance price, to guarantee accomplishment of least degree of getting to know, to satisfy the fundamental adapting needs of the child, decrease inconsistencies, presentation of uniform curricula. Be that as it can, the destinations of primary education have been no longer completely performed. This had been because of the feeble execution structures and aspiring objectives. It become watched that the equal feeling, that every one round every one of the techniques of the legislature had been craving and improbable. The scientist noticed that the arrangements had been all around meditated however execution remained a noteworthy weakness.

Recommendations

1. Pakistan need practical and market oriented education system to minimize unemployment ratio in the country.
2. The curriculum should be made according to the need of the nation and time.
3. The examination system should be made more transparent according to the policy of the time.
4. The policy should be made more practical and it should be an integrated policy with all its assignments and economic framework.
5. The policy should be made by the practical stakeholders and teachers and students opinions should be incorporated in the policy.
6. The policy should clear the issue of teaching language because it is still an unsolved issue in our country.
7. The process of implementation remained susceptible. It's recommended that powerful implementation process be followed.
8. Educationists be consulted in educational making plans to make the system more practical.
9. Educational policy, arranging, corporation and budgetary management should be integrated inside the instructional classes of education directors, college heads and educators. For that reason, six months preparing on the strategy planning stage is prescribed to be obligatory for school initiative and instructive directors.
10. Keeping in view the existing situation, it's far endorsed that social cohesion and resilience may also be recommended.
11. The policy should be pilot tested before sending it to the government for its implementation.

12. Educational policies should be discussed by the experts and also by the government official in parliament so that workable amendments should be incorporated according to need.

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