

## NATION BUILDING THROUGH BETTER POLICY: A FRAMEWORK FOR NATIONAL LEVEL EDUCATIONAL POLICY

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### ABSTRACT

*Empirically speaking, the study focuses on Education as it plays a vital role, for the Economic, social and personal development. The research highlights that Education is the only way through which corruption, unemployment and environmental issues can be dealt. The study further emphasis on quality and better education as an essential element of a nation, because it opens many doors towards better living and thus countries and nations flourish. Being a qualitative and conceptual study where various research tools were employed to arrive at valid conclusion scientifically. The investigation showed that many people today have comprehended the notion that requirement of education is the need of the hour, yet at the same time there are various places especially villages where children are not sent to schools or don't reach to college level. If the focus is not put on education, there can arise numerous issues. Findings of the study depict that lack of education may because cause to many consequences including; gender differentiation, lack of skilled labor, and lack of productivity and alike. Then comes poverty, and child labor, unemployment, crime rates gets increased. Many studies have been carried out but the novelty of this study is that it focused on college and secondary level education. As College or Secondary level education is the most important stage of students' lives where a lot of focus should be given, as it is the stage where students decide and get prepared for the fields and career they want to opt. It is rightly said and universally acknowledged that at this stage the future of the student can be either churn out or even if ignored, can be ruined. Thus the focus of the study is secondary level education policy analysis for building a nation to face the challenges of modern world in this 21<sup>st</sup> century.*

**Keywords:** Educational policy, Empirical analysis, National level, National building, Betterment, Futuristic Educational Policy

### INTRODUCTION

As the study focuses on national building through educational policy, we can see that the Literacy rate in Pakistan is quite low as compared to many other countries. The importance of education in the present modern times cannot be denied. The contemporary issue because of which Pakistan is falling behind is the absence of legitimate arranging, gender orientation, cost of training, assets for schooling and so forth Auxiliary instruction in Pakistan started from ninth grade and carried out for a longer period. Then ending of the entirety of the years spent at school, the students are expected to float through a public appraisal supervised by a typical Board of Intermediate and Secondary Education (BISE). Wearisome reserve of evaluation 9, understudies are expected to wander through a normalized appraisal altogether of the fundamental areas of their scholastic subjects. They again give this fundamental of the second pieces of similar courses toward the consummation of assessment 10.

After convincing completion of these evaluations, they are permitted a Secondary School Certificate (SSC). This is secretly named a 'enlistment verification' or 'matric' for short.

### **The Rationale of the study**

The purpose or rational of the research is to assess the educational policies of the country and evaluating the existing educational policy and then proposing better options as futuristic perspective.

### **Research Problem**

Problem statement of the current study is that there are various educational systems carrying out there which may or may not be following one unanimous educational policy of Pakistan, that needs to be addressed with a new futuristic policy of Pakistan.

### **Research Objectives**

Research objectives of the current study are as follows:

- To assess the presented educational policies of Pakistan
- To find out the effectiveness of the policies
- To assess the existing educational policy with relevance to future orientation.
- To present a framework of futuristic educational policy of Pakistan

## **REVIEW OF LITERATURE**

The informative undertakings usually join a mix of eight courses including electives, (for example, Physics, Computer, Chemistry, and Biology) comparably as fundamental subjects, (for example, Pakistan Studies, Islamic Studies, Urdu, English, and Maths). After matric understudies enter school, which fuse 11th and twelfth grade. Upon the resistance of these two rules understudies are conceded with the Higher Secondary School confirmations (or HSSC) this level is in like manner called as FSC/FA/ICS level or 'widely appealing elective capacities in Pakistan are available anyway are kept up by other appraisal sheets as opposed to BISE. Most essential choice is the General Certificate of Education (or GCE), where O Level and A Level are superseding SSC and HSSC independently (Ahmed, 2013).

In these degree schools, educators who encourage understudies of lone wolf level likewise instruct understudies of evaluation 11 and 12 guaranteeing the nature of training because of which numerous understudies like to go to grades 11 and 12 of every a degree school. The Board of Intermediate holds the assessment for all middle of the road level understudies and Secondary Education just The National Education Policy (1998-2010) energizes the private interest in schooling (Bengali, 1999). It expresses that the public authority alone can't worry about the concern of the entire interaction of training and there ought to be private-public associations. In Pakistan there are two kinds of non-public instructive foundations up to optional level or registration level (Ullah, 2018), which are completely autonomous and don't get any assistance or help from the public authority. 1) Private schools/universities run by people for benefit and 2) school/universities run by NGO or other not-for-profit associations.

As indicated by Federal Ministry of Education (2018) complete Literacy pace of Pakistan is 58%. Absolute enlistments are 97,462,900 out of which Primary level enlistments are 22,650,000, Secondary level enlistments are 2,884,400, Post auxiliary level enlistments are 19, 49,000. In 2015, Gross enlistment proportion in Pakistan was 44.5%; it expanded from 19.8% in 1986 to 44.5% in 2015 (Zaidi, 2018).

### **Identification of the Problem**

Today literacy or education is recognized as a basic human right. Without education no human, no country can progress. Today in this competitive age, Education is the key element to excel. It is really important for the self-empowerment. In short in the time and world, which relies more and more on, technology education is simply a requirement. It is really unfortunate that 54 of the 76 million illiterate young women come from nine countries where there is the name of Pakistan as well, the list of these nine countries include, most in south and west Asia and Sub-Saharan Africa, India, Pakistan, Ethiopia, Nigeria, Bangladesh, the Democratic Republic of Congo, the United Republic of Tanzania, Egypt and Burkina Faso. Millions of children out of which majority are women or girls do not know how to read and write, that is the main reason that increases and boosts poverty, child labor, population growth, gender discrimination, unsustainable society, crimes etc. so we can say that Illiteracy is the main issue and reason which gives rise to other issues.

History of Pakistan's Literacy (1947-2014): According to a celebrated Pakistani financial expert Dr. Kaiser Bengali, preceding 1947, the land which is currently Pakistan was among the most un-created locales of India and the remainder of the world. As indicated by the reports of UNESCO (United Nations Educational, Scientific and Cultural Organization) in 1950 the proficiency rate in India was 20% while in Pakistan was 14%. Pakistan has made considerable progress regarding proficiency like Pakistan has developed by 13% during presidents Musharraf's standard to about 56% however it actually lingers behind its neighbors for instance Iran, which had lower education rate lower than Pakistan in 1950s (Ahmed, 2020). In 1947 to 1979 the schooling was the fundamental focal point of the Shah of Iran, he contributed a great deal to improve the education level of his country, presently more than 90% of its grown-up populace proficient (Shahzad, 2017). To remove illiteracy basically there is the need to form and bring an education policy in the country, due to which each new generation of Pakistan now is more literate than its prior generation this can be seen from the following data;

**Table 1: Analysis of literacy %age**

Above 55 years	30 % literate
45to55 years	40 %
35to 45years	50 %
25 to35years	60 %
15 to 25 years	70 %

*Source: Stastics Division of Pakistan*

### **Educational Policies of Pakistan since 1947**

Here the debate is based on the educational policies of Pakistan since its inception.

#### **1. National Education Conference 1947**

The gathering was held in Karachi from November 27th to December initial, 1947 under the administration of Quaid e Azam and the preparation pastor f Pakistan around then Fazal ur Rahman, where he proposed three parts of guidance, 1) significant 2) social and 3) proficient. The essential recommendations of this policy are as follows;

- Free and obligatory instruction in Pakistan
- Education ought to be in agreement or cooperated with the Islamic qualities
- There ought to be accentuation on science and specialized training

However this policy could not be implemented successfully due to many reasons such as administration problems due to the increased number of immigrants.

#### **2. National Commission on Education 1959**

This commission was hung on January 5, 1959 and was tended to by leader of Pakistan General Ayub Khan. In this commission instruction was made necessary as long as 10 years of the age and the strict schooling mandatory for all. Besides this commission additionally proposed equivalent extension for the instruction of the two young men and young ladies. Different ideas remembered for this commission were center around science and specialized training, public language as mode of guidance, three-year degree program, disposal of ignorance, presentation of strict schooling in three phases, for example

- 1) Compulsory at middles level,
- 2) Optional at auxiliary level and
- 3) Research at college level.

These ideas were exceptionally helpful however because of the absence of assets and the states of the country they couldn't be executed as expected.

#### **3. New Education Policy 1970**

In the light of consequences of the presentation by the President of Pakistan in his area to the country on November 28, 1969, the warning gathering of the Cabinet finally accepted the new Education Policy on March 26, 1970. This system pushed on the preparation of science and development, decentralization of informative association, removal of obliviousness and establishment of public tutoring units, etc This methodology in any case moreover couldn't not executed for the most part due to the contention with India, East Pakistan parcel, and breakdown of the military government.

#### **4. Training Policy 1972**

Mr Zulfikar Ali Bhutto declared this strategy on 29 March 1972 where significant suggestions of were advancement of the philosophy of Pakistan, all inclusive schooling, fairness in instruction, character improvement, educational plan dependent on the social and monetary necessities of the general public, effect on specialized and science training, dynamic cooperation of the understudies, their folks and educators in instructive issue, free and widespread schooling up to Class X for the two young ladies and young men (Parveen, 2018). Albeit this arrangement was a divine being activity and approach towards the improvement yet it couldn't be executed altogether because of the Drawbacks for example general essential schooling, move towards agro-specialized examinations and so forth

#### **5. Public Education Policy 1979**

Instruction serve reported this arrangement in October 1978 and the Draft work plan of the strategy was introduced to the Cabinet in December 1978. The Policy was reported in February 1979. The significant systems and objectives of this arrangement were; update of educational program, converging of the Madrassas and customary schooling to elevate dedication to Islam and to make the idea of Muslim Ummah, Urdu as a vehicle of training, Separate set up for male and female, Effective investment of local area in proficiency programs (Dildar, 2016). This approach was not executed as expected and bombed because of the absence of monetary assets and legitimate arranging.

#### **6. Public Education Policy 1992**

Under the chairmanship of federal education minister, a collaborative conference was held in April 1991 in Islamabad. In this Conference specialists, writers, paper editors, analysts, teachers and Lawyers recommendation for setting up the Education Policy. The Education Minister with the Education Committees of the Senate and the National Assembly discussed the game plan structure. The Policy was proclaimed in December 1992. The significant objectives and proposals of this approach were; to advance Islamic qualities through schooling, improvement of training for ladies, scope of specialized and general instruction at optional level, request situated educational plan, to extend the range of graduation and post graduation and so forth this strategy couldn't be executed because of progress in political situation of the country.

#### **7. Public Education Policy 1998-2010**

The Policy was pronounced in March 1998. The primary objectives of this strategy were; making the Islamic standards the fundamental piece of the training framework, to satisfy the essential instruction needs of the people, to grow the essential schooling, to make educational plan improvement a constant interaction (Alya, 2014). To present the possibility of various reading material, to assorted the educational plan, preparing of the educators program and so on this arrangement neglected to be executed to the absence of prepared instructors and quality training.

#### **8. Public Education Policy 2009-2015**

The significant ideas of this strategy incorporates free reading material, equivalent admittance to chances of learning in quality schooling, presentation of new educational plan, advancement of preparing learning assets presentation of PC course at all levels and so on.

#### **9. Existing National Education Policy 2017**

Secondary level is considered to be the stage where a student is prepared to enter practical life, where he is expected to contribute to the job market and to contribute to the prosperity of the country as a responsible citizen. Mostly this level is ignored, although it is a bridge between the primary and the higher level, and the main focus is put on the expansion of the primary level (Ibad, 2017). The main goals of this policy is to create school environment conducive, to make the students skilled enough to earn for themselves and to continue their higher education, to make the citizens the integral and productive part of the society and to contribute constructively towards the global community, the focus of this policy is to ensure the equity and access in the secondary education by the provision of enough number of schools, learning and teaching materials, educated and trained teachers and examination system aiming towards measuring higher order learning (Shahbaz, 2017).

### **METHODOLOGY AND ANALYSIS – THE DEBATE**

The conceptual study was carried out on culling out literature and relevant published policies related to educational policies of Pakistan. The existing policies were analysed based on their pros and cons. Around 117 various articles were selected and then the main points of concern were extracted, thus

important themes were generated for analysis. Educational set ups were studied and then discussed whether one set up can be better than other and on what basis. Paksitani society is collectivistic society, where varied educational systems are carrying on, thus assessment of all were not done here in current study. However, we assessed the educational policies of the country and then proposed a better policy for future. The study leaves the reader with open mind to come up with a better opetions and solutions for educational setup at nationl level.

In the 1973 constitution:

“State shall be responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time”  
(Article37-B, 1973 Constitution of Pakistan).

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Here the discussion is which instructive approach is better and why. The discussion proceeds to address Education advancement as a dynamic and nonstop cycle to manage contemporary and future difficulties. Schooling and Development have a critical and complex relationship with one another. There are numerous ways of thinking, which contend that training is an instrument for advancement.

At that point the discussion centers around that for non-industrial nations, Education has consistently end up being a foundation to zero in on as it helps in the advancement of the state. In spite of the fact that the Educational Policy of Pakistan is all around characterized at this point, similar to some other strategies there exist the blemishes and matters that were over-looked underlying change arrangements of worldwide foundations, the weight of public obligation, or financial conditions (Maqsood, 2021). Pakistan's schooling strategy follows the basic role to build up the information economy to contend in the contemporary world. Schooling speculation by governments is likewise a strategy for investigation to assess the significance of instruction.

Investing in human capital is another tool to explain education policy. The Education policy of Pakistan doesn't promote the Research knowledge as considered a requisite for the increasing demand created by the globalization (Idrees, 2021). The high school around the world promotes the development of research skills in their students by assigning them with an annual project based on either quantitative or qualitative research.

Furthermore, in addition to the debate, acknowledged school of thought prevails that the curricula that is being taught is out dated and is not being revised since ages; there is no such thing in the policy for the revision and updating the curriculum, and transportation facilities for the students are not much addressed (Jamshed, 2021). There are very few professions and subjects, which are given importance recognition. This issue has not been addressed. Improvement in examination and student evaluation is not much addressed. Evaluation is done on the basis of how good a student crams rather than getting the real concept.

## **FINDINGS ON THE BASIS OF GENERATED DEBATE**

### **Better Option – A Futuristic Policy**

After analyzing various educational policies, the study shows that one of the best policies for education is of Finland. Finland is among one of the most educated countries of the world with one of the best education policies. If we look into what makes its educational policy as a sample, we see that the basic ingredients that makes the education of the Finland the best in the world are various, however some are as: an equal school system, a high regard for teachers and science based teacher training program due to this it has been shown from the recent studies (Khan, 2018). Finland is the happiest country, with the best quality of environment and the minimum amount of corruption. The whole world is basically keenly watching what next the Finnish school system does.

The Factors that makes education system of Finland so special are that they consider teaching profession the best and value it; the education of the teacher is based on science. They believe that with the changing time the teaching methodologies and system of the schools and colleges should also change, they are integrating new technologies in their teaching methodologies to cope with the advance era and much more advance and globalized time (Loima, 2020). They are teaching comprehensive learning skills and are moving away from just teaching school subjects, which can help in opening the minds of their students and help them to think out of the box.

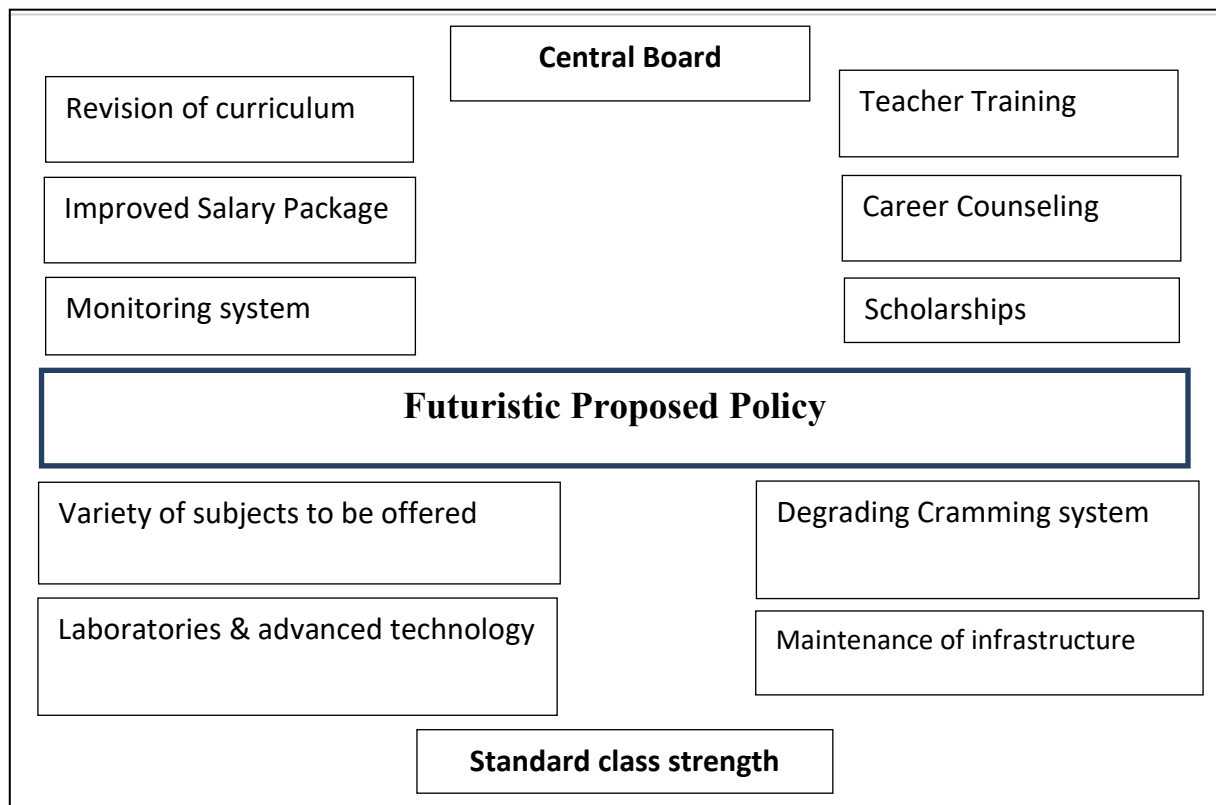
Upper secondary education in Finland: upper secondary education of Finland is divided into two main paths, general and vocational, both takes three years. General education is basically the course work, but students still are given freedom the schedules for their studies. After which they have to take a national matriculation test, which is considered their only standardized test and its scores are for the applications to college. Whereas vocational education is more job focused and includes traineeship along with school learning.

## DISCUSSION

To excel in the education sector there should be the unity between the Government of Pakistan, private and public institutions, formal and non-formal education. There should be changed thinking and local natives and vocational and technical training should be provoked.

There is the need to understand that with the changing time requirements also change so the curriculum should be revised and the teaching methodologies should be improved. So the students are able to cope with latest trends. Financial aids should be provided t the students so they can learn without any pressures. Proper planning and supervision can help in improving the standards of the education of Pakistan. Education policies should be revised and should be implemented properly. If the focus and the mistakes are not highlighted and sorted out the issues of the Pakistan can get from simple to complex and Pakistan can lag behind the other countries, hence uneducated people can become serious obstacle towards advancement of any country.

The vision is to provide opportunities for students to the rich learning encounters that empower them to find their interests and accomplish their most elevated potential. The mission is to educate people, so they can get inspired innovativeness, advancement, and the improvement 21st Century skills.to develop their social, emotional and intellectual abilities to contribute positively to the country.



*Figure-1: Futuristic Proposed Policy*

### Findings on the basis of Generated Debate

Here if we ponder, mostly it is observed that first of all the curricula are out dated, the same curriculum and books are being taught since ages. The syllabi are not being revised with the present time. Curricula need be revised and updated regularly based on the need of times. Secondly,

corruption in educational institutions is one of the reasons for the poor literacy in the country. An effective monitoring system has to be introduced to reduce corruption in education system (Yasmine, 2019). Thirdly, there is a need to have a proper career counseling for the students at the college level as they don't find any difficulty in choosing right career for themselves. Fourthly, technical education should be made a part of secondary education technical education must be included in the curricula. Fifthly, scholarships should be provided to the students that may encourage the parents to send their children to school and may also reduce the ratio of the school and college dropouts. Sixthly, salaries of the government college teachers should be equal or higher as of the salaries of the private college teachers, so highly qualified teachers which prefer to go and teach in private colleges get motivated to teach in the government colleges. Seventhly, The cramming system needs to be degraded or eliminated and the practical and conceptual studies should be introduced, and students should be evaluated on the basis of their concepts (Zreen, 2019). Eighthly, at secondary level not many subjects are being offered but at university level the subjects range is widened so students graduating from the higher secondary schools find it tough to connect the studied subjects to the available choices at the under graduate level. More options of the subjects could be added for the students, so they feel no problem in deciding their career according to their interests (Zahid, 2020). Ninthly, the class rooms ought not to be overcrowded with the students, there should be a standard set for the students that would be able to sit in one class so there is no difficulty for the students to communicate in the class and understanding what is being taught to them, and the focus of the teachers is not distributed widely (Kalsoom, 2019). Tenthly, there should be a focus on the mental health of the students, a psychologist should be appointed in all schools and colleges. Next is teacher training workshops should be arranged regularly and should be made compulsory for every teacher to attend. In many government colleges teachers are employed on the basis their links, whether they are educated enough or not but they are teaching in colleges. The teaching methodologies are outdated and not practical. There is no proper check, if teachers are coming to the colleges or not.

After that, allocation of the funds for the education should be raised; it is only 1.5 to 25% of the total GDP but should be at least 7% of the total GDP. Furthermore, highly educated teachers and well-trained teachers can be hired for the government institutions as well, they should be employed through proper testing, because if the teachers are not trained how can they train a nation. Side by side, the infrastructure should be improved and maintained, labs with the advanced instruments and equipment should be built. Then there should be a one set medium of education, it is seen that medium of education is different in both public and private sectors.

## **CONCLUSION**

Conclusively, there should only be one board which should be evaluating students and conducting exams, due to the province wise boards system there are cases reported in there have been many cases reported where the marking is whether very strict or very lenient, whether the exams are tough or very easy. The marking criteria is not so authentic or reliable as per modern requirements, sometimes compatible and deserving students do not get grades or CGPA according to their compatibilities, which result in demotivating and discouraging them, this needs to be addressed on realistic grounds. Thus on the basis of the objectives, the new futuristic policy may bring better quality and outcome not only for the educational sector but also for society in large.

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