

Critical Analysis Of Educational Policies Of Pakistan

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Abstract:

Education is considered to be a milestone for the development of the State. In brief, all the main facets of change have been seen to have a substantial positive effect on wages, incomes, competitiveness, wellbeing and the decrease in population growth. Due to the multiple issues in the economic, societal, and educational sectors after the independence of Pakistan, the leaders, politicians and educationists played major roles in strengthening the foundations of education. This research study is based on content analysis (quantitative research) of developed national educational policies (1959, 1972, 1998-2010, 2009-2010). Content analysis is a systematic research method of analyzing and inferring written, verbal, or visual communication messages (Cole, 1988). It was first used for diagnosing hymns, newspaper and magazine articles, advertisements and political speeches in the 19th century (Harwood & Garry, 2003). The curriculum development process was made a diversify and continuous process. Likewise, the introduction of multiple textbooks, the development of National Testing Services, and the introduction of a comprehensive monitoring system were also planned. The educational policy 2009-2010 originated from 1998 and focused on progress of resources announced in 2009. Therefore, the target set is not properly planned and it seems that the government has set it without proper survey, research and planning. As a result, it was recommended to bring innovations in current educational policies through researchers to address and solve the problems.

Keywords: Education, Curriculum development, Higher educational commission, Strategies, Policies

Introduction

Education is considered to be the milestone for the development of the State. In brief, all the main facets of change have been seen to have a substantial positive effect on wages, incomes, competitiveness, wellbeing and the decrease in population growth. Due to the multiple issues in the economic, societal, and educational sectors after the independence of Pakistan, the leaders, politicians and educationists played major roles in strengthening the foundations of education. There has always been a great deal of rhetoric in the context of public expenditure, but little tangible action by the policy makers in Pakistan due to unawareness regarding the importance of education. Number of educational policies were developed for the development of a country but the defects were never addressed effectively.

Pakistan has a consistent history of policymaking and development in the education

sector, spanning more than six decades. The policy is an agenda or course of action taken by a government political party or corporation to control and decide decisions, acts and other matters. Likewise, Nicholas (Thomas J. Mc Nicholas, 1977) defined that policy deals with the “formulation, determination and identification of the will and purpose of business organization” (p. 3). In addition, educational policy is “an organized mental framework with the general goals, norms and principles contained in the social philosophy of a given society” (Sikandar Hayat, 2000, p. 37). Collectively, education policy requires the collection of laws and regulations regulating the functioning of school programs.

In the true outlook, the following education proposals were framed and introduced. This country's founder made the first move after Pakistan's birth on 14th August 1947. He

emphasized the need for educational development in the country. A number of curriculum proposals, several studies, policies and services were eventually approved for school reform. A comprehensive 'Commission Report on National Education, 1959' was documented regarding all subjects in educational criteria. Later, the New Education Policy of 1970, the Education Policy 1972/80, the National Education Policy 1979, the National Education Policy 1992 and the Government's National Education Policy-1990/2010 demonstrated the chronology of policy changes from time to time.

Literature Review

The review study critically analyzes the history of educational planning in Pakistan. They criticized that in meeting the literacy objectives, Pakistan is still stagnating, which is a harsh reality known to all. They reviewed and extracted all of Pakistan's education policies and noticed the focus was on free and compulsory education from the 1st educational conference in 1947 to 2009 policies. Still, we have not yet achieved it because of the target's seriousness, which did not yield results (Dildar et al., 2016).

They highlighted the importance of Education in the context of globalization. According to Dildar, Saif & Naz (Dildar et al., 2016), globalization fundamentals have potentially contributed to the rise of the field of global education reform, which is intended to advocate for a shared world education agenda. They supported their claim by discussing a few of the situations such as the growth of global curriculum goals, foreign assessment systems, the success of the English language and the import-export of higher education programs worldwide.

They also found that our five-year growth programs have not included preparation for school initiatives. There were very distinct phases of school policy and a five-year program. Unfortunately, in various times and legislatures, the importance of education has not remained the same and as compared to other departments, the significance of the education department varied. Furthermore, the specified budget failed to meet the demands and promises of policies. Due to unavailability of budget, the goals of these educational policies of five-year strategic plan were unattained.

Discussing the implementation of policies, Dildar, Saif & Naz (Dildar et al., 2016) analyzed

about National education commission 1959 and many of the suggestions regarding 1959 policy were dropped for the execution of proposals owing to public pre requisites. Riaz (1998, cited in (Dildar et al., 2016) highlighted the need for modification in the educational structure for improvement in education.

Likewise, the recommendations made in National Education Policy 1970 failed to implement due to the division of Pakistan into two, i.e., Pakistan and Bangladesh. Zulfiqar Ali Bhutto took charge, rejected the policy, and issued the new one. While discussing the implementations of the National Education Policy 1972-80, Dildar, Saif & Naz (2016) analyzed that the recommendations made in this policy were based on political decisions and a lack of research. The war of 1971 put Pakistan in a huge financial crisis, and later the powers in 1977 were taken by Zia-ul-Haq. Revised policy was released in 1978, new teachers were hired in the strategic period. There were efforts to incorporate professional issues. All the organizations became national and encouraged by equilibrium. The new schemes were though introduced yet not implemented as previous policies. Deeni Madaras was certified and Urdu was suggested as the medium of instruction at the elementary level but this policy of 1978 also failed. Similarly, the National education Policy 1992 failed due to the Nawaz Shareef government's dissolution.

Analyzing national education policy 1998-2010, number of recommendations were made. Such as improvement in elementary level education and access, professional development of teachers, incorporating family, community, schools, non-government organizations and the media role to achieve goals of education, developing monitoring system, fostering equity and so on.

Conclusively, Dildar, Saif & Naz (Dildar et al., 2016) analyzed that the Pakistani literacy rate is consistent after planning and implanting a number of educational policies over the initial ten years. Likewise, they found variety in each approach, e.g., Education policy 1970 centered on science and technology education, 1972-80 nationalization of private schools, 1979 based mainly on Islamic and theological education, Urdu as a means of education, 1992 centered on demand-oriented curricula, 1998-2010 equal opportunity for higher education. The Education Sector Reforms 2003 initiative is based on the long-term view of the 1998-2010, Educational Nation Strategy and the 2001-11 10

Year results of development Design. However, the efforts to increase participation and literacy were not unprecedented during the 59 years since independence.

Amir, Sharf and Khan (Amir et al., 2020) researched to explore the education system of Pakistan, the policies and their drawbacks to date. They further discussed that the education system of Pakistan from the day of independence has been critical and still, the challenges of entry, pricing, infrastructure and wealth disparities regarding education are more pervasive. They also mentioned the Federal Ministry of Education hierarchy, and according to the constitution of the Islamic Republic of Pakistan 1973, now the provinces of Pakistan can make policy decisions for societies and individual people according to their local needs. The beginning of educational policies by the year 1947 till 1998/2010 was elaborated by Amir, Sharf and Khan (Amir et al., 2020). They said that long-term development programs have also been launched over the last four decades, in addition to adaptable policy documents. It included the '10-Point Program, 1983' and the National Literacy Program (Nai Roshni Schools), 1986-90, while the 'Iqra Pilot Project, 1986-89' assessment was also carried out at the level of the Federal Government.

In addition, salient features of all policies were discussed by Amir, Sharf and Khan (Amir et al., 2020). At first, in policy of 1947 primary schools' education, relevant curriculum and the problems at the primary level were elaborated. Furthermore, single-teacher schools, poor infrastructure, shelter-less schools, unavailability of furniture and basic amenities, boundary wall and playground absence, ineffective teachers, and no supervision are some of the problems shared by these researchers. They made various political, social, and economic reasons responsible for such issues. Criticizing the secondary and higher Secondary Schools, Amir, Sharf and Khan (Amir et al., 2020) highlighted similar problems in primary education. The bookish knowledge and no skill development are the key points of teaching methodology, even at this level. Moreover, the problems exceeded in higher education, where English is the instructional language. The universities faced financial constraints, lack of coordination in academic programs, modification in curriculum according to need of time, more incline towards technical and scientific or carrier-

oriented education, lack of research institutes, affiliation with international universities etc.

Likewise, teachers' professional development and education were the two major domains ignored in these policies. Effective measures and arrangements must be taken to address these teacher education problems. In conclusion, Amir, Sharf and Khan (Amir et al., 2020) suggested that our educational policies should be evaluated in accordance with the needs of the population and the country's socio-economic framework, and effective steps should be taken to ensure an efficient and sustainable growth of education at different levels to re-orient and re-organize it.

Sheikh (Sheikh, 2017) explored the problems and highlighted the prospects in India's higher education sector. They discussed about how India has the third-highest student population in the world's higher education system, behind China and the United States. In 2014, there were 677 universities, which is 34 times more than there were in 1950. Many of these schools are still not considered among the top in the world by international education ranking agencies, despite these statistics. Additionally, India has failed to establish top-notch colleges. He said that 25 percent of the population is still illiterate amid rising investment in education; only 15 percent of Indian students enter high school and only 7 percent graduate (Masani, 2008). The researcher accepted that even after a long time of independence, the education system of India has not developed.

Sheikh (Sheikh, 2017) mentioned that the government sought to raise the education system and introduce new education policies, but they were insufficient to provide the world with an example. UGC continues to operate and focus on quality education in higher education. In their school system, they are still facing a lot of issues and obstacles. A few of the major problems were highlighted by the researcher, such as low enrolment at the school level was not able to meet the demand of experts or professionals in the country. Another challenge was equity. Regional differences also occur in places with high GER, although some are well behind the national GER, indicating a major gap in the higher education system. Likewise, he analyzed that, to date, many Indian colleges and universities cannot fulfill the minimum standards set by the UGC, and our universities cannot rank among

the world's top universities. So, to improve educational quality, some strategies should define. Poor infrastructure and political interference were additional challenges to the higher education system. In addition, faculty scarcity and the state education system's failure to recruit and maintain well-qualified teachers have raised obstacles to public education for many years. Along with these problems, accreditation of higher educational institutes, lack of research environment, also Indian education management are facing problems such as over-centering, institutional systems, lack of accountability, openness, and professionalism (Kumar & Ambrish, 2015).

Besides, Sheikh (Sheikh, 2017) also provided some suggestions for improving higher Education. He said that India is a vast nation with an approximate population of about 150 million young people between 18-23. The enormous demand creates enormous opportunities for India's higher education sector to grow. India now comprises more than 33,000 colleges and 659 universities, a development that has been very impressive over the past six decades. India's educational system is insufficient to accommodate such tremendous numbers. Therefore, one of the lucrative places for private and international investment has now been described as the higher education sector. In both non-regulated and regulated parts, it provides enormous investment opportunities (Thomas J. Mc Nicholas, 1977).

Sheikh (Sheikh, 2017) recommended that innovative and disruptive approaches from basic to higher education must be adopted to make the Indian education system more important and competitive globally. The standard and prestige of higher education institutions must be strengthened. The architecture of colleges and universities that can draw students should be fine. Furthermore, the government must encourage cooperation between Indian higher education institutes and top foreign institutes and build ties for improved quality and collaborative research between national research laboratories and research centers of leading institutions. By offering them certain courses in which they can attain excellence and acquire deeper knowledge of the subject, there is a need to concentrate on graduate students so that they get jobs after graduation in companies that will minimize the needless rush to higher education. He concluded his study by writing that there is an immediate need to look at the Financial Services,

Access and Equity, Quality Performance, Importance, Facilities and Accessibility at the end to achieve and fulfill the potential requirements.

Objectives

The objectives of this research study are:

- To critically analyze the National educational policies (1959, 1972, 1998-2010, 2009-2010) of Pakistan
- To discover the conventional reasons for the failures of National Education strategies.
- To provide recommendations for the policy makers to bring modifications in educational policies

Rationale

Unfortunately, Pakistan, considered an underdeveloped country, was dealing with multiple challenges in the system of education (Malik, 1999). Among many the major reasons is poor policy application. This problem has explored in many research studies by educationists and philosophers. Still, only a few past research studies have critically analyzed the National educational policies to explore reasons for poor policy operation in Pakistan.

In addition, the problems were also observed and faced by the researcher. Being an educationist and administrator at the Sindh education and literacy department, she identified several issues at all educational levels. This experience provided motivation and purpose to the researcher to do content analysis and find facts to bring innovation to the current educational system.

Research Questions

1. What are the strengths and weaknesses of Pakistan's National educational policies (1959, 1972, 1998-2010, 2009-2010)?
2. What are the conventional reasons for the failure of National Education policies?
3. What are the possible recommendations for the policy makers to bring modifications to educational policies?

Research Methodology

This research study is based on content analysis (quantitative research) of developed national educational policies (1959, 1972, 1998-2010, 2009-2010). Content analysis is a systematic research method of analyzing and inferring written, verbal, or visual communication messages (Cole, 1988). It was

first used for analyzing hymns, newspaper and magazine articles, advertisements and political speeches in the 19th century (Garry, 2003). For this purpose, the researcher collected and reviewed the data, i.e. relevant educational policies, published research articles and their findings, and published articles on different websites in order to find out the queries identified in the current research study. Coding units were developed from the content after analyzing it critically.

Results

Q1. Identify and analyze all the recommendations related to administrative and management practices shared in the National educational policies 1959, 1972, 1998-2010, and 2009-2010 from primary to higher education.

Education policies, historical pathways and challenges in Pakistan

Educational coverage is a priority agenda for each nation and country globally. Regional, countrywide, and global focus and attention on teaching and learning decreased the countries' gap. Education sustainability is important not only for society but it's the future of young generations. Academic improvement was devised in Pakistan using the 1947 rule of maritime regime and civilization. Evaluations, critical analysis of policies along with new implementation, research assessment, physical activity with mental learning capabilities, and use of innovation and technologies are part of policies.

To review policy modules in school system developments in Pakistan, conceptual clarity is required in the domain of regulation, objectives, successes, and failures due to inappropriate strategies (Saeed et al., 2020). On November 1947, First Pakistan Educational Conference showed strong relations of the educational system with their country even though the country faced a hard time coping with the financial, economic, and legal crisis.

The academic, developmental stage consists of four periods. 1947 to 1970 convention school system, 1970 to 1990, 1990 to 2009 and 2009 to date respectively. The developmental policies categorized the periods with the aid of their unique policy agendas created to acquire set goals in Pakistan.

First length: 1947 to 1970

After 4 months of independence, the country organized the political issues along with the financial, economic and legal laws. In November

1947, Minister of Interior, Broadcasting, and Education, Mr. Fazal Rehman held the Pakistan Educational Conference in Karachi. East and West Pakistan Leaders, educationalists and experts were also invited. In this conference, the educational plans and strategies were the day's main topic, and primary education was set as compulsory with professional, practical, and mental trainings. Lack of school infrastructure, separate schooling system for girls and boys and scholarships based on educational records were the issues raised, and the appropriate measures were taken under the Islamic ideology.

The collaborative initiative was based on brotherhood, society, democracy, and justice. Teaching values set on fundamental spiritual ideas with traditional and advanced learning were the main module of the development of educational policy. Teacher training was also required to improve education abilities, convincing and learning strategies. The teacher creates interest by explaining the topic multiple ways, showing a correlation with the environment. Sports subjects were implanted to support and encourage the young generation to the national sport. PT classes, rifle clubs, scouting, and climbing were also part of the new development to create interest in learning. It is the total transformation of the Madrasah into a standard international educational system.

The continuous induction of migration survivals disturbed the educational quota. However, the low literacy population had to survive with limited resources and great courage in the 1947 convention.

National academic policies 1959

In 1952, a National conference was arranged to follow up on the developmental approaches in six years. It was accompanied by an exclusive National Commission installation with advance plans to address the progressively critical State of affairs in education. It was organized from 1955 to 1970: The initial Five-Year Plan for Development transformed from 1955 to 1960, the second spell consisted of 1960-65, and the last, not the least 1965-70.

Primary level

Preliminary policies and strategies were based on British values after eliminating unnecessary and unreligious educational components. The national language Urdu was used for communication so it is included in the educational subject. Bengali was common in east Pakistan and English was the intentional language in

those days. Urdu, Bengali, and English were placed on the compulsory course list. The primary education 1-5 grade were free for all after that the schools of secondary education charged some fees for the educational and other than educational staff such as gate keeper, nannies, office and administrative staff.

The discussions started after the proposed strategy to arrange and appoint female teachers for the girls' school in primary, middle and higher schools. Co-education was started in primary level 1-5 grades. After that, separate schools were required for higher education for girls. Scholarships were also introduced and based on strong educational grades to enhance educational interest. Some scholarships are based on the need of low-income families. These students study in public college facilities. Public and private schools somehow had different quotas of scholarships the distribution of it but the goal of it remained to increase literacy on international standards.

In 1959, reformed schools and systems were requested based on pre-existing guidelines in National Commission on Education (President General Mohammad Ayub Khan became president at that point). Considering the trendy international developments of popular obligatory education, the convention record is based on the goal of Primary college level to Middle college stage, along with five years of Primary compulsory training. However, planners faced the same demanding situations as these days on the retention charge of college enrollment. In 1959, The primary targets were associated with character building of the next technology. 3 factors of a toddler's character improvement has been focused on: moral, bodily, and intellectual.

Teacher's Training

The reforms were also significant in this domain to talk about exceptional education. Coaching techniques, instructor training, elegance-room useful resource, organization, textbooks, systems, finance, administrative troubles, fraud, and politics were also faced after 70 years. Science and social research were the major subject domain in this coverage report to develop essential fundamental competencies of scholars to induct in the field. Considering the textbook in the teaching domine. Skilled teaching practice requires that teachers discover nearby substances to be used in their coaching strategies to create clearer information in their students.

Secondary Education

In 1959, the Commission on National Education on the district level announced secondary education on the district level and implemented it in all areas of Pakistan equally. The Boards of Secondary Education set an entirely new board for the educational and administrative domain. It worked to meet the admissions in university eligibility criteria nationally. Regarding the secondary curriculum degree, the endorsed offered by the commission in distinctive elective available topics to the scholars with various significance in line with their aptitude so one can put together them for higher education and exceptional vocations and employment in social services.

Critical action was taken against the untrained staff, insufficient infrastructure and unfollowed the rules and policies in secondary schools and colleges. The higher authorities should generate the educational licenses after the report of meeting criteria evaluation of any institute. Financial issues were also part of the debate the institutes faced difficulties accommodating many students. So, the government has to release certain funds to cope with the challenges. In public schools and minimum colleges, amounts were submitted under fees. This fee structure was utilized for rehabilitation and construction, and other expenses. However, the fee structure of private collages was based on their certified criteria by the educational board. Furthermore, implementing approved items in commission takes a lot of time. This delay is due to the spread of one educational system all over Pakistan.

The secondary curriculum was revised half-yearly or yearly based on financial allocations deduction by the Indian conflict of 1965 reported by Hassan (Hassan, 2008). That is why the policies were changed before implementation and no progress was recorded. However, these policies are made according to the situation and to overcome the social and economic crisis. The political issues were indirectly and directly affecting the educational policies and system.

Higher Education

In 1959, higher education was the milestone of the National Educational Commission. In which they modified the secondary board coursers in higher educational domine. On the secondary board, the domains were limited to science and engineering, while the border way was introduced at the university level. At university level

the, detailed studies were provided according to the selected field in the advanced version. It was also a discussion to extend the time of a bachelor's degree upto 2 years along with diploma facilities. In case of skipping a bachelor's degree, the student was allowed to take a diploma instead of a bachelor's degree. However, the Duration of two years diploma was considered as a Master's Diploma. Sociology, public relation, home economics, journalism, and enterprise management, were the recommended fields of specialization proposed in this commission.

The formation of the languages institute of contemporary to satisfy the desires of trade, enterprise, civil unit, and defense offerings changed into encouraged. Suggestions related to the service shape, leisure, and obligations of university instructors were also made.

1959's National Education Commission had a significant role in recognition of the technical and vocational education system. The commission pressured to strengthen technical and vocational education on international level but indirectly, it will raise the economic system of the kingdom

Second period: 1970 to 1990 (1972)

In 1970s, the struggle of Pakistan never ended and Pakistan lost the East part of the unethical propaganda of India. The value of Pakistani currency decreased, which turn the economic crisis and many other hurdles. In 1977, General Mohammad Zia ul Haq was inducted into the Marsal law after seeing the danger in other areas.

In 1970, the educational policies, industrial system and agricultural sector were reformed according to the country's financial situation. Islamic courses have remained in the educational system. In the era of Zia-ul-Haq, Islamic values had a greater impact and the breaking of rules had certain legal punishments. Islamic values also introduce in the secondary educational system for clarity of Islamic ideology with Arabic translations in Urdu and English.

It started the record that there had been a serious gap in useful resource allocation and consequences among unique instructional disciplines, mainly inside the arts and sciences. Additionally, religious teaching became part of critical goals, so it's compulsory till 10 yr. Democracy, tolerance and social values are the main factors prepared in the Islamic syllabus. For non-Muslims, social ethics subjects were considered instead of Islamic studies, allowing them to examine in accordance with their holy ideals.

Curriculum Development

The curriculum improvement emphasized Pakistan's national targets via linguistic and numerical abilities, daily lifestyles hassle, fixing competencies, creating interest in society towards extra curriculum activities. Science and technical schooling careworn enhancing the countrywide financial situation. To aid curriculum improvement, various committees have been fashioned for making ready and reorganizing curricula for every stage of schooling to address the wishes of the kingdom. The policy record recommended reform of the exam device because it becomes failing to acquire the top goal of the pleasure of getting to know scholars. Libraries were installed at all ranges to offer a minimum of basic textual content books and other reading material to enhance the reading habits of scholars. Language became taken into consideration as a fundamental educational and academic device to inspire and increase conducive surroundings for scholars to take an interest in their educational activities.

The 1972 coverage document pressured constructing country-wide ideology and harmony by using the conscious use of schooling. According to country-wide wishes, illiteracy became eliminated in the shortest viable time, and financial improvement and equality became promoted to reduce disparities and limit variations.

Primary Education

In 1979, Primary education (6-8 grade) was only provided to boys, and the accreditation of girls in studies was allowed in 1984. However, it was implemented in 1982 and 1987, respectively. The policies are usually based on yearly tasks and implant the recommendation had improving educational quality in limited resources.

In this policy, the Islamic education was included in revised textbooks. In madarsa the basic educational system was started to increase the literacy rate. Reformed the college area, created administrative department to evaluate the educational level and produced progress and evaluation reports. Upgradation of existing administration on district level. This news report gave an intriguing new academic objective for the first time. Every Pakistani citizen must receive an education to become a member of the Muslim ummah for the benefit of other Muslim brothers worldwide and to promote the word of Islam. Additionally, there was pressure to expand literacy, use every citizen's full potential for productive

purposes, and promote and disseminate technology and medical education to increase socioeconomic status.

In the initial phase of Primary training, many hurdles were faced. According to the demonstration in report, the people of religious values were not satisfied with the international educational system introduced in madarsa. Other concerns were related to women and girls' education. Delaying to deal these issues also disturbed the education yearly plan.

Islamization concept induction in schools, to create the Islamic ideology because the main reason for the separate country is to live and learn according to Islam without any social pressure. Improving madrasa education on standard bases creates a positive gustier for Islamic extremists. That the new educational system doesn't affect the holy values. On the other hand, there is a lack of school infrastructure in rural areas, and they can study in a colony or areal madarsa to increase the literacy rate (Anderson & Chaudhry, 1989). Afterward, the students of madarsa were eligible to take admission to any secondary school. However, this modernization in educational system has many challenges based on social and economic values but the results of these initiatives give opportunity to the young generation to build their career (Afzal, 1988). Areal (Mohala) faculties are really helpful for the girl's education, satisfactory because of known relation and near to home is also a pro in the education system. Home tuition enhances education but there isn't any value in educational eligibility criteria.

The educational system opens the door for earning as well. The transportation system, schools' local canteens and the supporting staff other than the faculty members were included in the economical outcomes of educational system.

These engagements produce education for the young generation and job opportunities for unemployed people with skills in their domine. So, the yearly plan showed some positive outcomes. The target of increasing literacy rate will be achievable through the collaborative relationship with madarsa.

Primary Education

In 1970, the education policy followed the suggestions concerning educational primary level covered: integration of essential faculties is a successful change were observed in literacy rate amongst loads, and essential basic education in instructional policy and organizing an expert for

selling adult literacy supported by using the countrywide literacy organization. Islamic Studies became compulsory up to elegance V (Aziz, 1986). The six-monthly induction in plan rule was made. The results followed after a year, but the implementation was undone due to political issues and the educational system of the USA was followed.

In 1979, the New Education Policy set the implementation of 1970 strategies with some innovation in primary education however, the proceeding consisted of improving the existing infrastructure and making space for more enrolments and formation of new institutes and centers. In policy document stated the new computer system technology was introduced along with science and social science subjects. The success of these policies was observed in the reduction of drop-off rate of upto 50 % (Government of Pakistan, 1979),

Secondary Education

In 1970, the education policy had more awareness of the Education management failure and organizational conflicts (Shami, 2005). It became an advocate; the college training should include classes I to X with the organization of essential school's classes (I-VIII) and excessive schools Classes (IX-X). Each college became encouraged to have its own governing body with three-5 contributors with contributors from the college workforce. The establishment of district college authority is encouraged as a way to manage developing plans for faculty training, to resolve approximately presence, reputation of private controlled schools, selection of headmasters, management and direction of district education fund. To help the District of Education Authority, a vertical advisory frame with associates from senior officers of the region, Parents, instructors and reputable citizens changed into projected. At the regional level, the established order of executives board of schools turned into endorsed to help and facilitate district school government (Pakistan, 1970). In 1972-1980, free schooling up to matric from October 1974 became recommended by National Education Policy,

According to 1979 suggestion, policy of National Education alternative of the 4-tier machine by means of a 3-tier device of education, Nine and matric on the intermediate colleges and further education referred as in the excessive faculties, a compulsory creation of maths each for college students, introduction of Agro- tech as a topic in all

secondary faculties, and two shifts in excessive colleges wherein had to acquire the goals of training for all and grownup literacy (Government of Pakistan, 1979). This policy did not provide any radical change besides the addition of an Islamic component in the faculty curriculum and allowing the non-public sector to play its role in the provision of education. Improvement of first-rate in any respect tiers of college training (Shami, 2005). Suggestion have been made to re-evaluate the function of teachers in teaching and to get to know; to enhance the physical facilities in schools; to introduce hobby-based guides in sciences in the schools; and the usage of academic technology and best schooling to the newbies (Pakistan, 1972; Shami, 2005).

Policy provisions protected starting with one typical secondary college in every district, modifying curricula to encourage problem-solving and independent questioning, introducing a specific profession or career, enhancing textbook versions, and establishing guidance centres in collaboration with universities for secondary school college students. Besides, it becomes suggested to offer Education relief to the needy students.

Teachers' Training

For enhancing the great of instructors and coaching getting to know, initiation of project strategies of coaching; status quo for the recruitment of instructors of Education Service Commission. The creation of ethical code of for educators, the expansion of the National Education Testing Services (NETS), the introduction of the Bachelor of Education (B.Ed.) and Bachelor of Arts degrees (BA Ed.) To put together instructors of high pleasant for coaching technology topics and the subject of arts have been recommended.

Higher Education

At the university, Islamic studies departments have been set up to ensure that compulsory Islamic observation publications meet present-day needs and challenges through Islamic schooling. Postgraduate research packages and teaching staff are emphasized in the universities' distinct departments and research institutes. The university offered postgraduate lessons for selected faculties and provided access to the colleges hooked up for long collaboration. Besides, it advocated enhancing provider pay scales and structures for college and reviewing rules concerning college teachers based on effectiveness and productivity. It became proposed no to hire further faculties in

college. To support the present faculties by supplying greater centers, infrastructure, labs, gadgets, and trainings. Additionally, that the matters of faculties must be managed by executives of university Education (Government of Pakistan, 1970; Aziz, 1986).

Third duration: National Educational Policy 1998-2010

Four educational, monetary, social, and institutional values were highlighted in the 1992 policy paper. Its foundation is also based on the same ideals as the preceding ones. Using the new term "Islamization of education," which means "inculcating Islamic education via the educational system as a desirable approach to develop a Muslim society"—is the sole variation from the previous example. Equivalence, friendliness, and effectiveness have been benchmarks for this record. Inequalities and disparities were also thought to be the key obstacles to implementing this new policy effort.

Political unrest spread throughout 1999. In October 1999, an army commander overthrew the elected Prime Minister's position. Additionally impacted by this upheaval in the political and governmental landscape was the educational sector. Once more, priorities had altered, and restoring political and governmental balance in the United States of America was given more priority than tackling the problem of education.

A review group was established under the direction of Mr. Javed Hassan Aly when an evaluation was required at the conclusion of 2005. The evaluation team comprised a wide group of individuals, including experts, training professionals, and so forth. By including as many stakeholders as possible in the creation of a new policy record, this exercise was completed on a number of levels. This process was intended to conclude in 2007 with its final recommendations, but due to a change in administration, it was postponed for two years and finally approved and implemented in August 2009. In contrast to the regional strategy of the prior rules, this exercise utilized a unique thematic approach.

Primary Education

From 1998-2010, the National Education Policy seemed fundamental training are the inspiration for the complete learning gadget and labelled as legal duty to the country in the mild of Human Rights the extension in the child law. Children around five million of primary level were

drop college and dropout level become 45%. It changed into encouraged to increase participation price at this level from seventy-one% to ninety% and a hundred and five% by means of 2002 and 2010 respectively. To boost up observe-up 1998-2010 of NEP, Education Sector Reforms 2002-04 have been delivered with the aid of the army led Government Recommendations cautioned for number one schooling had been: to make sure general primary training of properly satisfactory by way of growing access and participation rate by means of a hundred%; enhance the current infrastructure of the number one faculties; establish new primary college as required; establish Community Basic schools; to offer free textbooks for the children; and to provide free braille books for visually impaired youngsters at primary degree. Under those reforms, a compulsory training ordinance became additionally promulgated for the success of objectives for regularly occurring number one education (Government of Pakistan, 2001; Shami, 2005).

The Pakistan People's Party civilian administration issued the Education Policy in 2009. The primary education goals were to enrol all children, boys and girls by the year 2015; to make efforts to provide the essential economic resources for the achievement of EFA objectives; to ask International Development Partners for expanding school facilities via a well-planned plan; to take steps to make the school an appealing location for students; and to take steps such as food-based incentives and monetary help.

Additionally, it was advised to set the proper age for first-grade education at 6 to 10 years old, to make it easier for low-achieving college students to afford a quality education by opening at least one school in each province, and to upgrade first-year colleges to the level of a centre degree. Due to the lack of life skills possessed by the majority of primary faculty pupils, quality education has nevertheless been seen as a pipe dream. (Pakistan, 1998; Pervez, 1995; Samo, 2009).

Secondary Education

The National Education Policy 1998-2009 changed into presented with a distinct attitude. The guidelines made for the improvement of fine and getting right of entry to protection: improving the get entry to secondary training, the secondary faculties in small ratio, and particularly learning institutes for women; growth in scholar help with a purpose to prevent dropout due to monetary motives; provision of counseling centers to students from the essential

stage onwards to permit college students to overcome sociopsychological troubles; provision of professional counselling. Organisation of sports at secondary and better secondary schools; assistance to students at the higher secondary level in helping them find the best publications for their future studies. development of community service programmes in secondary schools to increase the allure of education for pupils; Providing support for abilities-based instruction in secondary schools. The too ambitious qualitative or quantitative aims of the previous regulations are not present in this new covering. Additionally, the new authorities are committed to changing the state of academic reforms in the workplace. The average secondary school accomplishments during the last 69 years are not promising. Secondary education is a crucial stage in the educational system since it serves as the capstone experience for the majority of college students who enter the workforce after completing this degree.

This stage links with other education degrees for the students who maintain their schooling. Thus, scholars need to be equipped with lifestyles talents and the capabilities wanted for work. At the same time, they should have abilities and skills prerequisite for better education.

Higher Education

Economic assistance, the distribution of library materials, and the comparison of the distinguishing stages of these Madaris with M.A (Master of Arts) in Islamiyat and Arabic helped improve the status of Deeni Madaris (Ministry of Education, 1992).

This policy document focuses primarily on personal development within the framework of Islamic principles. Since the goal was to enhance both monetary and scientific research and work, there was no longer a significant expenditure on science and technology. Over the years, much debate has been on whether men or women are more likely to build. This paper presents a wholly original worldview regarding whether or not science improves human welfare and advancement. The strategies included overhauling the administration, textbooks, teaching methodology, and curriculum, among many others. They also included complete education apps for teachers.

Fourth period: after 2009

Another technology began after a new coverage document changed authorized with the 2010 18th constitutional amendments by means of

countrywide/federal government in Pakistan's country-wide Assembly Parliament. At that time, the celebration in power turned into Pakistan's People's Party inside the federal capital: Islamabad. With the consensus of the majority of the political parties, the 18th constitutional change was surpassed and became applied in April 2010.

There was a key timetable in the amendment that strength ought to be devolved from the middle to the provinces to ensure powerful and efficient service transport and responsibility. Theoretically, key departments had been exceeded over to the provinces, but due to a few behind schedule, administrative events attended by ministries and others department members.

Due to the growing global environmental, demographic, physical, and educational issues, this duration was essential to upholding international obligations. However, it has sparked a different discussion about the current circumstances. Even though nearly five years were wasted on clarifying roles and responsibilities, the educational government succeeds despite ineffective forms and political regimes' lack of priority.

Before 1998 - 2010 NEP expired, the government proposed the new NEP for the next decade in 2009, known as National Education Policy (2009). Because the Education Policy (1998-2010) did not accomplish the expected goals, the assessment process for the National Education Policy 1998-2010 began in 2005, and White Paper was completed in 2007.

Primary Education

In this policy framework, the population's loose and normal primary schooling changed into finalized at the provision of loose textual content books. Furthermore, identical access become given to novices for the opportunities of studying. A few salient capabilities of instructional policy 2009 were the uniformity inside the education machine, searching into globalization, improvement of social cohesion with the aid of training, bridging up holes among the public and personal region, overcoming drawbacks and organizing structural divisions. Management and developing similarly making plans which include involvement of groups, cognizance of Islamic schooling, and Early Childhood training. It is determined that every number one college shall be upgraded to the middle stage and a nicely evolved plan is offered to expand faculty centers and improve school surroundings. Steps to reduce drop-out rates have been exceptionally prioritized in

conjunction with the established order of Deeni Madaras. The examination system was advocated to improve and Urdu was declared the medium of education at initial ranges.

Elementary training

To gain the MDG dreams, the government has set a target in its schooling policy to carry all children from 6 to ten years in elementary colleges with the aid of 2015 and to boom the literacy fee to eighty-five% with the aid of 2015.

Teachers' recruitment guidelines

It was determined that a bachelor's degree, with a B.Ed, shall be the minimal requirement for coaching on the essential degree, and a Masters' diploma for the secondary and higher secondary with a B.Ed will be ensured via 2018. Enhance qualifications for employment as instructors, whether or not Pre-carrier or in-provider trainer schooling turned into every other vital thing of this policy Accreditation and certification of instructors, benefit-based teacher recruitment, professional development, promotions & postings, Curriculum improvement, Competitive publishing of textbooks and mastering materials were some other modalities added on this coverage.

Secondary and Higher Secondary Education

Similar to the guidelines before it, the Education Policy 2009 also placed a strong emphasis on technical and vocational education.

The recommendations made for this flow in Education Policy 2009 are: to develop requirements and curriculum for ensuring standardised technical and vocational schooling at National Level; to extend technical and vocational training according to the needs of the location, i.e., Tehsil, District, and Division; to provide skills-based totally vocational training courses relevant to nearby labour marketplace; to define reasonable degree prerequisites for access as a teacher in technical and vocational schools. The literacy rate, formal education, improving fine education, and providing frequent and free primary (up until 2015) and secondary education (by way of 2025) all received significant attention. The idea behind this law was that by 2015, the literacy rate would be closer to 86%.

Q.2 Why are those recommendations (needs) shared in the above rules?

National Education Policy (1959)

Another schooling coverage become delivered via Pakistan president General

Muhammad Ayub Khan in 1959. The commission became hooked up, making education obligatory up to ten years of age. The fee also encouraged identical rights for boys and ladies' training. The primary consciousness of the commission protected individual building, attention on technology and technical training, establishment of universities, aggregate of internal (twenty five percent) and outside (seventy-five%) assessment in analysis devices and announced the spiritual education based on three levels: obligatory at center degree, non-obligatory at the secondary level, research at a college degree.

This coverage might not be carried out because of our limited assets and vulnerable position in the USA.

National Education Policy (1972)

The National Education Policy was suggested to Pakistan's President Zulfikar Bhutto in March 1972. For the ideology to promote fairness in education, personal growth, and technological knowledge, schooling must be provided, and both girls and boys must get free, well-known instruction up to class 10. This coverage was excellent for enhancing education system of Pakistan.

A lack of funding and two wars between India and Pakistan prevented the implementation of this idea, which is unfortunate. Pakistan's economy has grown far too slowly, rendering it impossible to implement this programme successfully.

National Education Policy (1998-2010)

In January 1998, the education minister created a novel education policy. In March 1998, the coverage was declared. The main objectives of the NEP from 1998 to 2010 included integrating Islamic teachings and practices into the curriculum, achieving universal access to top-quality education, meeting the fundamental educational needs of every person, and extending basic teaching to ensure opportunities for higher education. Due to the inexperienced teachers and lack of pleasant training, unimplemented policy.

National Education Policy (2009-2010/15)

Regarding policy components, the National Education Policy has earned a fair amount of respect. According to Siddiqui (Siddiqui, 2010), NEP (2009-2015) is distinct from prior training guidelines in that its planning method began almost three years earlier. To communicate the remarkable companies of stakeholders' common goals, a number of seminars and gatherings have been planned. The NEP has included a discussion on Early Childhood

Education (ECE). ECE hasn't historically had official recognition in Pakistan in the public sphere, nevertheless. The traditional "katchi" system at a few public area schools has mostly maintained an introductory stage for young, unadmitted college students to formal instruction.

This organization taught a limited portion of the Grade I National Curriculum. The coverage indicates that the ECE age grouping of three to five years must be specified. The State must provide pre-primary education for at least a full year, and regular access to ECE must be guaranteed within the next 10 years. Unlike earlier strategies, non-formal education has received the attention it deserves rather than just being treated as adult education. This NEP urges government colleges to start a non-formal education (NFE) program for child laborers.

Children who are engaged in different occupations or artistic endeavours will be included in a non-formal education system with need-based timetables and timings. NFE programs that are presently in use up to grade 5 must be multiplied up to the requisite grade. Target audiences for the special literacy programmes will be older toddlers, boys, and women. To rehabilitate young workers, special academic stipends will be implemented. Allocating distinct bankruptcy on excellence and its components in the education zone, Quality Assurance in Education has been given substantial importance. The policy emphasizes six basic components that make up the majority of its support. These include the curriculum, textbooks, exams, professors, group study setting, and education's applicability to the actual world and the job market. The most important activity is needed to improve teachers' pedagogical methods and instructional materials.

The highest priority is the reform of high-quality instruction. The policy, however, appears to be a long wish list when compared to the NEP's (2009-2015) shortcomings, such as the pledge to allocate 7% of GDP to education by the year 2015, raise public school standards to match those of private sector and implement curricular outline to end educational apartheid. According to Siddiqui (Siddiqui, 2010).

In public division, spent 25% of the gross development program on training in 2006–07 while spending nothing, provides the majority of the funding for training. The personal zone is anticipated to contribute 5%, combined assets at around 3% of GDP for 2006–2007. According to

public spending on education, Pakistan places a less priority on it, as seen by its significantly lower GDP spending on education (23% vs. 47% in Iran, 62 in Malaysia, 42 in Thailand, 46 in South Korea, 38 in India, and 25% in Bangladesh).

1. Reason in the back of NEP 2009: The most important reason that prompted the Ministry of education to launch a coverage earlier than the time horizon of NEP 1998-2010 1. The preceding coverage no longer generated desired results and overall performance remained deficient in numerous aspects like satisfaction and fairness in training.

2. Challenges

Poor quality of teachers & managers, quality of curriculum, textbooks & exams, low level of literacy, out-of-college children, dropouts, public-private partnership, in-ok financing, gender equity, poor tracking & evaluation, imbalance in primary, center & secondary faculties, inconvenient faculty area

3. Gaps: 1. Commitment Gap 2. Implementation Gap

The policy consciousness on filling those gaps, the authorities have set the goal to grow literacy charge to 85% by means of 2015; however, no plan has been made to inspire kids and adults to take admitted to colleges. The objectives are unrealistic. Because of rising inflation, the price of dwelling is increasing each day and most of the population is living by hand to mouth. Poverty is increasing at a rapid rate therefore, the wide variety of kids going to school is reducing, and the authorities can't obtain this goal except poverty is decreased to the minimum. In the policy, the government has now been unable to justify how it will achieve this target. Therefore, the goal isn't nicely planned, and evidently, the government has set the target with an outright survey, research and making plans.

Restrictions and gap in the Educational Policies in Pakistan.

There are many restrictions to implant the educational policies.

Lack of communication (Communication gap)

Lack of coordination is main hurdle in a dynamic system. Education regulations in Pakistan are plagued by terrible communicate, stakeholders backoff, much less ownership of the coverage

through the stakeholders, loss of dedication on the part of the implementers, no collaboration and cooperation, much less accurate and steady approach toward the finishing touch of the coverage dreams (Rashid, 2004). Therefore according to the review an inadequate statistics create distances between the policy implementers and the beneficiaries and in the end, cause severe boundaries to handling in the implementation were observed (Shahid, 1987).

Weak administration

According to the government (Pakistan, 1979), businesses are essential for the proper and efficient application of regulations. Numerous attempts to implement insurance policies were unsuccessful because of flimsy administrative tools at the local level. The policies were not owned by the corporations at this level (Pakistan, 2003).

One of the numerous factors also responsible for this mess is the insufficient control capacity of the directorates of education at the coverage planning stages and school heads at the implementation level. The government of Pakistan (Pakistan, 1998) blames the failures of educational coverage implementation in Pakistan on vulnerable and defective implementation mechanisms, insufficient employees, poor education, low political commitment, and a lack of incentives.

Poor procedures for policy assessment

According to research, precise, accurate, and clear policy directives foster creativity and adaptability, which facilitate effective implementation (A. Akbar, 1995). The less specific direction, on the other hand, does not allow the policy implementers to use their judgement and flexibility, which is frequently required for effective policy implementation. Additionally, it must be ensured that the implementation process is covered by highly pertinent and adequate statistics rather than just facts (Bukhari, 1995).

Financial breaks and loopholes

The analysis revealed that Pakistan's lack of adequate financial support for education has hampered the execution of policy (UNESCO, 2005). Usable financial resources serve as the lifeblood of every machine. No device can function well without sufficient financial support. Even if the implementation orders are transmitted honestly and correctly, problems will arise if there are insufficient resources for both the economic and material aspects (Saleemi, 2010).

Therefore, before expanding a coverage, the implementers and the policy makers must assure supply and availability, according to the World Bank Report (Bank, 2000). The sources include a quality and knowledgeable group of workers, a suitable number of team members, and appropriate financial support. Therefore, it is necessary to supply facilities and equipment for the execution of increased coverage. Without sufficient resources like those, recipients will no longer receive necessary services all at once (Siddique, 1993).

Attitudes and dispositions of public servants

The Attitude and honesty are the key factors that affect implementation procedures. According to the studies the bureaucratic take over and the pressure on the teachers in certain communities were showed the bad view of the society in Pakistan (Abbas, 1994). This act needs to be controlled by an upward thrust to emotions of alienation in some instructors. This mindset and disposition of the supervisors have promoted the experience of discernment among most of the instructors. This results in the supervisors' demonization and the lecturers' de-motivation. According to Ahmad, in the schooling gadget, the use of powers in illegal ways, the upgradation based on personal and direction of higher authorities, developing healthy relationships with public servants, and they must do their work with loyalty and honesty for the progressive outcomes in the field of education are all important. (M. Ahmad, 1993),.

Inefficient bureaucratic structure

Ghaffar claims that until there is a green bureaucratic framework as well as strong expert know-how, the implementation problem will stay unresolved notwithstanding clean verbal interaction, assets, and beneficial disposition (Ghaffar, 1992). Similar to this, he contends that business fragmentation prevents effective coordination, which is necessary for the implementation of coverage, because it may lead to resource waste, impede the flow of clean trade, and obscure some of the crucial actions required for implementation. In addition to Shahid, a few other enduring factors have made it difficult for Pakistan to execute clean coverage. These are not just connected to execution but also to decision-makers and the environment in which rules are created and put into effect. (Shahid, 2003).

Failure of decentralization measures

The decentralization of due to failure is the proper act. It was observed that in Pakistan, the lack

of law and order was the main reason of decentralization (Zaki, 1992). The political act in the educational system is dangers for the country and the younger generation. Higher possibilities elaborated decentralization on the personal benefit at the grass root level (Naseem, 1990). They will attain the fruits of the coverage effortlessly with no bureaucratic or different hurdles. However, in Pakistan, there are many conflicts in assigning responsibilities to human beings regarding how to act and use the given powers but the corruption in any level eats the good one as well There isn't any proper course which results in position confusion and less powerful aids.

Political interest

The coverage's ownership factor will become weak because of the lack of participation of nearby implementers such as college principals, teachers, and students. Studies believes that the achievement of the application of coverage relies effectively on the political determination of the policymakers and coverage implementers alike (Jatoi, 1995).

Leadership lacking

The policy implantation under the leader's vision where they monitor the activities related to the strategy implementation, the lacing of resource, the implementation based on the step wise way, in which the management staff have to know the rules criteria and the direction of work in proper way. After that it's the responsibility of teachers head to forward the managing area. The teachers have direct interaction with the students. The strategy of teacher in learning. Enhance the study interest in the students through proper guideline and the strict instructions made a structure of the institute (Channo, 1990).

For the development of infrastructure and reformed the old buildings into the fully functional schools by the help of stakeholders, educational higher authorities. The schools and universities should be on standard level (Zaidi, 2005).

Deeply entrenched corruption

The successful implementation of any policy required need and clean propagation without and measures take under the high authorities. The educational system is very important for the country growth. If the students were getting their marks according to their abilities to they become the strong acid for the development progress of the country (Riaz, 1998). The citizen of any country should be responsible for the country progress on low and high level. A climate of trust and openness is created by

this mindset. However, decades after its beginning, Pakistan's education system has been held captive by ills. The fundamentals of the common device have been tampered with by this corrupting way.

Conclusion

Up till now, the four National educational policies (1959, 1972, 1998-2010, 2009-2010) have been analyzed and discussed on the basis of recommendations given in these policies and why these policies failed to implement. Major focused points in the policy of 1959, were compulsory education of 10 years, religious education compulsory, an equal expansion for boys and girls' education, and possession of free and compulsory education child act. Character development, compulsory initial education, a motivation in technology education. The National Education Commission's recommendations were useful, but due to the conditions of the country and the situation of resources, they were not applied well. In 1972, National Education Policy was announced by Zulifqar Bhutto on 29 March. Promoting Pakistan's ideology was the salient feature of this policy of single education criteria. Single education criteria were set for equality on education bases for personality development and growth. The educational system has a high curriculum for the teaching faculty created on the socioeconomic requirements of the culture, a combination of sci-tech education systems, teacher involvement, and student and parent meetings to resolve educational matters and educational institutions on the national level.

Education without any charge (free) was decided for both girls from 1 to X Class, and the accreditation applied in October 1972, in private and public schools' free education was provided to the VII class, and the X class education was free after the extension in the second phase of 1947. This strategy was created for an innovative and progressive approach to enhancement, but it has numerous drawbacks that prevent it from being fully implemented, such as universal basic education, a move toward agro-technical courses, and so on.

In January 1998, the Prime Minister's renewal of educational policy directed the Ministry of Education to enterprise technology in the educational field. It was determined to include Quranic concepts and Islamic customs into the educational system. It was also suggested to accomplish universal primary education, satisfy

every individual's fundamental educational needs, increase basic education, and guarantee equitable access to higher education. The curriculum creation process was made more diverse and ongoing. Introduction of multiple textbooks, the development of National Testing Services, and the introduction of a comprehensive monitoring system were also planned. In 2009-2010 educational policy originated from 1998-2010 and focused on development of human resources announced in 2009. The core areas of ESR were no cost and single course primary education, textbook, learning opportunities and enlightening all aspects of excellence education for free to all students. New educational curricula induction with developmental training and learning for teachers, along with all sources and supplies, incentives for the public and private division. Computer as a course induction at all levels from class 1 to onwards, the establishment research criteria in HEC.

Additionally, requirements for teaching rules at the elementary school level were modified. But in this policy, the government has not been able to justify how it will achieve this target. Therefore, the target set is not properly planned and it seems that the government has set it without proper survey, research and planning. As a result, it was recommended to bring innovations in current educational policies through researchers to address and solve the problems.

Implications

- This study incorporates a qualitative approach that deals with analyzing all policies. The study will be limited to the population related to the specific domain, such as curriculum developers, policymakers, administrators, teacher trainers, teachers and students.
- The implications of this research study may open wide dimensions to future novice researchers through a literature review as they can analyze and provide further recommendations after a practical approach in educational institutes.
- All levels of education, including HEC, can take direction to develop further productive plans

Recommendations

On 14th August 1947, a National Education Conference 1947 was conducted to get the implementation recommendations. After that, a number of education plans, some reports, policies and programs were approved for educational reforms.

In this regard, a comprehensive 'Report of the Commission on National Education, 1959' was documented while focusing on the overall issues of educational subjects. The chronology of developments in policymaking showed the New Education Policy – 1970, The Education Policy – 1972/80, National Education Policy – 1979, National Education Policy – 1992 and National Education Policy – 1998/2010 from time to time by Government, respectively.

Unfortunately, after developing number of educational policies, the addressed issues remain same such as Single teacher and room schools, inadequate infrastructure with zero basic facilities, presence of shelter less schools, instructional material, missing basic amenities, high dropout of children, untrained teachers, ineffective supervision, teachers absentees, misuse of funds, Financial constraints, curriculum inappropriateness, other geographical situation and socio cultural factors, weak political willingness and many other factors at primary, secondary, higher secondary levels of education and so on.

- The government will have to work out the actual requirement of various training institutions on a short- and long-term basis.
- At the M.A., M.Ed., M.Phil., and Ph.D. levels, emphasis should be placed on the specialised character of training, notably in educational administration, curriculum creation, assessment, and research.
- Should put their plans to strengthen Pakistan's in-service training institutions into action.
- The national institute of teacher education (NITE), provincial institute for teacher education (PITE), and an academy of higher education in the UGC should be fully utilized.
- Shortage of material, inadequate and poorly trained teachers, poorly equipped workshops, and inadequate administrative

structure should be improved on a priority basis.

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