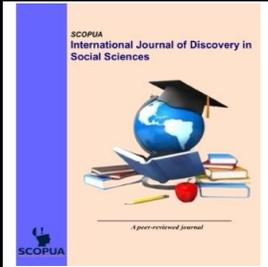




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Provisions and Objectives of Elementary Education in Pakistan: A Review of National Educational Policies

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ABSTRACT

Elementary Education has a key importance in the provision of education in a country. In Pakistan, since 1947 up to now, in each educational policy and plan, different actions have been set to take for the development of the Elementary Education system. In the present study, the main focus is to examine the actions and achievements that are set for elementary education. The current investigation revolves around the chronological development of Elementary Education in Pakistan. Here, the discussion about the provision of elementary education is presented side by side, as different plans and policies have been presented. The majority of outcomes describe those five-year plans and policies that are presented in different regimes but were not executed and applied in education. The way to gain progress is only hidden in the implementation of these objectives in a true sense, like well well-developed educational system of the world. This paper also highlights the importance of the historical development of plans and their role in the provision of quality education, especially at the elementary level of a country. In the end, this paper recommends some considerations for the betterment of the situation.

Keywords: Elementary Education; Education Policies; School Education; Education Department

1. Introduction

Education is considered as a primary obligatory function of a country towards its nation (Afzal, Lumeng, & Aslam, 2022). Elementary education provides a base for the construction of independent nation building. Every government who wants rapid progress in the field of education has focused on provision of Elementary education (Kauffman et al., 2021). This paper investigates the measures which were planned to achieve the certain objectives in Elementary Education in each 5 years educational plans and policies.

According to Khan, elementary education has a positive role in the alleviation of poverty. He argues by providing primary education any country can enhance the health condition of a society (2017). Developing countries like China, Japan, and Singapore have gained economic progress by elementary Education. These countries have brought revolution steps in the field of education. They have introduced universal elementary education system. It has great significance it's give foundation for Higher Education (Shakoor, Azeem, Dogar, & Khaton, 2011).

5.5 million Students' boys and girls are out of schools. At the primary level, 45% students are dropout. Teachers are irresponsible, absent from schools and they have lack of dedication (Carusi, 2021). The evaluation system is not updated. It's out dated. 1/4 teachers of elementary level institutions are not trained. The education system does not enhance the system and classroom teaching and learning environment. Learning and teachings aids are not updated. The teaching style of a



teacher is not polite. There is no system of character building not at personal level not at as a whole (Kamboh & Parveen, 2015).

The following objectives have been designed to fruitful results of this review paper: To discuss the provision and objectives of the Elementary Education of Pakistan mention in different policies of Pakistan (1947-2009). To examine the role of education at elementary level that is the vital part for the rest of educational system of Pakistan. To provide the assistance for policy makers to make implementable and useful policies for the nation

2. Literature Review

The literacy rate of Pakistan is below average and this rate is alarming in contrast to progressing countries. For improvement of current condition, the need of a time is focused on to take necessary steps in this regard. According to Economic Survey of Pakistan (2019-20), Pakistan as a % of GDP 2.3 on education is utilized during 2018-19. There is need of allocation budget for education. The literacy rate is about 59%. At Primary Level, 66% students (68 % Male 63% Female) are enrolled. This literacy rate is not sufficient in contrast with developing countries. Factors like poverty, early marriage, federal system, and lack awareness are the major causes of low literacy rate in Pakistan. Development of Elementary Education can provide rapid progress for a country (Mayer, 2021). This paper gives a critical outlook on previous policies and plans. It tells us about the past policy gaps. It also lays stress on importance of Elementary Education towards the implementation of policies. This paper is beneficial for policy makers in knowing the needs and historical perspective of policies. If the previous studies have not implanted in true sense what are factors involved (Wajdi et al., 2020). This study is also fruitful for the Government as the easiest way of knowing demands and requirements of the modern era. It provides them quick review and able to plan new as well. The study is helpful for different stakeholders; Curriculums Developer, Policy Makers, Minister of Education, Researchers, Educationists, Parents and Teachers.

2.1 1947: Educational Conference

In 1947, under the supervision of federal minister of education, Mr. Fazal ur Reham raised the gaps in British Education system and give his suggestion for education in Pakistan. Following are the main recommendations which discussed for elementary education in Pakistan: 1.Free education at Primary level should be provided from up to six grades and it enlarged up to eight grades. 2.Education at Primary level should be combined (same schools for both genders) or according to needs of community. 3.Along with government and there is also the role of Private side should also be given the chance to provide pre- primary education for infant three to four years 4. Foundations of Education lay on Islamic Philosophy. 5. Special emphasis on female Education (*Proceedings of the Pakistan educational conference, 1983*)(Parveen, 2008).

According to Ahsan, in 1956, Pakistan's Government lunched 1st Plan of Five Years started from 1955 to 1960. This plan consisted of 50.3% of students (6-11 years old) were enrolled in schools. The following steps planned to execute. 1. The provision of free education at primary level . 2. Enhancement of quality base education 3. The curriculum provided must be need-based Arrange the training of teachers. In 1960, Govt. of Pakistan evaluated the whole process and found out the process of implementation was not satisfactory. The targets regarding enrolment was not meet (2003).

2.2 1959: Commission on National Education

In 1960, the Pakistani Government had launched a report according to the recommendations of National Education Commission. This commission had critically reviewed all previous plans and policies and they prepared a report. This report has the following characteristics (focused on elementary reforms):1 To make a skillful citizen, eight years of elementary education is compulsory. For Five years education, age is 10 years and for Eight years education, age is 15 years. 2 To provide such education to primary students, which makes them skillful, illiterate, and laborious and creates habits of curiosity? 3 To develop a curriculum which improve the mental capabilities if students. 4 To build the school building in a simple, low budget and in local community style. 5 To improve the teaching ability of primary teachers in service training should be lunched(Ghaffar & Ambreen, 2003).

According Khan, in 1965, 3rd Plan of five -year was introduced in which 45 % enrollment estimated to improve and 70% in 1970.It reduced the dropout percentage and enhanced the standard of education (Majoka & Khan, 2017). According to this plan, evaluation of children motive to rote memorization 37% of the enrolment had been accomplished.

2.3 1972-80: Education Policy

According to Education policy of 1972, Zulfiqar Ali Bhutto had lunched this policy. The followings are the key points about elementary education of this policy: 1 To emphasis on universal education for both male and female learners at El-



elementary level. 2 To build new classrooms (3800 for Primary and 2300 for middle grades) for meet the needs of students. 3 To provide the school facilities, preference should be provided to villages and places of far away from the city. 4 To estimate 250000 teachers required to meet demands of the students. 5 To provide learning material free for all the enrolled learners. 6 To emphasize the need of revision all curriculum to exclude the broaden of education from learners (Zeb-un-Nisa, Mustafa, & Ali, 2021).

According to Shakoor, in 1976, all private sector organizations had been owned by Govt. of Pakistan. He noted that the era from 1972 to 1977 known as “non-planned period” (Shakoor et al., 2011).

2.4 1978: National Education Policy

According to Education policy of 1978, the followings are the key points about elementary education of this policy: 1 To provide teaching kit. 2 To allocate financial aids not be utilized in other purposes. 3 To make sure the participation of society effectively utilized. 4 To improve and provided education for all the citizens of Pakistan (Faizi, Bibi, & Khan, 2020)

According to Shahid, certificates issued by “Deeni Madris” were accepted and they were appointed as an “Arabic Teachers”. Holy Quran had been mandated to teach and Urdu used as a means of teaching and writing from one to eight grades (Shakoor et al., 2011).

2.5 1992: National Education Policy

According to Education policy of 1992, the followings are the key points about elementary education of this policy: 1 To introduce integrated form of curricula to grade 1 to 3. 2. To emphasize on female education especially in rural and backward areas. 3 To establish Primary Directorate. 4 To start in service training for primary teachers. 5 To improve the condition of teaching kit (Ali, 2006).

2.6 1998-2010: National Education Policy

According to Education policy of 1998, the followings are the key points about elementary education of this policy: 1 To emphasis of the quality of education at Elementary Level. 2 To build the students character according to the teaching of Islam. 3 To enhance the teachers’ abilities by arranging training on modern by ways and means. 4 To improve the enrollment of students special focused on out of school children. 5 To decrease the differences and improve equality. 6 To improve the monitoring system and provide supervision. 7 To emphasize on non -formal means of education to assist the formal education (ALYA, 2014).

2.7 2009: National Education Policy

According to Education policy of 2009, the followings are the key points about elementary education of this policy: 1 To bring all the students male and female in the school till 2015. 2 To make sure the age at time of admission must be 6 to 7 years and it becomes mandatory. 3 To issue funds for achieving the EFA Goals. 4 To provide food facilities especially for female students at the elementary level. 5 To provide a Unique ID that will be attached throughout the whole education period (Khizar, Anwar, & Malik, 2019).

3 Findings

Since 1947, no policy can complete its time frame. Due to political changes, no policies cannot implement in its true sense. Due to Wars in 1965 and 1971, Economic ups and downs are cause of financial crisis. In this duration, plans of five years cannot be fully implemented. The slogan of free education cannot meet because of financial crisis. The text book is not updated and students have to learn from the vague teaching material. Grants which are fixed for plans and policies are not sufficient. There is a huge difference between the time periods between plans and policies. Providing facilitation to government sector is just an eye wash Political influence is also causing a reason of problems. Women’s education is not given a right direction. Ghost schools are another cause of financial load on the economy.

4 Results

After a deep study of all the educational policies and plans, the matter of fact is that the parameters which are set before execute any policy at the elementary level is not gained. The concept of universal mandatory primary education and curriculum for all is not gained in its true sense. The key elements which discussed again and again in each policy especially at the elementary level are: free and mandatory education, education for all, women’s education, enrollment, literacy, dropout rate, and evaluation system. Objectives were discussed in these policies and plans repeatedly were a combination of primary and middle education and used as elementary education, uniformity of textbooks, role community and society.



In short, there are some deficiencies and gaps in implementation of the policies. Pakistan has come out from different crisis. It is the need of time to take makes achievable tasks which can be meet within the time frame (Bengali, 1999).

5 Recommendations

The education has been considered as a prime responsibility of a government. If a ruling party has not taken the necessary steps, the purpose of prosperous society will never be achieved. For national interest it's time to take some necessary steps from government and armed forces. They must be making policies which are nation interest. Modern trends in the field education must be introduced and elementary education course or text books added new researches. Pakistani researchers must be acknowledged. Their research and findings must be part of the text books. After completion of degree programs, it must be compulsory to do work under the supervision of experts. There must be lunch programs for the benefits of poor students to teach them free of cost. No one can deny the role of community and society (Afzal, Munir, Naz, Qayum, & Noman, 2023). Government should involve the stake holders in policy making process. NGO's and rich people should support and own the schools of backward areas. Their financial help will improve the teaching and learning environment. Such schools which are given no result must be give under the reputed private schools of the system. The Elementary school' system of evaluation must be updated and ban on ghost schools. At the elementary level, motivational training for teachers must be arranged. Appreciation in term of financial support must be provided for self-motivated staff. There is need of lunching skill base programs at Elementary level. Today is the age of communication. There is a need of educational channels for students of elementary education. Uniformity in urban and rural areas in term selection of teachers must be same.

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Declaration



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