



RESEARCH PAPER

Educational Development and Educational Policies in Pakistan from 1971 to 1977: An Analysis

¹Yu Jinshan* ² Prof. Dr. Mehboob Hussain

1. PhD Scholar North Eastern University at Qinhuangdao, Qinhuangdao, Hebei, China & Department of History & Pakistan Studies, University of the Punjab, Lahore, Punjab, Pakistan, North Eastern University at Qinhuangdao, Qinhuangdao, Hebei, Associate Professor, Sanya Aviation and Tourism College Sanya, Hainan, China.
2. Chairman, Department of History and Pakistan Studies, University of the Punjab, Lahore, Punjab, Pakistan

***Corresponding Author** 769004554@qq.com

ABSTRACT

Education is the most important tool available in modern times for the improvement of civilizations and nationalities. Since the country's founding, education and education policies in Pakistan have both been subject to continuous development and adjustment. The primary objective of this research paper is to gain an understanding of the important developments that occurred in educational policies under the administration of Zulfikar Ali Bhutto from 1971 to 1977. Finding the outcomes of the research is accomplished through the application of qualitative research methods and procedures. Data for this research is collected both in the form of primary and secondary sources. The educational system was one of the areas that was impacted by Bhutto's nationalization policy. The educational reforms have been considered within the context of the nationalization paradigm; nonetheless, the educational reforms have had a more significant influence on the education system in Pakistan. It is recommended that the education policies to be implemented with true spirit and innovations to be introduced in educational policies.

KEYWORDS Education, Development, Policies, Nationalization, Implementation.

Introduction

Historically, Pakistan, from its inception facing several challenges in the field of education along with several issues. In every nation, efforts are being made to create educational policies that encourage increasingly demanding educational programs, as is demonstrated by history. In each and every policy and plan, there are certain basic building blocks that are regarded as absolutely necessary to achieve the desired level of learners (Hameed-ur-Rehman & Sewani, 2013). From 1947 until now all the governments and policy makers have initiated some versions of educational reforms. The first meeting for the educational policies was held on 27th of 1947 with the name of *Basic Educational Meeting*. This ended up becoming the basis for the educational planning in Pakistan. On the basis of these findings, a plan for the future strategic direction had been devised. The recommendation that Islamic way of life principles should be tied to a constructive framework was one of the most important aspects of the education policy (Khushik & Diemer, 2018). A significant portion of the Quaid-e-Azam message and idea about education was discussed at the conference. This statement was read by Mr. Fazal Ur Rehman, who was the Minister of Education. It stated, "For about one hundred years, we had been evacuated from western countries. Without a shadow of a doubt, the idea of preparing our young people is what will determine our future (Kazi, 1986). In his address, Mr. Fazal Ur Rehman expressed a great number of issues regarding the formation of an education based on Islam. He stated, "Our academic framework must be guided by Islamic norms. Continuing Educational policy of Pakistan, as outlined by the Pakistani Lexicalization Its suggestions are

laid out in the form of twenty-four objectives. Two of them are associated with Pakistan's contentious educational structure, which is founded on Islamic speculative principles (Hussain, 1994).

On the other hand, the second initiative was taken for the reformation of education in Pakistan in 1959. A commission was made with the name of *National Commission on Education 1959* at the reign of Mohammed Ayyub Khan under the supervision of Syed Muhammad Sharif. The commission attempted to provide a handful of ideas for the renovation of Pakistan's educational framework. The report was released by the panel in August of 1959 (Mahmood, et al, 2015). And then Muhammad Ayyub Khan spoke at the gathering. The commission released the following statement about the significance of Islamic education: "Our educational framework must play a significant role in ensuring that those ideas originate in Pakistan." The report of the Commission on Education to the Pakistani Parliament in 1959. The analysis demonstrates that religion places a premium on the enlightened past of certain populations. Adults need to be pushed to study Islamiyat in high school and college. From the outset they have to be taught the Quraan (Nazira). Within the subject of Islamiyat, themes regarding Quraan, Seerat-Un-Nabi, Islamic history got to be incorporated. Several verses were included from the Holy Qur'an that are directly applicable to the task of molding ideal Muslims (Ahsan, 2003).

Undergraduate students with high grades of A and O should be required to participate in mandatory training. The university must provide access to a specialized Islamic information Centre for the benefit of its research departments. "Educational officials should visit high schools and build Muslim data, the commission recommended, and recommending support for Islamic study. Muslim investigators must be dispatched to Muslim academics. These all the recommendations were very fruitful national identity but world was transforming towards scientific education which was lacking in the recommendation and this commission on discussed the Islamic aspect of education system. These reports also played a great role in the formation of the educational policies in Pakistan (Khan & Mahmood, 1997 & Ahmed, et. al. 2015).

Thirdly, the education Policy Act of 1969 Air Marshal Noor Khan disseminated several government suggestions for monitored schooling in September of 1969. Within six months commission published a report on the finding of the commission. The vast majority of suggestions were identical to the most valuable policies. As a result, they present the significance of Islamic identity in a more nuanced way. The necessary standing in the tenth grade was provided by Islamiyat (Wilcox, 1969). Because of the implications of this concentration on legal matters, it was also proposed that Islamic studies be given more attention at the university level. There must be an Islamic slant on scientific and mathematical studies in Islamic institutions. Increasing the spread of Islamic doctrine among students is an important goal, and one that needs to be addressed in all regular educational settings. This commission and the recommendations also show similar results which are still working within the education system of Pakistan. It was necessary with the Islamic system of education emphasis should be done on the scientific education which could make the country progressive in science which is now the main source of development of the nations (Ziring, 1978).

The process of raising the caliber of education is made possible in large part by educational policies (Schultz, 1961; Psacharopoulos & Woodhall, 1985). The country's philosophy has been ingrained in Pakistan's educational system and regulations, making them rigid and unchanging. On the other hand, the educational system is evolving with time. In March 1972, Hafeez Pirzada, the minister of education under Zulfikar Ali Bhutto, unveiled a strategy for education. The Pakistani leader revealed his repugnant opinions on previous educational settings in his address. They have decided to begin their instruction with an explanation of Pakistan's theory. Application of Pakistan's original fictitious theory and connections to the success of the Islamic state. The educational strategy took into account

the value of rigorous training from a practical standpoint. This strategy leads to the conclusion that we should strengthen Islamiyat through training rather than keeping the remaining positive provisions. Islamiyat should be required up until the ninth grade for Muslims. The Holy Qur'an will be recited and translated as much as possible on radio and television for the new teaching structure. Islam has powerful educational institutions that will continue to function as Maklabs, Madrasahs, and Dar Ul ulooms in their existing form. This period is very important in the sense of educational development and reforms as several perspectives were changed and one part of Pakistan-East Pakistan- was also separated Pakistan (Shakil & Akhtar, 2012).

Literature Review

Educational history in Pakistan is well researched and a number of books articles and are available in several other sources. However, more study into the connection between teaching and green policy is necessary. Education policy related to sustainable development, including why it is a priority and how it has become a focus for governments around the world, has been analyzed from a variety of angles, settings, and levels of analysis. The relevance of sustainable development on a worldwide scale has grown steadily, placing a premium on the results that education may produce in reducing the future demands of states to enhance citizens' quality of life and their nations' sustainability. Most people believe that politics play a significant role in determining the direction of education policymaking (Lee, 1995). Because educational policy is not created in a vacuum, the context in which it is formulated is a crucial determinant of its effectiveness (Skolnik, 2010). It is impacted by the global and cultural problems that humanity currently faces. Nature, context, and culture inform policymaking in any given nation. Informing the process of formulating policy are factors such as economics, politics, culture, history, geography, and the global economy. Education policy can be affected by both local and global forces. To assess Pakistan's education policy from a sustainable development vantage point, we focus here on the ground level at the classroom level as a means of addressing global concerns in sustainable development in the Pakistan context.

One of the main goals of educational policy is to foster the to compete in today's knowledge-based Today's World, nowadays (Braban & Harmsen, 2016) valid regarding Pakistan's instructional approach. Putting Money into Education by governments is another way of assessing the value of learning. Capitalizing on people is in addition to Dissou, Didic, and I. Yakautsava, 2016 Facilitating both the individual and society, education efforts made by civilizations to make more efficient use of their resources and to the extent of their potential (Malik, 2015). In this way, Economies and ecosystems can be harmonized to maximize a country's full economic and creative potential. impact on the world's transition to a more sustainable future. Pressman and Wildavsky, 1984 argue that the key to successful implementation is coming up with a system in which the causal ties between goal-setting and actual progress can be tracked. The goals themselves are well-defined, and the chain of actions meant to reach them is straightforward and solid. Throughout time, numerous methods have been used to dissect and evaluate government programs. Top-down theorists have proposed a model for analyzing and comprehending the steps involved in creating, enforcing, and evaluating a policy.

Material and Methods

For this research article both the primary and secondary data are utilized in documented form. The most appropriate method for this research study are the qualitative techniques and methods. The primary sources are the government records, constitutional clauses and the commission reports on education from 1971 to 1977 which are in abundance. On the other hand, secondary sources are the peer-reviewed articles, books and other secondary reports which are accessed both online and offline. More concisely the grounded theory of qualitative data is applied to have better results of the research. The term "grounded theory" is used to describe a specific approach of inductively doing

qualitative research with the goal of theorizing. The phrase "grounded theory" can be used to refer to two different things. (a) a process based on adaptable methodological procedures, and (b) the outputs of such an investigation. The grounded theory is very popular in analyzing the data which is in the form of documents (Hennink, et al 2020).

Understanding the Educational Policies

A nation's economic, political, cultural, and social development are all dependent on the quality of its educational system. Most nations place a premium on developing a solid foundation for their educational system by implementing well-thought-out policies and practical strategies. An authorized policy is a condensed set of principles (Ball, 1990) that serves to define the scope of an organization's operations (Tahir 2007). An education policy, as defined by Trowler (2003), is "a statement of measures that should be followed to achieve those goals." Implementing a long-term plan for education in a country requires a comprehensive educational policy (Faizi, Shakil & Akhtar, 2012; Heck, 2004). Policy formation in Pakistan has also remained on the basis of politics and ideologies, in all the periods the educational policies were reciprocal to these ideologies. The scientific education was part of the policies from 1971 to 1977 but it was on the similar to previous educational policies and very less attention was given paid in curriculum development. Educational development always need practical implementation is also necessary in its true spirit. Educational policies sounds

The democratic government led by Bhutto conceived of the education policy that was implemented in 1972. The policy's primary emphasis was on higher education and included the establishment of 6 new universities, 2 new engineering colleges, the nationalization of private institutions, and a 56% increase in the number of students enrolled in universities. The negative of the strategy of nationalization was that it resulted in the government experiencing budgetary restrictions and resulted in a significant increase in the amount spent on development. education, scholarships and enrollment in higher education. The downside was that education was politicized and jobs were given on a political basis. The Fifth Educational Plan sought to balance access to education, improve teaching quality, improve institutions and research facilities and make higher education possible for youth in distant regions of the county (Psacharopoulos, 1985).

The policy of nationalizing the educational system and the institutions that make up that system was criticized by a number of academics and educationists during this time period (1971-1977), despite the fact that many of these same individuals supported and advocated for it. There were concerns raised, such as whether or not the government would have the financial resources to carry out such an aggressive plan. Is there a case to be made, from an educational point of view, that nationalizing educational institutions would be beneficial? Will there not be a drop in the overall quality of education as a result of such a policy? It is only natural that such questions should surface in the minds of a great number of individuals, particularly in the minds of those who are involved in the school system (Government of Pakistan, 1979) The fact that such uncertainties should be used to offer a justification for blocking the execution of the strategy, on the other hand, is completely unjustified and should not be done. The laudable goal of "equalizing access to education" must be achieved without further watering down the standards, which are now at their most lax level. This is because the standards have already reached their lowest point. Our job is to think of several approaches and strategies that can be used to achieve this goal (Government of Pakistan 1970-80).

Educational Policies and Development of School Education

The administration of Zulfikar Ali Bhutto (1970-1977) nationalized 3,334 private schools, colleges, and technical institutes in 1971. This included 1828 schools, 346 madrassahs, 155 universities, and 5 institutes of technology. College lectures were also elevated by his administration from "class two" to "class one" status. After establishing a civilian regime in December 1971, Zulfikar Ali Bhutto spent the next eight years implementing reforms to education with the goal of making opportunities more accessible to all citizens, halting the decline in educational standards, and redressing the growing disparity between different forms of schooling. The goal of the policy was to tailor schooling to the requirements of the economy. Through nationalizing schools, it pledged to make education a tool for social change and development, ushering in a democratic social order by increasing access to education for the poor and bolstering teacher pay. Education suffered as a result of the policy's failure. Nationalization provided the opportunity for corruption and a larger role for the bureaucracy because it did not involve the citizenry. Many schools were also taken over by Bhutto's decree. Numerous public universities and colleges in Pakistan were among his many new initiatives. He worked at standardizing Pakistan's academic environment. Everyone now has to attend school, and he made sure they all get through at least Primary level. The educational reforms that Bhutto instituted were not sufficient to meet the country's demands. After 30 years of Bhutto, education remains the top priority for the administration. But political parties pay scant heed to these concerns (Javeed, 1972).

On 15 March 1972, the New Education Reforms were announced. They envisage universal and free education up to class (X) throughout the country in three phases. Under this scheme all educational institutions are to be nationalized. These institutions are now open to gifted students from all over the country without regard to their financial status and social background. So far about 400 colleges and several schools have been nationalized in the provinces of Sind and the Punjab. The college teachers have also been given a respectable position in society (Dani, 1972).

Public awareness about the child education and education policies was the main concern due to which several brochures were published. The main aim of these documents was to give awareness about the educational initiatives taken by the government. Sindh government, in a similar pattern, for the development of education system funded 70 million rupees for the growth and improvement of education (Dawn, 1972). The new educational strategy will, according to its proponents, hasten the expansion of educational institutions and incite individuals to advance their educational levels. As far as the province of Sind is concerned, there are currently 900,000 students enrolled in the province's 11,800 primary schools, and there are 6,500 students enrolled in the province's 625 middle schools. Free education to be provided to students up till the middle-class level beginning in October of 1972. Free education to be provided to about 200,000 students enrolled in 455 secondary schools across the province when the second phase of the program gets underway in October 1974. (Muzaffar, 2016). Students who were forced to stop their education after completing primary school due to a lack of financial resources will now be able to obtain a free education up through the matriculation level. Over the past several years, there has also been an increase in the percentage of adults who are illiterate. Over the course of the past ten years, their population has increased to 100 million. An estimate suggests that the number of people who are illiterate in Sind alone has reached 400,000 in recent years (Yunus, 1972 & Muzaffar, et.al 2020).

Educational Policies for the Development of the Higher Education

Because Pakistan is a developing country, education has become an essential means of subsistence in this millennium. Pakistan's social, economic, and political make-up all contribute to the country's unique identity. In light of this, it is of the utmost importance to provide the nation's youth with the expertise, information, and skills that are required to

ensure that the nation is successful in overcoming its issues. Therefore, there is a requirement for reputable and high-quality institutions of higher education so that students can receive an education that will provide them with the skills necessary to secure meaningful employment in the future (Iqbal, 2006). When it comes down to it, Pakistan's educational system has been in a state of neglect ever since the country gained its independence. Only 2% of the country's gross national product (GNP) is devoted to education, despite the UNESCO recommendation that this number be raised to 4%. Nevertheless, in 2003, this fiscal allocation increased to about 3% of the total. When it comes to higher education, the budget experienced exponential expansion until it reached almost 9 billion rupees in 2005, which represents an increase of 1500% over the previous year. This increase has not proven to be advantageous since the rise in expenses as well as inflationary charges have shown to be counterproductive in the effort to achieve development in this area. This number was very less in 1971 to 1977 because its educational funding was less at that time (Zuberi, 1972).

An agenda was included in the National Education Policy, 1972 for increase the funds for the education sector with several other suggestions. It was suggested that new universities be founded in Saidu Sharif, Multan, and Sukkur; that Jamia Islamia Bahawalpur be elevated to the status of a fully-fledged university; that undergraduate faculties be added to the University of Islamabad; that universities collaborate with one another; that universities develop Area Study Centres; that a University Grants Commission be established; that enrollment in the arts be reduced to 5% annually; and that a University of Science and Technology be founded (Aziz, 1986; Government of Pakistan, 1972). The recommendation to nationalize all privately operated higher education institutions in the country was the most extreme and far-reaching. Despite the seeming progressiveness of these policies, college enrollment growth slowed from 13% to 5% year between 1972 and 1977. (Hassan, 1998). A collective policy was devised for the primary and adult in the commission which was a milestone in the educational policy of 1972 to 1980 (Dawn, 1972).

Results and Discussion

The Education Policy for the Years 1972–1980 was written in a tone that was more or less matter-of-fact, and it avoided making any philosophical declarations. Its goals included "eradicating illiteracy within the shortest possible time through universalization of elementary education and a massive adult education program as well as equalizing access to education through provision of special facilities for women, under-privileged groups, and mentally-retarded and physically-handicapped children and adults in all areas in general and the backward areas in particular." It made the announcement that education will be rendered free and universal up to Class X for all students throughout the country in both Government and privately operated schools." This applies to children in all states and territories. The loss of revenue that will be sustained by private schools will be compensated for in a manner that is appropriate. It was hypothesized that "primary education up to Class V will become universal for boys by 1979 and for girls by 1984" and that "elementary education will become universal up to Class VIII for boys by 1982 and for girls by 1987." Neither of these predictions came to fruition.

The original goal of requiring students to attend school against their will was abandoned. It was planned in the Policy to build 61,000 new classrooms for primary school students, to provide professional development for 150,000 instructors, and to use the National Literacy Corps to recruit an additional 75,000 teachers. According to the Policy of 1972, there were 40 million adult illiterates in the country, and it was declared that a "massive literacy program to be undertaken in every town, and village literacy centers will be established all over the country in schools, factories, farms, union council halls, and other community places. Literacy centers were established all over the country. During the years 1972-1980, the goal of creating 276,000 literacy centers in order to educate 11 million people was set as a priority. The military coup d'etat in 1977 led to a substantial shift in

priorities, which was caused by the 1972 Policy being overrun somewhat in the middle of its implementation. The egalitarian concepts that were advocated by the previous government had not yet been put into action when that government was overthrown. However, in accordance with the new dispensation, they were figuratively and physically expunged. A year after its inception, the Fifth Five-Year Plan was developed and put into action. However, the announcement of the new education strategy did not come until 1979, which was a full two years later (Ahmed, 1972).

Conclusion

An education is more than just a set of skills learned in isolation. Belief, attitude, and worldview creation is the essence of socialization. National traditions and ideals have been preserved even in modern nations through the efforts of the educational system. Pakistan has been carved out as an ideological entity; hence the country's continuous national existence may be rationalized by being true to its ideology. This idea of education is therefore especially relevant to Pakistan. Education system and the policies in Pakistan remained stagnant with little and minor changes and when there was great need to renew the education system it was not done, this is the reason that the education system of Pakistan is still lacking several ingredients which a modern education system should have possessed. From 1971 to 1977 a similar approach is seen in this regard on policies were devised but fail to implement it in true spirit. The education system lacked proper mechanism and teachers were not well equipped to implement the policies. Still in this age, a number of children in Pakistan are out of schools. This also shows the failure in the development of educational policies in Pakistan. Now, it is the need of the hour, to renew the educational policies in true spirit and education to be consider as the first priority.

References

- Ahmed, S. Saeed (1972). Tradition and Change in Education, Jamie. *Educational quarterly*, XIII (3): 29-32.
- Ahmed, Z., Javaid, M. A., Muzaffar, M., Fatima, N., & Hussain, T. (2015). Comparing the Level of Political Awareness among the students of Social and Natural Sciences: A Public Sector Universities in Pakistan, *Pakistan Journal of life and Social Sciences*, 13(2), 64-67
- Ahsan, M. (2003). An analytical review of Pakistan's educational policies and plans. *Research papers in education*, 18(3), 259-280.
- Ali Akbar, (1972, July 22), , Adult Literacy , *Dawn*
- Ball, D. L. (1990). Prospective elementary and secondary teachers' understanding of division. *Journal for research in mathematics education*, 21(2), 132-144.
- Dani, Ahmad Hasan (1972). Challenge to Mass Education --- *Pakistan Times* (Lahore).
- Dissou, Y., Didic, S., & Yakautsava, T. (2016). Government spending on education, human capital accumulation, and growth. *Economic Modelling*, 58, 9-21.
- Faizi, W. U. N., Shakil, A. F., & Rehman, A. Development of Islamic Integrated Education in Pakistan since 1947: Current Needs for the Globalized World. *Global Social Sciences Review*, 3, 460-461.
- Government of Pakistan (1960). *Report of the Commission on National Education*". Ministry of Education
- Government of Pakistan (1979). *National Education Policy*, Government of Pakistan, Islamabad.
- Government of Pakistan 1970-80 National Education Policy. Islamabad: Ministry of Education
- Hameed-ur-Rehman, M., & Sewani, S. M. S. (2013). Critical Analysis of the Educational Policies of Pakistan. *Dialogue (Pakistan)*, 8(3), 20
- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods*. Sage
- Hussain, M. Z. (1994). Islam in Pakistan under Bhutto and Zia-ul-Haq. In *Islam, Muslims and the Modern State* (pp. 47-79). Palgrave Macmillan, London.
- Hussain, Mahmood (1972). How to Educate Ourselves ? *Morning News*
- Javeed D, Shameem. (1972). Ta'aleem-e-Balegan (Adult Education) *Akhbar-e-Jehan*
- Kazi, A. A. (1986). Education, Ethnicity, and Political Socialization in Pakistan. *Asian Profile*, 14(4), 349-359
- Khan, A. H., & Mahmood, N. (1997). Education in Pakistan: Fifty years of neglect [with Comments]. *The Pakistan development review*, volume 36, no.4 647-667.
- Khushik, F., & Diemer, A. (2018). Critical analysis of education policies in Pakistan: A sustainable development perspective. *Social Science Learning Education Journal*, 3(09), 01-16.
- Lee, C. C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling*, 4(4), 257.

- Mahmood, E., Akhtar, M. M. S., & Butt, I. H. (2015). A Critical Review of the Evolution of Higher Education in Pakistan. *Journal of Educational Research (1027-9776)*, 18(2), 57-74.
- Muzaffar, M. (2016). *Educational Institutions and Political Awareness in Pakistan: A Case Study of Punjab*, Unpublished Ph. D thesis International Islamic University Islamabad, Pakistan
- Muzaffar. M., Hussain, B., Javaid, M. A., Khan, I. U., & Rahim, N. (2020). Political Awareness in Educational Policies of Pakistan: A Historical Review, *Journal of Political Studies*, 27(1), 257-273
- Psacharopoulos, G. (1985). Returns to education: A further international update and implications. *Journal of Human resources*, 20(4), 583-604.
- Psacharopoulos, G., & Woodhall, M. (1993). *Education for development*. Oxford: Oxford University Press.
- Schultz, T. W. (1961). Education and economic growth. *Teachers College Record*, 62(10), 46-88,
- Shah, K., Ahmad, N., & Khan, N. (2019). Analysis of national education policies: issues and challenges in Pakistan and development of science education. *Strength for Today and Bright Hope for Tomorrow Volume 19: 11*, 77-88.
- Shakil, A. F., & Akhtar, S. H. (2012). Consideration of Islamic values in the educational policies of Pakistan. *Journal of Educational and Social Research*, 2(1), 297-297.
- Skolnik, M. L. (2010). Quality assurance in higher education as a political process. *Higher Education Management and Policy*, 22(1), 1-20.
- Tahir, A. Z. I. Z., Chuadhry, M. A., Liaquat, S., & Asim, A. L. I. (2014). Need assessment of inmates of prisons through distance education. *Turkish Online Journal of Distance Education*, 15(4), 322-331.
- Trowler, P. (2003). *Education policy*. Routledge
- Wilcox, W. (1969). Pakistan: a decade of Ayub. *Asian Survey*, 9(2), 87-93.
- Yunus, Sufi Mohammed (1972). *Census of Schools and Colleges of the Punjab Province for 1971-72*, Lahore, Punjab Textbook Board
- Ziring, L. (1978). Dilemmas of higher education in Pakistan: A political perspective. *Asian Affairs: An American Review*, 5(5), 307-324.
- Zuber ', Ahsan (1972). *Nai Ta'aleemi Policy Aur Sind (Sind and New Education Policy) --- Mashriq (Karachi)*
- Zuberi, Ahsan (1972). *Talaleemi Shobey Mein Taraqqi-o-Tausi (Development and Expansion in Educational Sector) Hurriyat*