

## Role Of Education In National Development

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### Abstract

The result of this study is the purpose of directed research on education, which is an ongoing process of following verses and hadith. "Read! In the Name of Your Lord, who has created" all that exist, (the Qur'an, sūrat l-'alaq96:1). "Those who know cannot be like the ones who do not know. Of course, knowledge and ignorance are like light and darkness which can never be alike", (the Qur'an, sūrat az-Zumar 39:9). "Goes on from cradle to the grave", (Hadith). Production of human resources involves improving human capacity, and using it to achieve desired goals. Education is one of the most important tools that play their part in the country's human development, capital formation and producing responsible citizens. Hence, since its creation, education has always been the main concern of successive governments in country. Globalization has created many opportunities and challenges only those nations can take advantage of the opportunities that have developed the knowledge and skills needed. Relevant quality education and training, prevalent in the new environment, fosters a successful and educated citizenry and provides opportunities for socially and economically deprived sections of society. Elementary education is the most remunerative investment in developing countries' educational programs if opportunities for the educated are gainful employment form part of the strategy. Physical and mental well-being is vitally crucial in a holistic and integrated approach to human development. This paper analyzes education as the main tool for human resource development in developed as well as developing countries in the 21<sup>st</sup> century challenges.

**Keywords:** Holy Quran, Hadith, Human, Globalization, Education and Development.

### تلخیص

یہ مطالعہ تعلیم کے ہدف اور مقاصد کے تحقیق کا نتیجہ ہے جو آیات اور احادیث کی پیروی کا ایک مستقل عمل ہے۔ "پڑھو! آپ کے پروردگار کے نام پر، جس نے "سب کچھ پیدا کیا، (قرآن کریم)۔" وہ لوگ جو جانتے ہیں، ان لوگوں کی طرح نہیں ہو سکتے جو نہیں جانتے ہیں۔ درحقیقت، علم اور لاعلمی روشنی اور اندھیرے کی طرح ہیں جو کبھی ایک جیسے نہیں ہو سکتے ہیں۔" (قرآن پاک) "گہوارہ سے لے کر قبر تک علم حاصل کرو"، (حدیث)۔ انسانی وسائل کی تیاری میں انسانی صلاحیت کو بہتر بنانا، اور مطلوبہ اہداف کے حصول کے لئے اس کا استعمال شامل ہے۔ تعلیم سب سے ایک اہم ذریعہ ہے جو ملک کی انسانی ترقی، دارالحکومت کی تشکیل اور ذمہ دار شہری پیدا کرنے میں اپنا کردار

ادا کرتا ہے۔ لہذا، اس لے حکومتوں کی اولین ترجیح ہمیشہ تعلیم رہی ہے۔ عالمگیریت نے بہت سارے مواقع اور چیلنجز پیدا کیے ہیں صرف وہی اقوام ان مواقع سے فائدہ اٹھا سکتی ہیں جن کی ضرورت کے مطابق علم اور مہارت کو فروغ ملا ہے۔ متعلقہ معیاری تعلیم و تربیت، جو نئے ماحول میں مروج ہے، کامیاب اور تعلیم یافتہ شہریوں کی پرورش کرتی ہے اور معاشرے کے سماجی اور معاشی طور پر محروم طبقوں کو مواقع مہیا کرتی ہے۔ ابتدائی تعلیم ترقی پذیر ممالک کے تعلیمی پروگراموں میں سب سے زیادہ معاون سرمایہ کاری ہے اگر تعلیم یافتہ افراد کے لئے مواقع فائدہ مند روزگار کی حکمت عملی کا حصہ ہوں۔ جسمانی اور ذہنی تندرستی انسانی ترقی کے لئے ایک جامع اور مربوط نقطہ نظر میں انتہائی اہم ہے۔ یہ مقالہ اکیسویں صدی کے چیلینجز میں ترقی یافتہ اور ترقی پذیر ممالک میں انسانی وسائل کی ترقی کے بنیادی آلے کے طور پر تعلیم کا تجزیہ کرتا ہے۔

کلیدی الفاظ: قرآن کریم، حدیث، انسان، عالمگیریت، تعلیم اور ترقی

## Introduction

Education is the word which derived from the Latin word "Educare," which means nourishing, conversing about. Aggarwal (1988, p.89) found that "Education may be how to bring out all the characteristic prospects of related individuals and thus progress." "Education is not an issue formally and methodically addressed in teaching institutions" (Aeth, 1975). It doesn't stop there, in any case. Education is the basic need of any society, according to Mohanthy (2000, p.163), and a better education system improves the social, science and technological improvement of the country. A country's production of human capital depends on the quality of education provided in the country.

"Education plays an important role in the development and prosperity of the nation and its masses, we can observe that all developed and advanced countries have a higher literacy rate," Ali (1970) noted. Daily life is also the main source of learning. "Life and its experiences teach us numerous important facts and we are educated at every moment of our lives, learning something from those around us" (Abdullah, S.M, 1992).

Adults not only attempt to train teenagers in the ways of adult life in civilised cultures, but also in primitive societies. This social education of young girls and boys takes place in the dormitories of the Pakistani tribe. Bayli (1987, p.25) pointed out "to put it briefly, the personality, character, culture, thinking, common sense, ability, habits and even the other less so of the individual" Therefore, the importance of education in human life is apparent in the importance of education, explained by looping through the following educational functions. The basic need for everybody is education. "There can be no better preparation for adult life if the child is helped to develop a balanced personality and a good character" (Best,

1994). If education can accomplish this mission, men and women can become extremely responsible and supportive people. No one can live alone; education is required for all to move with society. Stated Aggarwal (1988, p.28) "It is education that makes people accountable for their roles as citizens. The country's human development relies on education."

For any country, the key to success lies in their concern and development of the education sector. When education is promoted in the country, this reduces the rate of illiteracy which eventually reduces unemployment, which is one of the biggest curses on any nation. Pakistan's education sector is neglected by the government ministry of education and the provincial government, while the production of curriculum and financing is achieved with federal government assistance. Pakistan's education has continuously developed over the past few decades, which ultimately helps the development of the entire nation. Pakistan is a country of around 180,1 million people, one of the fastest-growing populations in the world, and the sixth most populous country in the world. Pakistan's constitution requires that the state provide free primary and secondary education. Article 25-A of Constitution of Pakistan obligates the state to provide free and compulsory quality education to children of the age of 5 to 16 years old.

The State shall provide free and compulsory education in such a manner as may be decided by law to all children aged 5 to 16 years old. Article 37-B of Constitution of Pakistan forces the state to remove illiteracy from country and provide free compulsory education. The state shall remove illiteracy and provide free and compulsory secondary education within minimum possible period. The actual educational situation in Pakistan is very different in context to the laws in Constitution of Pakistan. Pakistan's education system is typically divided into five levels: primary (Grades 1 through 5), middle (Grades 6 through 8), high (Grades 9 and 10, leading to high school certificate [SSC]), intermediate (Grades 11 and 12, leading to a high school (HSC) certificate [HSC]), and university (leading to undergraduate and graduate degrees).

The government launched a nationwide initiative in National Education Policy (NEP) 1998-2010, with the aim of eradicating illiteracy and providing a basic education to all children. A new NEP 2009 has been launched one year before finishing the last NEP. In National Education Policy (NEP) 1998-2010, the government launched a national program aimed at eradicating illiteracy and providing all children with basic education. A year before the last NEP was finished a new NEP 2009 was introduced.

Through numerous educational reforms, by 2010, the Ministry of Education aims to achieve 100percent enrolment rates among elementary school age children and an 86 percent literacy rate for people over the age of 10. Many nationally representative household surveys in Pakistan do not contain information on

variables such as completed school years, age of starting school, literacy and numeracy skills, quality of education, and technical training. Due to the lack of data, the future experience can neither be measured nor the impact of primary education on the literacy rate observed. Therefore, to estimate the real difference between male and female, rural and urban, and rich and poor, the available literature in Pakistan is missing. Several foreign and local agencies (including the UNDP) have conducted several studies to assist the Pakistani government in improving primary education system performance to remove illiteracy. Nonetheless, not much has been done so far to show any significant improvement in the number of primary schools and the standard of primary education offered by these institutions.

### **Objectives of the Study**

The objectives of the research study were:

1. To explore the Role and Importance in national development of Pakistan
2. To analyze the Promoting education for national development in Pakistan

### **Review of Literature**

It is misconception that Becker and Shultz recently developed education or human capital economics in the 1950s and 1960s. But in fact the principle of human capital existed in economic and statistical literature from more than 300 years. Sir William Petty made the first attempt, in 1676, to estimate the stock of human capital of the country. After a century, in 1776, Adam Smith, a founder of Economics, had written a book "An Inquiry into the Nature and Causes of the Wealth of Nations" in which he defined the role of human capital.

The classical theories of human capital presented by Becker (1962) and Mincer (1974) considered that education and training are major sources of human capital and they have positive and direct effect on the life time earning of a person. According to Shultz (1961), education and training lead to knowledge, high labor efficiency, and modern techniques of production leading to further technical development. It also increases productivity by supplying the skills and knowledge required and molding labor behaviour.

Johnson & Stafford (1973) discussed the value, along with the amount of education, of investment in the standard of education. They obtained data from the University of Michigan's survey research centre in 1965 for this purpose. They collected data on the state in which the respondents grew up, along with traditional variables related to individual characteristics. They considered expenditure per pupil that was adjusted for prices in 1964 to calculate the impact of the standard of education. The inclusion of the quality variable does not change the effect of years of education on earnings, but the quality of education itself has

had a big influence on individual earnings. They found that 1.4% of the earnings difference was attributed to average expenditure per pupil.

Guisinger et al. (1984) calculated the rate of return on incremental investment in education and its impact on employment level by using data from 1000 households. They followed the Mincerian earning method, and discussed how schooling and experience gained earning power. They concluded that the rate of return on public investment in schooling was small, and it increased with higher education rates. Khan and Irfan (1985) used earning method to measure private returns of education at various levels. They found that, with different levels of education, the rate of returns changed positive. Private returns to education were found to be lower in Pakistan than in other underdeveloped countries. They also found significant and optimistic association between the individual's family background and his earnings.

By using a modified version of the Mincer human capital model, Siphambe (2000) calculated the private rate of returns to education in Botswana (1974). He discovered that the higher level of education improved earnings. On average, female workers earned less than male workers with the same level of education, but this disparity steadily decreased at higher levels of education. Similarly, Psacharopoulos & Patrinos (2004) analysed international-level studies on returns on investment in the education sector and found that the average return rate for additional years of education is 10%. Education returns are the highest in low and middle income countries. They also found that in under-developed countries, the inclination to return to education was higher for women than for men, suggesting that women have a lower basic level of education than their male counterparts. This research is consistent with the findings of Klazar et al. (2001), where globally calculated returns on investment in education were also disaggregated for gender and almost consistent results were found with this study.

Daoud (2005), Pastore & Verashchagina (2006), Kimenyi et al. (2006), Qiu and Hudson (2010) and Sohn (2013) have used various methodologies and data sets to assess private returns on education expenditure for different countries, but with this analysis they find almost consistent results. By using data from Indian national sample surveys, Fulford (2014) analysed returns to education in India. He studied that people with more years of education lived in households with more per capita consumption and around an additional year of education, leading to 4 percent more consumption for men without additional consumption for the female cohort.

For both men and women, average returns to education were low, but due to India's growth, most of the highly educated Indians earned more returns. The low returns were due to low education quality and weak mathematics and reading scores.

Frank and Hovey (2014) introduced a new approach to returns on investment in education, which is a system strategy approach, suggesting that potential benefits per unit of cost are measured for elementary education in exchange for investment analysis, but it does not rely on student learning. For elementary learning research, the system strategy approach is also more suitable since it focuses on the needs of students and can help to make better use of limited resources. By using the Mincer earning function (1995), Pribac et al. (2016) also estimated the effect of education on GDP per capita in Romania and discovered a positive relationship between education and GDP per capita. The modern methods of calculating investment returns in education and training were discussed by Dziechciarz (2016). In the light of the above situation, it is the right time to discuss and examine the role of education for the betterment of individuals and society. Since education is considered an investment, the immediate natural question is: what are the outcomes of this investment in education in order to equate it with its alternatives? Such a comparison may set different goals for allocating public spending to different levels of education, or may describe a person's actions in relation to the need for or lack of demand for public services. Educational returns are a reward for investment in the education sector. In the form of income and other social returns, such as rank, welcoming attitude, honour, etc., this incentive may be Returns on education can be measured in various ways: private or social, monetary and non-monetary.

The non-monetary benefits of education, such as low fertility and crime rates, higher health status and a healthier climate, were assessed by Dziechciarz-Duda & Krol (2013). They also found a substantially positive relationship with educational investment and non-monetary returns.

Though, these results are less evident in comparison with private monetary returns on education investment. Private educational returns are exposed by higher wages or salaries that accrue to the employee or worker. Higher education returns allow more students to participate in those areas that have higher job market demand. This may include a high level of political awareness, a rich cultural interaction in society, and more human knowledge contribution. It also involves enhancing the health of people who are not part of calculated earnings (e.g. better working climate, easy access to highly paid jobs, and so on). The analysis of such returns may also assist in formulating or reviewing educational policies.

Governments seek to adopt economic policies that are consistent with human capital development. Education serves as a stepping stone for the development and progress of any nation. We consider a plethora of writings that are focused on education and related issues. However, these writings are rarely implemented because of the slow and tedious process of national development. While the new census highlights Pakistan's rise in literacy rates, the road is long and arduous yet. The constitution enumerated free education for everyone and sundry. Pakistan, as

many popular and influential educators have said, has faced many difficulties and has tried its best to overcome all odds. This paper will address numerous developmental sides that coincide with Pakistan's education.

### **Methodology**

Research method is based on document analysis. The data for this study were collected from books, articles, google websites, reports, the researcher's observation, research and reflection on community development projects and policies in some countries especially in Pakistan. The review of available literature on the topic is part of the succeeding section in this paper. The data were analyzed by using the qualitative content analysis method.

### **The Role of Education in National Development of Pakistan**

Education is a process which develops a man's potential and helps him focus his energies on whatever goal he wants. Nations are made by men and not by money, and men are made by education. It was because of this important role of education in national development that teachers and educators were highly respected in ancient times and are still valued to a lesser degree even today. Working power or a nation's effectiveness depends on vocational education. This kind of education comes from engineers, physicians, scientists, and teachers. Huge buildings, large dams, road building, disease fighting, ignorance fighting, new inventions, nature harnessing forces, trade, trade and banking system all depend on vocational education. When education fails to provide people for them, all these things will come to a stop. All the amenities and comforts of life, railways and other means of communication such as aircraft, ships, tube-wells and tractors operating in fields and irrigating soil, all depend on vocational training. Those are educational social or political aspects. Every country has a society, and in that society every man is bound to live. Every country or nation in the world is then a political entity. Social or political education teaches a nation how to live with others, how to keep political relationships with others.

Today's world is like a family in which no country can succeed without others' support. Cooperation with other nations also depends on national development which is impossible without it. Moreover, we cannot have an established society without education. For national development and advancement, the peace and stability of society is necessary through social education. Education's importance in national development is proven once again.

First comes the Education moral side. Mao Zedong<sup>1</sup> once said that there was always a moral revolution following the material revolution. One practical example of this viewpoint is his own country. If the people of a country are lazy and have no sense of duty to themselves and to their country, having no principles

of their life, the country is doomed. It is at this juncture that the moral side of education helps them. Patience, unselflessness, faithfulness, and a sense of loyalty establish virtues for the people. They develop a vision for distinguishing between good and bad; they learn to stand up and fight against what they don't think is right. A nation's success depends on these people.

**Emerson<sup>2</sup>** has rightly said:

*Not gold, but only men can make;  
A people great and strong;  
Men who for truth and honor's sake,  
Stand fast and suffer long,  
Brave men who work while others sleep,  
Who dare while others fly,  
They build a nation's pillars deep,  
And lift them to the sky.<sup>3</sup>*

### **Importance of Education in National Development**

Education is an essential instrument for liberating human minds to an elevated state of knowledge and ability. It helps one to challenge and analyze or examine the world's various go-ons and its people. Education allows one to approach controversy and form strongly validated, convicting views. When people of a nation are educated, they see a general improvement in the quality of life and in their society. Education is of extreme importance in enhancing the individual's lives and in allowing a society to develop and flourish. This article illuminates some of the benefits of education in the national development process and development.

The benefits are:

#### **Expanding Generation**

Education helps expand generation or production by preparing women and men with the latest scientific and technological knowledge. To raise national income i.e. total output of the final goods and services expressed in real terms, training must be related to productivity.

#### **Following are the Ways by which Education is Related to Productivity:**

- i. Make science a fundamental component of education and culture.
- ii. Vocational -zing education to meet the needs of industry, agriculture and trade, particularly at secondary school level.
- iii. Improving technological education and scientific and research at the university level, with particular emphasis on agriculture and related technology.



### **Improvement of Talents**

The key to nation growth lies in nurturing creativity and realistic values. Indicators of national improvement are the awakened mind, right knowledge, sophisticated skills and desirable attitudes. Education helps to allow the latent forces or abilities in order to unlock the national improvement and personal development process. Full-flowering of talents and virtues by a suitable programme of education surely contributes to the pace of progress of a nation. Thus, education is considered as a means to harnessing talents and virtues for achieving development of a nation in all its facets.

### **Advancement of Human Assets**

The production of human assets or resources is fundamentally a key indicator of a country's socio-economic development and of its people's quality of life. It is the maximization of the realization of human potential and the development or promotion of its maximum use or utilization for economic and social progress. Man's power needs to be increased through skills, awareness, knowledge and training growth. Modern or traditional knowledge is therefore not required but the need for the hour is the implementation of scientific and technological information. As such, a sound human resource base is the basis or foundation for economic growth and national development.

### **Improvement of Individual Identity**

Education aims at all round personality improvement in all its physical, mental, social, cognitive, moral, theological, and aesthetic manifestations. Without individual development, national development cannot possibly be achievable. Individual improvement includes certain qualities — development of self-confidence, generation of scientific temper, attainment of self-sufficiency, sense of devotion to duty, discipline and decency, sense of dedication, promotion of social and ethical values, encouragement of a positive attitude towards nation unity and integrity, and cultivation of social effectiveness. Education therefore allows individuals to develop and promote the aforementioned qualities required for a nation's revival and growth. Education should be broadened and expanded to include all population segments. Education changes people to create a capitalist, democratic and secular social order socially, culturally and economically.

### **Advancement of Social and National Union**

Social cohesion is a landmark for achieving national integration, which in turn helps in the national development process. Our education and other programs should be directed to enhancing the nation's unity and solidarity.

### **Role of Catalytic in Modernization**

It is said that modernization is the royal road to national development. In national development, education plays an important role by doing the following:

- i. Awakening of proper interest, attitudes, values, building up proper skills and curiosity, as independent study and capacity to properly think and judge.
- ii. Adopting novel methods of teaching.
- iii. Change of intelligentsia composition and educated people from all strata of society.
- iv. The Emphasizing technical subjects, science-based education and research.
- v. Establishing the country's major universities / institutions of excellence

### **Creating Equitable Values**

Education and literacy have both a critical and transcendental capacity for improving democracy. Michel Foucault explicitly addresses the relationship between knowledge and power which posits that knowledge produces a certain type of society. And through his rationale, a system of education based on principles of reason and logical thinking is also likely to recur within society. On the contrary, if an educational system encourages bigotry, mediocrity, rote learning, intolerance and siege mentality towards other minorities and religions, the outcomes would be catastrophic for the nation and for democratic institutions as the people would be narrow-minded and fanatical, seeing the world through the cynical prism or lens.

Mrs Zubeida Mustafa, a seasoned journalist, when she affirms, *“Education is the basic requirement for democratic transition but not the kind of education which we have in our country which perpetuates the already entrenched class system. Secondly, the other very important role of education is to develop the capacity to think on a collective level which, unfortunately is also lacking.”*

Indeed, many among the country's intellectuals have cordially welcomed these developments. The rise of youth in politics and growing globalization in Pakistan has been cited as two major causes of this transition in Pakistani politics. The youth saw elections as a means to institute changes in their lives for the better, and this confidence in democracy testifies Pakistan's yearning for the representation of the nation within a democratic system. Education democracy and are two values that resonate with each other, and if our democratic system maintains strong value for reason and rationality, we will help to establish a more civilized and educated community that can stand against feudalism, social inequality, religious fanaticism, and poverty, extremism and discrimination.

### **Setting up a Socialistic Design of Society**

Education helps achieve national development through the establishment of a socialist pattern of society by the following

- i. Equality of educational opportunities.
- ii. Common public education system in the cities.
- iii. Social and national service compulsory.
- iv. Providing liberal scholarships.

### **Creating Common Viewpoint**

Fostering secular perspectives is essential to a nation's development. Education makes differences in cultivating secular viewpoint in the following ways:

- i. Provision of spiritual, moral or legal, and social guidance.
- ii. Incorporate well equipped information about each of the world's major religious.
- iii. Presentation to the students of high ideals of social justice and social service.
- iv. Helping students in extending logic to all faiths and religions.

### **Advancement of Worldwide Understanding**

Internationalism is of crucial importance for national development, like national integration. Education should facilitate this in the following ways:

- i. Stressing the strong commitment of different nations to humanity's development.
- ii. Restore textbooks in the right perspective by eliminating negative content about other cultures and communities.
- iii. Helps foster cosmopolitan view or outlook.
- iv. Eliminating negative attitudes in the students ' minds towards other races of the universe and cultures or communities.

### **Synthesizing Social and Logical Values**

Education brings together a convergence or combination of cultural and scientific values which is central to a nation's growth. Science should not be isolated from the main stream of our hoary tradition and moorings of the past. The fusion of cultural values with scientific values pave the way for domestic or national growth or development.

Therefore, the need of the hour is, to represent cultural and scientific principles or values in the curriculum at every level or stage of education. Education plays a very important role in bringing about national development in this way. In its true

sense, it is education that acts as a powerful instrument for bringing about national development. A nation cannot sit idle ignoring its position or role in the direction of education. It should invest in education for a better life of the country and her people today and tomorrow.

### **Advancement of Financial Development**

Education is key to a country's socio-economic development. It plays an important role in human capacity building and accelerates economic growth through a society's knowledge, skills and creative strength. Education's positive outcomes include poverty reduction and injustice, health status change and socio-economic policy development and good governance. Education's multifaceted impact makes it an essential element of the framework or element for policy. Developing countries, where the majority of the world's population resides, need to overhaul educational policies to encourage competitiveness in various sectors of the economy by developing highly skilled workforce and addressing their rapid industrialization needs for growth or development.

The government is making serious efforts to improve the quality and quantity of education by strengthening or enhancing educational facilities as soon as possible. The overall literacy rate for years 10 and above was 55% in 2006-07 compared to 45% in 2001-02), indicating an increase of 10 percentage points over a period of just six years. Source: [(Pakistan Including Household Survey PIHS (various issues)]. In order to achieve sustainable growth and development in Pakistan, continuing assistance in poverty reduction and more importantly developing social and economic infrastructure, education, is imperative. Education is organized as a fundamental or basic human right, and better education improves the welfare of the people.

Education fosters and enhances work skills and life skills such as trust or confidence and sociability as an instrument of development. Those individual skills promote societal - level economic growth through increased productivity and potentially better governance. In conclusion, the causal link between education and economic growth exists strongly. If more education leads to higher economic growth, then long-term investment in education could pay for itself, and could also play a role in poverty reduction where more education results in faster economic growth.

### **Advancing Education for National Improvement in Pakistan**

Education is a powerful human capital determinant that improves or enhances skill and creativity or ability and an educated person can become a more active part of the economy. While having the world's second-highest number of out-of-

school children, there has been little change in Pakistan's education funding or investment and governance. This chapter will focus on the investment made in the education sector by government and other institutions.

### **Educational Investment**

Pakistan is facing a gigantic literacy crisis with about 22 million children out of school, yet there has been no significant improvement in enrolment in the last five years. To address this complexity, investments made by international financial institutions such as the World Bank aimed to bring horizontal and vertical change through the establishment of educational foundations such as the Punjab Education Foundation (PEF) and Sindh Education Foundation (SEF).

It is relevant to note that the World Bank is one of the main and largest foreign educational funders in developing countries. In Punjab, the World Bank has invested around \$1.7 billion in the Punjab Education Foundation (PEF) over the past 10 years in bringing children back to school and providing education with the central goal of "better quality education to low-income households through the private sector"

The PEF claims it currently sponsors 8,700 private schools, which by its four programs cater for 2,4 million students. Nonetheless, a recent study by Oxfam indicates that there is little progress in enrolment, income, quality and access to education given this investment, Enrolment, income, affordability and access to education are sparsely growing. World Bank's investment in the Punjab Education Foundations (PEF) reveals numerous or various lacunas at strategy or policy, execution, enforcement, equity and access to quality education levels, thereby raising questions about the program's sustainability.

Some of the areas that require immediate attention include the management or governance of the PEF, which functions or operates as an independent governing body. The Department of School Education (SED) has a massive set-up for teacher training and school supervision and assessment at the provincial level, while the PEF works outside of this system. Likewise, PEF schools are not open to low-income students, as the rigorous entrance tests in these schools are not designed for children with little or no early education experience. Because of a non-sustainable incentive-based approach, children from disadvantaged or low-income families move or transfer from public schools to neighbouring private schools funded by PEF. That leads to low rates of retention and enrolment in public schools.

There is a need to urgently bring improvements in the PEF program to ensure inclusiveness, accountability, accessibility and quality of education. Some of the measures or steps that might be taken include integrating or merging PEF with

SED to ensure transparency or accountability and reduce policy overlaps. That would also provide a more uniform framework for measuring district-level learning achievements.

### **Implementation of Curriculum**

An education system relies on a curriculum to systematize and execute the educational process. Curriculum is a channel that helps teachers and other agents pass on education to generations approaching. There is a great deal of difference between theory and practice, which is why even experts are not adequate to establish a program unless it includes necessary and appropriate practitioners Who have ample or relevant and appropriate teaching and learning experience to establish or develop a grass root curriculum. No doubt, cracking like a task that curriculum developers have to face while fitting a curriculum into a specific context under certain conditions is a very difficult and hard nut.

### **Improvement of Curriculum in the Light of Policies in National Education**

The first educational conference was held in Karachi in 1947 after the independence of Pakistan, to restructure and reshape the entire educational framework including the curriculum process, in order to make the curriculum effective and responsive to the country's needs. But it could not achieve fruitful and benefit results. Therefore, the National Commission on Education was set up in 1959 to study or review the country's entire education system. Although it was a time-consuming mission or task, it provided a clear framework for promoting Pakistani education to restructure the education system.

The educational goals were expanded and or emphasis was placed on an individual's overall development through the educational process so he / she could become a successful or effective member of the society. Yet our education system was not to achieve the desired goal or objectives in full for several reasons. It was realized after a few years that in order to bring about changes in the education as a whole, there was a need to formulate new education policy.

Then a new government launched and took over another education policy in 1972 for an 8-year period that included a comprehensive list of educational goals including promoting Pakistan's philosophy, building national unity by fostering or promoting social and cultural harmony among the people, cultivating the individual's total personality by mobilizing the youth for leadership roles. It has been suggested that these goals or objectives can be achieved through the translation of curriculum into practice in the classroom. The curricula at the primary, secondary and tertiary levels were revised and implemented in the educational institutions in light of the above policy objectives, but the policy was not able to achieve its full goals or targets.

In 1979, however, a further education policy was adopted or introduced. This strategy or policy has maintained the same aims of the past policies, more or less. However, this policy emphasized the person as a good Muslim and made him / her successful member of the Muslim Ummah. Education Policy stressed the need to raise awareness amongst every student that he / she was also a member of the Pakistani community and was also part of the universal Muslim Ummah and that it was expected to pay tribute to his/her fellow Muslims for their welfare.

In line with the 1979 National Education Policy, a gigantic task was undertaken to restructure or renovate the curriculum to ensure that sufficient or adequate information on Islam and Islamic philosophy or ideology was included and that coverage was given to educational materials aimed at promoting national unity and integration. Textbooks of all levels or standards were updated or revised to ensure the defense of Islamic ideology and the maintenance of high academic standards. It has also strengthened the concept of an integrated curricula and textbooks. This policy endorsed certain factors such as limited financial resources, poor appreciation of educational priorities, poor delivery system, population pressure, low educational participation of education, poor quality of teaching, overloaded textbooks, lack of self-learning etc. The 1992-2002 National Education Policy further revealed that our education system was unable to build the capacity of human capital which could provide high return rates for society. Policy envisaged improving the quality of public instruction, textbooks, evaluation techniques, and teacher training to develop institutional capacity building.

The most important thing was that it underscored the importance of redefining teachers ' role. The Education Policy also presented the 17 principles as a conceptual framework for the reform of the country's education system. Nevertheless, some measures have been taken to refurbish or renovate the curriculum in accordance with the conceptual framework described above. It would have been better if the findings of the study were focused on those indicators. This policy, like other education policies, also seemed to be based on rhetoric rather than reality. Following the 1992-2002 National Education Policy, Pakistan's government announced the current National Education Policy in 1998, which also highlighted or emphasized the importance of the ' curriculum as a core or central educational growth agreement ' that demanded or needed major reforms. It suggested the start of a new curriculum development cycle for professionals at all levels of education. Who are trained in curriculum development science; achieving cognitive compatibility between one curriculum level and the next; eliminating unnecessary overcrowding of subjects in the curriculum and enabling the production of competitive private-sector textbooks; with the possibility of different books for different institutions to prescribe, with the possibility of difference, this issue had also been highlighted in the Eighth

Five Year Plan (1993-98) that the education would be improved through "Qualitative improvements of physical infrastructure, curricula (by making the courses demand-oriented), textbooks, teacher training programs, and examination system at all levels of education" (Government of Pakistan 2010, p.300). Research was not, however, seen as an integral part of the curriculum creation or developed and evaluation process.

### **Process of Educational Programs Improvement in Pakistan**

Pakistan did not have a permanent institution responsible for curriculum development before 1972. Saeed (1977) noted that the development of curricula was not visualized as a distinct, separate and specialized function before to this time. The entire curriculum activity was carried out through committees created at a specific time for a specific purpose and dissolved as soon as the U1e task was completed.

In 1972, the National Curriculum Bureau in Islamabad was reorganized and reinforced to accomplish the gigantic task of curriculum revision and further growth. The current curriculum development processes are based on the center-periphery approach, which emphasizes the achievement of the desired goals or objectives through the formulation of goals and objectives by the bureaucrats at the central level under the Education Policy guidelines. The aims provide a forum or platform for curriculum and textbook development. The regional or provincial curriculum committees are concerned with teachers, school administrators, teacher leaders, subject experts and curriculum experts who are working on the proposals. The provincial committees, after prolonged deliberation, formulate and test the draft and arrange the test edition of the textbooks and teacher training of teachers. After necessary amendment, the amended provincial draft is placed under the control of the central government before the national curriculum committee to formulate a uniform draft for the country as a whole. It may be noted or realized that the central government is the only leading and controlling authority in this matter, and therefore only the central government seeks final approval. The textbooks and related educational material are therefore written in cooperation with the Curriculum and Extension Wings Provincial Office. In reality the curriculum renewal is either based on 'arm chair science' or 'intuitive expertise' of so-called curriculum experts in general or imported innovation especially from western countries. In some cases, donor-driven technologies are also implemented or introduced and their effect or impact on educational development as a whole needs to be investigated. The schools are essentially prohibited or discouraged from devising and using their own curriculum under the current situation. Teachers are legally bound to use or utilize the printed books approved by the respective or relevant provincial textbook boards acting as 'gatekeepers' to ensure that prescribed books are used in schools. One of the



textbook boards in its circular mentioned that all the heads of schools, parents, teachers, and students are asked to see that the textbooks prepared and published solely under the ' authorities of the Sindh Textbook Board ' are purchased and no other book is used in the classroom (Sindh Text-book Board, 2010).

It suggests or indicated that the authority of the teachers is limited or restricted to the use of the prescribed books in order to avoid running the risk of students not being specially prepared for the relevant test, all of which is based on the official syllabus. Public prestige and the status of secondary schools are based primarily on their students ' relevant success in examination.

### **Conclusions**

Education serves as the backbone of nation growth. The countries with the most impressive need for the current state of Pakistan's education system, which is focused, sellable and efficient, demand that education allocations be doubled to meet the challenges of EFI, gender inequality, and teacher provision in the workplaces earlier than 2019, as per stipulated qualifications. Developers of the curriculum need to understand the curriculum context before any change is initiated. The change should be carefully planned by maximum involvement of the users of the curriculum, including teachers, so that the curriculum can be effectively implemented.

The teachers should be trained to become reflective practitioners and researches in order to solve their own academic and professional issues. In light of the classroom requirements, teachers should also be encouraged to enrich and update their curriculum. We have to look at teachers as professional practitioners whose advice in matters of curriculum and school management matters should be valued. They need to look at teachers as professional practitioners whose expertise should be trusted in the matters of education and school management. We also need to create a framework focused on integrating top-down and bottom-up curriculum management methods, in which teachers and curriculum creators or developers can share their practical experience and curriculum development challenges. Natural calamities, political instability, provincialism, and political motivations make the best prepared fail. Regardless of the earlier, the allocations for the education sector could not be increased. To keep the country on track of growth or progress, we need to rethink our goals and priorities.

### **Recommendations**

1. Education serves as the backbone to nation development. The countries with the effective impressive need for the current state of Pakistan's education system, which is oriented, sellable and effective, demand that education allocations be doubled to meet the challenges of EFI, gender disparity, and

- teacher provision in the work places earlier than 2019, as stipulated qualification.
2. To overcome their own academic and professional challenges, teachers should be educated to become analytical educators and scholars. In view of the classroom requirements, teachers should also be motivated to improve and upgrade their curriculum. We need to see teachers as qualified educators whose guidance should be in matters of curriculum and school management.
  3. Technical education should be included in secondary education. Classes must be included in the curriculum for carpentry, electrical and other technical education.
  4. Provide economic incentives to students which encourage parents to send their children to school and may help reduce the dropout ratio.
  5. For the country's low literacy, corruption in education departments is one of the main reasons or factors. In education departments an effective monitoring system is needed.
  6. Development of relevant structures is imperative for any system to work. Legislation and structure should be framed to plan for the country's promotion of education. The education has become a provincial subject after the 18th amendment; therefore the provinces should form laws and design educational policies that ensure quality education.

### Endnotes

1. Mao Zedong, also known as Chairman Mao, was a Chinese communist revolutionary who became the founding father of the People's Republic of China, which he ruled as the Chairman of the Communist Party of China from its establishment in 1949 until his death in 1976.
2. Ralph Waldo Emerson was an American Transcendentalist poet, philosopher and essayist during the 19th century. One of his best-known essays is "Self-Reliance."
3. These lines have been taken from the poem "A Nation's Strength" written by an American poet Ralph Waldo Emerson. "A Nation's Strength" first appeared in *Our Little Kings and Queens at Home and at School* (Louis Benham & Co., 1891). This poem is in the public domain.

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