

## **Political Awareness in Educational Policies of Pakistan: A Historical Review**

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### **Abstract**

This article furnishes a historical review to trace out the reflection of Political awareness in the national educational policies of Pakistan. Policies are designed by the government for the welfare of the state taking into account the each and every aspect that leads to progress and prosperity of the country. Educational policies are devised to fulfill the political, social and economic needs of a nation. This study is, therefore, historical in nature with qualitative design. Government documents were used as primary, and authentic books as secondary sources to find out the reflection of political knowledge in the educational policies of Pakistan. This study showed that no attention has been given on incorporating political knowledge in national educational policies of Pakistan to enhance the level of political awareness. This study, therefore, recommends that various aspects of political development in the society should be emphasized in the educational policies and consequently the basic political knowledge be incorporated in the school curricula.

**Keywords:** Educational Policies, Political Knowledge, Curriculum, Pakistan

### **Introduction**

Education inherently serves both the public and private interests. It addresses public interests by preparing the young to assume adult roles that promote the civic responsibility, embrace a common set of economic, moral, and political values, and share a common language. Education serves private interests in promoting individual development, understanding, and productivity that contribute to adult productivity and wellbeing (Levin, 2001). Both these interests of education ultimately contribute to the social, economic, and political development of the country.

After the inception of Pakistan so many educational policies were developed in order to enhance the educational level of the nation and to make up the deficiencies in different aspects of the country. For example, literacy rate was focused in all the educational policies but despite all this we are still at rate of 57% within the country. Similarly, different other aspects were recommended in policies, but unluckily not fulfilled. It may be the matter of fate, but some facets were not bothered despite their importance. For instance, political awareness is usually considered key to democratic essence for a country. However, despite the significance of education in developing and promoting political awareness, focus on political aspects was largely ignored. In

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this regard, the present study was conducted to make a critical review whether these educational policies focused this key area or not.

### **First Educational Conference 1947**

The independence brought new challenges and opportunities in various fields of Pakistan's national life. Pakistani society has multifarious problems like communal conflict, language riots, political and cultural imbalances between the two wings. To deal such challenges, the government needs to draw long term objective oriented national development policies. One is to re-frame the colonial educational system in link up with history, culture and modern conditions. The development of the society on education front was focused. In keeping these parameters, the world experience has been shared. The task of the educational system was as following:

- i) To build a modern democratic state.
- ii) To educate citizens in body, mind and character.
- iii) To live good life and to improve the lives of the others.
- iv) To flame these tasks, the guideline is the Islamic principles, promotion of peace prosperity and welfare of the human being.

In fact, through education, the universal brotherhood, social democracy and social justice have been focused. All these attributes are likely to bring democratic values and tolerance within society. The education means to self-help and to self-sacrifice. Education minister at that time, Mr. Fazlur Rehman explained that aim of education in democratic society must be holistic. Training for citizenship is associated with socio-political learning. He stated that a person who has possession of vote has authority constitutionally to end corruption and political instability. Education system thus must focus the fundamental concept of democracy, liberty with external vigilance, civics virtues like discipline and participation. All these would contribute to integrity and unselfish public integration. It has been viewed that irrespective of any label like religious, cultural, lingual, social, and provincial, citizen must be educated. Education conference addressed following:

- i. Without labeling educational system.
- ii. To prepare citizens with knowledge.
- iii. To generate a democratic society.

### **National Educational Policy (NEP) 1959**

In the era of Ayub Khan, Martial Law government constituted a commission “Sharif Commission Report” to develop a National Education System. The Sharif Commission identified two limitations that needed to be addressed. First was issue of national unity in context of non-cooperative behavior of the individual and the second

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was to introduce technological advancement within educational framework. Besides, for period 1951-57, a six years educational plan was introduced in 1951 Educational Conference. It was deliberated effort to meet the requirements of educational fields in pragmatic way. Again, focus on creating political awareness among the public in this policy was lacking.

### **NEP 1972-80**

Again in 1970, the state government fully showed commitment with objective of universal elementary education while briefing educational policy the situation in terms of previous matters brought into notice. It was said that the previous successive governments planned to introduce compulsory, universal and free education policies to treat as target for 1980. It is a lamenting situation that the subjected target was not successfully achieved and now Pakistan must achieve the target of highest literacy rate. The next 1970 education policy was briefed. It said that education and training are critical importance to each other. Education and training must be treated as input to political and economic growth. In absence of human development, the economic development of the state would remain unfulfilled. In keeping this view, the idea of universal literate and productive society could not be achieved. State demands the educationally trained human capital, which may cover all spheres of national activity. The 1970 education policy aimed at free and universal enrolment up to class V by 1980, generally and the girls' education was deeply focused specially. It stated that more than 90% people among illiterate are belonging to rural class. It further chalked out plan to cover 5 million adults and school leaven population up to 1975. To attain this objective, the policy emphasized that following important measures needed to be addressed.

- To provide work-oriented basic education to all government and non-government employees.
- To establish national educational corps, it was planned to tackle the Indian military intervention activities in East Pakistan.
- It has been observed that at the collapse of Pakistan in 1971, the literacy status of the country was alarming.
- Literacy rate, at the collapse of Pakistan in 1971, was approximately 21.7%.
- Among 21.7% overall literacy rate, at the collapse of Pakistan, the rural literacy rate was 14.3% and the Urban literacy rate was 41.5%.
- Male literacy rate, at the collapse of Pakistan in 1971, was 30.2% and female literacy rate was 11.6%.
- Rural female literacy rate, at the collapse of Pakistan in 1971, was almost 4.7.

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This policy was mainly focused on a single point i.e., to eradicate the illiteracy rate at the minimum level with all possible efforts. Instead of giving philosophical and political orientation to educational programs, the focus of the policy was to cover the raising illiteracy rate. For this purpose, the government focused on universal literacy program and Adult Education Program. It was planned that the easy possible access should be made for the public to avail the educational facilities. Besides this, it was focused to arrange maximum possible arrangements to provide educational facilities to women. Furthermore, it was stated that the physical and mentally disabled/retarded and handicapped children must be accessed to the educational activities. The policy declared that education would be free and universal for up to class X for all children. There would be no discrimination throughout educational programs and the activities. The private sector schools would be financially supported due to losing of fees. It was planned that by 1979, the class V education would be universal for the boys. In case of the female education, it was subjected to be universal till 1987. Following features of education policy were framed (GOP, 1979):

- For primary classes, 61,000 additional classrooms should be constructed.
- Approximately, 150,000 existing teachers should be trained and additional 75,000 teachers would be recruited to facilitate students through National Literacy Corps.
- Forty million adult illiterate had been found in the country and massive educational programs had been launched to educate them.
- Throughout country, from village to city and from office to factory, the massive educational activities would be started to literate common people. So that they would be able to participate in national development.
- Eleven (11) million people were targeted to be literate through establishing 276,000 education centers.

It has been very misfortune that in between the government was toppled down and the new military government swept over previous policies. Consequently, newmilitary government had introduced new priorities. As a result, the next five-year education plan was introduced after one year.

### **Education Policy 1978**

The next five-year fifth education plan 1978 lamented the previous failures in context of persistent expanding illiteracy throughout the country. It was argued that illiteracy is the main obstacle in economic and political growth. Pakistan has to face high literacy rate, approximately 78% population. The new military government also re-defined education policy parameters and given ordering features to treat primary education as topmost national priorities. It was stated that a comprehensive education

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policy should be adopted to address critical issues, such as to reduce drop-out student ratio, to improve quality of teaching, and to have better supervision for administering educational affairs. It was decided to take important steps as follows (GOP, 1978):

- Thirty-three 33% of the development expenditure should be reserved for the primary education.
- Proposed to expand per-capita expenditure on education from Rs. 43 (1977-78) to Rs. 88 (1982-83).
- Proposed to layout education plan of total GNP from 2% to 3.1% in 1982-83.
- Proposed to reduce drop out student ratio from 50% to 40%.
- Proposed to prioritize on education field. The female education should be placed at top priority.
- Proposed to establish physical infrastructure for male and female schools. It was focused that the female institutions may lead to be the most priority.

The plan further explained its features and shortcomings as following (GOP, 1978):

- The existing 17,166 schools would be renovated and expanded.
- Further, 12641 new schools would be opened. The new opened schools would be equipped with the trained teachers.
- Not only the physical infrastructure but also the furniture equipment would be given to the new opening schools which meant better education environment to the student.
- New schools would be opened after observing needs of the locality. Feasibility reports would be able to meet the requirements of the schools. It was ensured that the schools would be easily accessed on physical basis.
- Mohalla mosques would be used to provide educational facilities in those areas where the existing schools are not located at proper places.
- Double shift program will be started in urban schools to facilitate those children who did not get admission in morning shift.
- It was proposed that 30694 female teachers would be required to teach female students. Likely, 45054 male teachers would be required in male classes.
- It was proposed that to cover the non-availability of the female/male teachers, the proper home facilities would be constructed. The teachers would be given proper residence. For this purpose, the government would construct approximately 5800 units.

### **National Educational Policy 1979**

The 1979 Education Policy presented and launched with change targets. This policy addressed acknowledgement of proper institutionalization process in education. It was focused that the greater educational development would be strengthened and the plan to access would be patronized. The policy attempted to approach minimum acceptable functional literary level. It followed fundamental education for the young without any discrimination. Education policy was revolving around the productivity of the society. For this purpose, efforts had been made at national level. It pointed out that it is state's fault that approximately 2/3 of girls had been deprived of the primary education. It is a lamenting situation for future generation. It featured the enrolment status in provinces, as following: 32% in Balochistan, 52% in NWFP (Now Khyber Pakhtunkhwa), 59% in Sindh and 56% in Punjab. Among female students' enrolment in rural areas is respectively as following, 10% in Balochistan, 14% in NWFP, 16% in Sindh and 29% in Punjab. It was decided that the drop-out ratio of students must be stopped on immediate basis. In this way, 50% enrolment in male and female students would be increased. The 1979 education policy introduced two aspects. First, National Aims of Education consists of nine (9) points. Second is to approach 'implementation strategy'. The implementation program was as following (GOP, 1979):

- Achieve universal primary school enrolment in class-I by 1987 and by 1982.
- Improvement in physical infrastructure of the existing schools.
- As per policy, 13000 new schools had been opened.
- As per policy, 5000 mosque-cum-schools had been established.
- As per policy, 12000 existing schools had been equipped properly.
- At primary level, textbooks had been supplied.
- Almost all teaching staff was provided one kit.
- Large scale investment was arranged in primary education.
- School location planning process was approached.
- Survey was conducted to determine the needs of the existing primary schools. Repair and maintenance projects had been launched.
- As per policy, 5000 mosque schools had been established for the boys and 5000 Mohalla schools for girls had been planned.
- As per policy, 1000 village workshops schools had been opened to impart training to the teachers.
- The teacher would be trained on technical/vocational institutions i.e., vocational education in carpentry, masonry and agriculture fields.

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In fact, the focus was on skilled education. Efforts had been made to approach community in terms of the skilled education. It had been observed that the effective resources had been mobilized to meet the challenges. It was ensured that a strong commitment would be done to deliver the plan effectively and positively. The policy focused on adult education and it was pointed out that no serious efforts had been made to promotion of adult education program. Only the policies had been designed but the projected ideas had no actual reality. The program had proposed 10000 adult literacy centers. These centers would be funded/sponsored by Ministry of Education/Pakistan Television Centers, AllamaIqbal Open University Centers, Social Welfare Centers and the IRDP Markaz. The bachelors and master level programs would be introduced. From 24% to 35% in 1983, literary rate was approached. It was projected that in 2010, 100% literacy rate would be attained. It has been said that since 1947, the Pakistani society had seen only the three-decade education policies, but the 1981 population census proved to be the status of illiteracy throughout. Since 1972, only 21.7 to 26.2% literacy rate was increased. The urban literacy rate was increased from 41.5% to 47.1% and rural literacy rate was 14.3% extended to 17.3%. Male literacy rate was increased from 30.2% to 35.1% and female literacy rate was extended to 16.0% from 11.6%. It was viewed finally that female literacy rate was increased from 4.7% to 7.3% (Bengali, 1999).

### **Education Policy 1981**

In 1981, Pakistan Literacy and Mass Education Commission was established through Federal Government. Officially, it was notified to achieve main objectives. The notification stated that Islam has given importance to acquire knowledge. It is the responsibility of each Muslim to be educated and well-informed. It has been pointed out in-spite of clear message from Quran and Islamic teachings, the proper treatment has not been given to methods, possible to overcome literacy affairs. Possible benefits from learning have not been acquired due to less importance to literacy programs. The objective behind the establishment of the said commission was to promote the nation building through the literacy program. It was further stated that the enough resources would be given to promote educational literacy program. The following functions of the institution were stated in the policy (Bengali, 1999):

- For the promotion of educational literacy program, formal and non-formal mass approaches should be followed.
- To cover the needs of the targeted population, the federal government would organize the recommendations over literacy program.
- For the proper eradication of illiteracy, the mass-media should be used.

In 1989, National Education and Training Commission like institutions had been unbridled under the Literacy and Mass Education Commission and a budget of amounting Rs.1.03 (M) was allocated. The total number of staff 17,000 was properly

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recruited, with a budget of Rs. 160.94(M). The Chief Martial Law Administrator also introduced 10-points agenda program, as following (Hameed-ur-Rehman et al, 2013).

- For literacy and mass education, a national educational movement should be institutionalized. Various educational institutions would co-ordinate these programs.
- Only those students, who qualified all criteria for acquiring degree, would be entitled for pass-graduate/post-graduate programs.
- Responsibility of the institutions would be to do arrangements of their employees.
- Remission would be granted to those illiterate offenders who up-graded themselves on educational basis.
- Literate persons would avail arms licenses, and driving licenses, including other social benefits.
- Villages, wards, Mohallahs and downtrodden areas would be given the financial incentives, in case of obtaining 100% literacy value.
- Trophies and shields would be given to those whose performance remained as outstanding in education at national level. Even then, through proper ceremony, Civil Awards and Pride of Performance would be introduced.
- To introduce literary programs, educational institutions would be funded through social education program, financially workable through budgeting.
- Denni Madaris would be responsible for delivering Quran education, in addition to Quran Nazra.
- To promote general education, radio and TV would be used as major source.

### **Evaluation of Iqra Pilot Project**

The basic objective of the Iqra Pilot Project was to literate the people through direct relationship in-coordinate between the teacher and students. The project would be arranged at any time and place at their own choices (both teacher and student). An amount of Rs.1000/- would be given as 'financial incentive' to the teachers. A test to check the standard of the students would be conducted by LAMEC. In 1986-87, the said project was introduced, resulted at approximately 18882 illiterates to be literate. To evaluate the performance of Iqra Pilot Project, a survey had been conducted. It was calculated that the basic objective of the project was to literate people through direct (Teacher+Students) relationship, in coordination of both at any place or time. The teachers were given the Rs.1000/- as honorarium to literate who qualified the specific test, conducted by LAMEC. This project had been highly successful as it resulted in



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educating the illiterate population of country. This project approached the maximum strength of the illiterate people (GOP, 1989).

- Ten percent (10%) of illiterate obtained literacy.
- A total of 1503 registration forms were checked out of 1653 forms.
- However, 365 cards were not checked.
- National identity cards of 122 persons could not be traced out.
- A 27.48 % were to be found illiterate, and rest of remaining 72.52% was next found to be literate.
- In actual practice, only 17% were the ratio of the new-literate because the program did not access the ground realities.
- Another source of information provided actual strength of the said literacy program. The district registration office stated that only 9.48% were treated a literate.

### **NaiRoshni Schools 1986-90**

Nai-Roshni Schools (1986-90) replaced the Nationwide Literacy Program. The beaters, as pointed out the premium program did not show appropriate result although the government financially allocated Rs. 317.016(M) during 1985 to 1998 years. It is looking difficult to continue that program and no improvement were possible at this stage, and it did not address issues properly. So, this program would remain no longer Prime Minister of Pakistan had committed to the nation that literacy percentage would be extend to 50%. This program would cover vast area of society likely to be positive to achieve the standard results. Hopes flourished as LAMEC'S chairman said that the country would be on the path to take a thrashed flight to eradicate the illiteracy. The program would address the cane issues to reduce the illiteracy at the maximum level (GOP, 1986).

### **National Education Policy 1992**

The main areas focused in this policy were to:

1. Restructure the continuing education system on modern lines in accordance with the principles of Islam so as to create a healthy, forward looking and egalitarian society.
2. To improve the quality of education and intensify research activities in the universities, especially in the modern fields of science and technology.
3. To include in the curriculum at secondary level such type of content that is the predictor of moral upbringing of the students.

### **NEP 1998-2010**

The significant provisions of this policy are given as under:

1. Access to higher education would be expanded.
2. Merit oriented admission policies would be introduced in higher education.
3. Newly emerging disciplines would be introduced.
4. Curricula regarding universities would be revised.
5. Teacher training academy would be launched for the professional development of the teachers at varsity level.
6. Guidance and counseling centers would be provided to the students at university level.

### **Discussion and Conclusions**

After a thorough review of the educational policies with reference to political knowledge, it was concluded that in 1947, Quaid-i-Azam Muhammad Ali Jinnah said that education is the root cause of eliminating the social evils of any nation. Education will introduce the character building within nation which leads the national solidarity and national integration. The nation character building means highest sense of honor, integrity, and selfless services to nation. It means that nation would be responsible, and qualified people would address all segments of society (Afzal, 1976). Education will bring economic prosperity and political stability within state. The educated nation will be the honor of Pakistan.

Since independence, various educational committees were established or designed to frame national curriculum to base educational standards, but these efforts gone failed to produce the required results and finally that change did not come which was being expected. It has been further observed that educational degree awarding institutions in Pakistan have lost credibility with the passage of time. The efforts are made to retain the lost credibility and recognition.

Since independence, education had been remained a thoroughly problematic area. The quality and the quantity of the education had been remained in question mark. The governments had to face contradiction on both sides. One has been viewed as the contradiction between socio-political paradigm and secondly the revival of a distorted society throughout the educational system. Social and political norms are textured by the education. The society is trained by the education to understand the capabilities and capacities in detail. After realizing the basic values of the education, the society needs to be more competent to absorb the social and political attitude of the state. It has been observed that the political role is important in determining the creditability of the

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educational institution. The political ideology of the state will be reflection in the educational policies.

In decision making process regarding educational policies the political leadership role played always determined role. In educational policies, language, identity, ideology, sub-nationalize and religious thinking play dominant role. In the beginning phase of the independence, the objective resolution was dominant and still reflection of Magna Carter for the constitutional matters. Same treated in different mood when Mr. Ayub Khan taken responsibility, he introduced secular interpretation in educational policies. In the same way, next political leadership Zulfiqar Ali Bhutto, Zia-ul-Haq and others introduced their political orientations in their respective eras. It has been observed that successive political governments played influencing role in educational policies.

In Zia era, the Islamization was paramount feature of state's policies. In educational field, Zia-ul-Haq focused on *Jihad* orientation-based education. General Zia-ul-Haq, who stated: "The highest priority would be given to the revision of the curricula with a view to reorganizing the entire content around Islamic thought and giving education an ideological orientation so that Islamic ideology permeates thinking of the younger generation and helps them with necessary conviction and ability to refashion society according to Islamic tenets." The religious Madaris had been opened. Likewise, the educational standard of religious Madaris was acknowledged officially. The Afghan Jihad factor and regional political environment influenced the sciatica values. It had been observed that ideology of Pakistan and Jihad were the main focused points of the Pakistan's educational policies.

In Musharraf era, the situation was abruptly changed after occurrence of 9/11 event, the Islamabad government had to face challenges from the religious factor. President Musharraf introduced enlighten moderation in educational policy. Instead of Jihadi system of educational values, the government has given importance to the moderate interpretation of educational values. In fact, he focused on philosophical and scientific based treatment to education. His government attempted to introduce secular teaching and due to moderate values of educational values. In this era, the religious set up of education was monitored and further proposed to be updated as per the requirement of the changing challenging environment. The course outline of the religious the Madaris was updated and revised and they had been given proper educational setup to become more accommodative rather than the religious-cum-Jihadi orthodox dogmatic.

The focus on the briefing papers of the First Educational Conference in 1947, which viewed education as to be modern, scientific and as according to suitable education system to keep the values of culture and identity. It has been focused that the actual teachings of Islamic values must be inducted and promoted, essence for the education policies. The educational institutions and society should be addressed in the light of the moderated educated values of Islam. Agenda of the Islamization was started when a graduate level the Islamic Studies subject was going to be treated as the compulsory subject through 'Statutory Regulations' (Ahmad, 2010).

For the above changes, the University Act was amended, and it had to be regularized. Besides this, the various disciplines, such as, Islamic features of construction, Islamic law and theoretical framework of Islamic state were introduced and debated within the institutions. In this matter the educationists focused on establishing the paradigm of theory and practice in coordinated with religious values. The efforts had been made to capitalize the political orientation of educational policies in accordance with the religious orientation. Islamic Banking System was introduced, and Islamic provision of the constitution was accommodated in visualize the Islamic values. The scientific and empirical knowledge were treated in matter of appropriate way. It was said that religious help, out to provide moral guidance to the educationists. In broad sense, the matter focused on visualizing the educational policies as matter of fact. Islamization of the educational policies were to be observed in two different ways e.g. the demand of the society and secondly the demands of the state.

In the era of President Zia-ul-Haq, specific oriented policies were formulated which strengthened the parameters of the Madaris education. In Musharraf era, the focus was on the secular and moderate educational values. In Zia era, the need was to recruit the Mujahideen and to face some external issues. On the other hand, in Musharraf era, the government was interested to get rid of the dogmatic teaching of Islam. To root so called rigid teaching of Islamic, the scientific interpretation of Islamic teaching was highlighted. In IT, English Language and Sciences, the Madaris system of education was introduced. The Madaris had been given directions to follow moderate courses to facilitate the students at maximum level. It has been observed that only Islamic Arabic teachings were included in course outline but later the instructions were given to the Madaristo approach the advanced teaching procedures and methodologies. Computer based educational system was introduced to facilitate the educational set up.

The teachers of the Madaris Institutions were advised to moderate themselves to learn new knowledge in the fields of science and technology. It is the brutal reality that still education is not the actualized priority of the government in Pakistan. In fact, basic contradiction between the socio-political cultures is visible in framing the educational policies. It has been observed that the education policies required basic understanding of the socio-cultural values on the one side and the relevancy of the disciplines with the other subjects.

From 1947 to onward, the educational policies have been drawn by various political and military governments to introduce vision of national education. Apart from the official policies, various research papers have been written on the educational policies to highlight the impact. These could be cause of understanding the failure and success of the educational policies. It is obvious that the official educational policies makers derived the basic outlines from these scholarly readings. No doubt, the efforts have been made but still the state is confused on this issue. The policies remained failed to produce the required results. The critics stated that in Pakistan, professional opinions

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have been ignored. For example, the technical experts have not been given voice to address technical expertise of the various disciplines. Various points, in this regard, have been pointed out such as following:

- Stereotyped methods of teaching had been followed.
- New methods of teaching have not been adopted.
- Maximum portion of education period is cramming, and not creative.
- Fundamental concepts and logical orientation have not been discussed.
- Faculty staff has not been trained on research-oriented basis.
- Faculty staff is unaware to seek teaching techniques and modern methods of the teaching.
- Students are not helped to access the libraries and to learn new innovations.
- Teachers do not have educational facilities, and do not have access to updated educational material.
- Teachers are adopting only 'Lecturer' method.
- Facing shortage of the professional teachers.
- Merit system has not been adopted in the teaching recruitment process.
- Gap between teachers and the students exists. Both are not on board on the social and economic issues.

Moreover, in Pakistan, the quantity has been focused whereas the quality has not been remained on board. Future generation has been deprived education in rural areas. The curriculum has been designed but the ground realities and the future challenges have not been streamlined. The objectives and learning outcomes are not clear headed and most of the time, philosophical interpretation has been maintained instead of practical orientation. In fact, the curriculum has been remained failed in generating the interests within students towards practical work and practical orientation to lead the scientific treatment of knowledge. Each system survival depends upon the effective feedback and that could be possible if proper input-output system is drawn within educational framework. It has been observed that the political and the bureaucratic influence have undermined the impacts of the educational policies. Unnecessary intervention within the educational, administrative, and academic structure, and educational culture of the institutions have also affected negatively.

The transfers and postings at the educational institutions have been remained circled through political and bureaucratic influences. Teachers are influenced and pressurized to do illegal affairs, mainly to disturb the merit policy. Within educational institutions, the violation of the merit and political interferences has been remained question mark. In various regimes, educational policies have been drawn in the history of Pakistan to

introduce the education vision. Time to time, the reforms have been introduced to deal the challenges on administrative, curriculum and disciplines matters. No doubt, the educational policies, drawn by the various civilian and military governments, have produced results but they failed on various matters to produce required results. In fact, the issue of implementation and inconsistency has remained question mark to produce the efficiency. The policies are drawn but are not implemented and they have not been proper tackled and pursued.

The decisions on educational matters are bounded to follow with force. Stakeholders of state and non-state actors played influential role to alter the basic outline features of the education design regarding course outline and formation of disciplines. In most of the cases, the outer donor agencies play an influential role to introduce their objective oriented programs. Pressure groups like ethnic and cultural related factors have also dominant infrastructure became of having financial resources. In Pakistan, citizenship rights and responsibilities and USAID Group funded many educational projects to improve citizenship education in Pakistani school. For this purpose, the teachers and the administrators have been given training to educate citizenship education through formation of supplementary curriculum materials. The other measures were as follows (Asia Report, 2014):

- A cadre of teachers to educate for political education.
- Formation of national citizenship in education program in Pakistan.
- To access the current status of political education in Pakistan.
- To make analysis of the curriculum and of textbooks.
- To review teaching and learning methodologies for educating political education in Pakistan.
- To find out the potential areas where financial resources are used to raise political education in Pakistan.

After critical review of all educational policies, it is observed that no proper attention has been given on creating the political awareness in the students which shapes the destination of real democracy in the country. Many studies showed that approximately eighty per cent of the people are not aware of the political system/electoral system in Pakistan. The determinants and/or indicators those are responsible in creating political awareness have also been paralyzed. Studies also showed that most of the educational institutions in Pakistan are not creating political awareness in students. The teacher has become just limited to curriculum and curricula do not have much more content in this connection.

The political leadership seems totally indifferent and not serious in giving awareness about real political system to their subjects because all five-year plans and educational

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policies stand witnessed to this dilemma. The leadership keeps the subject in darkness to get their own benefits and just to reach the chairs of protocols. In the light of above discussion, it is concluded that in order to make this deficiency, all the stakeholders like curriculum developers, teachers, and school administrators must pay due attention to develop political awareness among the young ones through different ways in order to better aware them politically.

After a thought-provoking research, it will not be exaggerated in saying that no doubt the educational policies are framed but their implementation has not been observed. The educational policies have been remained failed to produce the expected results. In addition, it has been observed that the educational policies did not focus to integrate the society in the line of action to promote the political awareness. The policies have discussed the empirical analysis of the society whereas the Pakistan pluralistic society has various dimensions to be addressed within the educational framework. The policy makers ignored the sociological and political aspects of the society while designing the national education plan.

Policy makers focused on the empirical understanding of the society in explicit mood whereas the educational policies are treated as the opening window of the subjected society. The various research studies showed that approximately 80 % people do not know the political system of Pakistan and the electorate system of Pakistan. It has been also pointed out in various researches that the role which needed to be played by the educational institutions still is the question mark. The educational institutions have poor contribution to promote the political awareness among the students. In addition, teachers are not interested to integrate students politically. Besides this, the national curriculum has no vision to promote the political awareness among the students. It has limited role for the students and has no link with the content of the society.

On the bases of the findings of this study, it has become a serious concerned question for the researchers why political leadership is not interested to focus on educational policies in terms of the political awareness and the political socialization within the society through the national educational curriculum. It has been observed that the political leadership has deliberately ignored the said important issue to maintain the status-quo within the society. In the above context, the stakeholders like curriculum developers, teachers, school administrators and the local community must be properly addressed. This strategy will inculcate political awareness among the young ones to mature them more politically civilized.

### **Recommendations**

In the light of above-mentioned critics and analysis of the educational policies, it is recommended that politicians and the leadership should focus on the important aspects of political awareness in the school curriculum through educational policies. An educational system should be designed in such a way that it fulfills social, political and spiritual needs of the society/community. Furthermore, the ideology of Pakistan

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must be emphasized through school curriculum and to promote national integration. The dream of the welfare state concept along with providing the quality of citizenship through political socialization should become true and be prioritized. The excellent and vigilant leadership is considered responsible for bringing progress and prosperity within any country of the world. The sincere and visionary leadership is of course the product of real democracy which certainly comes from politically well aware society.



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