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# The State Of Education In Pakistan From 1947 To 2019: A Content Analysis Of The Three Selected English Newspapers Of Pakistan

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## ABSTRACT

The achievement of universal education has ever been remained an official objective in Pakistan. Since her inception in 1947, the realization of the concept has remained pivotal in governmental policies, such as the surge of budget, elimination of gender disparity, eradicate discrepancies in medium of instruction, and cope the out-going school children. Despite continuous efforts and changing policies, Pakistan could not achieve the desirable results in the field of education. And still seeking to improve the quality of education. An addition, education is one of the fundamental human rights, guarantees by the article 25-A of the constitution of Pakistan 1973. Whereas, Pakistan is one of the lowest literacy rate countries in South Asia of having only 58% literacy rate. Poor education in the country, because of insufficient budget, which continuously fluctuated e.g. only 2.4% budget allocated of the GDP in 2019 annual budget. This research work is going to find out the state of education in Pakistan. Content analysis was employed for research work, the content was education status in Pakistan by following three Pakistani English newspapers e.g. the dawn, the news, and the nation. Furthermore, the duration of the content was three months e.g. June, July and august, 2019. Although, some major themes were designed which further categories in sub themes. Moreover, numerous reasons were also designed to eradicate the menace of poor quality of education in Pakistan.

**Key words:** Education in Pakistan, News Paper, content analysis.

## Introduction

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Unsatisfactory results in education stem a hallmark over the promoting quality education in Pakistan despite continuous efforts (Ullah 2018) The lack of pledge by the government to improve quality of education by designing the eminent frame work and surge of the menace of low literacy rate make it requisite to examine the state of education in Pakistan. This paper examines the present-day scenario of quality of education in Pakistan and embedded arguments from other research materials and related government documents. Qualitative content analysis is employed for data analysis. This paper comprises six major themes.

The first was the issue of insufficient budget allocated for education. The second was out of school going children particularly in remote areas of the country. The third was gender discrimination in education. The fourth issue was the medium of instruction in education. The fifth issue was problem in the text/materials and the sixth was difference between practices policies of the government, After the independence education policies in Pakistan from 1947 to 1950 revealed eminent commitment to deliver quality of education in the country on equal basis (national educational conference, 1947).

Moreover, the country is signatory of (EFA) Education for All, which urged numerous approaches (Ministry of Education, 2003; UNESCO, 2004) to achieve quality education, such as elimination of all kinds of disparities in gender education by 2015. The national education policy 1972 explicitly emphasize over the economic provision to allocate extra recourse and facilities for low socio-economic background people (khattak, 2014). While, five-year plan (1993-98) initiated with major policy changes to allocate more budget to achieve the desired objective such as increase literacy rate up to 16.86 million enrolment. Moreover, national education policy (2008-2010) pledged, that educational development directed socio-economic, political, and cultural development of a nation (Bengali, 1999). Even though, the recent international stander, achievements in education by initiating the policy by Pakistan e.g. Education for All (EFA) (ministry of education, 2003; UNESCO, 2004) in (2001- 2015) educational reforms to eradicate gender disparity in education. In the nut shell of the above-mentioned policies, rules and programs initiated by different government in different eras to eradicate the poor quality of education system in Pakistan.

But the country still facing the disgusting situation in maintaining quality education in the country, of having lowest literacy rate in South Asia. The paper primarily related to find out the reasons by collecting data from three certified English newspapers of Pakistan. Content which affect quality education in Pakistan. Analysis consist six main themes including sub categories to determine the causes of poor commitment of the government regarding quality education in Pakistan.

## **Major themes (issues) related to education in Pakistan**

### **1. Budgetary issues in education**

Education policies in Pakistan from 1947 to 1950

After the independence, promote quality education was one of the important areas. The first educational conference convened to emphasize over the quality education and declared it mandatory for public well-being and national development. In the conference numerous educational issues came under the discussion, such as allocation of enough budget, increase children enrolment, rationalize educational institutions etc. Budgetary issues have always been caused poor quality of education in Pakistan particularly in backward areas. Expenditure on education, as percentage to GDP in Pakistan is lowest in South Asia. Furthermore, if the budgetary policies further procrastinated in future it would be serious repercussion to quality education. The recent cut off in education budget increased serious hardship for students and educational institutions. They cannot pay extra taxes, imposed on books by the authorities. The country will suffer with poverty while increasing taxes on educational materials, which posits impediments to attain quality education and increase enrollment (Taxes on books by Qandeel Gul Gulab Ali Daily the nation 25.7.219). Moreover, education committee was convened in (1947-57) to design enough budget for education, while, the first five-year education plan from (1955- 1960) revealed betterment in education such as generalization of primary education which provided enough opportunities for one million more enrolment.

The national education policy 1972 explicitly emphasized over the economic provision to allocate extra recourse and facilities for low socio-economic background people (khattak, 2014). The new government review the economic policies and cut off HEC budget and introduce new frame work which also alter educational activities, such as fee reimbursement programs convert into need-bass scholarships and welfare programs and also reviewed laptop scheme (HEC to convert reimbursement scheme into need bass-bass scholarships by Kashif Abbasi the daily dawn 4.7.2019).

According to the Ministry of education data, Pakistan allocated 2.5% of her GDP in 2006-07, while 2.47% in 2007-08, whereas 2.1% in 2008-09 and 2.0 % during 2009-10. Prior to the budgetary policies the new government resonate half of the budget for higher education such as HEC demanded for 103.5 billion for fiscal year 2109-20. But the new government allocated only 59 billion and ignoring the HEC stance to allocate enough bouget for education which deteriorate the quality of research and higher education (HEC to get around half of funds it sought for new fiscal year by Rahu Basharat daily the nation 13.6. 2019).

Moreover, HEC budget has drastically reduced by the government to 29 billion. Furthermore, the government comparatively reduced 17% to the previous budget, which caused serious apprehensions to HEC developmental programs. Poor allocation of budget will have suffered new developmental schemes, such as construction of new buildings and sport facilities of higher education (Govt drastically cuts allocations for HEC by Rahul Basharat daily the nation 12.6. 2109).

This content has shown the constant decline in education budget, which has been caused numerous disgusting issues such as dearth of education institutions, insufficient teachers,

lack of equipment's etc. The recent economic depict in Pakistan has changed the government intentions to cut down the HEC budget for fiscal year 2019. it was also decided to stop funding to new public sector universities while, many new universities were to be established by the government to promote quality education in the country because the already established universities are in far flung areas from rural areas. Moreover, majority of the poor population cannot bear educational expenses without enough budget for education in the country (daily the nation by Salim Bukhari 26.7. 2019).

## **2. Issues in medium of instruction**

The major part of the committee report 1947 was related to the matter of language. which evoked problems and constraints, related to the issue of training of teachers and students, teaching materials and literature for students and teaching method. An addition, a small percentage of enrollment of school because of reading trouble in school. Mostly children face hardship in fluency of readings books. Money spent on education is not producing educated people in Pakistan. Low level of education in Pakistan because of poor understanding of non-native language imposed in school curriculum for both teachers and students.

which has been created language supremacy over other. Reading materials have also been created problems in understanding, because most of the reading materials are in non-native language which have not been used in their homes as a primary learning. Statistics shown, that only 3 to 12 percent of school children can understand and speak English language fluently. The report cited a survey that 94% of the teachers in English-medium private schools in Punjab did speak English.

Moreover, 100 class rooms were surveyed in KP, where thousands of children could not comprehend Urdu fluently because of Pashto language speaking in their homes (Reading troubles by Rifa daily the dawn 17.7.2019) The committee urged for requisite recommendations, such as the identification of adult education program. Where training programs, recruitment of skillful teachers and planning were highlighted.

Furthermore, education became mandatory for all government employees. It was also declared that media campaign primarily responsible for spreading a sense of education. (Pakistan Educational Conference, 1947, Government educational policies, 1972). Although, prioritize the inception of the policies to cope the dramatic dearth of quality education by eradicating the traditional way of education from the country.

Moreover, the lack of enough educational stuff in libraries and the outdated material can not fulfill the purpose of quality education in Pakistan. Another apprehension is the procrastinated attitude of the government to establish libraries in rural areas (Books to read by Aqib Dad daily the news, 17.7.2019). Even though, another article urges about the responsibilities of the concern authorities, who have been ignoring fault in the reading stuffs in English-medium courses. Majority of the sentences are fragmented which create difficulties in understandings and drastically affects quality education in Pakistan (faults in books by Amber Ashraf daily the nation 4.6.2019). Prior to the genesis social science

research, education has been remained a private commodity, not a public for public well-being in Pakistan. Only economically sound people can get quality education by sending their children to private schools, while less privileged people approach to public school, which has been disadvantageous for working class to get quality education (Ulan, 2018).

There is a huge gap in competition and education credentials between the elite and economically sound students and poor and less privileged working-class pupils (Bourdieu, 1974). Comparatively, poor results cited by public school in SSC exams, because of improper resources while, private school's results shown output. Lack of policies implementation and insufficient management are the basic obstacles to assure quality education in public schools (Private institutions show output in SCC exam by Raiz Mayer daily the news, 29.6.2019).

Another, argument says, that quality education has been remained a distant dream because of poor interest in reading materials. Most of the books designed in the language (English) other than that of native (Urdu) language, which create stress to apprehend the reading materials. Foreign language creates hardship and poor interest in readings book for students. Educational institutions always emphasize over traditional materials on students, which hamper the instant of understandings of people.

Reading books in other language assumed burden on students, which caused to lose the natural ability of comprehending the real objective of education, such issues caused the backwardness in quality education in Pakistan. In nonnative language, students mostly remain non vocal and having expressing problems. Moreover, emphasize over English language further deteriorate the efficiency in Urdu language, expression etc. in students. While, students cannot progress in English language as they can progress in Urdu language, which has been persistently ignored by the implementing authorities (Books are fun by Zubeida Mustafa the daily dawn 19.7.2019). Moreover, inadequate policies posit the disgraceful attitudes of poor learning habits in students, this habit further rigorous with the continuous use of foreign (English) language in educational institutions in Pakistan. Even though, teachers also facing difficulties while using English language in formal education (Study calls for educating children in their mother tongues by Anwar Iqbal daily the dawn 16.7.2019).

### **3. Gender and education (gender discrimination in education)**

First five years plan (1955-60)

It was planned that, it is the civic and democratic responsibilities to deliver education with equal opportunities, for such purpose 400 new schools were opened under village aid (V-AID) programs. Teacher's training programs, curriculum development framework and various other initiatives such as education funding were seriously discussed. The huge number e.g. 75000 new trained teachers were hired, this had increased one million children's enrollments from 43 to 49 percent. While, no specific target was identified to make primary education free, compulsory and universalize including girls. (Khwaja, Sarfraz, Eradication of Illiteracy in Pakistan, 1947-87).

Moreover, education policy 1972 was explicitly pledged for additional facilities and extra resources for women, low economic background people, and physical disables (Khattak 2014, Policy, 1972). Article 25 of the constitution of 1973 urges equal treatment of both the gender in every walk of life. The Constitution of 1973 pledges in article 37 (b) 38 (d), and 34 the significant wide spread egalitarian sparks of education (Ullah, 2010).

Education Policy in 2009 exclusively resonated the quality education for national development, which will have to enable all nationals to achieve their maximum potential (National education policy, 2009).

#### **4. Out of school going children**

National Education Conference (1947) was the first attempt to establish the frame work of quality education.

The important message of the Quaid-e-Azam to the Conferences was:

"... the importance of education and the type of education cannot be over-emphasized ...there is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan ... we should not forget that we have to compete with the world which is moving very fast in this direction." (Nation education Conference, 1947).

Whereas, at the time of independence (85%) of the population was illiterate in rural areas of the country. National education conference was convened in 1947 (Bagali, 1999) aimed the universalization of primary and secondary education, which remained pivotal objective for all governments. Primary education was declared free and compulsory for all (National Educational Conference, 1947).

Moreover, millions of the children are presently out of school particularly in rural areas because of poor quality education and lack of infrastructure. Without equal opportunities progress remains a distant dream for less privileged people in Pakistan, most of the people inclined toward income activities to satisfy their basic needs by hiring their children in labor activities, which primarily caused illiteracy in Pakistan. Pakistan has the lowest illiteracy rate in South Asia, facing the issue of 2.5 billion children out of school. While, other people deserve in the inexplicable issues of poor educational infrastructure in the country which create discrepancies while selecting educational institutions for getting education (out of school children by Waheed Wahid daily the nation, 3.7.2019).

Another issue is discrimination in gender education by losing equal opportunities for both boys and girls which cause a gigantic low literacy rate particularly in women education in the country. Even though, the government's policies could not eradicate the menace of poor educational opportunities for women, these impediments create complexities for getting women education in Pakistan. Providing multiplan education system in the country, such as public and private, urban and urban educational divide created miscarried in quality education (Khalid & Khan, 2006; Khan, 2007).

Moreover, other factors also responsible for low literacy rate in Pakistan, most of the remote areas are being ignored by the government to cope the miserable condition of educational infrastructure, such as miserable condition of schools, no maintenance of school infrastructure, lack of attention by the government and mostly schools are broken where students cannot concentrate to their studies, which caused distasteful attention and leaving there studies without completion particularly in less-privileged areas of the country (Miserable conditions of schools by Fozia Rashid daily the nation 4.7.2019).

The menace of poor-quality education posits stratified school system that produce different segments in the system. Following the educationalist responses and statistic on school dropout, it is asserted that such discriminatory system stems to create serious crevices for working class people to get quality education in Pakistan (Federal ministry of education report, 2007). Moreover, the unequitable education in the country posits deterioration in quality of education by rationalizing traditional practices and poor quality of education. Poor policies of the government and incompetent teachers are also caused out of school going people particularly the working class (Helping education by daily the news correspondent, 19.9.2019).

## 5. Polices and implementation nexuses

### 1. Unskilled teachers

National plan of educational development (1951-57)

The conference convened over six-year program for national plan of educational development. The extensive debate in the meeting again highlighted the problems and constraints, such as almost half of the teachers were untrained and required 86,000 additional skillful more teachers. It was also decided to launch training institutions, need for more school buildings, teaching aids, and scientific equipment etc. and policy for establishment of 24000 new primer schools, plan also proposed for making 2.8 million adults' literates through village agriculture and industrial development (V-AID) program. It was predicted that, at the end of 1957 two third of the children would be enrolled. But the effort of 1947-57 failed to achieve the significant results.

In the era of (1971-77) major steps were taken by the government to rationalize educational institutions (khattak, 2014). To increase enrolment in education by rationalizing different schools and colleges in the country (Policy, 1979).

Population census in 1972 corresponded literacy rates as follows

	Total	urban	rural	
Total		21.7	41.5	14.3
Male		30.2	49.9	22.6
Female		11.6	30.9	4.7

## **6. Difference between policies and practices of the government**

The neglected commitment of the government, education became a commodity by allowing private school system. Moreover, dual stander e.g. public and private school system under the government approval have been remained biased against poor students. Public school's students could not be proficient in English language, while studied in Urdu- medium schools (Ullah, 2018).

Moreover, lack of government interest to apprehend the poor quality of education in Pakistan by variation in her policies formulation and implication by the concerned authorities. Although, fluctuated financial allocation by different governments in different eras and poor implementation of policies to ensure quality education on equal basses. Lack of insufficient educational infrastructure, because of dispute between MPAs over the site selection for education institution and controversial land acquisition for the said purpose (KP govt drops plan to set up 800 schools, 3500 colleges by Mohammad Ashfaq daily the dawn 1.7.2019).

Furthermore, fluctuated educational policies evokes upheavals in educational institutions such as changing rules of examination halls to set the students in other examination halls rather than that of indigenous institutions. An addition, examination in the indigenous institutions provide an illegal means of cheating, where supervisory stuff was offered illicit considerations for being allowing unfair means to students, which have been caused violation of merit and seriously affects quality of education (Students won't sit board exams on own school by Muhammad Ashfaq daily dawn 10.7.2019).

Moreover, various research studies (Ullah, 2003; Khattak, 2014; Kekic, 2007; Winthrop, 2010). Repeatedly highlighted the disgraceful role of public school to fulfill the desired objectives (Ullah, 2018). Moreover, reductionist approach denotes, that such kind of education is fallacy, producing graduates are more than the available jobs in the market because of less professional training in the institutions to achieve the ideal role (Knowledge suppresses job creation by Hassan Naidi daily the news, 24.7.2019). Moreover, there are various challenges for acquisition of innovative skills and modern ideas by both teachers and students in such a traditional and confined environment. Such a traditional system posits the dearth of critical thinking and creativity and artificial intelligence in educational institutions. A limited environment has been used in educational institutions, which confined student from new adaptation of ideas in whereas both the students and teachers remained in passive environment and avoid egalitarian learning (Paradigm of education by Shahid Sadiq daily the news, 5.7.2019).

Moreover, educational backwardness in Pakistan remains constant with the disinterest in education and repetition of traditional style of education, which emphasize over the strict formal grading system in competition and compel students under stress and huge burden of book and paperwork. The image of studies and education has been repulsive by the system, which affects quality education in Pakistan.



An addition, poor quality education in Pakistan affected most of the people and assumed that education the life long process for economic, which can be easily achieved without education. while education is not only the responsible attribute to link with the economic development, moreover, despite policies made by highly educated people backwardness remained constant while nations developed first and then acquire education (Education is not a solution by Anjum Altaf daily the dawn, 25.7.2019).

### **Issue of psychological stress**

The surge of englishization in education created serious crevices in learning habit of students, the primary socialization of children happens within their families, which learnt and internalized in their personality development for shaping attitude. The learnt attitude within household environment affect the mental level of understandings, which make people inclined to get good grades, but could not compete in debate competition in the required environment. Moreover, emphasis over formal readings caused stress and anxiety in students, when forcefully imposed in educational intuitions (Exposure to books by Neda Mulji daily the dawn, 11.7.2019).

Furthermore, the steadfast rules in educational institutions posits the issues of psychological stress and anxiety among students, which have constantly been ignored by governmental authorities and institutional administration, but surge of continuous pressure by demanding good grades. Moreover, there is a continuous lack of therapist in the institutions to rehabilitate the deteriorated condition in schools. The menace of psychological pressure and teacher biasness leads to the increase of suicide cases and other heinous health affects among students (Dealing with issues of stress, anxiety in students by Tooba Masood daily the dawn, 20.7.2019).

Prior to the other educational policies, the 1972 policy stemmed eminent commitment for generalization of universal education to enable all individuals to get maximum benefits form such policies (Ullah, 2013; ministry of education, 2003). Although, the disgraceful status of public sector education serves the universalization of education agenda shifting from public to private phenomena for the affluent people (Ullah, 2018). Furthermore, the hegemony of private institutions exercise its illicit means to threat other public institution for their vested interest, even though, domination over other institutions is the hallmark over the governmental authorities, which is illegal and unreasonable for demanding any document, continuation in such policies of private institutions and intervention affects quality education (Schools association decides to move SC by Saeed Ahmad daily the news, 16.7.2019). Another argument employs a bleak picture of education system in Pakistan, because of poor attendance in government schools and irregular teachers' presence.

Moreover, the nasty condition of school buildings also affects quality education in Pakistan. In public schools there is lack of availability of non-teaching stuff to motivate towards the enthusiasm of learning attitude particularly in less developed areas. (Report

presents bleak picture of education system in merged areas by Muhammad Ashfaq daily the dawn, 17.7.2019).

### **Conclusion and discussion**

In the nutshell of all the above-mentioned arguments evokes the state of education in Pakistan. which has been remained a distant dream, despite continuous efforts in educational frame work to achieve the international stander by providing legal frame work for equal opportunities. Moreover, Pakistan is signatory of international treaties, such as CEDAW and lunched numerous programs to provide equal opportunities for both the gender particularly in education. Moreover, Pakistan is facing the worst situation of out school going children in south Asia e.g. more than 2.5 billion children out of school. Whereas, presently poor quality of education in Pakistan also caused by multiplan education system, which gives benefit to private institution and public educational institution failed to fulfill the ideal commitment of quality education for all, whiles reproduce class system of hierarchy (Ullah, 2018). Furthermore, the menace of Illiteracy in the country is caused by numerous heinous apprehensions, such as nasty infrastructure and lack of educational facilities particularly in rural areas, although, the traditional way of education also confined student to limited criteria by comprehending the forceful learning environment in their institutions, that caused stress and anxiety and increase suicide ratio. Such traditional system emphases over grading competition in limited environment without creative and innovative skill, another Issue highlighted from the data that deviation from native language (Urdu) and imposing the nonnative language (English) in educational institutions. The last but not the least the poor quality of education in Pakistan because of fluctuated budgetary polices by government, which further strengthen the menace of Illiteracy, most of the people in Pakistan can not afford the huge fee structure and heavy educational expenditure and remained uneducated.

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