

# Educational Objectives in Various Five year Plans; A Comparative Study

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## **Abstract**

*The Five year plans are Government documents which are published by the planning commission in Pakistan (except the First one). These documents provide the planning for the next five year period in all the sector of economy. Each plan contains the evaluation of the previous plan, objectives, allocation of funds and the schedule of the release. Education is one of the important sectors. As the study attempts to compare the objectives stated in various Five year plans to identify and summarize the similarities and differences among them therefore, all the Five year plans and the related government documents were studied for the purpose. Findings show that; most of the plans have similarity in their objectives but also there are plans which show differences in objectives. Also the time for the selection of objectives is not related to the need of the time. The study conclude that education census should be held every year on priority basis, before stating the planning process the present resources and future need should be studied very carefully to avoid the repetition as well fulfill the need of the society.*

**Keywords:** objectives, Education, Five year Plans.

## **Introduction**

The Five year plans are the series of nationwide economic plans and targets. These plans are measured by the Ministry of Finance (MoF), and considered and developed by the Economic Coordination Committee (ECC) since 1955 in Pakistan. These plans are framed after the inspiration of the plans of Soviet Union.

In Pakistan, the Five year plan comprises of four parts of economic planning which are as follows; **Economic Framework, Social Infrastructure, Physical Infrastructure and Production** Programmes. The **Social Infrastructure** comprises of; **Education and Training, Manpower Training and Labour, Health, Family planning and Social welfare**. In Pakistan the planning for the development of all the sectors of the economy is approved by the Planning Commission which is responsible for the publishing. All these Five year plans contain Education and Training as an important sector (except 6th one where name Education and Training was replaced by the name *Manpower* and in 10th Plan *Investing in People*) of the economy and is planned as other sectors. According to Sir W. Beveridge; a plan has three parts: (a) a schedule of resources, (b) a schedule of needs and (c) execution of the plan with the help of the state.

Since 1955 -60 Eleven Five year plans and one Medium Term Development Framework (MTDF 2005-10) and many perspective plans has been framed. Their duration are; The First Five year plan 1955–60 in which education sector was planned under the light of the 1947 conference recommendation, The Second Five year plan 1960–65 and the Third Five year plan 1965–70 contain education planning framed under the guidance of the Commission on Education 1959. The Fourth Five year plan, 1970–75 though was not implemented fully but the education sector included was framed under the guidance of Education Policy 1969. The Fifth Five year plan 1978–83, the Sixth Five year Plan 1983–88 and the Seventh Five year Plan 1988–93 were taken the guidance for education planning from Education Policy of 1979. The Eighth Five year Plan 1993–98, contains the education

planning under the programme given in New Education Policy 1992. The Ninth Five year Plan 1998–2003 (not fully formulated) but included the education planning taken from the education Policy 1992 to 2010. Medium Term Development Framework (MTDF) 2005–10 (not fully implemented). The Tenth Five year Plan 2010-15 include the total sector and sub sectors of national life. It evaluates the performance of the earlier years, discovers shortfalls and makes suggestions for the future. It also sets up objective, both material and financial, and efforts to relate resource allocation to material development but unfortunately this could not completed its implementation period and new Five year plan was framed in 2013-18

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### **Significance of the Study**

The study is imperative as in the past no such work is done with special reference to the objectives in various plans. It examines and compares the objectives framed for the education sector under various Five year plans in Pakistan. Objectives or the targets are the basis for development, “as is the target so is the implementation as well achievement”. The study will help and provide insight to the government, policy makers and planners, educationists and economists related to the education and envisage the importance of educational planning. This study will also help the stake holders to overcome the shortcoming and planning mistakes.

### **Objectives of the Study**

1. To examine and compare the objectives stated in various Five year plans for the development of education sector in Pakistan.
2. To find out the similarities and differences among the objectives of various plans.

### **Methodology of the Study**

For the comparative analysis various Five year Plans of Pakistan published by the Government of Pakistan along with other related documents were studied to find out whether there is any similarities in between the objectives of various plans in the sector of Education and Training.

### **Review Of The Literature**

#### **The First Five year Plan 1955- 60**

- At all levels of education Primary, secondary, college and university quality will be improved.
- Rapidly expanding education and training in the technical, Vocational and professional fields to provide essential qualified personnel for all sectors of the development Programme.
- Opening new schools so far as resources permit, especially in areas which are relatively backward.
- Enable schools to hold much number of pupils to the end of their courses than is the case at present.
- Over one million (10lakh) additional children will be attending primary and secondary schools and 1,600 engineers and engineering technicians will be trained out each year by the end of the plan period.

### **The Second Five year Plan 1960-65**

- To raise the proportion of the children in the 6-11 age group in primary school.
- In secondary and higher education, emphasis is on improvement of proficiency and inculcation of qualities of leadership.
- To broaden and improve the maximum feasible programme of proposed for training of teachers; and research activities, which have been limited in scope.
- To enable women of the country to participate in the national life, a large number of facilities for their education of will be provided.

### **The Third Five year Plan 1965-70**

- To widen the base of primary Education and increase the facilities for technical and vocational education.
- To reduce the current dropout rate at primary level.
- To introduce diversified courses and greater facilities for students in industrial arts, agricultural, commercial and home- economics at secondary level
- To improve the academic standard and quality of instruction at college and universities.
- To provide increase facilities for training in scientific, vocational and technical subjects in teacher education programme,

### **The Fourth Five year Plan 1970-75**

- To produce a literate inhabitants and an educated voters;
- To make the educational system more functional in its contribution to productivity and economic growth.
- To remove the existing disparity in education services between the rural and urban Population.
- To develop national consciousness through a more equitable distribution of educational opportunities.
- To make best use of the available resources, including physical facilities.

### **The Fifth Five year Plan 1978-83**

- The fifth plan marks a basic rearranging of national precedence in favour of primary education & vocational and technical training.
- In secondary and higher education there will be a shift of emphasis from quantitative expansion to Qualitative improvement.

### **The Sixth Five year Plan 1983-88**

- To institute universal education by ensuring all boys and girls of the relevant age group get evolved in class I by the terminal year.
- To increase participation rate in primary schools from 48% in 1982 to 75% in 1987-88.
- To improve the quality of Education
- To improve teacher training facilities, Priority will be given to the development of training programmes of all categories.
- The level of universal education would also be progressively increased from V to classes VIII.

### **The Seventh Five year Plan 1988-93**

- To broaden the resource base for education

- Universalize access to primary education
- Substantially improve technical and vocational training facilities.
- Improve the quality of education at all levels and in particular of university education.

#### **The Eighth Five year Plan 1993-98**

- All the boys and girls of age 5-9 years will have Universalizing entrance to primary education for.
- For all children of the relevant age group, Enactment and enforcement of legislation for compulsory primary schooling wherever the primary school facilities become available at a reachable distance
- To furnish the adolescence with demand-oriented skills by quantitative expansion and qualitative improvement of technical and vocational education.
- To Remove gender, and rural-urban inequity.
- Qualitative improvements of physical infrastructures, curricula (by making courses demand-oriented), textbooks, teacher training programmes and examination system at all levels of education.
- Broadening of the resource base for financing of education through increase allocations and encouraging private sector's participation.

#### **The Ninth Five year Plan 1998-2003 (Report of the Working Group)**

- To bring Pakistan's education system in line of the rest of the world four tiers of the education will be introduced; which consists of Elementary, Secondary, College and Advance.
- Education for all, Universalisation of the elementary education, provision of opportunities for early childhood education, Eradication of illiteracy, Introduction of essential skills in VI-VIII, Improvement of Quality of instructions.
- Replacement of present Higher Secondary or Intermediate education with Secondary education. Secondary education will be upgraded to include classes XI and XII.
- Curriculum should be selected carefully and should focus on language, basic and social science and at least on vocational course with wide variety of skills.
- Reorganization of the examination system in such a manner that they measure the achievement of whole range of educational objectives.
- Efforts should be made to raise the participation rate of both male and female students.
- Disparities in certain allowance for teachers of rural and urban areas should be removed. In future appointments criteria will be enhanced in qualification. Inservice training will be provided for updating the knowledge of the teachers.

#### **Medium Term Development Framework 2005-10**

- To establish Technical Education and Vocational Training Authorities at the national and provincial levels, and large number of new estates.
- "Skills and Technology" will be introduced as a compulsory subject in classes 8-10 of the schools.
- Enhancing skills and technology at all levels from the school to university.

#### **The Tenth Five year Plan 2010-1**

- To enhance primary school enrollment and increase the enrollment up to 70% at Secondary school level along with improvement in the quality of education.

- To encourage the gender equity, to provide girls and women access to education, health and new chances for the employment
- To provide new technologies to the education institutes so that the efficiency of the product can be increased.
- To increase investment in science and technology and improvement in quality of Higher education to shift into the knowledge economy.

### **Finding:**

A Comparative Analysis of Objectives Given in Various Five year Plans in Education and Training Sector shows the following similarities:

- ◆ To raise the speed of literacy rate in the country without any discrimination of gender;
- ◆ Universalizing access to primary education for all boys and girls of school entry age;
- ◆ Improving the quality of education and realization of its situation at all the stages of education;
- ◆ Easy accessibility of Education for all the of school going children, increase in enrollment and decrease the drop-out at school level and extension in physical facilities;
- ◆ Remove Gender, urban and rural disparities in education and to remove inequality in certain allowances for teachers of rural and urban areas;
- ◆ To provide necessary competent human resources; quick rising of education and training in technical, Vocational and professional fields;
- ◆ To raise in allocation and spending of education and training sector;
- ◆ To raise the participation of male and female students;
- ◆ Progress and advancement of teacher and Teacher Education services, status of the teachers and development of training programmes of all categories.
- ◆ While
- ◆ It is the only eight plan where broadening the resources, need for increase of education funds and encouragement of private sector participation in the expansion of education was realized;
- ◆ It is only Ninth Five year plan (Report of the Working Group) revamping of supervision process was discussed;
- ◆ It was the Eighth and Ninth Five year plan (Report of the Working Group) where reorganization of examination system and its improvement was discussed.
- ◆ Introduction and enhancement of skills and at all level of education is emphasised in MTFD 2005-10 and
- ◆ Provision of new technologies to the education sector and rising in the amount for science and technology improvement in quality of Higher education was given in the 10<sup>th</sup> Plan 2010-15

### **Discussion:**

The comparison of the objectives and results founds from them are in line with the discussion given in the Tenth Five year plan, Sajid Ali and Vaqar Ahmed. All the Five year plans have provided the aim of Universal Primary education and increase in the enrolment at Secondary and Higher education to all age group in minimum time period without gender and regional disparity. The modification in curriculum and to provide technical and vocational and higher education also were the important feature of all the plans. The targets remain not achieved up till now due to lack of political will, inadequate capacity for planning and implementation, and remained below performance in utilization (GoP, 2010). Sajid Ali 2006 quotes (Ahsan, 2003, pp. 260-61; Haq & Haq, 1998, pp. 15, 55; Staff reporter, 2004)

that most of the objectives laid down in various plans and policies could not be completely accomplished. As the objectives framed to get the target of Universalisation of primary education in 23 years in 1st five year plan could not be is not accomplished up till now. Vaqar Ahmed Deputy Executive Director SPDC in 2006 states that due to inconsistency in planning and policy in Pakistan become ineffective and could not completed the tenure of the policies and plans.

The review of different plans and policies in the sector of education verify that there is no change in the framing and outline of different policies except in name with the same pattern; the failure of historical attempts is described, the major problems in education reform are emphasized and fresh plans are suggested to meet up new goals, whereas the objectives are not accomplished yet (Sabina Quereshi, 2003).

The economic planning set the road map and the machinery for achieving the goals. Every government in Pakistan framed its own educational policy but could not implemented them honestly because of that issues and solutions remained continue from one to another policy and none of them obtained consideration (Khan, Akhtar Hassan, 1997).

The importance of education for social and economic development of the country is demonstrated in every policy and planning document since the birth of the country on paper only and no true consistence and dedication from the politicians, governments and policy makers is shown. The sector remained neglected in the economy and it can be confirmed by the allocation and expenditure of funds in the sector. The neglect of the sector is also seen also during the natural disaster and the war when the cut was given to the education sector (Dr. Issani & Virk, 2000).

### **Conclusion**

The findings of the comparative study on various Five year plans show that most of the plans have given the similar objectives. Every plan emphasis on increasing the number of schools, universalising and easy excess of schools for all school entry age children, quality of education and increase the enrolment and decrease the drop out at every level of the education i.e. Primary, Middle, Secondary, College and Higher education along with Professional and Technical Education. Expansion of physical facilities and rapidly expanding education and training in the technical, Vocational and professional fields to provide essential qualified personnel for all sectors of the development Programme and to remove the gender disparity and special allowance for the teachers in rural areas along with Progress, expansion and advancement of Teacher education services, Improvement, allocation and expenditures of financing of education is addressed and discussed in every plan. It was the eighth plan where first time when participation of the private sector was encouraged for expansion of funds and reorganization and improvement in Examination system was discussed in Eighth and the Ninth Plan.

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