

Policy Provisions for Secondary Education of Pakistan in National Education Policy 1998-2010 and their Achievements

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Abstract:

National Education Policies provide a broad course of action for the pursuit of educational objectives and educational setup in a country. A number of educational policies have been presented since 1947. There are different policy provisions provided for various levels of education. These policy provisions are the statements that describe the operation of the policy. Importance of every level of education cannot be denied but secondary education is considered to be the most crucial stage for personality building and the successful entry of younger generation into the adulthood. This research study focuses on "The Policy Provisions for Secondary Education in National Education Policy 1998-2010 and their Achievements". The research study was descriptive in nature including a documentary analysis and survey type. Population of this research study was the heads and teachers working at the secondary level. The open ended questionnaires were used as the research tools. The questionnaire was based on the five point Likert scale. This first hand information received through questionnaires had made it lot easier to understand and find out the obstacles and the hindrances in successful implementation of the policy provisions. The study concluded that there are satisfactory policy provisions present for secondary education in NEP 1998-2010 and many of them are being achieved but still there is a need to increase the participation rate of the students at this level.

Key words: National Education Policy, policy provisions, secondary education.

Introduction

Hilton (2007) defined education as various things done by people for the purpose to acquire knowledge. It was furthermore suggested that it could be anything done in a classroom or somewhere outside. Education can also be explained as the enhancement of the experiences. The focus of education is on nurturing the human behavior, potential, capabilities and aptitude. The transmitting of knowledge from an individual to another individual or from a generation to another generation is also a part of education. Acquiring education cannot only be done through money rather it needs people with a hunger to learn and get educated so as to better themselves (Collage 2006). Today's world is too complex where the nations are facing immense competition and a race to succeed is on a go. In order to survive and grow nations need to install more and more efforts towards the quality enrichment of the education as it is the only key to their success. At present developing countries are under extreme stress and those who have realized the importance of education have the competitive edge over the others. The motivation force today is the education, which supports the nations and assists them to convert their human resource to intellectual capital. This intellectual capital is the most critical requirement of the day. Various advanced technological changes are being brought about through education for the economic development thus augmenting the skills and expertise (Ali, 2012). Education does not only mean to prepare oneself for the challenges of life rather it is the life itself. It could be considered as a whole process of living along with preparation for future living. (Owen 2002)

Secondary Education

The acquiring of formal education from an institute is split into

different phases such as primary, elementary, secondary, higher secondary so on and so forth. The importance of every phase cannot be denied or neither one can be neglected but there is no contradiction to the fact that secondary education is the change bringer in an individual's life. According to a report by the World Bank secondary education is the gateway to a better life. It provides plenty of benefits to the society and economy. Ample productive opportunities could be provided through the secondary education (worldbank.org). The younger generation is prepared through secondary education for a successful entry into the adulthood (Delor Report, Unesco 1996). The education that the students receive during their teenage is very significant for their personality building. Secondary education grooms the young ones for the adult work. It should be planned in such a way that it ensures a change into a better adult and it ought to help in finding out the leaders (Cowell et al. 2000).

Secondary education means education after the elementary grades. It is provided by a high school. It comprises of class IX and X in most of the countries and the children at this stage are usually 13 years of age. For the purpose of becoming an active member of the society and the economy youth of developing countries need to focus on reaching and completing the secondary level because it inculcates numerous abilities required for a better life style and job skills. As there is too much economic pressure on the children of less developed countries to become a part of the labor force at an earlier age secondary education guides them to contribute in an important way towards the society and the economy. A group of qualified people is created through secondary education that possesses better knowledge and skills comparatively which contributes towards economic growth and better employments. Investment in secondary education enhances the export-led growth as compared to the primary education (Wood et al., 1999). The countries' survival, growth and competition in the era of

globalization are possible through the people who have been a part of secondary education.

According to a study of The World Bank (2010) following key issues in secondary education have been identified:

- i. Accessible to young people
- ii. Quality and Relevance
- iii. Curriculum
- iv. Assessment
- v. Teaching
- vi. Technology
- vii. Financing
- viii. Governance

A critical outcome on the demand for and completion of primary education for girls and provision of adequate qualified teachers is based on providing more secondary education, particularly lower-secondary education; this empowers the women and help promoting the gender equality. It also gives the better understanding and sense of health, vocation, worthily home membership, ethical character, citizenship and proper use of leisure time.

Secondary Education in Pakistan

Secondary Education in Pakistan comprises of class 9th and 10th and usually the age of the students in these classes is 13-15 years (UNESCO 2009). Students are expected to take a standardized test upon completion of grade 9, in each of the first parts of their academic subjects and later on give these tests again of the second parts of the same courses at the end of grade 10. They are awarded with a Secondary School certificate (SSC) on successful completion of these two examinations. Locally this is called as 'matriculation certificate' or 'matric' for short. There is usually a combination of eight courses included in the curriculum with electives (such as Biology, Chemistry, Computing and Physics) as well as compulsory subjects (such

as Mathematics, English, Urdu, Islamiyat and Pakistani Studies).

The instructional medium is usually Urdu in rural areas of Pakistan but public and private schools working in urban regions use English as medium of instruction (Shah 2008). The students can opt for a group of their choice such as Science, Humanities, and Technical. As per a survey report there are 0.88 million secondary institutions in the country with enrolment of more than two million and 0.36 million teachers. (UNESCO 2008)

A number of policy provisions and objectives are mentioned in the National Education Policies of Pakistan. A lot of emphasis has been given by the policy makers on secondary education keeping in view that it is an access to higher education and students at this stage can take the initiative of entering in the labor force. According to Constitution of the Islamic Republic of Pakistan, 1973 – Article 37-b “The state shall remove illiteracy and provide free and compulsory secondary education within minimum possible period” but this has not actually happened till the day.

Policy

A policy could be considered as a commitment, a statement of intent or a specific course of action. It is defined as a principle or rule to guide decisions and achieve rational outcomes. For the sake of facility and practicality policies are made. The policies assist in both subjective and objective decision making. For the purpose to set the guidelines and in order to achieve the targets every government, private and public organizations, institutions prepare policies.

Policy is the dynamic and full of value process which assists in handling a public problem for a political system. The policy particularly for the public is known as public policy (Fowler 2000).

Policy Provisions

These are generally the written laws that govern the rules and regulations propagated by various government administrative agencies in order to implement the legislative enactments of insurance companies.

Educational Policy

The collection of laws and rules through which the operation of all the education system are administered is referred as educational policy. Like all other policies, educational policies are put in order to plan for the education in the country and all the activities linked to it. The main focus of educational policy is on the actual, practical results obtained through these policies, the decisions made by it and its alternatives. A great emphasis is put on by these policies on significant controversies and debates happening within the field. There should be a strong relationship between educational policy and educational practice. The educational policy converts the educational research into a valuable resource and it blends the best of it with the world of practice. It is then utilized by policy makers, administrators, educators, researchers, teachers, and graduate students.

Educational Policies of Pakistan

Founder of Pakistan, Mohammad Ali Jinnah emphasized a lot on the significance of education. He considered that only education can build the newly born nation into a strong and stealthy nation. For this purpose the first meeting on education was held at Karachi from 27 November to the 1st of December 1947. Soon the infrastructure was setup for educational purposes which included the Advisory Board of Education, Inter-University Board, Council of Technical Education, etc.

Besides this the members sat down to decide the ideological basis of education. This was the first point on the supplementary agenda and it is significant enough to be reproduced in full.

What should be the ideological basis of education? Whether the Islamic conception of universal brotherhood of man, social democracy and social justice should constitute this ideological basis---cultivation of democratic virtues, i.e. tolerance, self-help, self-sacrifice, human kindness etc and the consciousness of common citizenship as opposed to provincial exclusiveness (GoP 1947).

The first meeting of the Advisory Board of Education was held from the 7th to the 9th of June, 1948, at Karachi (GoP 1948). Here it was decided that what practical measures were to be taken in order to execute the major political and ideological policies announced earlier. Initially mother tongue was selected as the mode of teaching for the children and later on the medium of instruction would be switched to Urdu after five to six years of schooling, whereas English would be taught at the highest level. However, by 1957 or so, Appendix VI suggested the replacement of English by Urdu. The emphasis of education policy at that time was also to Islamize education. But up to 1958, somehow or the other nothing actual was done. By looking at the meetings of the Advisory Board of Education GoP 1949, 1950, 1954 etc, one could easily see that three kinds of proposals were laid. First was related to ideological and political, second was pertaining to quality and third was relevant to quantity (Rahman 1996).

Many different educational policies since 1947 have been proposed in Pakistan. Following are the Educational Policies which have been brought about in the country.

1. All Pakistan National Education Conference, 1947
2. Commission on National Education, 1959
3. New Education Policy, 1970
4. Education Policy, 1972-80

5. National Education Policy, 1979
6. National Education Policy, 1992
7. National Education Policy, 1998-2010
8. National Education Policy, 2009

(Isani 2001)

Various targets have been set in different educational policies so as to increase the literacy rate but in reality as such none of the proposed has been achieved. According to the UNESCO (2002), few years back Bangladesh, Nepal and Pakistan were the only three countries of Asia having very low literacy rates. As per Government of Pakistan, Net Enrolment Ratio (NER) at primary level for male and female was 66% and 59% respectively. Literacy rate of Pakistan was 59% (GoP 2010). As compared to other developing countries too much limited resources are allocated in Pakistan for education purpose. In 1960 the public expenditure was only 1.1 percent of GNP. With the passage of time although this has increased to 3.4 percent but still it is not near to sufficient. Far more is spent on defense in Pakistan. Pakistan was tied in the world for fourth place in its ratio of military expenditures to education and health expenditures. (Blood, 1994)

Policy Formulation in Pakistan

With the purpose to adopt a policy formally it is required that it is formulated. The process of writing a policy is known as policy formulation. A number of approaches can be used while developing a policy. These are linear approach, cyclical model and stage theory (ibid, 2000).

Policy formulation is not only significant in fact its effective implementation is of major concern. As per Fullan, (2001, 69) "implementation consists of the process of putting into practice an idea, program or set of activities and structures new to the people attempting or expected to change".

The source of political and intellectual debate has been education. Different perspectives have debated regarding the

impact of education and how education should be financed and produced. The devolution of power program along with legislative support was introduced in Pakistan in 2000. As per this devolution program the district management and community at the grassroots level has been empowered in planning and management. Purpose of devolution was to enhance implementation and administrative processes. Resource mobilization, their usage, supervision, implementation, monitoring and evaluation of the education system are involved in this plan. Powers were being given to those who are closer to the field so as to increase the participation. This will also assist in making the appropriate decisions. Under devolution plan the Federal Government is now responsible for national policy formulation. The issues such as accessibility to education, providing equal educational opportunities are also catered by it. Besides it also set the criteria for the teachers' selection and decides their pay level. The national curriculum norms are also set through it and through national assessment system the students are assessed. (ibid, 2008)

National Educational Policy 1998-2010

A new education policy was launched from June, 1998 in order to prepare the nation to gracefully enter the 21st Century. The guidelines provided by this policy could become the basis on which the ideological frontiers of Pakistan can be strengthened and they could be based on Islamic teachings. Furthermore the purpose of this policy was to provide the nation with most required and appropriate knowledge and skills. The 9th Five Year Program policy follows the perception of the Vision-2010 and it coordinates with the provisions of this policy.

According to the National Education Policy 1998-2010, Pakistan's educational aims and the strategies to implement them are outlined in the National Education Policy 1998-2010.

The major components of this policy are both quantitatively and qualitatively universal primary education. It also emphasizes the expansion of basic education. In order to achieve these goals, it was decided that formal and non-formal methods will be used. Furthermore these methods will be utilized in the reduction of imbalances, disparities within the system and for the purpose of free access to education. One of the other major aims of this policy is to enhance the improvement in the quality of technical education so as to produce “trained manpower, commensurate with the needs of industry and economic development goals” (IBE 2006).

The stress of National Education Policy 1998-2010, like all other educational policies of Pakistan is on the ideology of Pakistan. The major thrust according to this policy will be on the eradication of illiteracy. The corner stone of this policy is the diversification of education at the secondary level.

As per National Education Policy 1998-2010 (6-8) following are the main objectives of the Education Policy 1998-2010: -

- i. To make the Qur’anic principles and Islamic practices as basis to educate and train the future generation of Pakistan as true practicing Muslims.
- ii. To achieve universal primary education by providing the maximum opportunities for free access to every child.
- iii. To make curriculum development a continuous process.
- iv. To increase the effectiveness of the system by institutionalizing in-service training of teachers and educational administrators.
- v. To develop technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry.
- vi. To popularize information technology among children of all age and prepare them for the next century.
- vii. To encourage the private sector to take a percentage of poor students for free education.

- viii. To institutionalize the process of monitoring and evaluation at all levels.

The National Education Policy of 1998 guides the formulation of the Ninth five-year plan (1999-2004). Both of these were complimentary to each other in the sense that the highest priority to universal primary education by the year 2010 was given by both along with the enforcement of compulsory education legislation. The NEP and the plan vehemently advocate and recommend the concrete steps to eradicate the widening gender gaps and disparities in regard to urban-rural, in the provision of basic educational facilities. Moreover, equal importance has been given to the improvements in the declining quality of education. (<http://www.ibe.unesco.org/>)

The basic contract of the National Education Policy 1998-2010 is to accelerate the literacy rate and eliminate illiteracy. The curriculum for various classes and levels will meet the requirements and standards of the 21st century. Since technological advancement is rapidly increasing, computer and technical education will also be made the compulsory part of the curriculum. Various local committees will be established to take part in educational management. The policy accentuates the easy access for all levels to education and encourages more investments by the private sector in education. In order to encourage the students and to increase the enrollment provision of financial support to needy students is also there. A number of textbooks for various levels for the purpose to bring in the element of competition in the preparation, intention of fair and improved examination system along with a professionalized system, R&D in higher education, improved library services and facilities are all the objectives of National Education Policy 1998-2010 so as to expand and strengthen the capabilities of the students.

Some major initiatives as per NEP 1998-2010 to be taken include opening of 45,000 new primary and 20,000

Masjid schools. Besides this the up gradation of existing 45,000 primary schools to middle level will also be emphasized. Furthermore 21 new universities will be established and for primary, middle and secondary schools 100,000 new teachers will be recruited. Female education will be drawn attention to and the primary education will be made compulsory through legislation. Efforts to reduce the bag load curricula will be planned accordingly. For poor and needy students Education Card scheme will be introduced. Universal primary education will be introduced. The teachers' recruitment will be on the basis of merit and the effectiveness of Teacher Training Program will be augmented. Through the consultation of the industrial sector technical and vocational curricula will be revised completely. In addition to the existing Matric Arts and Matric Science a new stream Matric Tech, will be launched. The Nation Technical Education Council will be established. Efforts will be made to enhance the cooperation between technical institutes and the industrial sector and linkages between the industries and universities will be developed. In accordance to the needs of industry Applied research will be encouraged. The examination board and universities' employees would be declared as essential services. In order to conduct college level examinations affiliated universities will be set up. For higher and professional institutions National Educational Testing Services will be introduced and to improve the examination system continuous methods will be adopted. To facilitate the specialization in a specific trade, students will be encouraged through industrial units. Nazira Quran will be made compulsory from Class-I and Quranic translation will also be emphasized on. The allocation for education budget shall be enlarged by 2003 from the existing 2.2% of GNP to 4%. An Information and Library Services Policy shall be established through legislation and for semi-urban and remote areas Mobile Library Services shall be initiated.

Policy Provisions for Secondary Education in NEP 1998-2010

There is a significant role of management of secondary education when it comes to reshaping individuals' natural potential. By doing so the individual would be able to contribute and participate in a better way towards socio-economic development of the country. Through secondary education middle level workforce and crop for higher education is produced and provided. As per Goel, (2005, 3) "secondary for the economy education is a period of education which follows after elementary education and acts as foundation for higher education. The purpose of secondary education is to prepare the students either for obtaining higher education or vocational training". Actually the streaming stage in Pakistan is secondary education, as the students most of the times choose the future line of action for further education. It is the duty of the head of secondary schools to cater to the various requirements of the individual students and it also needs to cater the needs of productive sectors present in the economy. This importance of secondary education and the diversification of curricula have boosted the importance of heads of secondary schools. (Hussain 2011)

According to NEP (1998, 37) "the quality of higher education depend upon the quality of secondary education. Secondary education is also a stage, where a student reaches to the age of adolescence which is the most crucial stage of life". This situation has also enhanced the significance of secondary education in the country.

As per the provisions for secondary education the unique stuff is that, it stresses upon that there should be one model school which will be setup in the district level. It also emphasizes that the participation level rate will be increased from 31 % to 48% by 2002-03 (Sajid 2012). Technical education is one of the salient features of this stage and it is decided that

it will be made a compulsory part of secondary curricula and education. The curricula will be updated and multiple text books will be introduced at secondary school level. Training of secondary teachers is one of the innovative things in the policy and for this purpose workshops and refreshment courses will be conducted frequently. For in-service training of the working teachers both the formal and non-formal means shall be adopted. Sufficient significance is given by the commission regarding the technical and vocational education in country so as to produce trained manpower.

Following are the policy provisions given for secondary education in National Education Policy 1998-2010 (42):

1. Setting up one model secondary school initially at each district level
2. Introduction of a definite vocation or a career at secondary level
3. Revision of curriculum for secondary and higher secondary levels will be initiated
4. Multiple textbooks shall be introduced at secondary school level
5. Appointments in the Examination Boards should be on merit basis
6. A comprehensive in-service and pre-service teacher training program shall be launched in the area of assessment and evaluation for the improvement of public examinations
7. Project method of teaching shall be initiated at the secondary level of education emphasizing learning by doing
8. Salary structure of the teachers shall be based on qualifications
9. Education Card shall be provided to the needy students
10. Guidance centers shall be established on the pattern to provide guidance and counseling services

According to National Education Policy 1998-2010 (pp 43-46) following is the summary of the physical targets and implementation strategy. According to the physical targets the present participation rate at secondary level i.e. 32% will be increased to 48% by increasing the number of schools and providing new teachers.

The District Education Authority will be assigned complete authority according to the implementation strategy for location of new schools and a list will be prepared by the District Education Officers containing all their annual demands.

For the purpose of making it possible for the students of the remote areas to avail the opportunity of secondary education one model school at each district headquarter is proposed by the policy. These model schools will be based on equitable availability of educational opportunities. Some of the provincial governments showed reservations on making the initial investigations, regarding the feasibility of the proposal therefore before the final launch the project will be pilot tested.

The policy proposed that the curriculum at secondary stage will be based on two principles. Firstly a compulsory core of subjects will be provided in order to give every pupil the knowledge useful for a developing society. Secondly additional subjects will be included and training will be provided to prepare the students for a definite career. Based on the relevance of various concepts in regard to the life situations, supplementary teaching/reading and other educational classroom materials shall be prepared. Initially at the secondary level the concept of competitive textbooks in science and English will be introduced, gradually.

There is a general demand for integrating technical education into general education therefore; the policy proposes to take certain initiative in this area, with great caution. A limited number of technologies prevalent in the country will be introduced in proposed model schools. The dependence of the

expansion of the project will be upon public responses. For the purpose of convenient admission to higher education the courses for Matric (technical) will be designed accordingly.

The autonomy will be given to the Examination Boards in case of examination and establishment of Research and Development (R&D) Cells will be done in each Board for the purpose of improved system. In order to hold the Board Examinations and for announcing the results and admissions adequately a uniform schedule shall be adopted.

Parallel to the B.Ed program, B.S.Ed (Bachelor of Science Education) and B.A.Ed (Bachelors of Arts Education) programs shall be implemented throughout the country. With an objective to impart in-service training to the teachers of the respective areas as well as for the purpose of monitoring, evaluation and research, the new concept of cluster/center school shall be introduced.

Objectives of Study

Following were the objectives of this study:

1. To analyze the policy provisions for secondary education in National Education Policy 1998-2010.
2. To explore the achievements of the policy provisions for secondary education in NEP 1998-2010.

Research Methodology

The research conducted was descriptive in nature i.e. a combination of documentary analysis and survey type. Since the data and characteristics about the population are described and a phenomenon is being studied, descriptive research was used.

The Policy Provisions for Secondary Education were analyzed through a documentary analysis of National Education Policy 1998-2010 and the primary data regarding the

achievements of these provisions was collected through questionnaires filled by the heads and teachers of the secondary schools. The tool used for primary data collection in this research study was questionnaire.

The population of the study included

- Heads of the Govt. Secondary Schools
- SSTs (Secondary School Teachers - Class IX-X) of Govt. Secondary Schools

The total sample comprised of 65 secondary school heads and 180 secondary school teachers.

Development of Tool and Data Collection

Two sets of questionnaires were developed consisting close-ended questions. One set was for the heads of the secondary schools and the other set was for the secondary school teachers. Majority of the questions of both the questionnaires were similar except for the few pertaining to the application of policy provisions for secondary education in National Education Policy 1998-2010 were specifically for the secondary school teachers. The questionnaires were based on a five point Likert scale consisting of options, Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The respondents were supposed to select any one option amongst these. The Likert scale was used in order to obtain the opinion of the respondents regarding the achievements of the policy provisions for secondary education in National Education Policy 1998-2010 in a systematically and unbiased way. The questionnaires were administered personally. The respondents were briefed about the research topic and the method to fill the questionnaires accurately. The response rate was 100%.

Findings and Discussion

Analysis of the Common Items of Questionnaires for the Heads and Teachers of Secondary Schools

Statement	A%	U/C%	DA%	Mean
Secondary Education has been given ample importance in NEP 1998-2010	92	1	7	4.1
There are sufficient policy provisions for secondary education in NEP 1998-2010	77	13	10	3.8
The level of secondary education in Pakistan is in accordance to international standards	56	13	31	3.3
Secondary education helps the students to make better decisions for their future studies	74	9	17	3.8
The model schools as per provisions of National Education Policy 1998-2010 are performing well	70	9	21	3.6
The curricula for secondary education is revised and updated regularly	71	13	16	3.7
Multiple textbooks are being offered at secondary level	77	7	16	3.8
Wide range of subjects are being offered to the students at secondary level to make a choice from	69	11	20	3.6
Vocational education is being provided at secondary level	68	12	20	3.6
The participation rate in secondary education is increasing as per the national education policy 1998-2010	66	16	18	3.6
The assessment system at secondary education level is adequate	65	21	14	3.6
The teachers at the secondary level are appointed keeping in view their qualification, experience	77	7	16	3.8
Continuous training and refreshment courses are offered to the teachers at secondary level	62	20	18	3.6
Financial rewards/bonus scheme are been given to the teachers at secondary level	72	10	18	3.7
Rapid promotion on good results is been offered to the teachers at secondary level	41	12	47	2.8
The salary structure of the teachers is based on their qualification at secondary education level	50	12	38	3.2

Table 1.1 Percentages and Means of all Responses of Heads and Teachers of Secondary Schools (common items)

By looking at the responses of both the heads and teachers regarding the various provisions provided in the National

Education Policy 1998-2010 in Table 1.1 and after analyzing the data it was observed that sufficient significance has been given to the secondary education in NEP 1998-2010. The mean value of all except 1 item is above 3 which shows that the respondents agree with the achievements of policy provisions but in case of rapid promotion on good results showed negative response.

Analysis of the Independent Items of Questionnaires for the Heads

Statement	A%	U/C%	DA%	Mean
Continuous training and refreshment courses are offered to the heads at secondary level	55	34	11	3.3
Proper remuneration is offered to the supervisory staff for conducting examination at secondary level	42	31	27	3.1
Education card is provided to the needy students at secondary level	62	17	21	2.4
Guidance centers have been established for the students at secondary level	61	11	28	2.3

Table 1.2 Percentages and Means of all Responses of Heads of Secondary Schools (independent items)

According to the response received it could be seen that the heads of secondary schools agreed with two items whereas showed negative response in achievement of the policy provisions related to education card for needy students and establishment of guidance centers for them.

Analysis of the Independent Items of Questionnaires for the SSTs

Statement	A%	U/C%	DA%	Mean
Project method of teaching is applied at secondary level	51	26	23	3.3

Table 1.3 Percentages and Means of all Responses of Teachers of Secondary Schools (independent items)

Recommendations

On the basis of the findings of the research following recommendations were suggested. The Government of Pakistan, Ministry of Education and Provincial Ministry of Education may take following measures in order to implement NEP 1998-2010 in the educational system of Pakistan and also to work in accordance with it.

1. The studying of National Education Policies may be inculcated in the training programs offered to the heads and teachers so that they are well aware of the policy provisions mentioned in them. By doing this they can play much better role in achieving the goals and targets of these policies.
2. Technical education is very essential to cope up with the rapid advancement taking place in the world therefore it is required that measures may be taken to indoctrinate the technical and vocational education in the curricula for secondary education so as to provide appropriate skills to the students in order to make them beneficial for the economy.
3. In order for the teachers to fulfill their duties in a much better way rapid promotions may be offered to the teachers giving good results. This will enhance the motivation in the teachers.
4. More scholarships, aids and funds may possibly increase the opportunities for the students having economical problems.
5. In order for better working of all the departments and personnel who are part of education system more involvement of government is required which will enhance the monitoring and supervision thus improving the check and balance.

Conclusions

National Education Policies play a vital role as they assist in setting the educational targets in the country and provide the course of action to achieve these targets. Through this research study it was found out that there are sufficient policy provisions provided for secondary education in National Education Policy 1998-2010 which is a good sign. This is because secondary education is a very crucial stage in the educational life of an individual as it paves the path for the future study, lifestyle and is too much significant for personality and character building. The research also concluded that for better implementation of these provisions it is essential that all the heads and the secondary school teachers should be well aware of these provisions. This could be done by making these provisions a part of their training. Although the study was able to find that many of the policy provisions of NEP 1998-2010 are being achieved but there is still a need to exert extra efforts to fill up the remaining gaps. The review of the relevant researches conducted such as “Higher Education in Pakistan, A Historical- Futuristic Perspective” (Isani 2001), “An Analysis of Plan Provisions and Its Achievements at Secondary Level under Different Five Year Plans” (Shafi 2009) and a detailed report by UNESCO (2006) on National Education Policy 1998-2010 shows that these policies and plans are very important. For the better application and successful implementation the Government and related authorities need to keep a check and balance.

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