



RESEARCH PAPER

**Pakistan Education Policy: Perspectives and Philosophical Paradigms
with Regards to Conceptual Underpinning**

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ABSTRACT

The development and stability of a country undoubtedly depends on its national education. Through national education, in addition to achieving national goals, the development and promotion of the national ideology and the awareness of the younger generation is made possible. In this study, it has been highlighted that the practical application of national education is somewhat indispensable in nations which have come into being on the basis of a particular ideology and which have specific components of their national identity. This study endeavoured to explore this phenomenon critically. In addition, the most important aspect of the importance of this research is that education in Pakistan, which was established on the basis of Muslim nationality, should have been based on the concept of national education as its fundamental resource since the inception which in reality did not happen. These stimuli and causes have been determined through this research. At the same time, the extent to which the basic concept of national education has been given importance or not in the educational policies and strategies formulated in the 74 years of national life of Pakistan has been reviewed in this study.

Keywords: Development, Educational Policy, Ideology, National Education, Promotion of Ideology, Stability

Introduction

Pakistan was founded on the basis of Muslim nationality. It is imperative that the existing education system of Pakistan be molded in the framework of the concept of national education so that the objectives of the establishment of Pakistan can be achieved and the identity of Muslim nationality of Pakistani people could be achieved. Therefore, through this research, a comprehensive strategy and prescribed measures for the improvement of the situation are also highlighted to advocate the significance of the study. Regardless of the significance of this study and the importance of the concept of national education in terms of improving the quality of education for Pakistan, the objectives set were:

- Determining the components and implications of national education
- Examining Pakistan's conventional education under the concept of national education and assessing whether conventional education reflects national education or not
- Determining the educational strategy for Pakistan as homeland in the light of the possibility of harmony between the concept of the nation of Islam and the modern national concept
- Formulating workable recommendations based on national ideology into the framework of national education,

In this study, data was collected from university teachers for statistical verification of hypotheses based on documentary evidence. The research instrument consisted of 15 questions while a three hypotheses were formed in this study. After statistical examination of hypotheses, all hypotheses proved to be correct. Thus, in the light of these assumptions, the experts acknowledged the fact that Pakistan's conventional education does not reflect national education and is devoid of Islamic and national requirements and specific national ideology. Explaining the implications of national education and the nature of conventional education in Pakistan, 86% of educationists agree that the concept of national education as highlighted in this study is correct and that conventional education in Pakistan does not have the style of national education.

Education is essential for the better development of human life. Not only this, with the help of education one can get acquainted with Allah. With the help of education, people are able to adapt to the society. (Muzaffar. et. al.2020) In the present age, as modernity is reaching its zenith, man is becoming a victim of incompatibility. Therefore, this inconsistency can only be eliminated through education. Nations that do not provide better education for their people are not only left behind in the race for development, but also remain inferior in terms of their character and morals. According to Bolitho (1964) "National education must understand the most important issues of its civilization in order to do its job properly

Khan (1934) stated that the relationship between education and civilization is deep and fundamental. Education is a cultural medium and it has to do with preserving, transferring and renewing civilizations. According to Rao (2004), the basic fact of the educational process today is that whether a mind is trained and cultured or educated, it can only be through the cultural objects whose mental structure is entirely or at least partly its own. Suitable for mental maps. Barlett (2001) added that education in national life combines the past with the present in the same way as the memory of a lone man in his life. A society that does not keep its education system in danger endangers its very existence, and just as the loss of memory does not lead to a lonely life. Our history cannot survive just by being written in books, it is just a form of life that is alive in the heart and mind of every individual in the society. In our country, not only political, but also academic and educational parties have paid little attention to the issue of national education.

The only thing that has been said about this is that the current system is very bad and the amendments proposed in it are often very partial. Because change in our education system will not work just enough to find a good place for the indigenous language and change the history books. According to Sharif (2007), the problem of our national language is very complex. For example, in our country, there are different types of people, whose dialects are different, ways of living are different, habits and rituals are different, religions are different. The makers of the national education system have to think of putting these differences behind them for the sake of uniformity of the system and for the sake of creating a united nation or for every province and every group whose cultural assets are so diverse. Give them a chance to learn from their culture and find ways to develop their culture through their education. If the theory of education mentioned above is correct, then perhaps giving these different groups of citizens the opportunity to take up educational work from their own culture should not be considered as a requirement of political wisdom, but necessary for proper education itself for example, the issue of Muslim education. Will national education give these Muslims a chance to make their cultural life the source of their education? This issue is very important for our national life.

If our educators build the education system of Pakistan in good faith then surely they will gladly accept the desire of Muslims to base their education on their culture that this is the requirement of both proper education and correct politics. According to Naseem (1990), there is no doubt that national color should prevail over national education. The medium of

instruction should be the mother tongue which the children understand. From the beginning, children should be introduced to national literature and national traditions so that their hearts are filled with national sentiments. National education creates national conscience in the hearts of individuals. -Through education, the nation's great achievements and scientific victories are alive and well in all ages (Muzaffar, 2016). Rashid & Mukhtar (2012) stated that it is an indisputable fact that our national education system is deteriorating due to which it is becoming impossible day by day to achieve higher national goals which are essential for the protection of Pakistan's ideology and promotion of Islamic values. The education system, which is basically formed on healthy lines, is the guarantor of development and construction of any country. But the degradation of our national system has put the country's development and construction at a turning point. Khan (1934) added that all the educational policies and strategies that have been adopted to improve the national education system have failed in achieving all the above objectives and in producing individuals who have applied research and creative thinking and reflection. In addition to living a purposeful and ideal life, one should work for the fulfillment of national goals. The result of this misguided strategy is that no valid and clear source of education has been identified for the continuation of the educational process in our higher education institutions.

Literature Review

It is a fact that the education system of Pakistan is in such a predicament today that we have not been able to achieve any significant success in any field in the last 74 years. Kazmi (2015) explained that due to the low academic outputs in education in particular, various problems are arising in the country. Pakistan has not been improving its literacy rate over two decades. Due to poor economic growth when compared with other neighbouring states in the South-Asian region. The country is in a state of stagnation in terms of economic and industrial development. In an ever changing world where new inventions are so common, new rules and regulations are emerging. Pakistan should take advantage of them, but on the contrary, it is patronizing the old and outdated education system of which not any one activity or component is compatible with modern requirements. Ogbomnaya (2009) stated that the curriculum at every level in the country is very outdated and unsatisfactory, which has practically failed to achieve the goals of the society. Given the declining and outdated state of the curriculum, there is no interest for a large number of students. As standard and authoritative books for students are not available in the market, they have to use certain books throughout the year. In short, due to the general obsolescence of the education system, the standard of education seems to have deteriorated over the years in the twenty-first century. In addition to the continuing deterioration of student-teacher relations in the educational process, issues such as plagiarism, violence and lack of interest on the part of both students and teachers in the educational process are indicative of the need for reform in our education system.

The review of literature also bred the fact that there is a dearth of research evidence in the current publications on the subject cited above. This gap has led to believing according to according to Massialas (2016) that the educational situation across the Asian and African regions are so pervasive that education is neither a social obligation nor a means of development nor a social process in the context of Asian region. This gap has prevailed up to the current times in Pakistan too. It is neither a means of better education and training of members of society nor a means of achieving general national goals. On the contrary, it is producing unhealthy mindset of people on the whole who are incapable of playing any role in the development of society in general. Many of the activities of the self-education process have become so outdated that they need to be restructured and re-engineered. Salamatullah (1987) has also pointed out this gap in research literature and publication. He stated that education is usually given for six or seven months in educational institutions, some of which are subject to riots, curfews and strikes. Sometimes teachers not only boycott classes in support of their demands, but also pave the way for indirect transcripts by not performing

their duties on examinations. This gap has widened to a large extent. The examination system is also a weakness of our education system. Poor examination methods are practically prevalent in our educational process which in no way proves to be the best way to test the achievement of the students due to which neither the true mental ability of the students nor the quality of education is assessed. They are supposed to add to our national academic and literary values. Similarly, the medium of education is a tragedy of our education. It has been a long time since Pakistan was liberated, but till date, it has not been decided whether the medium of instruction is Urdu or English. The sinking of national identity is not hidden from any observer. In this regard, a well-known philosopher has said that no nation can discover its national spirit through a foreign language. Basically, it is one of the most important languages spoken in the world, which has the potential to be a medium of instruction, but unfortunately Pakistan has made English the medium of instruction. Negative effects have so permeated our knowledge environment today that it does not seem possible to improve it in any way. Today, our education system has become completely class-based, due to which the class hierarchy in the society is clear.

Achieving educational goals has become impossible. Excellent education and training of students has become a dream. Feelings of inferiority and superiority have created a confrontational situation in society. According to Muhammad et al, (1979) on the other hand, the quality of education is such that the graduates of our higher education institutions are not aware of their subject matter. Due to the low standard of education, we are not producing the people that our God-given country needs, nor are the goals that are a reflection of our national life being fulfilled. We are neither walking side by side with other nations on the path of development nor are we fulfilling an ideological state by following the ideology of Pakistan. As a whole, our collective life is plagued by insurgency and sectarianism. The main reason for this is that the education imparted in our country is so outdated that it can neither evoke the consciousness of collective life in individuals nor spread the light of knowledge in the minds of individuals.

Farooqui (1999) states that today, the Pakistani nation is an educated and ignorant nation. We need to have knowledge of national philosophy or the general etiquette of social life. Our education is not inculcating in the people the ability to understand the spirit of the ideology of Pakistan nor the courage to walk alongside other nations in this race of development. Louis (1987) added that overall, our education is creating low-thinking minds who want to see the whole collective life in the grip of this disease in every respect. It is a characteristic of this situation that today every man seeks to sacrifice every purpose of the kingdom for personal interests. What is national identity? What are the necessities of collective life? What a blessing freedom is? What are the rights of others? What is the social brotherhood? Today, everyone in Pakistan is unfamiliar with their meaning. Obviously, not only individuals, but also the education system is responsible for neither this pervasive situation nor our politicians are aware that only by reforming education can we achieve the goals of society while maintaining the stability of the country. And not only can they make progress in all walks of life, but they can also put into practice the ideas of the Father of the Nation and Hazrat Allama Iqbal regarding the ideology of Pakistan. Apart from well-educated civic educators, religious scholars, like politicians, have turned a blind eye to this fact.

According to Siddique (2007), there is no doubt that the main purpose of education is to develop the personality of the individual who is the center of the system of life, in addition to effective development of society and realism as well as God-knowledge and in these three stages the nature and value of facts. Status descriptions may also be possible. The value and status of different values is also assessed. If the universality of these elements is studied, then it is estimated that these elements are responsible for the effective evolution of the collective life of any society. Explaining these elements and highlighting their importance and usefulness, the education system indirectly plays a key role in the formation

and stability of the general social system. Based on these duties, the education system in different societies is more important than the general social system. It is also a fact that in view of the importance of the education system, its effective formation and the interconnection and control of the various constituent elements have always been carefully formulated. According to Shah, Ahmad, & Khan (2019), the importance of the education system is also in the fact that it achieves the general goals of any country and society through education and successfully accompanies that nation and country. The greatest thing is that man, who has always struggled to know the reality of the universe and manifestations in addition to the quest to know his own nature and attributes, has become self-aware through education and has revealed the hidden secrets of the universe to himself.

Pakistan needs to make the natural resources as effective as possible to make the education as a workable force. This is supposed to ultimately lead the nation to form an integrated education system. It is this practice that has propelled other South-Asian nations to the heights of development and stability. In this context, when we examine the nature of Pakistan's current national education system and its role in social development, it is clear that Pakistan's education system does not appear to be a unit that promotes effective education. Nor does its formal structure, in terms of philosophical evolution, reflect the national requirements and reflect the socio-cultural background.

Durrani and Dunne (2010) added that throughout the 75 years of Pakistan, no matter how many educational policies have been formulated for the modernization of the national education system, every policy has been based on a foreign philosophy of life as opposed to the national philosophy of life. Consequently, tendencies are being promoted in the society and also the tendency of nervousness is growing. Besides, our education system seems to be traveling in many directions in terms of communication of thought and action due to which there is no scientific connection in it nor is the education imparted under it leading to effective training of individuals neither on the basis of national identity nor according to the ideology of Pakistan. The gaps are being exposed. It is as if the contradictions that exist between the thinking and practice of our current education system have made our national life a hotbed of disintegration and instability, as well as of various evils. On the left, it is necessary to bring to light the contradictions in the thinking and practice of the existing national education system, apart from its fragmentary aspect, and to take corrective measures to rectify these angles as opposed to mere paperwork. Hillway (1961) added that the effects of war on identity and national unity should be curtailed and those who are preventing education from declining and becoming a purely social duty.

Research Steps

- Determining the study population (the segments of the population from which the researcher obtained data)
- Selection of research sample (sample selection of male and female respondents in field study)
- Likert Summated Rating Scale
- Coding schedule (Statistical procedures for transferring qualitative data to reduce data)
- Obtaining data (directly from the application of research tool / questionnaire)
- Data analysis (tool organization by research content and sampling factors)
- Assessment rate (by percentage T-test and F-test)

Study Sampling and Population

The population of the research study under consideration consisted of male and female teachers of 10 public universities of Pakistan as real data could be collected from the university teachers only considering the nature of the research problem.

- 1 Federal Urdu University of Arts , Science and Technology, Islamabad and Karachi
- 2 Allama Iqbal Open University, Islamabad
- 3 Quaid-e-Azam University, Islamabad
- 4 Karachi University, Karachi
- 5 Punjab University, Lahore
- 6 University of Peshawar, Peshawar
- 7 University of Balochistan, Quetta
- 8 Islamia University, Bahawalpur
- 9 Government College University, Lahore
- 10 Bahauddin Zakaria University, Multan

It was not possible to obtain a sample of all the universities by category and department, so the data was obtained by adopting the concept of Random Sampling.

Procedure for Compiling Data

The most difficult task after obtaining qualitative data from the respondents through the research tool is to transfer the data through their coding or reduction indicators, presentation in various sheets, tables and shapes which has been described as editing and organizing the data.

Results and Discussion

The prevailing education system in Pakistan has not been formed as per the objectives of the establishment of Pakistan, nor has it been able to carry out the duty of effective education and training for the people as per the basic national ideology. The research study did not coincide with the predominant theories and beliefs of Allama Iqbal and Quaid-e-Azam either. Undoubtedly, national education is the main source of formation and development and development and stability of the society. Our current education is far from the Islamic philosophy of life due to which the desired goals of national education have not been achieved till date. The education system itself plays an important role in shaping the character of the society as the current national education system has failed in this regard. The main reason for this is that our education system has not been built keeping in view the principles by which we can train the people in the society on the right lines and pay attention to their character building. It is through national education that individuals adopt their values and culture in society and live their lives in the same way, but our prevailing education system has attracted people towards western style of life by imparting western style education. This on the other hand has led the society to forget social and philosophical values. Therefore, the researcher believes that national education is the basic system of any society which develops the personality of individuals in the country and thereby creates coherence in their social life. For example, there is a balance between political, economic, cultural and social relations, but unfortunately this balance does not exist in the mainstream national education of Pakistan and the entire education system is in a state of decline. After the statistical examination of hypotheses, all hypotheses were proved to be correct. National education is devoid of the concept of nationality, national unity, unity and brotherhood, creative insights, Islamic and national requirements and specific national ideology. The identity of the nation is formed, so in this study, all these factors have been examined in detail. Explaining the implications of national education and the nature of Pakistan's mainstream education, 86% of educators agree that the concept of national education that emerged in this study is correct and that mainstream education in Pakistan does not have the style of national education.

Recommendations

As a result of this research process, the recommendations that have been formulated to mould Pakistan's conventional education into a national education framework are as follows: The formation of Pakistan's conventional education should be made possible on the basis of the synthesis of modern Muslim nationalism. Based on the specified implications of this study, a commission should be set up for the formation of a provincial and central government of modern education in Pakistan and the commission should base this study on the concept of national education. The committee must suggest practical steps for the factors and components that led to the formation of Pakistan. They should be made the basis of national life and then the education system should be restructured in their light. The five elements that form the basis of the nation, especially our national ideology ie the ideology of Pakistan. By implementing it immediately, the mainstream education should be practically transformed into a form of national education. According to the leaders, immediate Islamization of national education should be made possible. In addition, the government should immediately abolish the prevailing Western style of education and reorganize education in the light of Qur'an and Sunnah.

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