

Q10. Since the inception of Pakistan as an independent country, numerous education policies have been developed but have not stood productive towards ensuring hundred percent enrollment. Describe the systemic flaws and other restraining forces behind it. (CSS-2022)

I-INTRODUCTION: SYSTEMIC FLAWS AND RESTRAINING FORCES BEHIND THE FAILURE OF EDUCATION POLICIES IN PAKISTAN

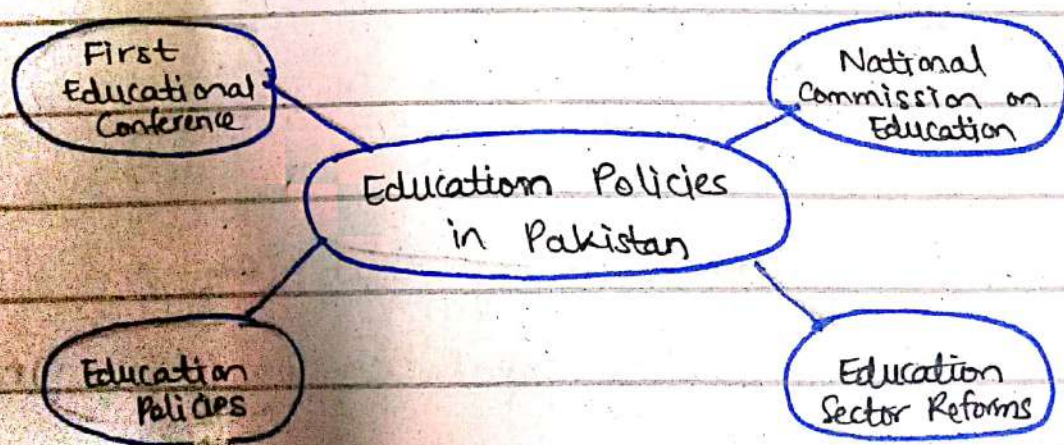
"Education means to develop man's faculty, especially his mind."

(Aristotle)

Education is the movement from dark-

ness to light. Unfortunately, in Pakistan this is one of the neglected sectors both by government and public. Since the inception of Pakistan, numerous educational policies like the First Educational Conference (1947), the National Commission on Education (1959), ^{the} Education Policy (1972), etc. have been developed ~~but~~ just to indicate that Pakistan is working on education. (with no real progress). The reasons are both administrative and individual flaws. Like lack of proper budget allocation, prevalence of corruption, patriarchal mindset of people, etc. Thus, Pakistan needs educational uplift by the collective efforts of citizens and politicians.

II - EDUCATION POLICIES SINCE PAK-ISTAN'S INCEPTION



Since the inception of Pakistan, numerous educational policies have been developed. These are:

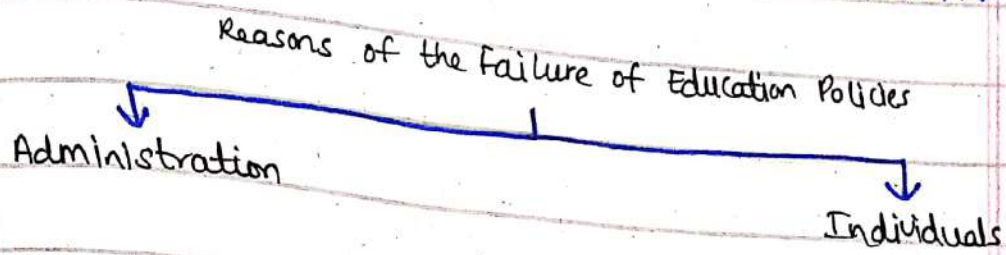
1. The First Educational Conference (1947)
2. The National Commission on Education (1959)
3. The New Education Policy (1970)
4. The 13th Education Policy (1972)
5. The National Educational Policies

The purpose of all these policies are:

1. Character building
2. Eradication of illiteracy
3. Emphasis on science and technology
4. Equality in education
5. Achievement of universal primary education
6. Provision of quality education
7. Strengthen research in higher education

Despite all such educational policies, the literacy rate of Pakistan in 2022 is 62.3 percent, meaning that ~~60~~ an estimated 60 million population is still illiterate.

III - MAJOR REASONS BEHIND THE FAILURE OF EDUCATION POLICIES IN PAKISTAN



a) Administrative Reasons

i) Inadequate Budget Allocation

Due to security issues, education becomes a second priority for government. The education sector in Pakistan does not receive adequate budget allocation. According to Economic Survey of Pakistan, Pakistan's public education spending in 2021-2022 is 1.77 percent of GDP. (which is inadequate).

ii) Lack of Schools in Rural Areas

The rural areas of Pakistan lack schools; proper infrastructure, teachers and other facilities.

iii) Prevalence of Corruption

The inadequate education budget ~~then~~ falls ~~at~~ the prey of corruption at the hands of authorities. This is a menace.

which ruins all sectors of Pakistan.

Example: ^{The} Corruption Perception Index (CPI)

In 2021 ranked Pakistan 140/180 (countries).

d) No Qualification Criteria for Ministers

Pakistan is a country where the ministries are assigned not on the basis of qualification.

Example: Dr. Ruqayya Hashmi (MBBS doctor) was the Advisor to the Chief Minister ~~on Finance~~ (Balochistan) on Finance.

e) Deviation from National Language

The Urdu medium public schools in Pakistan are disregarded by people. English is considered a symbol of progress. Thus, the curriculum and official languages ~~are~~ is at poles apart from the national language "Urdu".

f) Absence of Single Curriculum

Every province in Pakistan has its own textbooks, there is no single curriculum, in private and public schools even within the same province.

g) No Check on Private Institutions

The private institutions in Pakistan have become commercial hubs. There is a monopoly of such institutions in the society and the members of politician's families are a product of such commercial hubs.

Example: The per month per student fees of Beaconhouse School is above Rs. 15,000.

h) Absence of Science and Technology

It is the natural tendency of human mind to absorb the visual information more quickly. Unfortunately, the Pakistani schools prohibit the students from bringing such gadgets like mobiles, tablets, etc.

i) Lack of Interaction of Stakeholders

There is a wide gap between educational authorities and schools. The same is replicated in the case of teachers-parents interaction.

Example: The concerned Ministers and Secretaries are mostly absent from offices or they intentionally avoid meeting people.

b) Individual Reasons

i) Prevalence of Patriarchy

The Pakistani society is deeply entrenched in patriarchal norms and they are mostly against girls' education.

Example: As of 2022, the female literacy rate in Pakistan stands at 48 percent, whereas that of males is 70 percent.

ii) Disregard for Education

The Pakistani families consider education as a wastage of time and money. It is due to this reason, that they employ their children on technical works in order to earn livelihood.

iii) No Control on Family Size

The citizens of Pakistan regard women as reproduction machines. They have no control over their family size and such unplanned children are a burden on economy.

Example: In 2022, the Pakistan's population is approximately 23 crore.

iv) Lack of Educational Commitment

The students of Pakistan are non-serious towards their education and so are the parents.

Example: Majority of the children after coming from school use to hold electronic gadgets till late night.

IV - RECOMMENDATIONS

Following recommendations can be adopted to improve the education sector and literacy rate in Pakistan:

1. Government should properly ~~the~~ allocate education budget.
2. Corruption should be eliminated.
3. Awareness programs should be ^{spread} especially among villagers.
4. Teacher training programs should be initiated.
5. Equity approach is to be adopted, i.e. rural educational institutes must be uplifted to the level of urban schools.
6. Science and technology should be promoted.
7. A single curriculum should be implemented designed and implemented.

V- CRITICAL ANALYSIS

Education is a key factor in individual's socialization. Every country that has succeeded in the world has dedicated itself towards education. Pakistan is also a country whose plight can be attributed to lack of its commitment towards education. Since its inception, its educational policies fail to achieve their intended goals. The political instability, economic insecurity, poverty, terrorism, etc. are all the results of absence of education. The solution lies at both the individuals and governments hands to effectively cooperate and improve themselves and their dear country "Pakistan".

VI- CONCLUSION

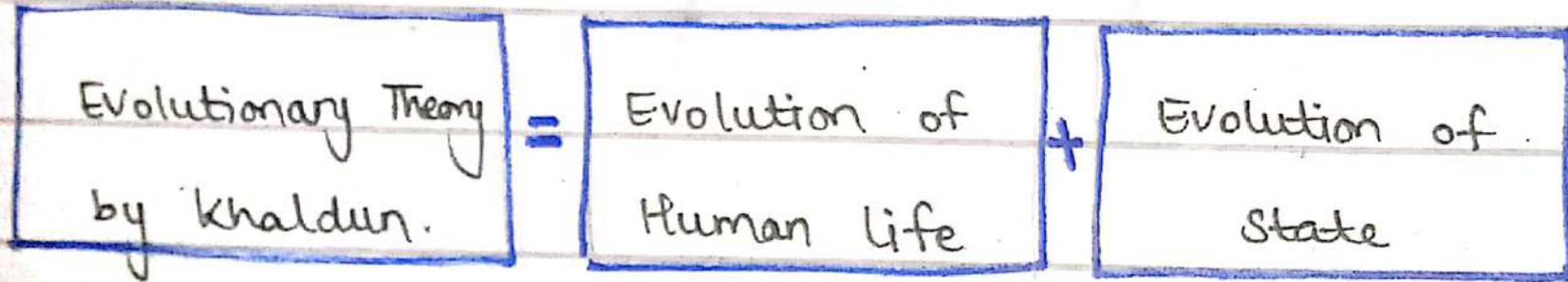
In a nutshell, the Pakistani government and citizens lack commitment towards education. It is due to this reason, that the numerous educational policies created since the inception of Pakistan have not achieved their desired goals. The educational problems prevailing in

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Pakistan can only be solved by the sincere attitude of citizens and government towards education.

Q18. Write a note in detail on "Evolutionary Theory" given by Ibn-i-khaldun. (CSS-2011)

Ans. I- INTRODUCTION: EVOLUTIONARY THEORY BY
IBN-I-KHALDUN



Allama Ibn-i-Khaldun was a 14th century Arab historian and statesman. He is the father of sociology. His famous book "Mugaddimah" presented his evolution theory. According to evolutionary concepts, nothing in the world is ever new and there is no room for the creation of the new. The evolution theory of Khaldun is based on the evolution of human life and state. The human life evolved through progressive changes in minerals, plants and animals. Similarly, ^{new} states evolve by the weakening of previous states in a cyclic manner.

II - IBN-I-KHALDUN AND EVOLUTION OF HUMAN LIFE

Ibn-i-Khaldun = Father of Sociology

Evolution of Human Life = Minerals → Plants → Animals → Humans

a) Ibn-i-Khaldun

Ibn-i-Khaldun was a 14th century Arab sociologist, historian and

economist. He is one of the pioneers of the field of sociology and is also known as the "Father of Sociology".

i) Contributions

Khaldun is famous for his cyclic theory of social change. He also introduced a scientific approach in the domain of history because of his criticism "idle superstition and uncritical acceptance of historical data".

ii) Famous Book

His famous book is *Muqaddimah* (Prolegomena) which is regarded as his magnum opus.

b) Evolution of Human Life

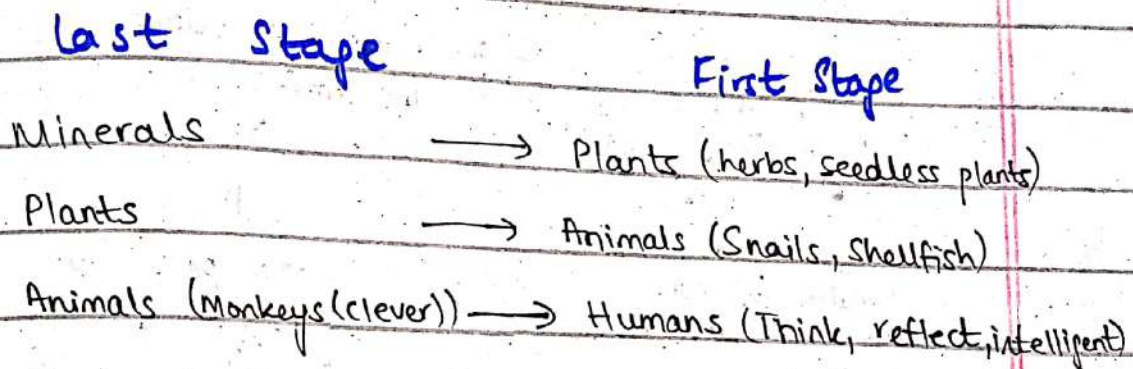
"One should then look at the world of creation. It started out from the minerals and progressed, in an ingenious, gradual manner, to plants and animals."

(The *Muqaddimah*)

The above quote of Khaldun indicates

the evolution of humans. It states that the last stage of each group is fully prepared to become the first stage of the next group.

Example:



Thus, according to evolutionary concepts, nothing in the world is ever new and there is no room for the creation of the new.

III - IBN-I-KHALDUN'S EVOLUTION OF STATE THEORY

a) Asabiyyah

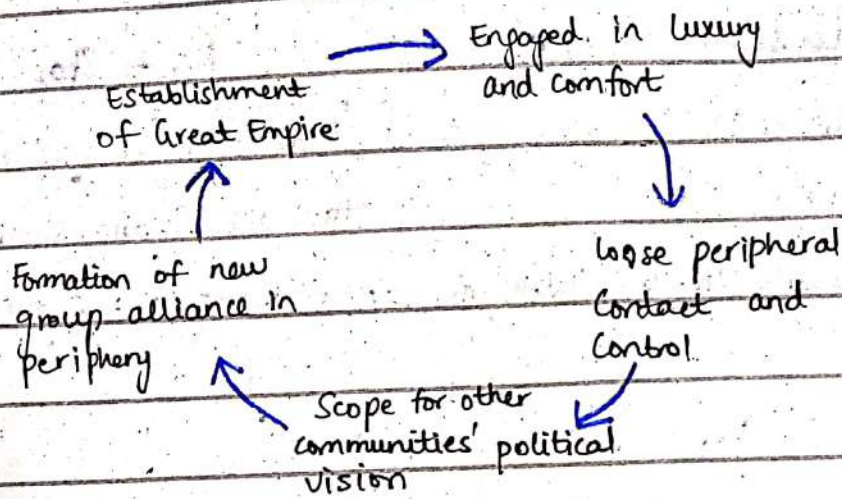
According to Khaldun, evolution of state is based on the concept of Asabiyyah, derived from the word 'asab', which means 'to bind'.

Asabiyyah refers to social solidarity with an emphasis on unity, group consciousness and sense of shared purpose. It is the fundamental bond of human society and the basic motive force of history (Mugaddimah).

b) Cyclic Theory of Asabiyyah

According to Ibn-i-Khaldun,

a state emerges in the following manner:



Stage 1: It is the period of establishment of the state. The primitive people in the peripheries are welded together in the face of common difficulties.

They develop/form a Tribal Chief who unites and them and instills ambition in them. They build the necessary institutions of a civilized culture. Asabiyyah is high in them and a civilized state comes into being through the conquest of cities.

Stage 2: In this stage, a state is fully established and the city reaches a period of prosperity and prominence. Asabiyyah is still strong in this stage. The ruler still has the role of good chief who has to accommodate the sentiments and desires of his subjects, and to share his power with them.

Stage 3: In this stage, the royal power has a self-destructive nature. This is a stage of complete control in which a ruler gains complete dominance over his people, claims royal authority or domination all for him and prevents them from trying to have a share in it. The ruler forms a paid army and an organized administrative bureaucracy to carry out his wishes. Thus, asabiyyah weakens and becomes a tool to be used at the ruler's discretion.

Stage 4: This is a period of rest and self-indulgence in which men enjoy the comforts and pleasures of the world. The ruler spends lavishly on the beautification of cities. The arts, crafts, sciences, etc. flourish in this stage in order to satisfy the new ruling class. Thus, asabiyyah vanishes and individualism prevails.

Stage 5: In this stage, the dynasty is seized by senility and the chronic disease from which it can hardly ever rid itself. The state begins to decline and disintegrate with no concept of asabiyyah in them. The ruler intervenes in the economy in order to finance his luxury. The entire structure of the state dismantles.

Stage 6: In this stage, the state is at the

verge of downfall. The ruler loses ^{the} his loyalty of his kin and the nation loses its drive to conquer. Asabiyyah completely destroys in the centre. The asabiyyah in the peripheral communities gets strong and they begin to expand their influence through conquest. Finally, an invasion (external) puts an end to the life of the civilization at the centre.

IV - CRITICAL ANALYSIS

Ibn-i-Khaldun's *Muqaddimah* presents the evolution of humans and states. According to him humans emerge from the evolution of minerals and state evolve from the weakening of other states in a cyclic manner. His theory of human life evolution is criticized by Muslims beliefs of their belief that Hazrat Adam (AS) was the first man on Earth who is sent from heaven, and that humans were not initially minerals, plants or animals. However, his theory of state evolution exists in all levels of civilization. The downfall of the once great Islamic civilization, Roman Empire, Mughal Empire, Mongolian Empire, all happened in a similar manner as proposed by

Khaldun: (due to lack of asabiyyah). The contemporary Muslims face a downfall because they lack unity (asabiyyah). Thus, the Muslims in order to regain their lost glory must induce/create a sense of asabiyyah among them.

V - CONCLUSION

In a nutshell, the father of sociology, Ibn-i-Khaldun, in his famous book Muqaddimah stated the evolution of human life and state.

According to him, humans evolve from the transition of minerals into plants and then into animals.

The state evolves in a cyclic manner from the weakening of other states, and asabiyyah plays a key role in the state's evolution.