

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

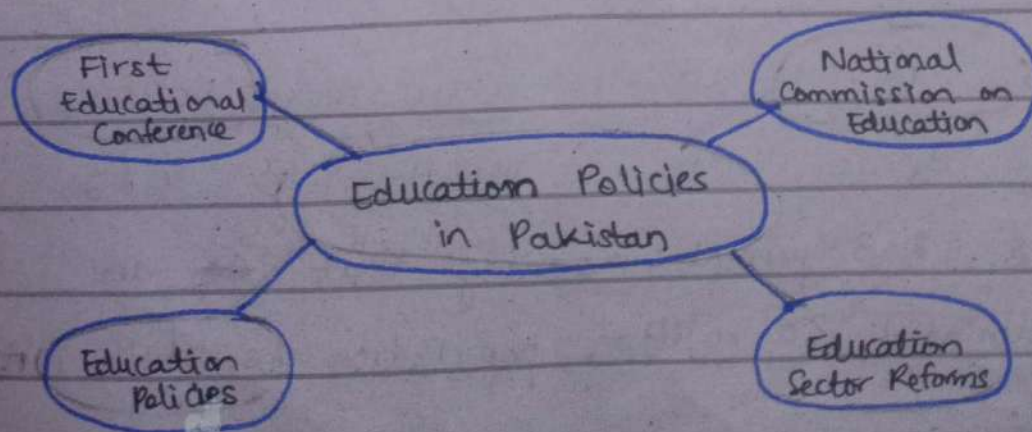
"Education means to develop man's faculty, especially his mind."

(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:

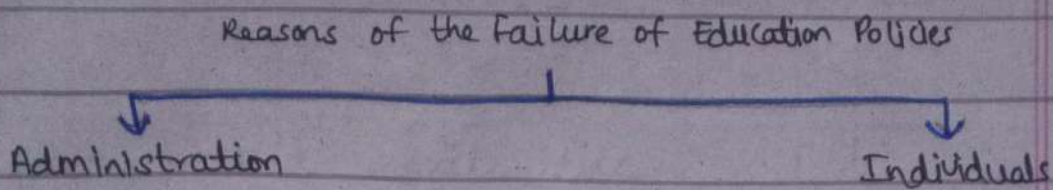
1. The First Educational Conference (1947)
2. The National Commission on Education (1959)
3. The New Education Policy (1970)
4. The Nat Education Policy (1972)
5. The National Educational Policies

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 ~~so~~ 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 authoritatives. 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 ~~is~~ 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 Commitments

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 ~~also~~ 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

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

Political Institution:

"A set of norms pertaining to the distribution of power and authority concerning the management and control of society to bring order in life."

Functions:

- x. The functions of political institutions are to:
 1. Preserve order through maintaining peace.
 2. Regulate citizen's relationships through rules, regulations and laws.
 3. Protect against dangers through law, military, police, etc.
 4. Provide welfare works ~~throu~~ such as education, health, transport, etc.
 5. Collect revenue through taxation.
 6. Maintain social control through laws and administration.
 7. Provide recreation such as parks, sports, films, etc.
 8. Control over resources of the state and nation.

Economic Institution

"Economic institution deals is an institution that deals with the production, distribution, exchange and consumption of goods and services."

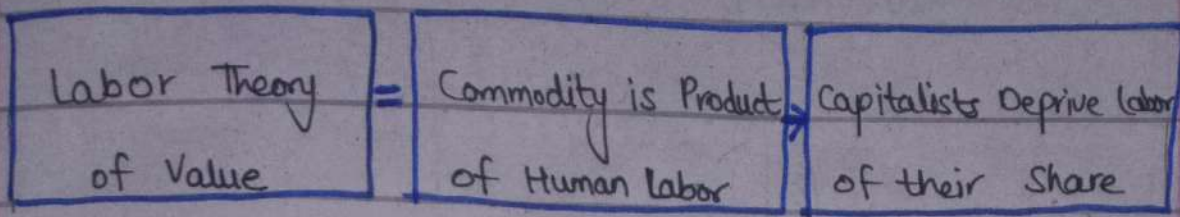
Functions:

The functions of economic institutions are to:

1. Enhance development through economic investments.
2. Provide financial security through division of labour and jobs.
3. Provide necessities and luxuries to citizens e.g., through zakat.
4. Distribute power and authority through classification of people.
5. Provide employment
6. Determine political hold through stratification on the basis of economy/finance
7. Provide funds in the form of taxes and salaries.

Q11. Discuss in detail the Karl Marx's ~~capitalist~~ perspective "Theory of Labour".

I - INTRODUCTION: THE KARL MARX LABOUR THEORY OF VALUE



According to Karl Marx, a commodity is a thing that is useful and satisfy human needs. People in capitalist societies treat commodities as if the objects themselves contain intrinsic value. Karl Marx's labor theory of value asserts that the value of an object is solely a result of the labor expended to produce it. All the profits are the rightful earnings of the workers and when they are kept from the workers by capitalists, workers are simply being robbed. On the basis of this theory, Marx called for the elimination of profits. Thus, this theory of labor value draws ^{our} attention towards the grievances of the labor class.

II - KARL MARX'S IDEOLOGY

a) Karl Marx

Karl Marx was a nineteenth century German philosopher and economist. He is known as the "Father of Communism". Karl Marx was influenced by JJ Rousseau, Hegel, Darwin and others.

b) Focus

Karl Marx criticized the capitalist economic system. He propounded the idea of Marxism, which is mainly concerned with the battle between the working class and the ownership class. Marxism favours communism and socialism over capitalism.

c) Claim

According to Marx, capitalism is based on the exploitation of the proletariat (working class) at the hands of bourgeoisie (capitalist class). Marx thought that the oppressed workers would become alienated and ultimately overthrow the owners to take control of the means of production.

themselves, ushering in a classless society.

d) Famous Theories and Books

Famous Theories are:

1. Theory of Historical Materialism
2. Theory of Alienation
3. Theory of Class Conflict

Famous books are:

1. The Communist Manifesto
2. Das Kapital

III - THE LABOR THEORY OF VALUE

Labor Theory
of Value

Profits must be given to
Labors of Commodities

a) Key Terms

i) Commodity

Marx defines commodity as an external object that satisfies wants or needs.

Example: Food, shelter, etc.

ii) Use value of Commodity

A commodity's use value consists

of its capacity to satisfy human wants or need. The more a commodity satisfies needs, the more will be its use value.

Example: The use value of a car is more than the use value of a bicycle, because car satisfies more human needs than bicycle.

iii) Exchange Value of Commodity

The exchange value ^{monetary value} of a commodity is the proportion at which it can be exchanged for other commodities.

Example: If 1 kg of rice can be obtained in exchange of one dozen of banana, then we may say that value of one kg of rice is equal to one dozen of banana.

b) The Theory of Labor Value

The labor theory of value states that the worth of a commodity is determined by the amount of labor required to produce it.

c) Marx's Views

According to Karl Marx, people in the capitalist society treat commodities as if

the objects themselves contained intrinsic value. In reality, a commodity is a product of human labor.

c) Explanation of Theory

Let us assume that a factory worker is working ~~for~~ every day for 8 hours to produce an item worth \$500. According to He uses raw material inventory worth \$100 for producing the same. According to this theory, the worker is eligible for \$50 an hour. According to Marx, if the worker is paid less than that amount, then he is being exploited by the capitalist class.

d) Importance of Labor Theory of Value

The labor theory of value is significant in drawing our attention to the grievances of labor and to the exploitation which they suffer at the hands of the capitalists.

e) How is Labor Class Exploited?

According to Karl Marx, the capitalists take advantage of their power

to set wages and working hours to extract the greatest amount of labor from workers at the lowest possible cost, selling the products of the workers at a higher cost/price than the capitalists paid for them.

f) The Demand of this Theory

On the basis of this theory, Marx called for the elimination of profits, for workers to seize factories and for the overthrow of the tyranny of capitalism.

IV - CRITICAL ANALYSIS

Karl Marx's theories are based on the criticism of capitalism. His labor theory of value is also a criticism. It states that a commodity is solely a product of labor but the labors are deprived of their due share in commodity production. They are only provided a bare minimum (of the profits) just to survive. This theory is criticized as those natural goods like fruits, gems, vegetables, etc., should have no economic value as no labor is required to produce them. Many economists

argued that Marx's idea was too simple to describe something as complex as the value of objects. Other critics also argued that an item's value is different for each person, so a standard system would simply not work for everybody. However, this theory played a key role in diverting our attention at the plight of labors because despite their huge contributions, they are still one of the deprived class.

ع اس شہر میں مزدور جیسا کوئی در بدر نہیں
جس نے سب کے گھر بنائے اس کا کوئی گھر نہیں

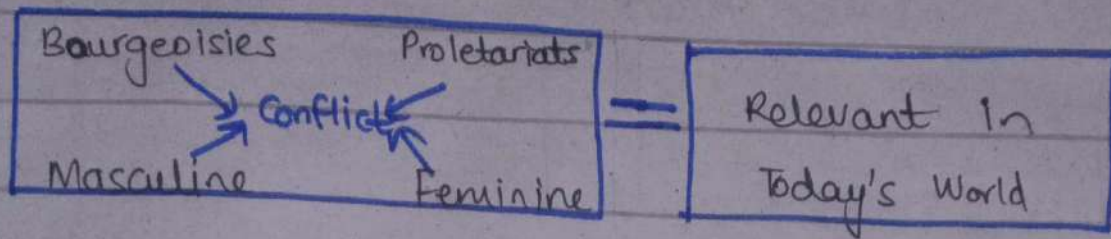
V- CONCLUSION

To conclude, the labor theory of value assigns value to a commodity based on the amount of labor invested on it. This theory focuses on the labor class' exploitation at the hands of capitalist class because the labors are deprived by them from their due shares in profits. This theory called for the elimination of profits and to put an end to capitalism.

Q13. Do you think Karl Marx's capitalist perspective is applicable to today's world? (CSS-2020)

Q. Do you think Karl Marxist theory about class and gender-based conflict is still relevant in contemporary days? (CSS-2021)

I - INTRODUCTION: THE RELEVANCE OF MARXIST THEORY ABOUT CLASS AND GENDER-BASED CONFLICT IN TODAY'S WORLD



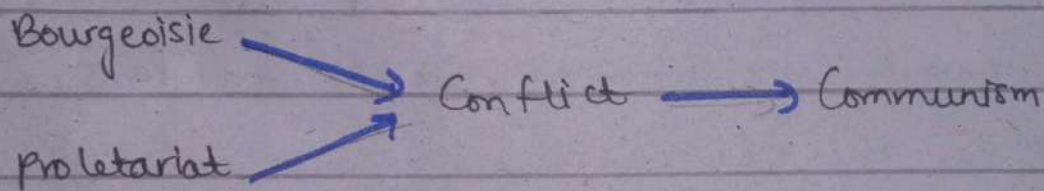
The Karl Marx's theories of class and gender-based conflicts are criticisms on capitalist system. The theory of class conflict states the conflict between bourgeoisie and proletariat which results in a revolution and communism. The Marxist feminism states that working-class women are exploited by both patriarchy and capitalism. It also theorizes revolutionary subjectivity and possibilities for an anti-capitalist future. These theories are relevant in modern world as the working class, developing nations, females are exploited in the world. This exploitation is the cause of huge class/stratification in societies in which proletariats make a huge portion while bourgeoisies make a small portion.

II- KARL MARX'S THEORY OF CLASS AND GENDER-BASED CONFLICT

a) Karl Marx

Karl Marx was a nineteenth century German philosopher and economist. He is known as the "Father of Communism". Karl Marx was influenced by JJ Rousseau, Hegel, Darwin and others.

b) Theory of class Conflict



The theory of class conflict states that in all societies there is scarcity of resources and there exists two classes i.e. the bourgeoisie who are the ruling capitalist class and own the means of production and the proletariats who are the working class and are exploited by the bourgeoisie. This class inequality will result in a conflict between the two classes which will lead to a revolution resulting in a

class-less ^{Communist} ~~Capitalist~~ society.

e) Theory of Gender-Based Conflict

"Marxist feminism refers to a set of theoretical frameworks that recognizes capitalism to perpetuate the subordination of women by enforcing their economic dependence on men."

The Marxist feminist argue that working-class women are exploited by both patriarchy and capitalism. They argue that women empowerment and equality cannot be achieved within the framework of capitalism. Thus, they want communism for equality and empowerment of women.

III - RELEVANCE OF MARX'S THEORIES IN TODAY'S WORLD

a) Exploitation of Developing Countries by USA

The USA is a capitalist economy and state. It is the global hegemon and exploits the developing nations like Pakistan,

Iran, etc.

Example: The Afghan nation had to face extreme difficulties at the hands of Americans during the war on terror.

b) Brain Drain Due to Globalization

The capitalist countries have taken the brilliant minds of from all over the globe. As a result, the poor countries badly suffer due to backwardness.

Example: In Australia, there are a huge number of Indian professionals like engineers, doctors, etc.

c) The Existence of Boom and Bust Cycles

Marx's predication of the existence of a boom and bust cycle in capitalism proved true. There exists an over production of materials in capitalist countries (~~boom~~) but the people lack ability to purchase them (bust).

Example: The Great Depression of 1930, the Global Economic Crisis of 2008.

d) Increased Inequality and Class Polarization

In the present era, the world ~~has~~ is extremely polarized, i.e. one rich and the other poor.

Example: As of 2022, only 1.1% of the world's adult population accounts for 46% of the world's wealth.

e) Emergence of Conflict between Capitalism and Communism

Karl Marx's prediction that a conflict will emerge between Capitalism and Communism is evident in the present era in the form of US - China rivalry.

f) Fewer Number ^{of} Females on High Profiles

The capitalist economy prefers to hire women on pink-collar jobs. It is due to this reason that we have fewer number of females on high profile jobs.

Example: As of 2022, the proportion of women in senior management roles globally grew to 31% (highest number ever recorded).

g) Feminization of Poverty

In the capitalist system, it is the females who first lose jobs at the time of crisis. The females are also made economically dependent on males due to the patriarchal mindset.

Example: According to ^{reports} statistics, the world's extreme poor are women and girls.

In 1945, after the end of world war II, 2 million women were fired from their jobs on a single day when men arrived from war.

h) Exploitation of Females by Double duty

The capitalism forces women to work in which they are given minute amounts. The husbands also expect women to perform domestic and reproductive ~~rote~~ tasks. Thus, much of the work of women both in public and private spheres go unrecognized.

IV- CRITICAL ANALYSIS

The Karl Marx's theories of class and gender-based conflicts predicted that the class and gender differences result in the exploitation of poor and women. This will ultimately lead to a revolution and result in communism. However, despite the severe exploitation of proletariats and women still there exists no global communism. The emergence of welfare states, entrepreneurship, protective female laws all addresses the grievances and deprivation of the oppressed ones. The Marx's certain predictions are still relevant like the exploitation of developing nations, feminization of poverty, increased class inequality, etc. Thus, Marx's theories played a key role in deriving our attention towards the oppressed class.

V- CONCLUSION

To conclude, Karl Marx's theories are a criticism on capitalism. His theories of class and gender-based conflicts state that

the proletariats and women are oppressed and exploited at the hands of bourgeoisies and men. He predicted that this exploitation will result in a revolt against the oppressors and communism will emerge as a solution.