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## Colonial Mentality in Military

- a. **Enjoying Perks and privileges just like colonial masters, better salary structure than civil.... Superior mentality**
- b. **Military interventions hindering democratic and economic progress**

In addition to feudalism next comes military.

Colonial mentality of the military is another factor hampering the progress of Pakistan. Colonial mentality in the military can be seen in the military officers enjoy special perks and privileges, similar to how colonial master enjoyed benefits over the common people. This mentality is evident in the better salary structure and additional benefits that military members receive compared to others. Military officers often get higher pay, extra allowances, and better facilities, which sets them apart from regular government employees. This difference in pay and benefits creates a sense of superiority among military officers, who may start to believe that their role is more important than other professions. This creates a divide and perpetuates a legacy of inequality that dates back to colonial times. Moreover, Military interventions have often hindered the country's democratic and economic progress. When the military steps in to take control or influence politics, it can disrupt the normal functioning of democratic institutions like elections and parliament. For example issues in the 2024 elections show how military influence can affect political stability. This interference can lead to a lack of stability in democratic processes, making it harder for elected leaders to govern effectively. Additionally, military influence can divert resources and focus away from important economic development projects. Instead of investing in education, healthcare, or infrastructure, resources might be spent on defense and maintaining military control. This can slow down economic growth and reduce opportunities for people. Overall, when the military gets involved in politics, it can delay or block efforts to improve democratic governance and economic development in the country. Hence, colonial mentality of the military is hampered the progress of Pakistan.

## Colonial Mentality in Educational Institutes

- a. English, Urdu and Madrassa education
- b. Second Language or superior culture Influence in Higher Education

In addition to military next come how colonial mentality in educational institutes impeding in the progress of Pakistan. Colonial mentality in Pakistan's educational institutes is visible in how different types of education English, Urdu, and Madrassa are valued and organized. English-medium schools often reflect the colonial influence because they continue to prioritize English as the main language of instruction. This focus on English can create a sense of superior and preference for Western-style education, leaving other languages and systems undervalued. Urdu-medium schools, which use the national language, face their own challenges. Although they play a crucial role in education for many students, they often lack the same resources and prestige as English-medium schools. This creates a divide between students who have access to high-quality English education and those who do not. On the other hand, Madrassa education, which focuses on Islamic studies, is sometimes seen as less modern or less valuable compared to the English and Urdu systems. This perception can lead to a lack of support and resources for Madrassa students, who may

not receive the same opportunities for advancement. The colonial mentality creates a hierarchy where English education is considered the most prestigious, while Urdu and Madrassa education are seen as less important. This divide affects students' opportunities and continues a legacy of inequality. This approach creates unfair differences between students. English-medium schools are seen as better and more prestigious, while Urdu and Madrassa schools are often treated as less important. Similarly, Colonial mentality in higher education, is seen in the preference for teaching in English language. Many universities and colleges in Pakistan use English as the main language for instruction, which reflects a belief that English and Western ways of thinking are superior. There is not a single university in Pakistan that uses Urdu or any other regional language for teaching. This can make students who are not fluent in English feel disadvantaged and may cause them to miss out on important opportunities. The focus on English and foreign cultures often leads to the neglect of local languages and traditions. As a result, students might not fully appreciate their own culture or history, and there is less emphasis on local knowledge and perspectives. This way of thinking, rooted in colonial times, continues to shape how education is valued and delivered, creating a sense that Western education and culture are more important than local ones. Hence, colonial mentality in educational institutes does not only create a difference as English medium, Urdu medium and Madrassa but also tells about the superiority of the English language over other regional languages.