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The Importance of critical thinking in education:-

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Introduction:-

In Pakistan the education sector is very complex with a very low budget expend yearly. Pakistan's education policy is more development rather than it should be a strategic one. As Pakistan faces a significant education crisis with an estimated 25 million out of school children, aged from 5-16. The education is directly connected to the socio-economic conditions of the parents. Some children get quality education and some are not. The ideologies of the education system are changed in Pakistan due to its complex sectors or structures of education. Like Elite Schools, Public Schools and Madrasa, which is effecting the critical thinking in the students. The critical thinking is very important for all students, to raise question where its needed. As a state Pakistan failed to provide education specially in rural area of Pakistan, lack of school

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infrastructure, lack of facilities, turned the student to sit at homes. Not only this but the problem the youth is facing after the graduation is high number of unemployment rate in Pakistan. In order to accelerate the progress and ensure the equitable expansion of quality education, the international organizations like United Nations children's fund (UNICEF) supports the Government of Pakistan's efforts to provide quality of education to reduce the numbers of out of school at all level. Also the government need to aligned the education with global level of education so that graduates should compete in the employment market.

Pakistan has made progress with regard to most education indicators over time. As the primary school enrolment rose by 3.2% reaching 24.61 million in fiscal year 2023 and estimated at 24.83 million in fiscal year 2024, while in Secondary school enrollment increased

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by 5.1 to 4.72 million in fiscal year 2023 and is expected to rise by 3.8.1 to 4.89 million in fiscal year 2024. However, the Higher education which is Degree level colleges enrolment is expected to decline slightly to 0.65 million in fiscal year 2024 from 0.66 million in fiscal year 2023. Because of the unemployment issue. However, due to corruption, perial gains, political influence, recruitment, training and posting of teachers, all of these factors contribute to failure to provide good education.

Pakistan education sector is very complex and has three parallel, unconnected system in education. These are the non-elite private schools, elite private schools and religious schools (Madrasahs). The public school which are total in number 179,022, number of students 24,657,819, number of institutions 71% and total student enrolled are 67.1%. The elite private

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Schools are 60,876 in numbers, students enrolled are 10,541,089, student in percent are 28.7.1. and institution in percent is 24.1.1. The Madrasah which have student 1,588,075, student in percent are 4.3.1., number of institutions are 12,276 and institution in percentage are 4.9. Thus, we can say the high number of institution & student are in public sector, the a middle number of student and institution are in private sector and least are in Madrasah.

The Ideology of these three institution are very different from each other. In Madrasahs, which produce the narrow-minded ideological biases, as Christine Fair argue, these cadres sympathised with Islamists. These student are also called to be Islamic extremists. The public Schools sector, which is managed by the state. It provides highly skewed historical

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narrative that is nationalistic; content which meshes Islam and nationalism;

In 1980's when education was deliberately used as a political tool and textbooks were rewritten to inject education extremists' perspective of anti-India.

The Elite Schools, the top schools in the Pakistan. These schools are bound by State to follow certain subjects. However, their economic stratum allows the student physical and informational exposure of the western style of life.

As a result, the madrasah students, tend to be amenable to the extremist world-wide. While the public schools, representative of main stream society, idealize legendary Muslim historical figures but do retain some admiration for figures known for their anti-west outlook. However, the elite schools, talk fondly of Hollywood stars. As elite schools considers itself superior and more progressive than the rest.

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The education sector is broadly connected to the Socio-economic issue. As the School system is divided like that. As Karl Marx said, the good quality of education is reserved only for elite class. As the elite class has the economic power to educate their children from an excellent institute.

The Madrasah, in which children ^{comes} from the poorest segment of Society. In Public Schools and non elite private School, children comes from lower-middle to middle Socio-economic groups. However, the elite private School, children comes from exclusively for the rich background.

In term of quality of education, these three institute have different type of education. In Madrasahs, it is the greatest mismatch with the requirements of modern economics. It misfits for mainstream employment. While in Public education, having majority Pakistani students, which suffering

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from qualitative education. Although they teach all subjects of modern school's system. However, they follow Urdu medium and having lack of english language. However, the elite private schools, provide decent quality education. Mostly in english medium, have maintained teaching standards. Unfortunately, parents are happy that their children are going to elite private school rather than public school or madrasah they are quite satisfied.

As half of the children goes in public school and madrasahs. They lack the critical thinking, which is very important part in the education system. Critical thinking is the process in which student deliberately and rationally analyse the information, evidence and arguments to make well-reasoned judgement and decisions. Thus, when a student taught in public or Madrasah it ability to

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think critically will be lost. All of this is connect to the Socioeconomic problem. To revive the critical thinking the State should need to solve the issue of education and provide a level play field to all children to get the same kind of education. As the state is responsible for the education as per article 25-A of the Pakistan Constitution which states that from primary to college level education is free to all student by the state.

As Pakistan faces significant education crisis with an estimate of 25 million children are out of schools specially aged 5-16. Non-formal education (NFE) serves as a vital alternative, providing flexible and accessible learning opportunities for these children. The literacy rate and gender gap is all high. The national literacy rate stands at 60.6%, with a significant gender gap: 68% for men and 52.8% for women.

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The youth unemployment amongst educated youth is high in the country. But that is a reflection of the current poor growth, poor quality of education at the college and university level, skill mismatch and lack of entrepreneurial opportunities for young people. All this can be a reason for the youth to do other thing rather than to study which again lack the critical thinking.

In the end, the government need equity investments to ensure the education system include the most disadvantaged girls and boys. The government need to aligned the education system with the markets of tomorrow, and our young people should come out with the foundation education, knowledge, understanding and skills needed to navigate what will be a far more complex labour market in the times to come. As far as critical thinking is concern it is very important in terms of policy

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making and Decision making

Word = 1450 Approx.