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1 Colonial Mentality in Educational Institutions:-

Colonial mentality in educational institutes refers to the persisting effects of colonialism that figure attitudes, values and sensitivities among student and educators.

Meanwhile in Pakistan, this mentality often manifest in several ways, influencing both the curriculum and the overall educational environment

One of the prominent examples in the preference that western literature and historical narratives

over indigenous work. Many elite institution in Pakistan prioritize British and American authors in their

English literature classes, often sidelining renowned Pakistan writer like Faiz Ahmad Faiz and Bano Qudsia. This

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not only diminishes the value of local literature but also instills a belief among student that western culture and thought are superior. ~~Additionally~~ Additionally, the use of English as the primary medium of instruction in many educational institutions reinforces this colonial mindset. While proficiency in English is essential in a globalized world, the emphasis on English often comes at the expense of local languages and dialects. Students from lower socio-economic backgrounds, who may not have had the same access to English education, can feel marginalized and inferior. A novel example is the rise of "O/A level" school in Pakistan, which follow a British curriculum. These institutions are often seen as gateways to success, leading many families to prioritize them over local educational

systems. This trend not only perpetuates a colonial mentality but also creates a social divide, as access to quality education becomes increasingly linked to economic status.

To combat this colonial mentality, there is a growing call for a more inclusive curriculum that celebrates Pakistan's rich culture heritage and promotes local languages, fostering a sense of pride and identity among students.

2. Colonial Mentality in Military:-

Colonial mentality in the context of military refers to the lingering attitudes and practices that reflect a preference for foreign, particularly western, military doctrines, strategies and organizational structures over indigenous approaches. In Pakistan, this mentality can be observed in various aspects

of military training, leadership styles and operational strategies. A notable example is the reliance on western training programs and equipment. The Pakistan Army has historically sought training and assistance from western nations, particularly the United States and the United Kingdom. While these partnerships can enhance military capabilities, they can also lead to an overemphasis on western military philosophies that may not always align with the unique geopolitical and cultural context of Pakistan. For instance, the adoption of the counterinsurgency tactics inspired by US military strategies during the war on Terror often overshadowed traditional forms of warfare that were more relevant to Pakistan's historical conflicts. Moreover, the educational institutions for

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military training, such as the Pakistan Military Academy (PMA), have curricula that heavily draw from Western Military history and theories.

This has led to a generation of officers who may prioritize Western model of leadership and strategy, sometimes at the expense of understanding and integrating local military history and practices. A specific example can be seen in the Pakistan Army's engagement with the U.S military during joint exercises. While these exercises aim to improve interoperability, they can inadvertently reinforce a mindset that views Western military practices as superior.

This can create a disconnect with local strategies that have been historically effective in the region.

Addressing the colonial mentality involves

fostering a military culture that values indigenous strategies and integrates local historical contexts into training and operational planning, ultimately leading to a more self-reliant and contextually aware military force.