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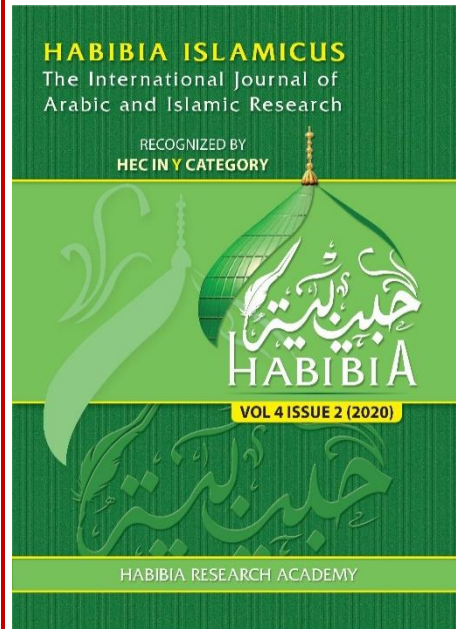
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TOPIC:

PREVALENT CLASS RIDDEN EDUCATION OF PAKISTAN: FACTORS, ISSUES AND REMEDIES

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PREVALENT CLASS RIDDEN EDUCATION OF PAKISTAN: FACTORS, ISSUES AND REMEDIES

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ABSTRACT

The topic has its own importance particularly in backdrop of our philosophy of life as a nation and as a state, based on brotherhood, peace and prosperity. This philosophy of life teaches people of Pakistan to be united and cohesive with each other. It demands the nation and state to take the matter of life seriously. Today this philosophy of life does not exist in the society due to the class ridden education system of Pakistan. In developed countries, there is such an education system that not only guarantees their socio-economic development but the other nations feel proud to follow it. Unfortunately in Pakistan since its inception no such educational system has been practice which could have reflected the philosophy of nation and determined the direction of socio-economic progress. It has been a failure of state and the leadership, Pakistan has been lagging behind in every sphere of life such as industry, education, politics, science and technology and dependents in all these fields' moreover social, cultural and political values also facing decay. The biggest reason of this devastation is the class-ridden educational system prevails in Pakistan. However several policies and plans have been made, billions of dollars have been spent, infra-structure have improved but as a nation and state Pakistan still endeavor for peace, , rule of law and progress in science and technology. All these progress and development depended on unified system of education not a class ridden. This purpose of this study is to present the qualitative analysis and to discuss the factors, problems and influence of this system on nation and state. It also suggested some remedies to overcome such issues.

KEYWORDS: Prevalent Class Ridden, Education of Pakistan, Factors, Issues and Remedies.

INTRODUCTION:

In the words of Quaid e Azam Muhammad Ali Jinnah (Karachi, 1947), "Education is the matter of life and death to our nation." The state of Pakistan always faced criticism regarding their education system since 1947. Low literacy rate, low budget on education, lack of infra-structure, lack of vision, poor education policies and implementation, bad governance and no effective supervision are the major issues of education system of Pakistan. There is another issue that moving like a slow poison in the blood of nation that is "class ridden education of Pakistan." There are several type of education system prevail and practice in Pakistan;

1. Madaris education system that run by religious peoples based on religious philosophy and attract lower and lower middle class.
2. Cambridge education system that runs by Cambridge University based on secular philosophy is the choice of elite class.
3. Cadet education system that runs by armed forces based on mixed philosophy is attracting to the people of armed forces, elites and upper middle class.
4. State education system runs by state, NGO's and education societies based on mixed philosophy and the choice of lower class to middle class. The objectives, curriculum, methodology, philosophy and environment are quite different and opposite to each other.

Peoples educated and developed from these education systems having different philosophy, interest and narrative ultimately resulted as divide and confused nation. Consequently, it has been a failure in bringing out the national identification of Pakistan on one hand and on the other it has been also a failure in upbringing such persons who are the inevitable need for the preaching of Islam, and accomplishment of national aims and objectives.(1) The prevalent class-ridden educational system in Pakistan have been begetting hypocrisy and inferiority complex in the society besides propagation such class discriminatory trends that are smashing the national unity and homogeneity.(2) The maxim that the foundation of any country is based on its education is to be realized then it is very much obvious that the progress and development are being hampered by the class-based education of ours. It is imperative that unless the system of Urdu medium, English medium, private and Government schools, Public, Cadet, Religious schools, and the expensive elite schools running on the basis of the excuse of the preparation of foreign country courses are stopped,(3) and unified and Unisom education system all over the country for all school going children of the nation is not adopted till that not a single objective out of our national objectives can be achieved despite of conducting so many seminars and implementing so many educational policies, and no tall claims and promises of national development are to be fulfilled.(4) The only way out and solution is to squash the current class-ridden system. It is beyond any doubt that the current Pakistan's class-ridden education resulting class consciousness, has not only degraded the education standard but much devastating and adverse effects are making their bearings on the whole social fabric. The rise of sectarianism in our nation is the result of the present and current class-difference based education. This class difference education system is creating rifts and schism exploitation, and to fight with each other. (5) It has been inculcating in people the idea of ripping off each other and has spoiled the youth of Pakistan.

Analysis/Discussion: The study based on in-depth literature review, critical observation and past experience related to the education system of Pakistan. Although Pakistan has remarkable development in science and technology, a nuclear state but failed to progress in in social issues. Nationalism, patriotism, culture, customs and values are gradually decaying. Brotherhood, peace and prosperity are difficult to observe in society. The nation has divided in cast, sect, class, language, geographical area and even the ideological bases of Pakistan. Nation unaware about the 5th generation war that imposed by external powers. They want to destroy culture, customs and values as well as our education system, remembering the words of Lord Macaulay 1835 that we cannot defeat the Muslims of subcontinent unless we destroy their culture and education. Therefore, state is responsible to grant every child have a right to equal opportunity for education that minimizes the disparity and discrimination in all respect. The topic has its own importance particularly in backdrop of our philosophy of life, as a nation, based on brotherhood, peace and prosperity among society. This philosophy of life teaches us to be united and cohesive with

each other. It demands the nation to take the matter of life seriously but today this philosophy of life is non-existent in the society. (6) The reason is the division of society into different strata -the poor, the rich, and the middle class. Although the society have same principles of cultural and social life, yet every group sect and class has different culture, way of life, thinking and different way of identification.(7) In this situation accomplishment and achievement of the national objectives are impossible, unless, the trends creating and propagating class differences, People involved in such activities and institutions responsible for such differentiating thinking are not eradicated from the society, and the golden principles of equality, in the field of economy, Politics, education and sociology, are not adopted. We as, a nation, will remain in disarray as long as we are class-ridden, our national identity will remain disintegrated, and the world will laugh on our national life. (8)

The foundation of the coming up generation's future of a nation and of a country is based on the education system. It builds the character and groups the young to play an active and vibrant role for the country. So, in developed country, there is such an education system, in practice, that not only guarantees their development, but the other nations feel proud to follow it. Unfortunately, in Pakistan, after a period of 72 years, no such educational system has been practiced which could have determined our directions of progress. It has been a failure to have such educational system to call us a developed nation and country rather than a developing one. In result, we have been lagging behind in every sphere of life such as industry, education, politics, science and technology. We have been dependents in all these fields. The biggest reason of this is our class-ridden educational system. In addition of the class-ridden, at present, there are three parallel educational systems in practice in Pakistan: (i) religions education, (ii) secular or modern education system and (iii) the education being imparted in government schools. There are many differences of them in their effects, spread and nature. The only common value in all three is the unevenness. (9) The religious educational system prevailing in Pakistan has utterly failed in imparting religious education according to the Islamic philosophy, religious objectives and needs for prosperous society.(10) On the other hand, the secular educational system has created upheavals and crisis on the national levels, whereas, the education imparted in government schools is not of any standard. In this way, all these three education systems have been failed utterly in creating trustworthy leadership to the Muslims on national level. The result is decay and fall of us in every walk of life, and national leadership, crisis.

Another element of our education system is the westernized and affluent ruling class having peculiar quality of education institutions for them. These institutions are mostly the movements of the colonial period. There is, also, plenty of the replicas of military, semi-military and pure oppressive civilization. (11) These institutions are preparing a new social leadership. This leadership dances on the tune of their overseas lords, and commands their nation according to their pleasure. These institutions are, in real, the sources to defend the

oppressive and exploiting gains and benefits. The revival of the devastating effects of this educational system is the bridge over and widening gap of unevenness and inequality in the country. (12) In humanity and excess, on permanent basis, are seeping our common life. It is shocking that our privilege class does not desire to come out the servility, and wants to perpetuate its rule under the umbrella of this exploitation system. To emulate the upper class our middle class and even poverty-struck class are also putting themselves under the yoke of the English medium school. This mental subjectivity of theirs is not the compulsion; it is rather their desire to live alive. They also want to advance in the race of life so they are using the English medium schools as tipping stones.(13) The current educational system does not guide them. The present current system of education cannot help because it is itself on the decay and is being fatly replaced by the colonial education system. The feeblest point of the present current educational system in Pakistan based on class differences is to have deliberately unity of the national level. We have been blindly following the style and mode What we have been given result of the British subjectivity ignoring our needs and demands.(14) If all these steps are taken into consideration since the independence, some points are revealed. The highest insincerity is being observed in giving a base to the foundation of the national ideology. Islamic ideology of life and its adaptation is just a lip service and nothing else, as no serious efforts have been made to instill the basic concept of the county into young budding minds. It is the reality that this situation cannot be changed unless there comes up unified and equal syllabi, medium of education consisting on class's national educational system and the shackles of slavery are broken to put the children of the nation under one roof. In this way only our system of education will reflect our Islamic Philosophy.(15) We have firm belief that unless we restore the equality of the missionary Schools-Madrassas, we cannot restore equality in our society, and cannot turn our dream of being united and disciplined nation into reality. We should not forget the this reality that to be a united nation with disciplined of its own, one language, common objectives and goals and point of view for cohesion, similar history and social and cultural consciousness, to tie up into social cohesion are necessary for national unity and identity. (16) The issue under review has this importance it brings out the sects and groups we are divided into as a nation because of the above mentioned class-ridden national education system. It is due to which neither state objective are fulfilled nor such persons are trained who on one hand, can defend the ideological boundaries of the country according to the national philosophy of life, and on the other hand, can defend the geographical boundaries of the country. (17, 18) Moreover, collective national identity being shattered, it has brought de-stability on the society. So, it is the need of the time that the class-ridden educational system must be abolished, and such a new system that can eradicate class differences in the society and put the whole nation into one Unison. It should propagate national unity and achieve the national objectives. Only, then, we would make our own identification countable. There are many objectives of the research under the

review. However, the soul objective is only to find out the motives and issues of the present day practice of the class-ridden education system, its impact and effects on social activities and thinking, besides making suggestions of remedial kind that can, when acted upon and be practiced, eradicate the class differences as the out-come of the class-ridden educational system for all times to come. The national unity, in result, should become prominent. (19) The young generation should strive for knowledge in just direction. Another objective of this research is to find out how does and how much effect and impact caused by this current class-ridden education system to our social integrity, as a collective national progress, achievement of the state national unity and brotherhood. It is also the part of the objectives to find out that this class ridden education system has been helpful in promoting and propagating class differences, making people selfish, greedy and egoist. (20)

It is also the objective of this theoretical research to bring out the nature of the present-day class differences as the national education system, and compare it with the national life philosophy aimed education system. This is to make the people to realize that what they have lost so far by the divisions of ours into different sects and groups, and what did we achieve. For example, as a Muslim, we are one nation, believe in on God, have faith in our Prophet, One Book, one religion, one country, have one language and one tie up in one relationship of ideology, yet we are divided. This division, no doubt, starts with the first lesson of the missionary-Madrassa, we attend. We have been going down the stream due to effects of this division. All our institutions are on the brink of their own fall. This awareness is the need of the time so that everyone Pakistani national can make his/her analysis and feel oneself, responsible. Every one of us should think, as a Muslim, what are the obligations of each of us? What are the social demands? What are the national objectives? One should act accordingly in the society to expect any good and betterment, otherwise not.

Conclusion: Nonetheless, the base of the factors to tailor the current education into class differences made do not include not having upper hand of the state in education, practice of not making the national ideology as the base of education, behind following the West, neglecting the objectives of the creation of Pakistan being the national practice are same to be counted on. These issues and decay which have been resulted due to the mode of education based on class difference include the reasons of rudderless education, devoid of objectivity, clashes in-between the different classes in educational institutions, in particular and on the society in general, increase in such sorts of incidents there in, failure in the achievement of national objectives through education, ideological rifts in students, increase of extremist practiced education in Pakistan based on class difference mode has effected education itself and through education effects came on society in general include no significant development of education and society generally, non-propagation of unity and brotherhood in society, dis-equilibrium in the society and disintegration, national unity and integration and unification are some to mention as noteworthy.

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