

Ideology



Identity

How Inculcate  
Through Curricula?

How it become barrier or  
promoter in the development?

# FUNCTIONS OF EDUCATION

Education Create Homogeneity



Conservative Function



Progressive Function

-to preserve ideology and culture through

i- Common Curricula

ii- Shared Common History

Iii-Symbols

Iv-language

# EDUCATION AND IDEOLOGY

- Edu. Transform ideology from generation to generation
- Education and identity
- Education and gender
- Education and nationalism
- Education and culture
  - i-Punjabi Culture
  - ii-Sindhi Culture
  - iii-Baloch Culture
  - iv-Pakhtoon Culture

# A SNAP SHOT OF PK EDUCATIONAL HISTORY

The Quaid-e-Azam, in his message said:

*"... the importance of education and the type of education cannot be over-emphasized ...there is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan ... we should not forget that we have to compete with the world which is moving very fast in this direction."*

*( National Educational Conference 1947)*

■ Fundamental Islamic values

■ Promotion of Science and technology

# AYUB KHAN'S ERA

Economic development (dams, tube wells  
industrialization, agricultural, )

Social development undermined

- Education should meet individual and collective needs

- Productive public life

- Development of skills through training

- preservation of Islamic way of life

*(National Commission of Education 1959)*

- War 1965

# BHUTTO'S PERIOD

## National Objectives of the policy 1972-80

- Equalizing opportunities of education
- Arresting the declining education standard
- Correction of growing imbalance in edu.
- Islamic values as instrument of national unity and progress
- Reorientation of education (Results)
  - i- abandonment of western literature
  - ii- Encourage Local academicians to publish

# CONT.

iii- local Books were made cheaper

iv-Book banks, 400,000 text book

✚ Quality of education-crucial role of teacher

✚ Ensure academic freedom

i-Student empowerment

ii-Decentralization of educational admn.

iii-Financial autonomy (higher edu.)

✚ Education as instrument of social change

*(national education policy 1972-80)*

# CONT.

## Domestic Reforms

- Industrial Sector-Nationalisation, workers
  - i-Phase-I steel, chemical, cement (1972)
  - ii-Phase-II Banks (1974)
  - iii-Phase-III flour, rice, cotton, mills



# Islamisation









# ZIA'S REGIME

- ✚ Revision of curricula according to Islamic thought
- ✚ Deep abiding loyalty to Islam through ideological identity
- ✚ Concept of Ummah
- ✚ System of education “Madrassah and Darul Uloom” and Modern school, college and University
- ✚ Medium of Instruction of education as Urdu
- ✚ Special Education

# CONT.

- 🏠 Women Education
- 🏠 Renewal of Islamic state on ideological foundation
- 🏠 Inculcate Quran and sunnah
- 🏠 Adequate facilities to minorities' education
- 🏠 Individual capacity development according to Islamic value system
- 🏠 Massive program for farm and factory workers-skills

*(NEP 1979)*

# EDUCATION POLICY-1990

- ✚ Islam as a code of individual and national life
- ✚ Promotion of National cohesion
- ✚ Global ideological shift influenced the educational system
- ✚ Universalisation of primary education

# NATIONAL EDUCATION POLICY 1998-2010

- It stressed on three categories of education: elementary, Adult and early childhood
- Building of character on Islamic lines to promote humanism
- Improve competence of teachers through training
- Universalisation of Primary Education(UPE)
- Role of family, school, Community and NGO's to maximize elementary education
- Elimination of Gender Disparity by 2005 and gender equality by 2015 (51%) *(NEP 1998-10)*



# GEN. MUSHARAF'S REGIME

- 9/11 incident (2001)
- Imported brand of ' Enlightenment Moderation'
- Mass Media (as tool)
- HEC ( Sep 2002)
- Education policy 2009
- Re-comitment with 1998 policy
- Purely Globalized policy
- International stakeholders

# CULTURE AND MEDIA

- Films, dramas and literature influence society's thinking about power and power of others
- Cultural productions are reflections of ideology
- Cultural productions as laboratory of society
- Cultural diffusion (Dominating Culture)
- Ideology is produced in **the friction** created by the way things occur and our need to make sense of them
- Glamour as selling technique
- Class structure directly effect ideology (*Marx & Angels*)  
(Ahava Leibtag 2002)

# CONCLUSION

Fundamental causes for the weak performance of the education sector

i-The commitment gap

ii-The implementation gap

*THANK YOU*

