



History of Aims of Education in Pakistan

Maham Farooq

Abstract

The research article explains the meaning, nature and importance of aims of education in Pakistan. Aims of education are crucial for keeping the educational activity on the right track. Aims of education do not allow the educational process to become haphazard, vague and confused. Aims of education are discussed keeping in view the determining factors, different eras (time periods) and educational needs of 21st century. Islam is a very dynamic religion and it expects people to be active and dynamic in the social order so aims of education according to Islam are also discussed. Islamic Republic of Pakistan is based on Islamic ideology and its aims of education should reflect the Islamic ideology. History of Aims of education mentioned in the educational policies of Pakistan are further analyzed and it is inferred that more or less, same aims of education are discussed in them but the educational system failed to fully achieve the desired aims mainly due to failure in accomplishing major changes (implementation) required in educational system in order to achieve those aims and political instability. It is concluded that aims of education are different for every society which means that aims of education should be formulated according to the ideological needs of a Pakistan and should be fully implemented so that those societal needs can be fulfilled and the country can prosper.

Key words: Aims of education, educational needs of 21st century, Islamic ideology, Pakistan's aims of education

* MPhil Graduate, Institute of Education and Research, University of the Punjab, Lahore

Introduction

Before moving towards aims of education it is important to describe the differences among 'aims', 'goals' and 'objectives.' Aims are general statements that provide shape and direction to the more specific actions designed to achieve some product or behavior (Ritz, 2014). Goals are statements of educational intention which are more specific than aims (Wilson, 2005). Goals translate aims into broad statements to describe what schools are expected to achieve in terms of student learning through a particular educational or training program (Benhima, 2016). Objectives are considered to be specific in nature, written in terms of what students will know, be able to do, or behavior they will exhibit at the end of the instruction (Ritz, 2014). In the words of John Dewey (2001) "An

Graduate Journal Of Pakistan(GJPR)



VOI 4 , Issue 1, 2024

ISSN: 2789-4177

aim is a foreseen end that gives direction to an activity or motivates behavior”. Aims are considered to be a central point around which struggle of man is related. Aims instigate the man to act. Man does not take one step until and unless he had an aim in mind. Behind every movement and every act there is an aim (*Pakistan main t’aleem ka irteka* by Arshad, A. R., pg. 81). On the other hand ‘education’ is defined as a systematic process through which an individual attains knowledge, skills and sound attitude (Parenkimalil, 2012). The responsibility of education is to make an individual competent, it acts as an elixir for all evils and it is the only way to develop a civilized and socialized society (Swarnkar, 2016).

Aims of education are necessary in giving direction to an educational activity (Qureshi, 2017). Aims of education are correlated to ideology of life (Parenkimalil, 2012). Every nation possesses an ideology of life and considering its ideology formulates a system of life. Without ideology and system of life no nation can either takes place neither survives. Education serves this purpose, as it has the responsibility of inculcating the awareness of ideology of life in new generation, and when new system of life is formed, it urges new generation to follow it (*Pakistan main t’aleem ka irteka* by Arshad, A. R., pg. 83).

Importance of Aims of Education

Aims are important because they make us act with a meaning. According to John Dewey (2001) “to have an aim is to act with meaning.” Aims stimulate us to see what the outcome is going to be, even before the end of that activity. Aims of education keeps both teacher and the student on the right track therefore and it does not allow the educational activity to become haphazard, vague and confused (Qureshi, 2017).

Factors determining Aims of Education

According to Dushi (2019), aims of education cannot be just pulled out of a hat, a large number of factors contribute to the formulation of aims of education. The factors determining aims of education are as follows:

1. Philosophy

Philosophy deals to life and philosophy of education deals to problems related to education. According to Swarnkar (2016), philosophy offers a definite set of principles and establishes a definite set of aims which acts as criteria for intelligent interpretation of educational end and means. Philosophy provides guidance for the solution of educational problems hence, used to determine aims of education (Maheshwari, 2019).

2. Ideology

Ideology of any country or nation reflects the idols, inspirations and inclinations of its people, their thinking, culture and religion which binds them together, in other words, ideology is a system of beliefs, values, ideas and a body of knowledge which people considers true, binding and practicable (Sadiq, 2018). Ideology of Pakistan is based on Islam so aims of education are formulated according to rules and regulations of Islam.

3. Religion

Education and religion have close relationship that is why religious factor has great influence on aims of education (Maheshwari, 2019).



4. Politics (Government)

According to Maheshwari (2019), political ideologies help to determine aims of education. Aims of education are developed in accordance with the ideology of the state to uphold the right of state. State holds the right to approve or disapprove educational aims.

5. Socioeconomic and Cultural factors

Socioeconomic problems of a country influence Aims of education. Cultural heritage of a country also influences aims of education. It is the most important function of the education to develop and preserve the cultural heritage (Maheshwari, 2019).

6. Exploration of knowledge

Education today is science oriented and technology based; it has to aim at exploring new dimensions of knowledge. According to Qureshi (2017), education must be related to the realities and problems and issues of modern life. Spreading of new knowledge is an important factor in determining aims of education (Maheshwari, 2019).

Aims of Education in Different Eras

In every era, groups of philosophers were indulged in formulating aims of education. The works of these philosophers were divided into the following periods (*Critical study of western philosophy of education* by Saleem, S. M., pg. 189).

1. Reformation Period - In 15th century, there were following aims of education:

- a) Physical knowledge
- b) Polite manners
- c) Personality building
- d) Knowledge of Man and Universe

2. Renaissance Period - In 16th century, aims of education were as follows:

- a) To lead religious life
- b) To promote citizenship

3. Enlightenment Period - There were following aims of education in 17th century:

- a) Personality nourishment
- b) Awareness of truth/reality
- c) Enhancement of mental ability
- d) Knowledge of matter

4. Industrial Period - Aims of education in 18th and 19th century were as follows:

- a) Happiness and Contentment
- b) Discovering the universe
- c) Knowledge of Science

Modern Aims of Education

Modern period is a universal, linear, historical-geographical approach to the time frame that comes post the classical eras and begins in 20th century ("Modern World History," 2019). Aims of education also changes with the arrival of modern period. Some of the modern aims of education are as follows:

1. Good Citizen

The basic aim of education is to develop good qualities in citizens so as to make them productive and beneficial for society. Education develops the following basic social qualities in a person: To obey laws; to respect customs and traditions; to be aware of one's

Graduate Journal Of Pakistan(GJPR)



VOI 4 , Issue 1, 2024

ISSN: 2789-4177

rights and duties; to be able to earn livelihood in an honest way; to be emotionally and mentally sound person (*Foundations of education* by Higher Education Commission, pg. 50).

2. Transferring values

The most important function of education is to conserve and transfer cultural, traditional, social and religious values of the past to the next generation. The educational system of Pakistan is conveying Islamic values through curriculum by incorporating Quran, hadith, other related literature and the practical life style of our holy prophet Muhammad (PBUH) (*Foundations of education* by Higher Education Commission, pg. 51).

3. Social Change Agent

Education helps to transform a society and works as a change agent. Education can transform a particular society's social, religious, and political set-up. Education can bring desired positive change by eradicating or improving obsolete cultural values, ultimately leading to societal change (*Foundations of education* by Higher Education Commission, pg. 51).

4. Exploring New Dimensions of Science and Matter

We are living in a world of technology where exists a constant need for research and exploration in fields of science and technology. Educational aims should work towards promoting research in these fields to provide more and more facilities to the public (*Foundations of education* by Higher Education Commission, pg. 51).

5. Vocational Efficiency

Education should focus at developing vocational skills in individuals so that they can earn their livelihood and become self-reliant and productive economically and socially. Society needs trained individuals because only well-trained individuals can comprehend their rights in society and their obligations towards the society (Qureshi, 2017).

6. Individual Development

Education can refine the latent abilities of an individual. Each person is unique, and education uplifts an individual spiritually, physically, intellectually and emotionally. Education is seen as the vehicle for harmonious personality development (*Foundations of education* by Higher Education Commission, pg. 51).

Universal Aims of Education

According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2002) study "The physical, intellectual, emotional and ethical integration of the individual into a complete man/woman is a broad definition of the fundamental aim of education". Education plays a key role in changing attitudes and dispositions affecting behavior (UNESCO, 2014). UNESCO seeks to promote the following broad aims of education:

1. Facilitating the establishment of peace
2. Improving standard of living and eradicating poverty
3. Promoting sustainable development (UNESCO, 2011)



Aims of Education for 21st Century

Education changes as per the changing needs of the society and aims of education also changes from time to time within the same society (“Aims and Objectives of Education, Objectives of Islamic Education,” 2019). World is becoming more complex and interlinked with the passage of time and also demanding more intellectual knowledge (*Foundations of education* by Higher Education Commission, pg. 46). In the words of Wasi (1990) "Education is determined by political and cultural beliefs, doctrines, economy, social mentality and predominant world views. These determining environments are now quickly changing. We should be in a position to better understand them and be able to design education as the unified field force for development of a healthier future." (*Education for the twenty-first century: Asia-Pacific perspective* by Singh, R. R., pg.6). It is crucial to shift our focus from temporary results of education to life-long learning (*Foundations of education* by Higher Education Commission, pg. 46). Aims of education for 21st century are as follows:

1. Learning to use information

Information is expanding at a faster rate with the passage of time. So, education should impart skills like acquiring, analyzing, and reporting information to make individuals competent to achieve mastery of information and advanced use of technology as to become productive members of society (*Foundations of education* by Higher Education Commission, pg. 52).

2. Concept development

Education should focus on conceptual development of students. It should allow students to engage with their curriculum, understand and master embedded knowledge, direct their learning process through their own individual and flexible ways (Patel, 2014).

3. Problem-solving

Problem-solving approach is based on the scientific method, where information is generated, analyzed and applied to a question of importance. Education should develop problem-solving approach in individuals and train them to apply their understandings to real-life problems (*Foundations of education* by Higher Education Commission, pg. 52).

4. Constructivism

Constructivism is based on a theory that humans construct knowledge and meaning from their experiences (University of Sydney, 2018). Education should promote constructivist classrooms where teachers work as facilitators to pose questions and problems to students and provide guidance in finding their own answers. Students should be able to apply the meaning of the acquired information (*Foundations of education* by Higher Education Commission, pg. 52).

5. Inquiry

Inquiry is the basis for all science and relies on using data. Students work scientifically by collecting, analyzing and applying their understanding to problems or scenarios and drawing solutions (*Foundations of education* by Higher Education



Commission, pg. 52). Education should aim at encouraging inquiry-based learning as it focuses on teaching students to become active learners and problem solvers, developing curiosity and determination to overcome any challenges they encounter in life (Becker, 2019).

Aims of Education in Islam

Islam emphasized on the acquisition of knowledge with the first Quranic word ‘Iqra’-Read! Surat Az-Zumar, ayat 9 reveals: ‘Are those equal, those who know and those who do not know?’ (*Foundations of education* by Higher Education Commission, pg. 45). Islam is a very practical and dynamic religion and it expects people to be active and dynamic in the social order (*Foundations of education* by Higher Education Commission. pg. 51). Aims of education in Islam for an individual and society are as follows:

1. To teach students about the fundamentals of Islam; Tawheed, Iman (faith), Ibadah (worship), Fasting, Zakaat (charity) and Hajj.
2. To develop a deep rooted belief and commitment to the fundamentals of Islam.
3. To enlighten students regarding the life of Holy Prophet (PBUH) and emphasize to practice the teachings of his sunnah.
4. To develop students’ respect and appreciation for the Qur’an as the final source of guidance and final criterion in Islam.
5. To instill in students the Islamic ways of worship and living, clarifying the Islamic laws in the light of Qur’an and sunnah of Prophet ^{PBUH}.
6. To assist students in developing their identity as believers (Mu’aminun) as to strengthen the connection between man and his creator.
7. To highlight the duties of students towards self, family, entire Muslim nation, and humanity at large and to encourage them to work towards unity and uplifting of the Islamic ummah.
8. To teach students about the manners and etiquettes in Islam in relation to themselves and others.
9. To develop students’ understanding regarding types of Shirk and the concept of sin in Islam and its consequences.
10. To lead students towards practice of the truth in all aspects of their lives according to the teachings and examples of the sunnah (Ghaus, 2016).

Aims of Education in Pakistan

The ideology of Pakistan is based on Islam but unfortunately in Pakistan, ideology is not even followed which affects the system of life. Those nations of the world where the societal progress is harmonious, they follows their ideology hence structuring a harmonious system of life. But in Pakistan no one mentions nation’s ideology hence every profession of the country is suffering (Pakistan main t’aleem ka irteka, pg.84).

The first National Education Conference (1947) was held at Karachi. The major recommendations of the conference regarding aims of education in Pakistan were as follows:

Graduate Journal Of Pakistan(GJPR)



VOI 4 , Issue 1, 2024

ISSN: 2789-4177

1. Education should be teamed with Islamic values.
2. Education should cover three aspects: spiritual, social and vocational (Hanif, 2018).

National Education Commission (1959) of Pakistan had expressed the following aims of education:

1. Education is the only tool with the help of which members of the society realizes their true potential. Educational system should make sure that the competent individuals should have the full opportunity to show their potential. Training should be provided to the individuals to inculcate professional skills.
2. Pakistan came into being because of Islamic ideology that Muslims have separate religious values and beliefs and have the right to live their life according to the rules of Islam. So it's the responsibility of Education that it should conserve and promote the core values and beliefs due to which Pakistan came into existence (*Pakistan main t'aleem ka irteka* by Arshad, A. R., pg. 84).

Five Year Plan (1955-60) proclaimed that it is essential for a nation to impart leadership qualities in its citizens through education. Five Year Plan (1960-65) stated that "basic aim of education is to preserve religious and national ideals and builds up nation's character on strong foundations of faith, unity and discipline, without which no nation can pursue success. The essential goals of education must be to provide an informed leadership, citizenship, and trained manpower. It is through the advancement of education alone that these goals can be achieved (*History of educational policy making and planning in Pakistan* by Bengali, K., pp. 3-5). Five Year Plan (1965-70) proposed the following aims of education:

1. To facilitate the transformation of science and technology era, promote political, social and economic development and bring the country's religious and cultural heritage into harmony with the contemporary world.
2. To develop full-fledged character and capabilities of the youth of the country (*History of educational policy making and planning in Pakistan* by Bengali, K., pg. 6).

Noor khan report (1969) stated that the educational system of Pakistan fails to inculcate national unity in its citizens. Aim of education should be "To transmit a collective value system based on Islamic rules and regulations" (*Pakistan main t'aleem ka irteka* by Arshad, A. R., pg. 85).

New Education Policy (1970) outlines that the basic aim of education is to attain universally literate and productive society and to ensure a continuous supply of highly trained persons capable of providing imaginative and creative leadership in different spheres of national activity (*History of educational policy making and planning in Pakistan* by Bengali, K., pg. 6).

The Education Policy (1972-80) suggested the following aims of education:

1. To conserve basic ideology of Pakistan and to make it a constituent of individual and national life.

Graduate Journal Of Pakistan(GJPR)



VOI 4 , Issue 1, 2024

ISSN: 2789-4177

2. To promote national unity in people (*History of educational policy making and planning in Pakistan* by Bengali, K., pg. 7).

National Education Policy (1979) gave the following aims of education:

- 1.To foster loyalty to Islam.
- 2.To create a strong relationship between students and citizens with Islam and to unite all the provinces on the basis of religion.
- 3.To promote the awareness that the students are Pakistani citizens as well as members of the entire Muslim community and they held the responsibility to work for the benefit of their Muslim brothers (*Pakistan main t'aleem ka irteka* by Arshad, A. R., pg. 85).

Five-Year Plan (1970-75) was abandoned after the fall of Dhaka East-Pakistan. Five year plan (1978-83) proposed quality improvement of primary education and rapid expansion in girls' education. Five Year Plan (1983-88) almost made the same statement regarding education as the Second Plan and refers to ensure 'mass literacy' to achieve a fully literate population. Five Year Plan (1988-93) focused on providing trained teachers and improving physical and human resource infrastructure. Five Year Plan (1993-98) stated that education should promote activity oriented instruction in which activity oriented instructional material would be developed and provided to teachers to make the learning process interesting for the students (*History of educational policy making and planning in Pakistan* by Bengali, K., pp. 8, 12, 18, 22).

Educational Policy (1992) stated that, "Religious education should be used as a tool to train students in such a way that they follow Islamic rules and regulations in daily life and bow before their God's will. Religious education should be able to guide students in such a way that they become able to absorb the behavioral values provided by Islam and be able to become a member of thought provoking society and have a bright future" (*Pakistan main t'aleem ka irteka* by Arshad, A. R., pg. 98).

National Education Policy (1998-2010) formulated the following aims of education:

- 1.To permit the citizens of Pakistan to lead their lives according to the teachings of Islam as laid down in the Qur'an and sunnah.
- 2.To educate and train citizens as a true practicing Muslim.
- 3.To design a unified system of national education by bringing Deeni madaris and modern schools closer to each stream in curriculum and the contents of education.
- 4.Nazira Qur'an will be introduced as a compulsory component starting from primary to elementary level while at secondary level translation of the selected verses from the Holy Qur'an will be offered (Jogi, 2018).

New Education Policy (NEP) 2009-2015 was developed keeping in view the goal of transforming society in the lines of Islamic teachings and revitalizing existing education system to cater to social, political and spiritual needs of individuals and society. The policy declares that it is the duty of the state to impart Islamic education. It states that ideology of Islam is the foundation of State of Islamic Republic of Pakistan. Unit four of the policy titled as Islamic Education gave the vision for teaching Islamic Studies. In policy, the

Graduate Journal Of Pakistan(GJPR)



VOI 4 , Issue 1, 2024

ISSN: 2789-4177

curriculum of Islamiyat is divided into five main parts; Al-Quran, Imaniyaat and ibaadat, Seerat-e-tayyiba, ethics and good behavior and prominent personalities of Islam further stating that Islamic teachings would be made part of teacher training curricula and the curricula of other training institutions (Malik, 2009, Aug 20).

The National Education Policy (2017-2025) highlighted three pillars of individual development; Taleem (Seek, Use and Evaluate Knowledge), Tarbiyya (Social, Technical, Moral and Ethical Training) and Tazkiyya (Purification of Soul). The policy focused on these key areas; character building, meeting learning needs, nationhood, quality of education, science and technology and harmonious curriculum (*National education policy (2017-25)* by Government of Pakistan, pg. 10, 11).

National Education Policy Framework (2018) stated that “the world around us is changing rapidly, technological advances require a completely different workforce and countries must quickly adapt themselves to these challenges, otherwise they will be left behind in the global competition. It is a dual challenge for Pakistan to address basic issues of education access and also significantly improving the quality of education to compete in the global arena”. Further stated that “in order to achieve full potential, all children should have a fair and equal opportunity to receive high quality of education” (*National Education Policy Framework (2018)* by Ministry of Federal Education & Professional training. pg. 6). The framework identified four key areas in education sector including improving quality education, enrollment of out of school children, imparting skills development to youth and introducing uniform education system in the country (“National Education Policy Framework 2018).

Conclusion

In all of the above discussed policies of Pakistan, it is visible that more or less, same aims of education are discussed in them but the educational system failed to fully achieve the desired aims mainly due to failure in accomplishing major changes (implementation) required in educational system in order to achieve those aims and political instability.

As it is fathomed that aims of education are different for every society (western and Islamic society) which means that aims of education should be formulated according to the ideological needs of a particular society and should be fully implemented so that those societal needs can be fulfilled and society can prosper. Aims of education provide direction to educational activity, providing it a path through which education prospers in a country, hence improving the economic and financial conditions of a country.

Graduate Journal Of Pakistan(GJPR)



VOI 4 , Issue 1, 2024

ISSN: 2789-4177

References

- Aims and purposes of Muslim education. Retrieved from <https://www.britannica.com/topic/education/Aims-and-purposes-of-Muslim-education/>
- Becker, S. (2019). How Inquiry Based Learning Promotes Student Engagement. Retrieved from <https://www.whitbyschool.org/passionforlearning/how-inquiry-based-learning-promotes-student-engagement>
- Bengali, K. (1999). *History of educational policy making and planning in Pakistan*. Islamabad: Sustainable Development Policy Institute.
- Benhima, M. (2016). *Aims, goals and objectives* [PowerPoint presentation]. Retrieved from <https://www.slideshare.net/wdoty3/aims-goals-and-objectives>
- Dewey, J. (2001). *Democracy and education*. Pennsylvania State University: Penn State Electronic Classics Series
- Dushi, G. (2019). What are the factors that determine the educational aims? Retrieved from <http://www.preservearticles.com/education/what-are-the-factors-that-determine-the-educational-aims/17990>
- Farooq, U. (2012). Aims and objectives of education and objectives of Islamic education. Retrieved from <http://www.studylecturenates.com/socialsciences/education/271-aims-and-objectives-of-education/>
- Ghaus, G. (2016). *Islamic system of education* [PowerPoint presentation]. Retrieved from <https://www.slideshare.net/ghulamghaus92/islamic-system-of-education>
- Higher Education Commission. (2012). *Foundations of education*. HEC: Islamabad
- Hanif, A. (2018). Why all 9 education policies failed in Pakistan? Retrieved from <http://educationist.com.pk/why-all-9-education-policies-failed-in-pakistan/>
- Jogi, A. (2018). *EDUCATIONAL POLICY OF PAKISTAN (1998 – 2010)* [PowerPoint presentation]. Retrieved from <https://www.slideshare.net/AqilJogi/educational-policy-of-pakistan-1998-2010>
- Maheshwari, V. K. (2019). Concept of aims and objectives of education. Retrieved from <http://www.vkmaheshwari.com/WP/?p=2675>
- Malik, S. (2009, Aug 20). National Education Policy 2009: Transform society in line with Islamic teachings. *Daily Times*. Retrieved from <http://www.itacec.org/document/nep09/National%20Education%20Policy%202009%20Daily%20Times%2020th%20Aug%2009.pdf>
- Modern World History. (2019). Retrieved from <https://www.toppr.com/guides/general-knowledge/world-history/modern-world-history/>
- Parentkimalil, J. (2012). Meaning, nature and aims of education. Retrieved from <https://johnparankimalil.wordpress.com/2012/03/26/meaning-nature-and-aims-of-education/>

Graduate Journal Of Pakistan(GJPR)



VOI 4 , Issue 1, 2024

ISSN: 2789-4177

- Patel, G. (2014). The goal of education in the 21st century. Retrieved from <https://www.teacherswithapps.com/the-goal-of-education-in-the-21st-century/>
- Qureshi, F. (2017). *Aims of education* [PowerPoint presentation]. Retrieved from <https://www.slideshare.net/FIROZQURESHI/aims-of-education-77900099>
- Ritz, J. (2014). Note taking guides: aims, goals and objectives. Retrieved from <https://ww2.odu.edu/~jritz/oted885/ntg9.shtml>
- Saleem, S. M. (2018). *Critical study of western philosophy of Education*. Lahore: Kitab Mahal
- Sadiq, A. (2018). The ideology of Pakistan in Islam. Retrieved from <https://arslan.pk/the-ideology-of-pakistan-is-islam/>
- Singh, R. R. (1991) *Education for the twenty-first century: Asia-Pacific perspective*. UNESCO: Bangkok
- UNESCO. (2014). *UNESCO education strategy (2014-2021)*. UNESCO: France
- UNESCO. (2002). *Learning to be: a holistic and integrated approach to values education for human development*. UNESCO: Bangkok
- UNESCO. (2011). Retrieved from https://en.wikipedia.org/wiki/UNESCO#cite_note-6
- Wilson, L. O. (2005). Writing curriculum-aims, goals and objectives. Retrieved from <https://thesecondprinciple.com/instructional-design/writing-curriculum/>