

THE STUDY OF LANGUAGE PLANNING IN NATIONAL EDUCATIONAL POLICY (NEP) 2017 IN PAKISTAN

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ABSTRACT: *This article is written to analyze and give some suggestions concerning language planning in National Education Policy (NEP) 2017. Each government permitted new articles in the constitutions and policies but without following a suitable line of investigation and management of researchers. So in this state of affairs language planning changed into more important beside other national troubles. From the initial day of Pakistan, Pakistani facing tribulations regarding language planning even one of our parts now Bangladesh was separated mainly because of this issue. Pakistan is a multilingual country with five major languages and fifty eight other languages. Language planning is need of all countries especially countries having multilingual and multi-ethnic makeup, Pakistan is one of those countries which have not only multilingual composition but also a conflict on the basis of languages. The scope of this study is that the researcher giving some new plans and suggestions to amend policies. In present time 'National Education Policy 2017' is a good step towards the development. Language planning is official and government-level policy concerning the assortment and promotion of a incorporated administrative language or languages. The researcher recommended that Urdu is a sign of nationalism and lingua franca and English as global language must run side by side, so we can accomplish maximum consequences by competing with the other countries in respect of nationalism. Some suggestions as followings: The issue of language planning should be taken as national issue of Pakistan. All language policies should be made after proper research by the skilled linguistics, psychologists, sociologist and policy makers. Major work should be done on Pakistan language especially in respect of corpus planning as well as status planning to make it a standard language of Pakistan.*

KEYWORDS: Language Planning, Lingua Franca, Policy, National Issue, Linguistics, Psychologists, Sociologist, NEP

INTRODUCTION

Language is formed by the preliminary of the birth of human beings. It is as old as human on this earth. It is improving and declining or ruining constantly by the time but this procedure is very slow and uncontrolled. Planning is as central as oxygen for living things for any kind of action or activity. As said by some wise man "A goal without a plan is just a wish" and "By failing to plan, you are planning to fail". Language is life and soul of communication at the same time it is also a connote conflict between different geographical, social, economical, religious and lingual groups. To solve out this problem a bunch of work had been done.

Pakistan is a multilingual country with five major languages and fifty eight other languages. Language planning is need of all countries especially countries having multilingual and multi-ethnic makeup, Pakistan is one of those countries which have not only multilingual makeup but also a conflict on the basis of languages. The percentage of the speakers of local languages in Pakistan is following:

- ▶ Punjabi 44.15
- ▶ Pashto 15.42
- ▶ Sindhi 14.10
- ▶ Saraiki 10.53
- ▶ Urdu 7.57
- ▶ Balochi 3.57
- ▶ Other 4.66

(Source: Census 2001: 107)

The issue of language planning in multilingual country had much importance. In Pakistan work of language has some special qualities as: they make these policies by copy & paste method from other countries without observing variations between these countries. Pakistan is a multilingual country there is large number of countries in this world having not only same but also more critical situation than Pakistan but they have solved their problem by making policies and implementation according to need. Pakistan is also worthy enough to make or refine its policies according to situation and to save it from conflict. The first educational conference held 1947 in Karachi. This conference held under the supervision of the educational minister Fazul-u-Rahman. It had continued for 29 days continuously. The output was good for the new born country Pakistan. In this conference focus of the researcher`s point of view in these words. In this conference the promotion of Urdu was declared as the main purpose of education. The provinces are allowed to use their provisional language for the education but Urdu must be taught in all of these provinces. And it was declared that English language does not be ended because it is the international language and language of the science and latest technology (Rahmani, 2006). The second linguistics reform was declared in the `Sharif Commission` that was also called `National Education Commission`. This commission was held in the General Ayub Khan`s era, under the supervision of Secretary Education S M Sharif in Karachi. Because of the name of supervisor this commission also named as `Sharif Commission`. The third step of language planning was taken by General Yahiya Khan. He rejected the Sharif Commission`s Report and he appointed Air Marshal Nor Khan as the minister of education. Under the supervision of Nor Khan he (General Yahiya) settled a committee in 1969. In 1979 a step further was taken as instructed in the 1973`s constitution that was Muqtadra-Qaumi-Zuban also called "The National Language Promotion Department" (The National Language Authority). This department was established in 1979 under the article 251 of the Pakistan`s constitution of 1973. The objective of this department was promotion of Urdu and to remove the difficulties and make the way easy for the adoption of Urdu. This national language also used as official language of country, and to give suggestions and recommendations to the government for its usage as the medium in all the fields of life, and to promote cooperation among academics, researches and educational institutions for the good end. And next step was General Pervaiz Mushraf in his era made a policy in the headship of Engineer Muhammad Baleegh Ur Rehman Minister of State for the Ministry of Federal Education and Professional Training in 2007. The

National Education Policy according to the scenario of post 18th amendment of the constitution of Pakistan.

Language planning remained not only one of the burning issues of Pakistan as well as in the entire world. So many writers and researchers worked upon this topic. Main topics of discussion were ‘language Standardization’, ‘Language acquisition and losses’, ‘Development of writing system’, ‘Dictionaries’ and development of scientific, technological terminology but the most important and valuable thing was language policies especially in multilingual countries.

LITERATURE REVIEW

Our primary response to the term “language planning” may be that it is an unnecessary or even unworkable activity. We possibly look upon language as something that cannot be planned, and we may ask ourselves why people cannot converse each other as they have always done. The fact is that people cannot communicate with each other today as they used to do in the past. Society is on the rise and language has to regulate to reality. Political judgments are taken and this may stand for that new communities are created which may require a common means of communication. In cases such as these, language planning is desirable and indeed necessary. Language planning has been characterized by Bamgbose (1991: 109), referring to Fishman (1974:79).

Language planning and policy is a somewhat new disciplinary to the academy, it appeared into existence immediately after WW II. According to Wright (2012) its philosophical and practical bases found in France from Napoleon era for the managing a single language for army. At the beginning of 20th century and at the end of 19th century linguistics scholars were searching conceptual tools to understand and legitimate the birth of nation. In the pre-partition era, the sub-continental history was marked by Urdu-Hindi controversy, while after 1947, the latter was replaced by Bengali that remained a great source of unrest and ultimately proved an impetus in the division of Pakistan and Bangladesh into two separate countries (Mustafa, 2011).

Language planning is defined as organized, future oriented change in language code, use, learning and speaking in other words corpus planning, status planning, language in education and prestige planning should be undertaken by some solid organization such as governments and other organizations (Rubin; Jernudd, 1971; Kaplan; Baldauf, 2003; Baldauf, 2005). The rules, regulations, laws, implementation, interest and preferences are included in language planning.

So the language of minorities needs special consideration in the issue of language planning. This is the case of India but in other countries like Pakistan the condition is more critical than of the India. The reason is that in Pakistan the National language is only Urdu In comparison in India they have 22 national languages. In the education system of India Jhingran asserts that more than 24% primary school children becoming the victim of the disadvantages because of their language background (2005). Students learning through the medium of instruction were learning by submersion. The fuel of this (Homberger, 2003; Khubchandani, 2005; Mohanty, 2005; Skutnabb-Kangas et al., 2009) issue is the miscommunication between students and teachers.

Language policy also analyzes (Homberger and Johnson, 2007; Johnson, 2009; McCarty 2011)

the connections of the macro level the text of policy and the implementation of the policy in specific context, the place their language planning taken place in more micro level. Language planning (Ricento and Homberger, 1996; Homberger and Johanson, 2007) is not as a text dictating circumstances from the top down rather it is a multilayered construction involving active humans as their tools. McCarty defined it as situational socio-cultural process (2011).

Three main stages of this planning as presented by McCarty, are macro level: deals with nation-states and forces of global, the meso level of the communication in practice, and the micro level: individual's face to face interaction (2011). The view of Ruiz (1984), Schieffelin, Woolard, & Kroskrity, (1998), about the choice that are related to the linguistic and language, and in the ways which particular linguistics are viewed and reshaped are called language orientation and ideology (Irvine and Gal, 2000). A term used specially for the (Irvine and Gal, 2000) socio linguistics field where some aspects of linguistic diversity are ignored.

Blackledge well thought about that in multilingual societies the shared groups who tolerate in fact value-down or ignore the linguistic-diversity of their population (2008). In admiration of Indian background forces of adaptation and spread of English reformed the (Mohanty, 2005; Vaish 2008) ways for languages are treated. Mohanty describes destruction is used by for the traditional harmonizing relationship between languages and well built maintenance of the norms (2005). The standards of Indian's traditional multilingualism Khubchandani devided in which the boundaries of language remain flowing and downy (2005).

The importance of mother tongue for child's initial learning has its own impact. As mentioned by UNESCO (1935). There are also clear movements in the world towards mother tongue as medium of instruction (UNESCO, 2003). Policy makers of the world are now observing the language policies of great multilingual countries such as China and India. UNESCO had also given his declaration about the use of vernacular languages in education (1953) in multilingual scenarios. UNESCO (2003) emphasized on the mother tongue education in his education position paper with collaboration to the national and official languages of broad communication along with some global languages. And the mother tongue of a child must be the language of parents, a community or a family as stated by Mohanty (2008). UNESCO had also given a three-languages formula (2007) with reference to the India's language policies in education system. Three-language formula was that a child has to learn the mother tongue or regional language, Hindi and English. When medium of instruction is mother tongue or regional language, Hindi and English should be introduced between the classes one to four. Hindi had to be taught to elementary level. English and mother tongue should be used in high school education.

Nepal also had translated textbooks in five mother tongues, to follow the implementations for mother tongue (Centre for Research, Education and Development, (2005); National Curriculum Framework, (2007); National Center for Educational Development, 2008; Taylor, 2010; UNESCO, 2007).

In Pakistan the first step for language planning was taken in 1947. In 1947 'The First Educational Conference' held in Karachi. In which Urdu was declared as the major language of Pakistan and the use of English also given permission until syllabus and other required things were prepared in Urdu. After that the second step of planning was taken in 1956. In 1956 the first constitution of Pakistan was passed. In this constitution two major languages Urdu and Bengali were declared as national languages of Pakistan. And time of twenty years was given for Urdu to replace English in respect of official language (Constitution of Pakistan, 1956).

While in 1959 the security education S M Sharif worked for language planning in `National Educational Commission` that is also called `Sharif Commission`. This commission recommended that national language Urdu should steadily and gradually replace English as medium of instruction, Urdu was suggested as the medium of instruction from grade 5 to 10 and at the upper level of education, it was realized that there is not as sufficient stuff and material available as needed so it was proposed to adopt English or National language as medium of instruction at 10-12th grade. In the constitution of Pakistan 1962 in the article number 215 declared that Urdu and Bengali are the national languages of Pakistan, also declared in this article that English may be used as official language until arrangements for its replacement made (Constitution of Pakistan, 1962). In the General Yahya Khan`s era 1969 the report of the Sharif commission rejected and Air Marshal Nor Khan appointed as the minister of education. He settled a commission in 1969 named `Suggestions for The New Education Policy` this committee also called Nor Khan Educational Policy. The linguistics aspects in this policy were following:

- National and indigenous languages should be used as medium of instruction in education.
- A commission should be made for the replacement of English by Urdu.
- Urdu declared as national language and it should be declared as official language of Pakistan.
- Syllabus must be prepared in Urdu language.

After the separation of Bangladesh from Pakistan the 3rd constitution of Pakistan passed. In this constitution article number 28, 31/2a and 251 were about the languages (Constitution of Pakistan, 1973). Because of the separation of Bangladesh only Urdu was declared as national language and fifteen years time period was given for the replacement of English by Urdu as official language of Pakistan. The learning of Arabic language also emphasized in the article number 31/2a. In collaboration with National language provincial languages may be used as medium of instruction.

For the implementation of 1973`s constitution`s article number 251 an authority was made in 1979. It named `Muqtadra-Qaumi-Zuban (The National Language Authority)` to promote Urdu as national language and to facilitate introduction of Urdu as official language by arranging dictionaries and other helpful materials. To struggle for the adaptation of Urdu for the competitive examinations in federal and provincial public service commission. At the end `National Educational Policy 2009` carried the major work on the language of syllabus and medium of instruction. This policy was presented by the Engineer Muhammad Baleegh-Ur-Rehman who was Federal Minister of Education and Professional Training. In this policy recommended that in the curriculum from class one onward shall include English, Urdu and one regional language along with other subjects. Math and Science subjects necessarily taught in English after five years from the policy date. Both Urdu and English languages were declared as medium of instruction (NEP, 2007). Now recent educational policy was `National Education Policy (NEP) 2017`.

RESEARCH METHODOLOGY

This study named ‘The Study of Language Planning in National Educational Policy 2017’ is a theoretical study. Theoretical means it based upon theory not on experimented. In which secondary data collected, analyzed and interpreted. This analysis and interpretation is qualitative. Tools play very important role in any research because these are the instruments to collect required data. These tools are different types the researcher decides about selection of these according to his research. The tools that had been used in this research were observation and content analysis. After collection of the data the most important and critical work is data analysis. In this research it was content analysis technique, textual and historical analysis.

Frame Work of Analysis of Policies of the Language Planning

Table no 1 Frame work of analysis

Frame work of Analysis of Language Policies in Pakistan		
S.NO.	Framework	Description
1	Background	Linguistics
		Social
		Ethnic
		Economical
		Previous Policies
2	Needs/ Agenda	Political
		National
		Global
		Economical
		Ethical
3	Ideologies	linguistic assimilation
		linguistic pluralism
		Vernacularization
		Internationalism
4	Situations	Single National Language
		Bilingualism
		Multilingualism
		Same National & Official Language
		Different National & Official Language
5	Type	Corpus Planning
		Status Planning
		Prestige Planning
		Acquisition Planning
		Corpus and status Dichotomy

6	Process	Selection
		Codification
		Implementation
		Elaboration
		Acceptance
7	Effects	Effectiveness
		Unintended Effects
		Equity
8	Implementations	Cost
		Feasibility
		Acceptance
9	Stakeholders	government departments and agencies
		Academies
		Committees
		Popular Societies
		Individuals
10	Consequences	Good
		Bad
		Average
		No Output

DATA ANALYSIS

The researcher analyzed the data according to the frame work of analysis. In NEP (2017) Arabic language declared to be taught to entire Pakistanis as religious language, because Islamic education teaches the human the basic concepts of Islam such as beliefs, Seerat and worship. The importance of Arabic language in this policy had reference towards the article 31 of Pakistan's constitution of 1973 in which mentioned that state shall endeavour to make the teaching of Holy Quran and Islamiyat as compulsory subject. The second thing in this policy was that at primary level medium of instruction should be Urdu or local language. On the other hand in previous policy NEP (2009) medium of instruction was declared English language.

Back Ground

In this heading the researcher analyzed according to the serial no.1 of the frame work of analysis (See table no. 3.2) linguistics, social, ethnic, economical, and previous policies' background of these educational policies and articles of the constitutions of Pakistan.

Table no.2 The Background in the NEP 2017

Background in the NEP 2017				
Linguistics	Social	Ethnic	Economic	Previous Policies
High	High	High	Some	Rare

In this policy linguistic background was highly observed as medium of instruction at primary level declared Urdu language or local languages. In respect to the indigenous language first time in Pakistan this step was taken. Social and ethnic background also highly been observed by mentioning local languages as medium of instruction in collaboration with Urdu. And Arabic language was declared that necessarily be taught to the Muslims. Economical background was not discussed directly in this policy but its implementation had some impact. The impact in respect to the previous policies had been observed and a unique decision taken. There s a lot of differences in previous policies in language issue. From 1947 to 2009 every policy had changed the decision for improvement of this situation. In the policies of 1947, 1959, 1969 and 1979 Urdu was declared as the source of education (Shahzad, 2018). In NEP (2009) complete syllable was changed to English and medium of instruction was also strictly declared English language, before that A/O level was introduced in Pakistan. So in the NEP 2017 background was observed and good decisions were made.

Needs and Agenda of NEP 2017

The second element of frame work of analysis is needs and agenda in respect of political, national, global, economical and ethnical situations.

Table no 3 the Needs and Agenda of the NEP 2017

Needs and Agenda of the NEP 2017				
Political	National	Global	Economic	Ethnical
High	High	Rare	Some	High

In NEP (2017) political, national and ethnical needs were highly observed but economical needs were observed but indirectly. In this policy the speakers of different languages were given same rights towards their languages so politically as well as nationally this step was very important foe integrity and unity of this nation. But on the other hand globalization`s requirement was English language that was ignored. As UNESCO (2007) mentioned that in the initial classes students should be taught in their mother tongue in this way it is a good step. By using the mother tongue and local languages student can easily understand and develop the basics ideas of different subjects. So in this policy political, national and ethnical needs were observed but economical and global needs were ignored.

Different Ideologies

Different ideologies are used for language planning. Four different typical ideologies are there, those may motivate in actual decision making, in which linguistics assimilation (one dominant language for all), linguistics pluralism (more than one language for all), linguistics Vernacularism (any indigenous language as official language), and linguistics internationalism (non indigenous language as official language). So these ideologies are discussed now, to judge

which ideology is used in these policies.

Table no 4 Ideologies of Language Planning in NEP 2017

Ideologies of Language Planning in NEP 2017			
Linguistics Assimilation	Linguistics Pluralism	Linguistics Vernacularization	Linguistics Internationalism
High	High	Not at all	High

From the different ideologies of language planning linguistics assimilation was used for Arabic that is religious language of Muslims. The Arabic language was declared in NEP (2017) as necessary subject for all Muslims` students from beginning classes. And assimilation also used for Urdu language as well that is mandatory for all Pakistanis to acquire and learn. By giving permission of local languages as medium of instruction in primary classes with collaboration of Urdu language was an example of linguistics pluralism at high level. The ideology of linguistics Vernacularization was not used in this policy because no any local language was declared as official language of Pakistan. But the ideology of linguistics internationalism was completely used because no declaration was given for official language in NEP (2017) that indicates to follow the previous policies` declaration that was English as official language. English is an international language that is being used in Pakistan as official language. So the ideologies of linguistics assimilation, pluralism and internationalism were highly used in this policy (NEP, 2017) but linguistics Vernacularization was not used.

Different Situations of Language Planning

Different situations of language planning are following single national language, bilingualism, multilingualism, same national and official language and different national and official language. There are different situations in different countries and variety of linguistic situations followed in this world. France serves as a good example of a country that has a single national language and did nothing for any other language, the bilingualism in Belgium are the examples of different linguistics situations.

Table no 5 Different Situations of Language planning in NEP 2017

Different Situations of Language planning in NEP 2017				
Single National Language	Bilingualism	Multilingualism	Same National and Official Language	Different National and Official Language
Not mentioned	Not mentioned	Not mentioned	Not mentioned	Not mentioned

In NEP 2017 the different situations were not been mentioned that means the declarations of previous policies should be followed.

Which Type of Language Planning is discussed in the policy?

Planning has five kinds every type has different requirements and different merits and demerits. Four kinds are following; corpus planning, status planning, prestige planning, acquisition planning and the fifth kind were corpus and status planning. In the corpus planning the internal structure of language is planned and worked upon. In status planning the status is discussed as

national language or official language. In prestige planning the value and respect of language is changed. Acquisition planning takes place in learning and acquiring language. And the last corpus and status planning is related to the mix plan of corpus (making rich) and status (national/official) planning.

Table no 6 Type of Language Planning in NEP 2017

Type of Language Planning in NEP 2017				
Corpus Planning	Status Planning	Prestige Planning	Acquisition Planning	Corpus and Status Dichotomy
Some	Some	Some	High	Some

Corpus planning was mentioned in NEP 2017 but indirectly in quality curriculum xvii. It was said that universities, textbook boards and language authorities should be involved in the preparation of curriculum and other helping material. In this step can be some work of corpus planning could be done. Some indications of status planning were also there in this policy but not emphasized directly, prestige planning was also same to the status planning. The main focus of this policy was on the acquisition planning. Acquisition was emphasized especially in the favor of Arabic, Urdu and local languages. And last one corpus and status dichotomy was also having a little favor in this policy. So corpus, status, prestige and corpus and status dichotomy were having a little significance in NEP (2017), but acquisition planning for Urdu, Arabic and other local languages was emphasized.

Process of Language Planning

A number of processes are being used in language planning in which selection, codification, implementation, elaboration and acceptance. First of all a language selected by the authorities to be worked upon after that made that language rich by codification, than implemented new rules and regulations to be judged, after that elaboration takes place, at the end acceptance.

Table no 7 Process of Language Planning in NEP 2017

Process of Language Planning in NEP 2017				
Selection	Codification	Implementation	Elaboration	Acceptance
High	Rare	Some	Rare	Some

The process of selection of language for specific purpose was seen in NEP 2017. The languages of Arabic, Urdu and some local languages were selected and a plan also had been given for their codification, implementation and to a little extant elaboration. But acceptance can be seen in coming years.

Effects of these Policies

Every thing has some effects that can be their effectiveness, unintended effects and in the shape of equity. So the researcher analyzed these three effects in the NEP 2017.

Table no 8 Effects of Language Planning in NEP 2017

Effects of Language Planning in NEP 2017		
Effectiveness	Unintended Effects	Equity
High	Some	Some

The effects of this policy can be high if it is implemented properly otherwise a number of policies had been developed, ignored and remain unimplemented, such as educational conference of 1947 and Sharif commission. On the other hand some unintended effects also remain in mind in which when a student after completing primary education suddenly enroll in the secondary classes where maximum syllabus is in English medium he will feel unsatisfactory. Equity of this policy was not mentioned clearly. So the effectiveness of NEP 2017 is high but some unintended effects also remain there and equity is not clearly mentioned in this policy.

Implementations of these policies

This thing can be seen in the policies of 1959, 1969, 1979 and also in the implementations of constitutions of 1956, 1962 and 1973. NEP (2009) having its effects of effectiveness and also some unintended positive effects.

Policies are made for implementation, especially policies which are having social impact or implementations. Output of anything can be measured by its implementations. The chief components for the implementation are the cost of implementation, feasibility and acceptance. So these things had discussed under this heading.

Table no 9 Implementations of Language Planning in NEP 2017

Implementations of Language Planning in NEP 2017		
Cost	Feasibility	Acceptance
Not Mentioned	High	High

The first element of the implementations is cost that was not mentioned in NEP 2017. But its feasibility was very high; it was according to the demand and practice of the public as seen in public sector schools. Because it is according to the demand and practice so it should be take acceptance by the public as well as by the government. So in the implementations feasibility and acceptance were at high level but cost was not mentioned.

Stakeholders of the implementations of these policies

In every work of life should be some persons who carry out the work. So in the work of government for making decision, for implementation of these decisions and for giving suggestions for the betterment some persons, institutions, individuals or organizations pay the role of stakeholders.

Table no 10 Stakeholders of Language Planning in NEP 2017

Stakeholders of Language Planning in NEP 2017				
Government Departments and Agencies	Academies	Committees	Popular Societies	Individuals
High	Some	Some	Some	Some

In this policy the major stakeholder was government department and agencies those given the responsibility to carry out the work of implementation and supervision but in the syllabus design and quality of curriculum individual researchers, popular societies, academies and committees also involved and given a specific job. So the main stakeholders were government departments and individual researchers, popular societies, academies and committees also given some specific duties.

Consequences of these policies

Consequence means results. Consequences have three levels that are good, average and no-output. Entire policies were made with good intention but some had good, bad or no-output consequences, because of the implementation, acceptance and stakeholders.

Consequences of language Planning in NEP 2017			
Good	Bad	Average	No Output
High	Some	Not at all	Not at all

The consequences of NEP 2017's linguistics aspects were good at a high level only for those provinces that were implemented. A lot of work remained until now unimplemented. NEP 2009's implementations had put into action than NEP 2017. Syllabus and medium of instruction was English. There were some bad consequences as well at the international and official level of Pakistan. So it can be said things those were put into operation were fruit-full but those remain unimplemented stayed behind.

CONCLUSION

According to the objectives of this study the linguistics aspects of NEP 2017 were analyzed the major conclusion was that, this policy was better than other policies in the sense of the use of local languages in the education. As UNESCO (2007) had pointed out the importance of mother tongue in the grooming and growing the mental abilities and concepts of the goals of their learning. This policy had also given importance to the Arabic language as religious language of the Muslims. From 1947 to 2009 every policy had changed the decision for improvement this controversial situations. In the policies of 1947, 1959, 1969 and 1979 Urdu was declared

as the source of education (Shahzad, 2018). In NEP (2009) complete syllable was changed to English and medium of instruction was also strictly declared English language, before that A/O level was introduced in Pakistan. According to the frame work of analysis the conclusions were these; in NEP 2017 linguistics, social, ethnical background and background of previous policies was observed and good decisions were made but economical requirements and background was not observed. Political, national and ethnical needs were also examined but economical and global needs were ignored. In the ideologies of linguistics assimilation, pluralism and internationalism were highly used in this policy (NEP, 2017) but linguistics Vernacularization was not used.

In NEP 2017 the different situations were not been mentioned that means the declarations of previous policies should be followed. And corpus, status, prestige and corpus and status dichotomy were having a little significance in NEP (2017), but acquisition planning for Urdu, Arabic and other local languages was emphasized. The languages of Arabic, Urdu and some local languages were selected and a plan also had been given for their codification, implementation and to a little extant elaboration. But acceptance can be seen in coming years. So the effectiveness of NEP 2017 is high but some unintended effects also remain there and equity is not clearly mentioned in this policy. And in the implementations feasibility and acceptance were as well at high level but cost was not mentioned. Furthermore the main stakeholders were government departments and individual researchers, popular societies, academies on the other hand committees also given some specific duties. Additionally it can be said things those were put into operation were fruit-full but those remain unimplemented stayed behind.

RECOMENDATIONS

- The issue of language planning should be taken as national issue of Pakistan to be solved out as early as possible.
- All language policies should be made after proper research by the skilled linguistics, psychologists, sociologist and policy makers. Especially the personalities those had a strong grip and had the experience of practical work.
- Major work should be done on Urdu language especially in respect of corpus planning as well as status planning to make it a standard language of Pakistan. A lot of terminology had not been translated in Urdu.
- Implementations should be made after relevant research. These implementations should be carried out strictly to minimize the draw backs at national and international level.
- All language policies should be made according to the needs of the country rather than to impose them as external agenda. Means social corruption must be controlled.
- Three-language model can be applied like India (UNESCO, 2007). Mother tongue, national language and global languages should be taught. The mental capability can be increased by teaching more than one language in multilingual countries like paksitan.

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