

# ***LINGUISTIC AND IDEOLOGICAL TRENDS IN THE VISION AND MISSION STATEMENTS OF PAKISTANI EDUCATIONAL INSTITUTIONS: A NEW ENGLISHES PERSPECTIVE***

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## ***Abstract***

*This study examines the ideological and linguistic trends present in the mission and vision statements of Pakistani schools through the framework of “New Englishes”. This study utilizes a distinct corpus of comments from public and private institutions throughout Pakistan to illustrate the localization of English in alignment with cultural, religious, and national values. This research employs a mixed-method approach integrating theories from World Englishes, Critical Discourse Analysis, and Systemic Functional Linguistics to demonstrate how institutional language both reflects and influences perceptions of globalization, power, and identity. The findings indicate that Pakistani English functions as a medium for ideological negotiation, characterized by its distinct vocabulary and discourse practices. This study adds to the existing body of literature on postcolonial Englishes and provides new perspectives on how educational discourse in Pakistan, within a politically charged and linguistically diverse environment, influences understanding.*

***Key Words:*** *Ideological trends, Mission statement, Vision Statement, New Englishes Perspective*

## ***1. Introduction***

Vision statements and mission statements are significant and foundational aspects of educational institutions. Both these elements have various purposes and uses. These declarations play their roles in guiding strategic planning and influencing the perceptions of stakeholders. These statements shape the behaviors along with describing the institutional identities. By focusing and examining the ideological and linguistic trends within these mission and vision statement in Pakistani educational institutions’ context, it can be explored how language plays role in shaping and reflecting the educational identities and ideologies.

A mission statement describes about the fundamental purpose of an institution, focusing on its primary goals, objectives and approaches. It addresses the questions related to an institution, for instance: what is purpose of the existing organization and what it seeks to accomplish and gain in the present? The study of David and David (2003) reveals that an effective and good mission statement should outline the purpose, identify and articulate commitments to the primary stakeholders of an organization. This also ensures that all the members are aware and understand the core objectives of the institution.

On the other hands, a vision statement refers to the institution’s aspirations. It reflects what that institution aims to become or achieve in future? It provides a long-term direction and outlines the values and principles of the institution, hence serves as a source of inspiration. Lipton (1996) reflects that an effective vision statement provides a vivid image of desired future of an organization which engages and motivates the stakeholders. This also creates a sense of purpose and provides direction among the members of the institution.

The language used in mission and vision statements plays a significant role in influencing the stakeholders, focusing on how they perceive or internalize it. Linguistic choices within mission

and vision statements reflect broader ideological and cultural orientations in Pakistani educational context. Afzal (2024) provides a corpus-based study which analyzes the mission and vision statements of the top ten universities ranked by Higher Education Commission (HEC) of Pakistan. This study reveals an emphasis on holistic development which focuses on intellectual, social and moral growth (Afzal, 2024).

Educational institutions' ideologies are also shaped by mission and vision statements. These mission and vision statements play their crucial roles in promoting different roles and values in a society or a country. The framing of slogans and statements reflects Pakistani educational institutions' attempt to present their ideals and objectives. But unfortunately, these institutions are failed to do so. What challenges are faced by these institutions to experience these ideals are revealed through critical analysis of these slogans (Batool et al., 2023).

Different varieties and aspects related to English used in Pakistan are highlighted through the New Englishes approach. How English is developed through different socio-linguistic contexts examined in this study. This research also emphasizes the developed ideologies, diverse cultures and formation of new identities among local people of Pakistan. To be modern and to connect globally, English holds significant weightage in Pakistan. It is largely used in educational institutions and official documentation now-a-days. Through New Englishes perspective, the analysis and investigation of ideologies and linguistic patterns used in mission and vision statements in Pakistan provide how Pakistani educational institutions use local linguistic patterns and choices to balance identities with the global aspirations.

This study examines how educational slogans function in Pakistan. It also focuses on how people's perspectives about education are affected by linguistic patterns, power dynamics and ideologies in Pakistan. By using critical discourse analysis, this study highlights how the use of local words or phrases in mission and vision statements, diverge from the Standard English rules and patterns. This research emphasizes the administrative and structural failures of these institutions to fulfill their ideals and criteria. These institutions lack ineffective policies, discriminations in educational opportunities and improper resources management. How various rhetorical devices such as persuasive language and repetition used by these institutions, romanticize education by neglecting its systematic errors and issues. Instead of focusing on catchphrases and motivational words, there should planned strategies and actions to make advancements in educational sectors (Batool et al., 2023).

The analysis of Ahmad and Masroor's (2020) gathers mission and vision statements from different colleges across the world including UK, US, Pakistan and Indian colleges. By evaluating them, this research examines the general themes and ideas explored in it. This study explores three distinct rhetorical moves and patterns using Swales (2004) and Bhatia's (2004) Move Analysis. This study focuses that goals, values, responsibilities and strategic plans must be the top priorities of educational institutions in their mission and vision statements. The climate of competition in research and education flourishes through these catchphrases. This analysis is gender-based and reflects how mission and vision statements highlight goals and identity of educational institutions worldwide (Ahmad and Masroor 2020).

Anila Afzal's study examines the evaluation of mission and vision statements of top ten universities in Pakistan. The study explores the main goals of these institutions using a variety of corpus methodologies, such as keywords, frequency lists, concordances, collocations, and text-type ratio. Some universities, including the University of Health Sciences (UHS), the University of Veterinary and Animal Sciences (UVAS), the University of Karachi (UOK), and the COMSATS Institute of Information Technology, exhibit a lack of focus on moral development, despite the fact

that the majority of universities place an emphasis on the holistic development of students and scholars. The lack or infrequent use of value-based lexemes in their assertions serves as proof of this. According to the study, carefully planned MS and VS are necessary to represent a comprehensive approach towards intellectual, physical, emotional, moral, and social goals, bringing institutional aims into line with the expectations and values of society at large (Afzal 2024).

How affiliated colleges in Sindh, Punjab, Khyber Pakhtunkhwa (KPK), and Balochistan align their institutional vision, mission, and goals with national education policies is examined in the article "Comparative Analysis of Institutional Vision, Mission, and Goals Alignment with National Education Policies in Pakistani Affiliated Colleges." Targeting principals and faculty members from a population of over 1,900 connected colleges, the study uses a descriptive research approach. The researchers have used convenience sampling to get information about how educators felt about the availability of relevant resources and how well their institutions' strategic goals matched national education guidelines. According to the findings, there are still issues with resource availability and policy execution, even though certain institutions make an effort to align their objectives with national policies. The report emphasizes the necessity of improved assistance and more precise regulations to guarantee unified learning goals throughout Pakistan's higher education system.

Meredith E. David, Forest R. David, and Fred R. David's article "Mission Statement Theory and Practice: A Content Analysis and New Direction" suggests a change in the way mission statements are conceived and applied in businesses. Internally orientated mission statements have historically been used to inspire staff members and direct managerial choices. The writers, however, support a customer-centric strategy, arguing that mission statements should be written to effectively convey the organization's goals and values from an outside viewpoint in order to draw in and keep clients. The study offers a theoretical framework for analyzing and creating mission statements that appeal to consumers using content analysis, which raises customer happiness and strengthens the emotional ties that bind the company to its customers (David et al., 2014).

The substance of mission and vision statements from 72 public universities in Turkey is examined in the essay "An Analysis of the Mission and Vision Statements on the Strategic Plans of Higher Education Institutions" by Güven Özdem. The four main emphases of the study's material analysis are services to the community, services to research, services to training and education, and services to generate a qualified workforce. The study finds that among mission statements, the most notable feature is "providing services for the education of a qualified workforce" (59.9% of the material). "Training and education services" is not particularly essential, according to the mission statements, which reveal it only accounts for 7.3% of all declarations. Instead of using cookie-cutter wording, the study indicates schools should change their vision and mission statements to highlight their particular qualities and long-term goals (Özdem 2007).

All across the globe, HEIs are setting their strategic course and guiding values by means of mission and vision statements. From 338 college purpose statements and 291 college vision statements spread over the nation, Cortés-Sánchez (2017) found common themes and regional differences. The study shows that institutions want to increase their activities outside national boundaries; vision statements show this desire. The aims and vision statements of HEIs, as Cortés-Sánchez (2017) reveals, stress the need of research and teaching in the creation of knowledge and the interchange of information. The study emphasizes differences between public and private universities. Public institutions offered students more individualized attention as they had more

societal obligations. Since these regulations support their objectives of competitive market positioning, private colleges have concentrated on processes and instructional techniques.

This research investigates how Pakistani educational institutions from elementary schools to colleges express their fundamental beliefs through strategic language found in mission and vision statements. The statements serve higher education institutions to share their future goals and objectives while students develop their personal narratives which express their thoughts and identity transformation in challenging academic settings. These statements function as important works which present themes of spirituality and patriotism and grandeur and leadership through particular language choices and rhetorical devices and structural elements. This research traces the development of English in Pakistan through its transformation into a local hybrid that incorporates cultural, religious and national elements according to the "New Englishes" concept. The localized English reflects both worldwide desires and local expectations while being shaped by postcolonial ideological perspectives. The research demonstrates how language functions as an ideological tool to express identity and ideas within Pakistani educational institutions.

### 1.1 Purpose Statement

The purpose of this study is to explore and critically analyze the linguistic and ideological trends present in the vision and mission statements of Pakistani educational institutions, using a *New Englishes* perspective. This research aims to investigate how the English language is employed, adapted, and localized within these institutional texts to reflect socio-cultural values, educational ideologies, and national identity.

### 1.2 Limitation of the study

This study has the small data set however, more insightful results can be found when the data set would be of decent amount.

### 1.3 Research Questions

What linguistic features and stylistic patterns characterize the vision and mission statements of Pakistani educational institutions, and how do these reflect the localized variety of English known as Pakistani English?

How do the vision and mission statements construct and convey ideological positions related to identity, power, culture, and educational priorities?

In what ways do the vision and mission statements of Pakistani institutions align with or diverge from global models of educational discourse, and what does this suggest about the negotiation between local and global linguistic norms?

## 2. Methodology

Through the lens of New Englishes, this study uses a qualitative research design to examine the linguistic and ideological tendencies in Pakistani educational institutions' vision and purpose statements. In light of Pakistan's multilingual and postcolonial educational environment, the study investigates how these assertions represent sociolinguistic, cultural, and ideological effects.

### 2.1 Research Design

The ideological foundations, rhetorical devices, and textual patterns of vision and mission statements are examined using a discourse analysis method. Mission and vision statements are examined to reveal deeper meanings buried in their linguistic choices, power dynamics, and ideological inclinations because they function as institutional identity markers.

### 2.2 Data Collection

The information originates from official websites and prospectuses of selected colleges and universities in Pakistan and includes the purpose and vision statements of these institutions. The research sample consists of institutions that link to religion as well as technical and vocational

schools and public and private universities. National ranking together with regional spread determined the selection of institutions for complete evaluation.

### 2.3 Analytical Framework

This research investigates the linguistic and ideological patterns in educational institutions' vision and purpose statements in Pakistan through Critical Discourse Analysis (CDA) and Kachru's New Englishes Perspective. These concepts enable us to study how language influences institutional identities and power relations and social norms within Pakistan.

This article analyzes institutional discourse through Fairclough's (1995) Three-Dimensional Model. The research will study the New Englishes Perspective in Pakistan through micro-level textual analysis and meso-level discursive practice and macro-level social practice. The CDA study will expose the maintenance of power structures and beliefs through the examination of institutional identities and the comparison between globalization and localization processes.

According to Kachru's 1985 model there are three levels of English use which include: the first category includes nations like the United Kingdom and the United States where English is the national language. The second category includes nations where English functions as a second language, and colonialism has shaped the society including Pakistan and India. The "Expanding Circle" is the third group; it includes countries such as Russia and China who use English as a second language. Pakistan exists on the edge of the circle where English has been nativized—meaning it has absorbed elements of local culture, philosophy, and language. What features of educational discourse in Pakistani English reveal the sociopolitical situation of the nation? The New Englishes Perspective enables us to study this matter. This model will help in analyzing lexical and syntactic nativization (Urdu-English mixing), socio-cultural embedding, rhetorical patterns and post-colonial influences on Pakistani English. This model will also investigate language ideology, hybrid discourse and educational identity through mission and vision statements of Pakistani educational institutions.

## 3. Data Analysis

### 3.1 Mission Statement of Punjab Group of Colleges

The mission statement of Punjab Group of Colleges—"To train students to develop their skills to think cogently, to act rationally, to express themselves coherently, to work diligently and to function compassionately in all avenues of life as they strive to build a cohesive, proud and sovereign nation"—though grammatically accurate, reveals several stylistic and structural deviations when compared to British Standard English (BSE). These deviations can be understood through linguistic theories on stylistics, register, and the concept of World Englishes.

Firstly, the statement exhibits syntactic redundancy in the phrase "to train students to develop their skills to think cogently." The chaining of infinitive verbs—"to train," "to develop," and "to think"—creates a convoluted expression that lacks the conciseness characteristic of BSE. British writing style typically emphasizes economy and clarity, favoring constructions like "to help students think cogently" or "to develop in students the ability to think critically" (Gowers, 1973; Crystal & Davy, 1969). This redundancy may result from a literal translation pattern influenced by local linguistic habits, particularly from Urdu, where such repetition is a common rhetorical device.

Secondly, the use of parallel infinitive structures—"to think cogently, to act rationally, to express themselves coherently..."—while grammatically sound, creates a mechanical rhythm that lacks the stylistic fluidity preferred in BSE. Leech and Short (1981) argue that British English stylistics generally value syntactic variety and natural rhythm over rigid parallelism unless used for deliberate rhetorical effect. The repetitive structure, though emphasizing the institution's

educational aims, results in a formulaic tone that could be perceived as overstructured in British academic discourse.

Another notable deviation is the ideological and nationalistic tone of the concluding phrase: “to build a cohesive, proud and sovereign nation.” In BSE, especially in institutional discourse, the tone is typically neutral, emphasizing global citizenship, inclusivity, and individual development over nationalistic ideals. British universities and colleges generally refrain from emotionally or politically charged language in formal documents (Modiano, 1999; Pennycook, 1994). In contrast, the mission statement’s tone reflects Pakistan’s sociopolitical and cultural priorities, where education is often linked to nation-building and ideological identity.

These deviations can be more broadly explained through the framework of World Englishes, particularly the development of Pakistani English as a localized variety. As Kachru (1986) and Baumgardner (1993) highlight, English in postcolonial contexts like Pakistan evolves with its own norms and conventions. Features such as high formality, ideological language, and structural repetition are common in Pakistani academic English and reflect indigenous rhetorical styles and educational practices. Therefore, while the mission statement may appear verbose or ideologically loaded from a British perspective, it aligns with the communicative and cultural norms of the local context.

### 3.2 Mission Statement of Superior Group of Colleges

The mission statement of the Superior Group of Colleges – “*We are committed to transform the lives of students, faculty and staff by providing them a Superior learning experience. Our plan EQ & IQ enables them to lead a meaningful & rewarding life*” – presents notable deviations from British Standard English (BSE) in terms of grammar, style, and punctuation. These differences can be attributed to regional language influence, syntactic simplification, and marketing-oriented phrasing, which often characterize institutional English in South Asia. The first noticeable difference is in the phrase “*committed to transform.*” In British Standard English, the correct form would be “*committed to transforming.*” This is because “committed to” is followed by a gerund (the -ing form of a verb) rather than the base verb (Greenbaum & Nelson, 2009). This usage reflects a deviation in verb patterning, possibly influenced by Urdu-English code-switching or transfer of grammatical expectations from the native language, where infinitives are often used more freely. The phrase “*providing them a Superior learning experience*” also diverges from typical BSE in terms of word order and article usage. In BSE, the sentence would be more natural as “*providing them with a superior learning experience.*” British English prefers the inclusion of the preposition “with” after “provide” when indicating the beneficiary of the action (Carter & McCarthy, 2006). The omission of “with” suggests American influence or a regional simplification common in South Asian English varieties, where prepositional usage is often reduced for brevity or clarity in informal or promotional contexts. Furthermore, the capitalization of the word “Superior” is unconventional in BSE. Capitalization of adjectives is generally reserved for proper nouns or titles. In this case, “Superior” is capitalized likely to align with brand identity and institutional naming conventions. While this may be justified from a marketing standpoint, it violates the general BSE rule that adjectives should be in lowercase unless part of a proper name (Crystal, 2003). This stylistic deviation reflects how institutional identity can influence language use, prioritizing branding over grammatical consistency.

Moving to the second sentence – “*Our plan EQ & IQ enables them to lead a meaningful & rewarding life*” – we again notice the informal usage of the ampersand (&) in place of the conjunction “and.” While the ampersand is occasionally used in informal writing or graphic design, it is not standard in formal British English prose, especially within mission statements or

academic writing. Its use here might reflect an attempt to be visually appealing or modern, influenced by commercial and digital communication practices (Trask, 1999). Moreover, the term “Our plan EQ & IQ” is vague and lacks parallel structure. In BSE, a clearer phrasing would be: “*Our EQ and IQ development plan enables them...*” The current form suggests a lack of clarity in noun compounding and article usage, both of which are common difficulties for non-native English speakers writing in institutional contexts. This vagueness might result from translating local educational initiatives or cultural concepts into English without sufficient localization, a challenge frequently faced in international education discourse (Kachru, 1985).

Additionally, the phrase “*a meaningful & rewarding life*” echoes the earlier issues of ampersand use, but also lacks the contextual elaboration typically expected in formal mission statements in BSE. British English academic and institutional discourse often favors precision and elaboration over abstract, emotive language. The adjectives “meaningful” and “rewarding” are vague and subjective without context. BSE would favor a more measurable or clearly defined outcome, such as “*a fulfilling professional and personal life.*” The original phrasing, while emotionally resonant, lacks the specificity that would characterize a BSE-aligned institutional statement (Hyland, 2005). These variations stem from a combination of factors, including the influence of South Asian English (Pakistani English in particular), marketing priorities, and possible interference from the native language, Urdu. Pakistani English, as a variety of World Englishes, often blends local cultural expectations and linguistic norms with English lexical items, resulting in hybrid structures that deviate from traditional BSE models (Baumgardner, 1993). Additionally, institutional mission statements in Pakistan are often crafted with an audience in mind that includes both local stakeholders and international readers, creating tension between localized expression and globalized English norms. As such, deviations from BSE may not be accidental but strategic – aimed at being inspirational, brand-focused, and regionally accessible.

### 3.3 Vision Statement of KIPS Groups of Colleges

The vision statement of KIPS Group of Colleges, Pakistan—“Developing the nation through quality education in such a way to uplift the image of Pakistan and Pakistanis among the Muslim and International World in Science, Research, Technology and Arts”—exemplifies a type of English that diverges in several ways from British Standard English (BSE). These deviations can be analyzed at the levels of grammar, syntax, vocabulary, and style. Moreover, they are indicative of broader sociolinguistic patterns characteristic of Pakistani English, shaped by historical, educational, and cultural influences. This paragraph provides an in-depth linguistic analysis of the statement and highlights the scholarly sources that justify the observations.

The phrase “in such a way to uplift” illustrates a syntactic deviation from the BSE norm. In BSE, the correct construction is “in such a way as to [verb],” as this aligns with the expected idiomatic and grammatical pattern. Quirk et al. (1985) in *A Comprehensive Grammar of the English Language* affirm that “in such a way” is typically followed by “as to + infinitive.” Similarly, Swan (2016) in *Practical English Usage* supports the same structure, emphasizing that deviations from this pattern are considered non-standard in formal English. The expression used in the KIPS statement lacks this conjunction, resulting in an awkward and grammatically incorrect phrase.

Furthermore, the expression “Muslim and International World” is semantically unclear and unidiomatic in British English. The term “International World” is tautological, as “international” already implies a global context, making “world” redundant. British English prefers the collocation “the international community” or “the global community.” Additionally, the phrase “Muslim and International World” suggests a binary opposition that lacks logical clarity. The *Oxford Collocations Dictionary* (2021) does not list “international world” as a common or idiomatic

collocation, while “Muslim world” is widely accepted. The *Collins COBUILD English Grammar* emphasizes the importance of natural collocations in fluent, idiomatic English. Therefore, a more appropriate revision in BSE would be “the Muslim world and the international community.”

The opening clause, “Developing the nation through quality education,” is a sentence fragment and lacks a clear subject and finite verb. In BSE, formal statements—especially institutional mission or vision statements—are expected to be complete sentences. According to Huddleston and Pullum (2002) in *The Cambridge Grammar of the English Language*, a complete sentence typically includes a subject and a predicate containing a finite verb. This fragment could be revised in BSE to a full declarative sentence such as “Our vision is to develop the nation through quality education...” This ensures clarity and grammatical correctness, both of which are valued in British formal writing conventions.

Lexical choices in the statement also reflect divergence from native-like usage. The verb “uplift,” though grammatically correct, is seldom used in BSE in this context. It carries a more emotional or spiritual connotation and is less precise than alternatives such as “enhance,” “improve,” or “elevate.” The *Oxford Advanced Learner’s Dictionary* categorizes “uplift” as a verb that often implies raising someone’s spirits rather than improving reputation or national image. The *Cambridge Dictionary of English Usage* similarly notes that in formal contexts, particularly in academic or professional writing, more precise verbs are preferred. Thus, “uplift the image of Pakistan” would more idiomatically be expressed as “enhance the image of Pakistan.”

Additionally, the list structure at the end of the statement—“Science, Research, Technology and Arts”—lacks parallelism and clarity. “Science” and “Research” are overlapping terms, which can lead to redundancy. British academic writing emphasizes the importance of syntactic and conceptual parallelism in lists. As advised by Murphy (2019) in *English Grammar in Use* and the *Chicago Manual of Style*, items in a series should be grammatically and logically balanced. A better-structured list in BSE would be “science, technology, the arts, and research,” offering clarity and consistency.

These deviations are not arbitrary but stem from broader sociolinguistic factors influencing English use in Pakistan. According to Braj B. Kachru (1985) in *Standards, Codification and Sociolinguistic Realism*, English in Pakistan belongs to the “Outer Circle” of World Englishes. It is a nativized variety that reflects the linguistic, cultural, and educational norms of its speakers. Baumgardner (1993) in *The English Language in Pakistan* documents how English in the Pakistani context has developed its own stylistic tendencies, influenced by local languages such as Urdu and Punjabi. These influences result in literal translations, formalized tone, and unique collocations that diverge from BSE. Additionally, Mehboob (2009) discusses how English in Pakistan has become institutionalized, especially in educational and official communication, where it is used more for symbolic and aspirational purposes than for native-like fluency.

### 3.4 Vision Statement of Aspire Group of Colleges

The Aspire Group of Colleges wants to inspire students to reach their highest potential and see themselves as future leaders of the industry. While technically correct and structurally strong, the language has many stylistic and rhetorical contrasts when compared to British Standard English (BSE); our goal is to provide an inclusive educational environment that fosters excellence, creativity, and personal growth. Examined via the lens of lexical choices, tone, collocations, and the larger socio-linguistic context from which this English variation originates, the distinctions are small but noticeable. Particularly in institutional and academic discourse, British Standard English gives priority to clarity, accuracy, and objectivity. On the other hand, the wording of the vision statement is more inspiring and goal-oriented. Using terms like “future leaders,” “empower

students," and "achieve their full potential," which highlight the need of personal growth and drive, business language and American English are becoming more common. On the other hand, British schools tend to avoid emotional appeals and simplistic claims in favor of more measured, factually supported language like "help students develop their skills" or "encourage academic progress via organized learning environments."

These lexical and tonal differences reflect deeper cultural values and language diversity rather than just personal preference. Recognized variation within the World Englishes framework, Pakistani English has significantly affected the language used in such institutional documents. Pakistani English fits with what authorities like Braj B. Kachru (1985) term the "Outer Circle" of English variants in postcolonial environments, where English has been institutionalized and modified locally. Over time, a hybrid version of English has developed in Pakistan molded by American media, educational systems, and internet culture. This differs from the British English that was prevalent during colonial rule. According to Tariq Rahman (1990), many forms of Pakistani English combine British grammatical and orthographic principles with American English vocabulary and style. Using more traditional grammatical structures, the Aspire Group's mission statement uses American-style keywords like "innovation," "inclusive," and "leadership" in worldwide educational marketing.

Another interesting aspect is the use of arcane language and value-laden ambiguity. Devoid of context, abstract words like "excellence," "innovation," and "personal development" (Biber et al., 1999) are vague. Though well-meaning, these words... Often linked with specified goals, measurable outcomes, or contextualization in British academic and institutional writing, this language... Instead of just promising to reach it, a UK institution should indicate how faculty development, research activities, and student support services help to achieve "excellence." In Pakistani institutional language, generic words have a rhetorical purpose: to inspire, attract, and suggest modernity rather than to provide thorough information. Further influenced by the impact of American business language, institutional mission and vision statements should be brief, interesting, and emotionally resonant.

The statement's collocational patterns differ from the norm in British English. In American English and global corporate communication, phrases like "empower students" and "foster innovation" are growingly common. Though they have some merit, British English, which emphasizes exact and distinctive language—especially in formal institutional settings—is less affected by these tendencies. According to Giltrow (2002), UK academic and institutional writing usually avoids promotional language in favour of succinct, evidence-based claims. In academic writing, Swales and Feak (2012) equally emphasize the need of knowing one's audience and providing obvious context. This could account for why the British value clarity above rhetorical decorations.

The differences in this vision statement come not from language errors but from localization, cultural adaptation, and the globalization of the English language. As Crystal (2003) and McArthur (2003) point out, English now acts as a worldwide language employed in numerous institutional, social, and geographical contexts. Some countries, like Pakistan, place great symbolic significance on the English language because of its associations with progress, professionalism, and education. Schools use English not just for communication but also as a symbol of their commitment to quality and competition. Though these elements differ from the norms of British Standard English, this vision statement fulfills its goal with its motivating tone, aspirational language, and business vocabulary.

### 3.5 Discussion

This study examines how linguistic, cultural, and stylistic factors shape the differences between the mission statements of Punjab Group of Colleges and Superior Group of Colleges with BSE, as well as the vision statements of KIPS and Aspire Group of Colleges. Mission and vision statements are important instruments of institutional identity that are intended to express educational philosophies, future goals, and fundamental values. However, when these statements are spoken in a non-native version of English, such as Pakistani English, they frequently exhibit subtle yet significant differences from British Standard English (BSE).

The **mission statement of Punjab Group of Colleges** is *“To train students to develop their skills to think cogently, to act rationally, to express themselves coherently, to work diligently and to function compassionately in all avenues of life as they strive to build a cohesive, proud and sovereign nation.”* Firstly, this statement seems as structured and purposeful. But while comparing this with BSE norms, it looks like repetitive and overly formal. British English tends to favor conciseness and natural flow. The use of infinitive constructions like “to think cogently,” “to act rationally,” and “to express themselves coherently” is grammatically correct, but their serial repetition without variation or syntactic balance creates a rhythmic heaviness that BSE typically avoids. Furthermore, the phrase “to function compassionately in all avenues of life” is somewhat abstract and unusual; BSE would more likely express this idea as “to contribute compassionately to all areas of life.” The concluding phrase “as they strive to build a cohesive, proud and sovereign nation” reflects nationalistic sentiment, which may be culturally appropriate in Pakistan but feels emotionally charged compared to the typically neutral tone found in BSE institutional language (Crystal, 2003).

In contrast, the **mission statement of Superior Group of Colleges** is: *“We are committed to transform the lives of students, faculty and staff by providing them a Superior learning experience. Our plan EQ & IQ enables them to lead a meaningful & rewarding life.”* Several differences from BSE stand out. Firstly, the verb form “to transform” should be preceded by “committed to” + gerund, thus corrected in BSE as “committed to transforming.” Secondly, the phrase “providing them a Superior learning experience” exhibits Pakistani English’s common trait of omitting prepositions—BSE requires “providing them with a superior learning experience.” Additionally, the use of the ampersand (“&”) instead of “and” is generally informal and unsuitable for official texts in BSE contexts (Quirk et al., 1985). Capitalizing “Superior” in “Superior learning experience” also introduces unnecessary emphasis, which is not a BSE convention. Such stylistic choices reflect an attempt to brand and distinguish the institution, a trait common in South Asian Englishes where marketing influences academic tone (Kachru, 1986).

Turning to vision statements, the **KIPS Group of Colleges** outlines their vision as: *“Developing the nation through quality education in such a way to uplift the image of Pakistan and Pakistanis among the Muslim and International World in Science, Research, Technology and Arts.”* From a BSE perspective, this sentence exhibits both grammatical and semantic awkwardness. The phrase “in such a way to uplift” would be more idiomatically expressed in BSE as “in a way that uplifts.” Moreover, “the Muslim and International World” is a problematic construction in BSE, as it draws an unnatural dichotomy and lacks clarity. A BSE-compliant version might say, “to elevate Pakistan’s image globally, especially in the Muslim world, through excellence in science, research, technology, and the arts.” The original version also demonstrates a tendency toward grandiose and emotionally resonant phrasing, a characteristic feature of Pakistani English shaped by nationalistic rhetoric and socio-political aspirations (Mahboob, 2009).

By contrast, the **vision statement of Aspire Group of Colleges** is more closely aligned with BSE: *“Our vision is to empower students to achieve their full potential and become future leaders in*

*their chosen fields. We strive to create a dynamic and inclusive learning environment that fosters excellence, innovation, and personal growth.*" This statement is structurally sound and semantically coherent. BSE would probably choose "reach their full potential" instead of "achieve" because the former is a more natural combination of words. Also, "future leaders" may be considered superfluous since "leaders" often means future leaders.

#### **4. Conclusion:**

Research on New Englishes demonstrates how Pakistani educational institutions have incorporated the English language into their purpose and vision statements. The English language in Pakistan as well as in other postcolonial nations continues to undergo modifications according to local needs and communication objectives. Standard British English stands apart from these speeches because of their cultural components and regional language elements and nationalist speech patterns. The characteristics of Pakistani English emerge from Urdu grammar rules combined with social norms of showing respect to authority figures and the historical development of the nation-state. Education serves two fundamental purposes as shown by the comments since it benefits individual students and society at large.

The research shows that vocabulary choice along with degree of formality and sentence length differs substantially from British Standard English (BSE). Pakistani English employs more formal language than British Standard English because it includes phrases such as "to develop their abilities" and "to function compassionately." The phrasing and grammatical mistakes such as the absence of definite articles in the language stem from Urdu regional influence. Urdu demonstrates different structures of sentences compared to English language.

New English speakers maintain these modifications are necessary features of their particular English variety which emerged to fulfill specific needs of a particular group of people. Postcolonial English varieties including Pakistani English demonstrate how local cultural values and educational targets as well as additional factors lead to language changes. The aim and purpose statements demonstrate how Pakistani English emerged as a hybrid language from global educational standards and local political and cultural elements.

The local socio-cultural environment strongly connects with English in Pakistani educational institutions as this global language functions within the nation. Their vision and purpose statements demonstrate corresponding conceptual and linguistic connections. Postcolonial cultures exert their ideological and cultural influence through various Standard English linguistic variations that do not indicate language proficiency deficits. The flexible nature of English in Pakistani nation-building and educational empowerment and identity development underscores its essential role in modern society.

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