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ABSTRACT

This paper argues that the education and moral formation of contemporary youth must be prioritized by all social institutions—schools, families, and civic organizations and that current neglect, primarily due to parental and institutional complacency, has reduced young people to functional, machine-like beings deprived of core human values. Through a critical review of Allama Iqbal's poetic and philosophical writings, the study examines the conceptual distinction and interdependence of "education" (transfer of knowledge and guidance) and "training" (moral and character formation), and foregrounds Iqbal's insistence that knowledge must produce inner ardor, ethical sensitivity, and spiritual conviction rather than mere credentials. Drawing on Iqbal's philosophy of Khudi