



CRITICAL ANALYSIS OF EDUCATIONAL SECTOR OF PAKISTAN

Assignment # 2
Pakistan Studies (HU-107)
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INTRODUCTION

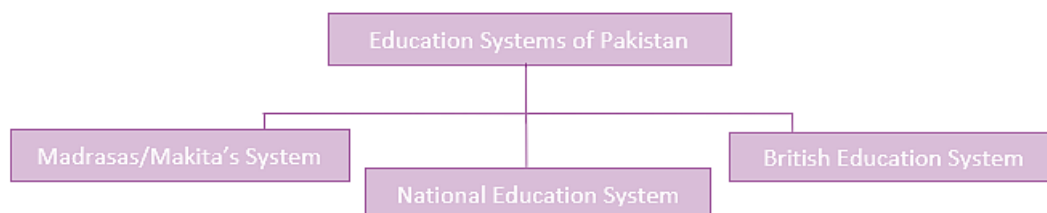
The term “**Education**”, as defined by John Dewey, is “***a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism***” (Democracy and Education, 1916). It is the driving force behind the prosperity of any nation. It gives rise to a sense of duty and responsibility among the people. Not only do they register their duties, but they also get to work towards their rights. Such a demeanour creates an atmosphere that is well suited for each and every individual of a society and builds trust within them. It plays the leading part in promoting development and economic breakthroughs and thus, people play their respective roles actively in national development. Hence, it would not be a stretch in the least to say that in the modern era, education is one of the most powerful weapons for a nation to be independent, zealous and sovereign.

Following this, our country has also undergone many phases in its educational sector. More or less 10 years after the inception of Pakistan, despite Quaid-e-Azam working towards a nation devoid of theocracy, successive politicians moulded Pakistan into anything but secular. This gave a significant rise to the traditional/ Islamic institutes that focus solely on teachings of religion and put aside the modern information.

The foundation and basis of the education sector in Pakistan is described as under;

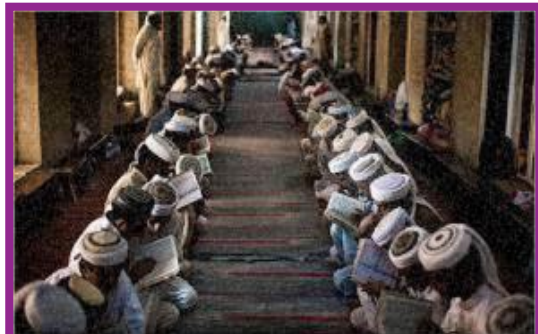
INFRASTRUCTURE OF EDUCATIONS IN PAKISTAN

In Pakistan, three education systems can be observed following different curriculums.



MADRASAS/MAKTABS SYSTEM

Madrassa is an *Arabic* term used for a secular or religious (any religion) educational institution, either for elementary education or higher learning. In Arabic, it has the same meaning as school in English. First Madrassa was founded back in the times of Prophet Muhammad (PBUH), but a proper system was established by Nizam al Mulk in the Seljuk



empire. This system in the Ottoman Empire spread all over the Islamic world. (Madrasa, 2021)

Maktabas are known as elementary school for children or those learning to read or write. They are normally located alongside a mosque for males. In Pakistan, mostly in the rural area, children from the age of 5 to 14 years are sent to Maktabas to learn Nazira (reciting the Quran), Tafsir (explanation and interpretation of Quranic ayahs in their specific context), Hifz (memorization of Quran) and, Tajwid O Qaryat (techniques for the recitation of the Qur'an). (Wikipedia, 2021)

Madrasas are institutions provide higher education along with the elementary education. Several subjects are taught in Madrasas both religious and secular sciences, such as logics, mathematics, philosophy, politics, history, medicine etc. In Pakistan, the focus is on Islamic teaching of Tafsir, Shariah, Hadiths, Mantiq, Fiqh and Muslim History.

➤ DEVELOPMENT OF MADRASAS

In 1980's, under and after the rule Zia-ul-Haqq, the number of madrasas increased exponentially. In 1947 there were only 189 Madrasas in Pakistan but over 40,000 by 2008 with an estimated 1 to 1.5 million students. Zia-ul-Haqq funded the Deobandi Madrasas with funds from the compulsory zakat, which was deducted automatically from the bank accounts of the people. According to him, Madrasas were promoted due to his personal beliefs that such institutes would promote beliefs relating to the Islamic Faith, but actual motive was to gain the support of the religious groups. Funds provided by US and other countries was also utilized in promotion of Madrasas in order to start jihad against the Soviet Union, where students of these Madrasas were sent to the frontline. This was a success but later the groups from the Madrasas like Haqqani Madrasah etc, were involved in terrorism. In the Musharraf's era, a lot of the Madrasas were registered, and different boards were setup to regulate the curriculum of these institutions. (Pakistan's Madrassahs: Ensuring a System of Education not Jihad, 2001)

➤ HIGH ENROLMENT RATE IN MADRASAS

Pakistani Madrasas have a high enrolment rate in the areas where the economic conditions of the people are poor. These institutions provide free of cost boarding, education, and food; thus, parents send their children there with a hope to have a better future. As for 2020, there are a total of 22,000 registered madrasas (with many more unregistered) teaching more than 2 million students. (Madrasa, 2021)

➤ OPPORTUNITIES FOR MADRASAS GRADUATES

The graduates of Madrasas have very narrow career opportunities and mostly are related to teaching in a madrasa or being imam of a mosque. The reason is these graduates are not acquainted with knowledge of science, economics, computing or other skills need or any mainstream job. The present government is trying to restructure curriculum of these institutions so that the students are exposed to various subjects and have better opportunities after graduation.

NATIONAL EDUCATION SYSTEM

National Education System in Pakistan is monitored by Federal Ministry of Education and the education ministries in the provincial governments. The federal government assists in curriculum development, facilitating and financing research and developments. Every province has several boards which are monitored by the provincial governments. The Constitution of Pakistan compels the state to provide free and quality education to its citizens of age 5 to 16 years under the Article 25-A of constitution. (Education in Pakistan, 2021)

The education system in Pakistan is divided into six levels:

- *Kindergarten (Kachi) (for the age of 3 to 5 years)*
- *Primary (1st to 5th)*
- *Middle school (6th to 8th grade)*
- *Matriculation/SSC (9th and 10th grade) (BISE)*
- *Intermediate/HSSC (11th and 12th grade) (BISE)*
- *University programs for undergraduate and graduate degrees. (HEC)*

(Education in Pakistan, 2020)

There are a lot of disparities in this system. First, each province has a different Board for Intermediate and Secondary Education (BISE) which are following curriculum of their own. Second, in some places the curriculum is taught in English while in others it is taught in Urdu. Third, there are government schools and private schools. All these disparities give an edge to some students while deprive the other. (Education in Pakistan, 2021)

The overall curriculum taught in these schools is over 20 years old! and based on rote learning and memorizing, with very little practicality. The students are trained, not thought! The students repeat a task several times thus memorizing it and then in the examination he is asked to write what he memorized.

➤ PRIVATE SCHOOLS

There are several private schools in Pakistan that follow the same curriculum as the government schools. Their tuition fee compared to the government school is very high, but those who can afford it prefer private schools over government school. The reason is clear private schools provide better facilities to the student than government school, with a lot of side activities that help them groom. Then there are evening coaching academies which repeat the same syllabus to the students again. In Pakistan, education has become a business all because the government have failed to provide quality education to its people.

BRITISH EDUCATION SYSTEM, O/A LEVELS

Schools following this system use the curriculum provided by the Cambridge that is the same as the one followed by schools in England and Wales. Ordinary level (O-level) is equivalent to matriculation and (A-level) is equivalent to Intermediate in Pakistan. O/A level examination system is used internationally since 1951 and was introduced in Pakistan in 1959. In Pakistan there are several institutions offering O/A levels but only 335 of them are recognized by the British Council.

In Pakistan during O level, a student must study 5 mandatory subjects: Mathematics, Pakistan Studies, Islamiyat, Urdu, English. Plus 3 electives i.e., Chemistry, Physics, Computer Science/Information and Communication Technology (ICT)/Biology for science Group.

While during A level, a student must study 3 subjects. For Pre-Engineering: Mathematics, Physics and Chemistry. For Pre-Medical Physics, Biology and Chemistry. ([Recognition of Cambridge Qualifications in Pakistan, 2021](#))

➤ COMPARISON WITH NATIONAL EDUCATION SYSTEM

The Ordinary and Advanced Levels focus more on building concept of the students, meaning that it does not only expect student to memorize the textbooks. Rather, the core focus is to make sure that student is understanding what he is reading and will be able to practically implement it. They are examined in such a way where they not only use the textbook knowledge, but analyse the problems using their personal opinions. In this regard Pakistan's National Education system is far behind, which is based on the rote learning system. This is one of the reasons why students from Intermediate background face a lot of problems during their bachelor's and Higher Education.

However, the institutions offering O/A levels charge a handsome amount for their services, which only higher middle or elite families can afford. Thus, the poor and middle class must bear with National Education System either private or government. ([Understanding the difference between O-Levels and Matriculation System in Pakistan, 2019](#))

HIGHER EDUCATION

Undergraduate and Postgraduate programs offered by universities comes under Higher Education. The governance of graduate and postgraduate education is maintained under the Higher Education Commission (HEC) which administers the financial funding, research projects and teaching quality in the country. 174 universities have been registered with HEC, in the country, including both private and public institutions, and some which are military focus. The Universities in Pakistan are globally ranked. There are a **total of 10 universities in Pakistan** that were highlighted in the QS University Rankings: Asia 2016, which every year features the top 350 universities in Asia. 6 Pakistani universities are also highlighted in the QS World University Rankings® 2016/17. ([TopUniversities, 2016](#))

The Conditions of Higher Education are far more satisfactory than the National Education System up till Intermediate.

HISTORICAL FRAMEWORK OF EDUCATIONAL POLICIES

➤ NATIONAL EDUCATION POLICY (1959)

This educational policy was proposed by president *Ayyub Khan*. The Commission established had decided to make education compulsory till age of 10. The major aim of the commission consisted of; science and logical education, character development and made religious education mandatory at middle level and encouraged at secondary level.

➤ NATIONAL EDUCATION POLICY (1970)

This education policy was approved by the cabinet on *March of 1970*. This encouraged decentralization of the education administration

➤ NATIONAL EDUCATION POLICY (1972)

The president of Pakistan, *Zulfiqar Bhutto*, suggested a National Education Policy. This policy included encouraging the ideology of Pakistan, equal education to both genders; science and technical education should be included and it should be free till the grade 10 for boys and girls.

➤ NATIONAL EDUCATION POLICY (1979)

The objectives were: curriculum revision, merging the traditional education and religious education (madrassas), setting Urdu as the language of education, linking scientific and technical education and separate all boys and all girls' set-ups.

➤ **NATIONAL EDUCATION POLICY (1992):**

The major goals and aspects of this educational policy comprised of: Encouragement of Islamic teachings through education, development in female's education, changing up the curriculum and also expanding span of graduation.

➤ **NATIONAL EDUCATION POLICY (1998 - 2010)**

Major aims included making the Islamic practices and Quranic principles an important part of the education system.

➤ **NATIONAL EDUCATION POLICY (2017 - 2025)**

The major projects and aims for promotion of higher education included: provide for the establishment of fifty new private sector universities; to establish fifteen new public science and technology universities set up seventy sub-campuses; increase amount of sub-campuses of Online Universities to facilitate education for working men and women in a convenient way.

Moreover, the HEC came into being in 2002 and has implemented multiple projects and overlooked higher education sector of Pakistan. The committee's major projects are the following:

- *Entry Test Council*
- *Betterment of Faculty*
- *Close gap b/w industry and university research departments*
- *Improvement in Curriculum*
- *Higher education infrastructure development*
- *Need based scholarships*
- *Foreign scholarships*
- *Filling support by patents*
- *Laptop Scheme*
- *Conference travel grants*
- *Attestation of Degrees*
- *Increase industry and university research collaboration*
- *Developing technology parks*

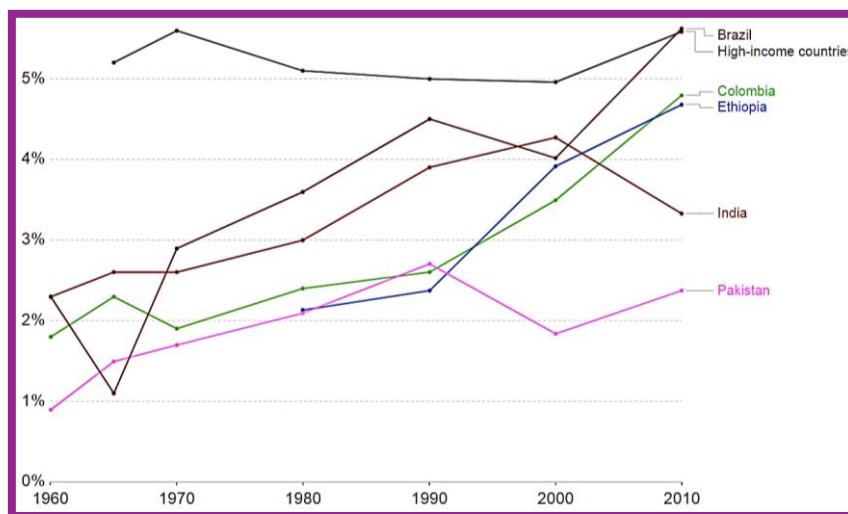
HURDLES IN IMPLEMENTATION OF POLICIES

Up to 2010s, the public education system had faced much criticism and people who could afford private schools preferred private schools due to the bad situation in the public sector. The implementation of all previous policies was very difficult due to

economic constraints and low political will. In addition to that, every new government, instead of focusing on implementing existing initiatives came up with new academic schemes.

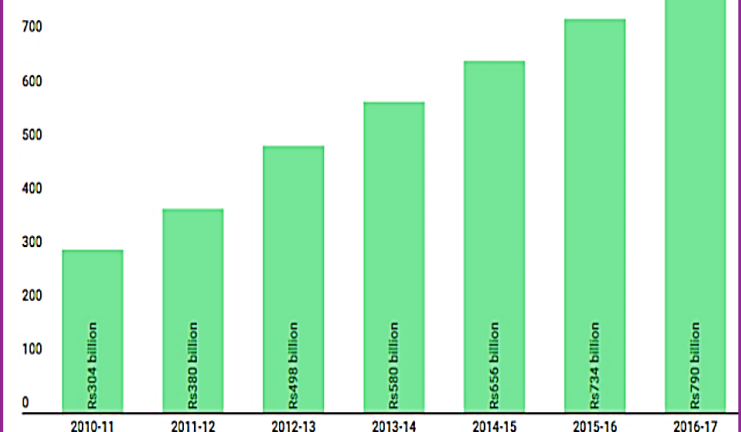
ECONOMIC INSTABILITY

The slow improvement of education institutes in Pakistan is due to the financial issues and mismanagement it faces. The allocation of funds on the educational department is around 2.3% of Pakistan's GDP. But in 2009 the government had accepted the new education policy, which requires that education expenditure will be increased to 7% of GDP, an idea which many have commented to be “*very difficult to implement*”.



The data shows that as education isn't given as much attention to as other countries do, as Pakistan spends comparatively less on the education department in terms of GDP (2.3%) in comparison with other countries like Bangladesh (2.6%), Iran (4.8%), Malaysia 6.1%), India (3.9%), Thailand (4.3%) and South Korea (4.5%). But the expenditure on education has increased a lot since 2010 as shown in the figure below.

Pakistan's education budget has gone up by an average of 17.5pc every year since 2010



➤ CORRUPTION AND STATISTICS

Pakistan education has suffered a lot because of corrupt and unjust officials, who get paid bribes by rich parents and influential people to ensure access to good grades

and unjust graduation. This damages the whole system because as a result of this, the incompetent and rich people rise and later get appointed in high places without genuine work. On the other hand, the concept of ghost schools is prevalent in Baluchistan and also seen in other provinces but not as much. Ghost schools are basically non-existent schools which still receive funding. All the money is pocketed by the officials and so in reality, not even 2% of GDP is spent in education.

For example, National Accountability Bureau Baluchistan have inquired that the BECS official Ghaffar Shah had been taking salaries of thirty-one ghost schools for himself for almost a whole year. Around 200 such ghost schools were found in Baluchistan and 52 in Sindh alone. Furthermore, 10,000 ghost teachers were also reported in Baluchistan, who received monthly salaries. Pakistan's government often has to rely on foreign aid to support educational programs. But due to weak justice system and lack of checking, large amounts of money are lost due to corruption.

CONTEMPORARY PROBLEMS IN EDUCATIONAL SECTOR

POLITICAL INSTABILITY

Since the inception of Pakistan, it has faced many issues in education sector that led to devastating effects. Well, in a country the education sector should be independent of **political interventions** but the bitter truth is that it is **not**. This may be one of the many reasons that **history** is not taught in our classrooms. This maybe because the less someone knows about the past the less will they be able to infer that in what ways the **advanced politics** has moulded the education to their path.

INSUFFICIENT BUDGETARY ALLOCATION FOR PAKISTAN

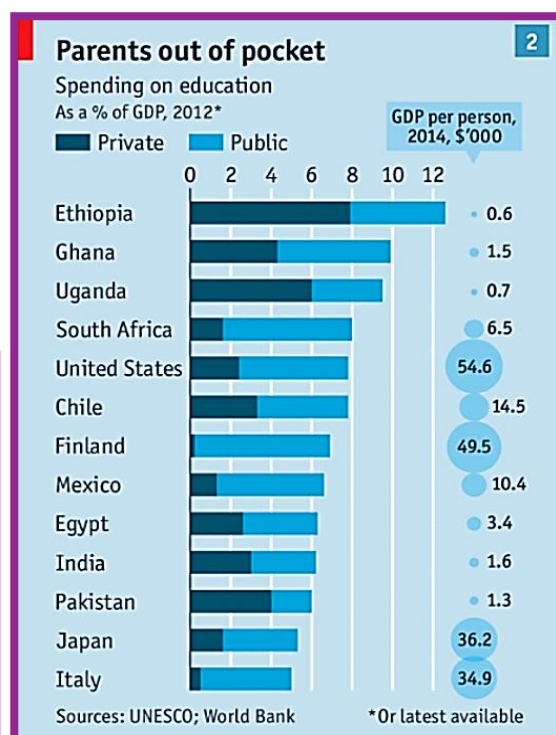
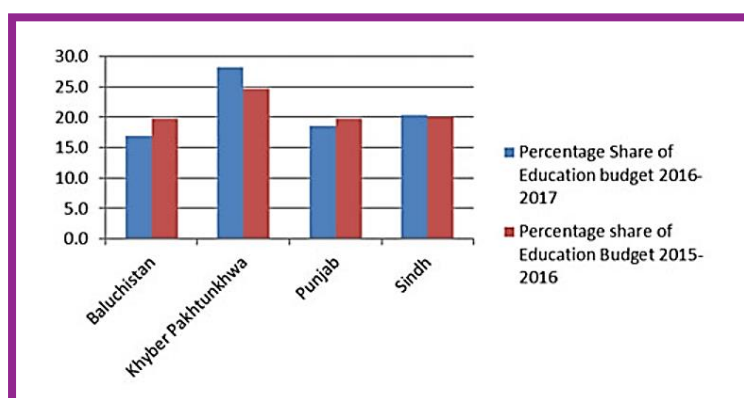
Finance is basically considered as one of the running engines of a system which is responsible for the smooth running and upgradation of the system. Pakistan when it comes to the **education department** has not well responded to its needs. Education in any aspect and in any form should have been the priority of the political parties but the successive governments have given less than **2.5 percent** budget to the education sector of Pakistan. In all the developing countries the allocation for the budget is increasing with time because education is the most powerful **weapon for a country** and alas, our weapon is weakening day by day. The developing countries like Sri-Lanka and Bangladesh have increased their budget.

Although this time in 2020-2021 the budget for the education sector has increased from **Rs 81.2 billion to 83.3 billion rupees** showing and **imperceptible rise of 2.5 percent**.

➤ FIGURES AND STATISTICS

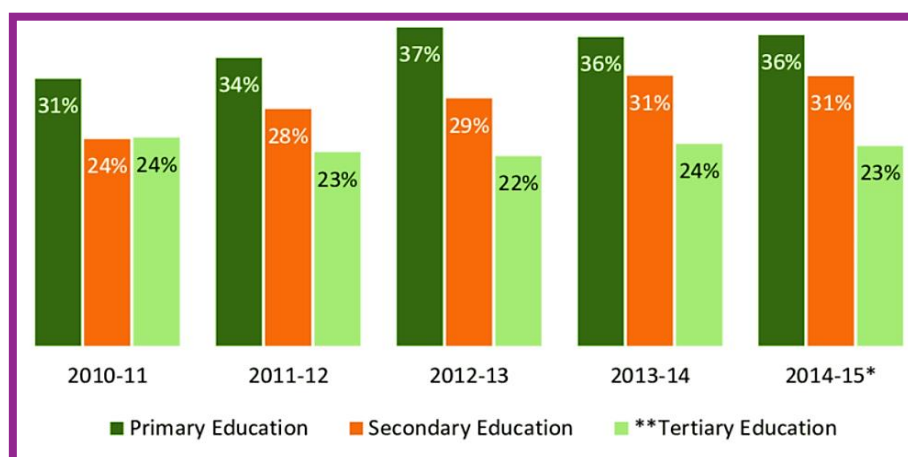
A 2005 UNESCO report shows that inadequate financial support has been provided to the education institution of Pakistan. The spending of GDP on public sector is less than 2 percent for the past twenty-years. According to studies by international development organizations and government ministries, four percent GDP must be invested to achieve MDG targets of universal primary education and standard quality. Slow progress towards **EFA (Education for All)** goals is due to under financing of the education sector.

During the 1950s and the 1960s, the actual expenditure on primary education was less than **fifty percent** for of the amount committed, because of the poor utilization capacity of the State. The targets of **four percent** GDP set in **1992, 1998, and 2006** are yet to be achieved because educational ministers often made unrealistic claims to increase their publicity.



➤ COMPOSITION OF EDUCATION BUDGET

The education of budget of Pakistan has reserved **2.23 billion** of primary and pre-primary, **7.344 billion** for secondary education and **1.273 billion** for administration purposes.



CORRUPTION

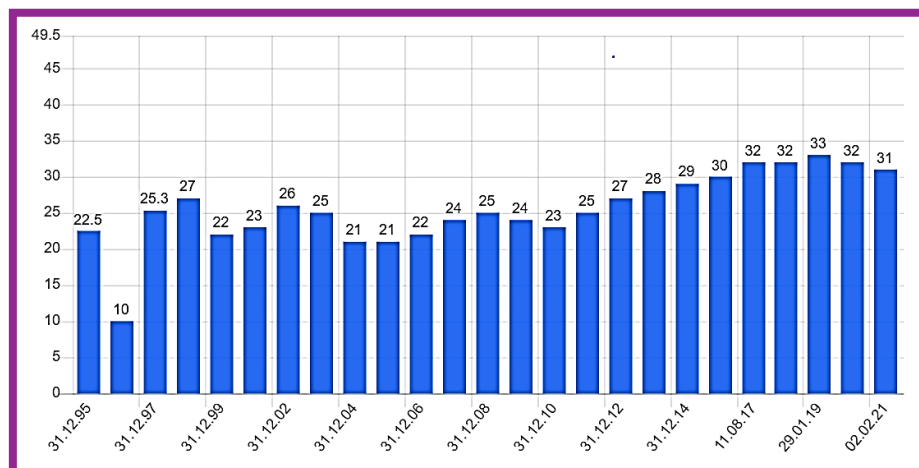
Malala Yousaf Zia reminded Pakistan that there are a greater number of children out of school in Pakistan than in any other country of the world (except Nigeria) i.e. **5.5 million** children are out of school today. The main reason for this devastating figure is that a greater number of salaries and funds are being paid to **ghost teachers and ghost schools**. On paper these schools and colleges are being paid their funds and salaries but in reality, they do not even exist. **This is corruption in education!**

To give a brief overview of the corruption here are few of the many reasons for the **educational decay of Pakistan**:

1. *The Vice-Chancellors and Chancellors of education institutions are elected on the bases of their affiliation towards the ruling party.*
2. *The school administrations and higher individuals use the school funds to help their interests instead of public welfare.*
3. *According to a general survey **fifty thousand ghost teachers** have been reported in only the province of are few can easily see where the education setup of Pakistan is heading to.*
4. *The USAID and UN have donated billions of dollars to education sector of Pakistan but these dollars haven't shown their worth because of the corruption in education department of the country.*

➤ CORRUPTION INDEX

Following graph shows the direct effect of corruption; corruption kept increasing thus the quality of our education kept decreasing;



➤ MOULDING THE FRAMEWORK ACCORDING TO POLITICAL POWERS

Well, basically the educational institutions and the education curriculum and framework should be solely based on the interest of students but unfortunately in Pakistan the curriculum is pretty oriented to the ruling authority.

A. EXTERNAL INFLUENCE

By external influence we mean the ruling authority and the political parties mould the curriculum their way. An example can be seen that our pack-studies book in the time on Nawaz Sharif did not contain anything against PML-N but once his reign was over the paragraph against his party omitted during his reign was again added to the book. Hence these books are oriented the way these parties want them too.

B. INTERNAL INFLUENCE

By internal influence in education system, we can infer many things a few of the many are listed here:

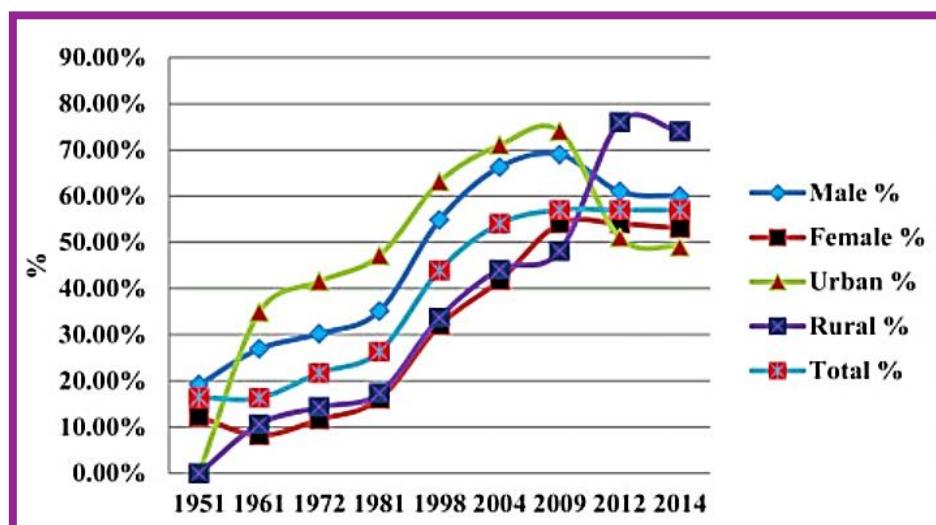
1. *Individual having a high rank can lead help their closed ones to cheat in Board examinations.*
2. *Internally our education system is plagued by bureaucratic manipulations.*
3. *Due to nepotism in matters of promotion, transfer etc. this internal influence has hollowed the administrative structure of Pakistan.*

ROOT PROBLEMS

LITERACY RATE

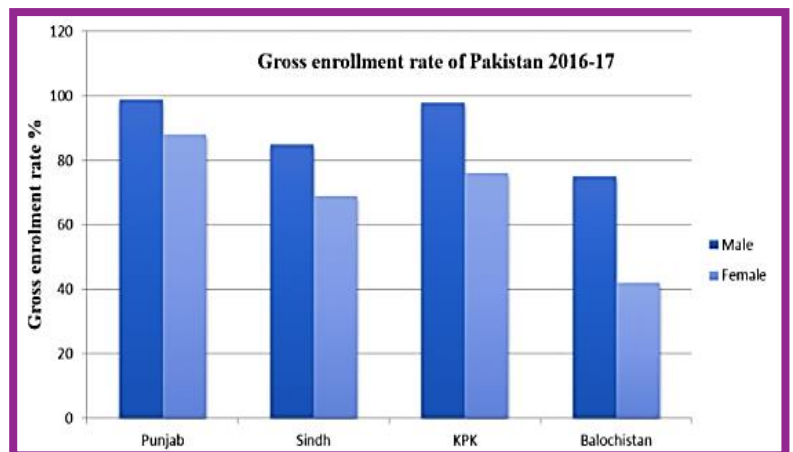
➤ STANDARD FOR LITERACY RATE

As per the “**Economic Survey of Pakistan**”, conducted in 2018-2019 the literacy rate of Pakistan is **62.3 percent**. According to this survey, the standard for the being a literate person is that the person should be able to understand a simple text from a newspaper of any language, be able to write a simple letter and perform basic mathematical calculations.



➤ POPULATION AND ILLITERACY

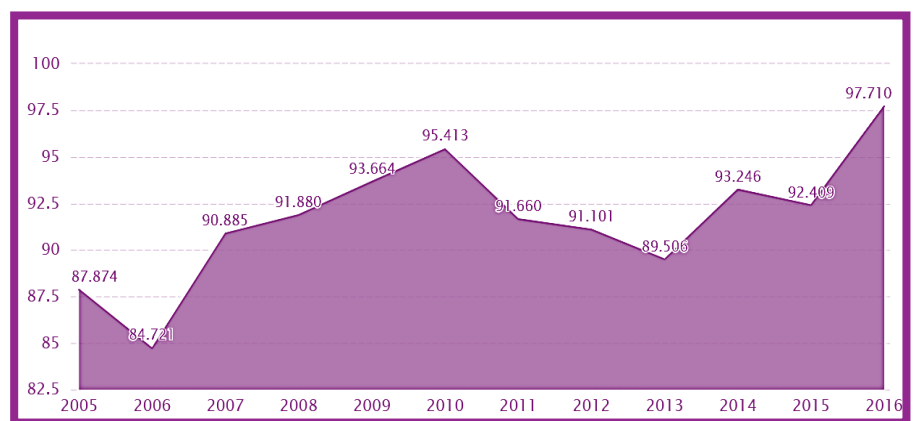
Pakistan has in fact the second highest number of children as compared to any other country of the world i.e. (**22.8 million**). This is actually **44 percent** of the total population of Pakistan. Adding to these figures on a meagre amount of **6 percent** youth attend education of more than **12 years**. This is a very less amount as compared to the total population of Pakistan.



➤ EDUCATION OF YOUTH AND CHILDREN

The education among the children and youth of Pakistan is in actual the backbone of Pakistan and sadly Pakistan is paying the least attention to this sector. These figures as compared to global standards are very less and alarming for Pakistan. The reason of low literacy rate among the youth is because of poverty, child labour and unavailability of schools and colleges in rural areas and also the gender discrimination.

By grade six then there are **fifty-nine percent boys versus forty nine percent girls**. By grade ninth the ratio of these girls decreases to **19 percent**. Both the girls and the boys are missing out the educational needs with a large number but the girls are being affected more.

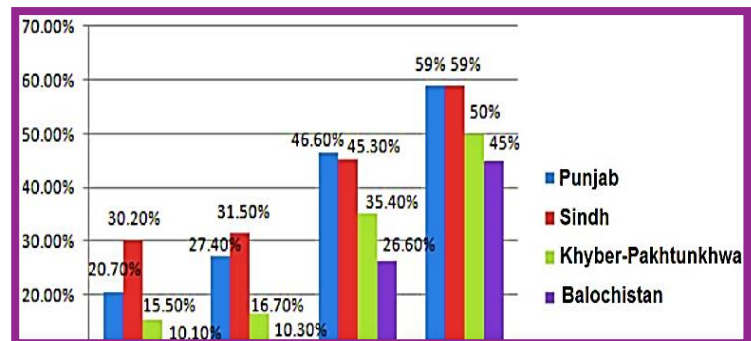


Gross Enrolment Rate of Pakistan

➤ DISPARITY AMONG DIFFERENT REGIONS

There is a lot of disparity among the different regions of Pakistan in matters of education sector. This low literacy rate of Pakistan is further divided into two further divisions. The literacy rate of the rural areas of Pakistan is very less as compared to the urban areas of Pakistan. Due to poverty and lack of facilities in these areas there are not many schools built in rural areas and thus causing a very low literacy rate in **rural areas**.

Moreover, coming to the cities and provinces Islamabad and Karachi are close to **75% literacy** rate whereas the province of Baluchistan and the so called “**tribal regions**” are as low as **7%** in Pakistan.

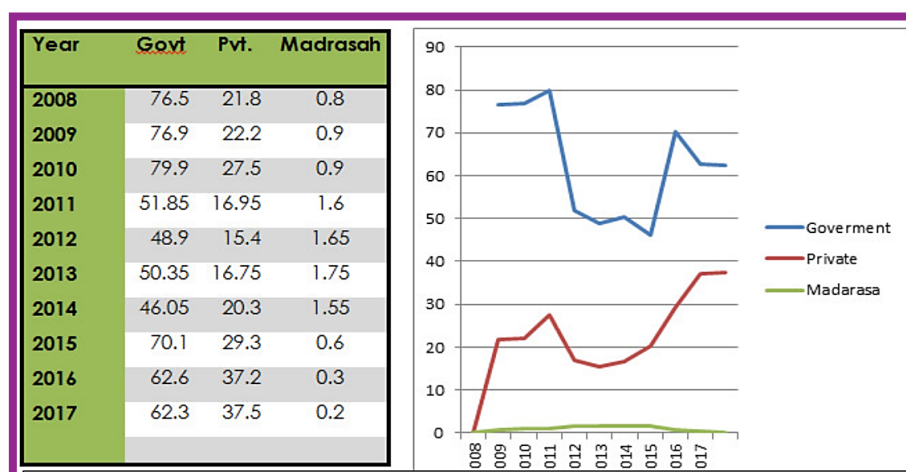


➤ DISPARITY CAUSES

The causes of disparity of literacy rate among the different regions of Pakistan is due to the following reasons:

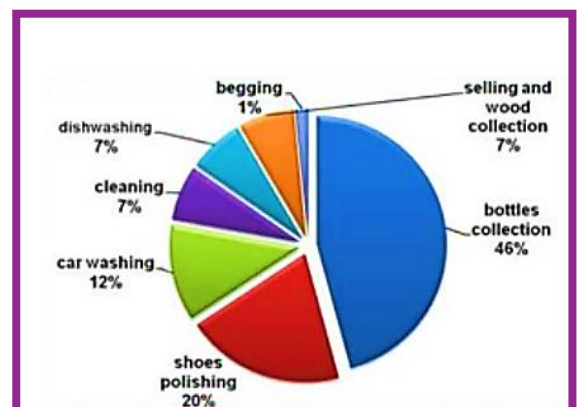
1) UNAVAILABILITY OF SCHOOLS IN RURAL AREAS

The first and the foremost reason for this disparity is the scarcity of the schools in rural areas and tribal areas. These areas have very few schools and the students have to travel miles on foot every day to attain their basic education and because the women cannot travel so much thus, they sit in homes and help in **domestic chores** instead of attaining education. The graph given below gives a summary of all this.



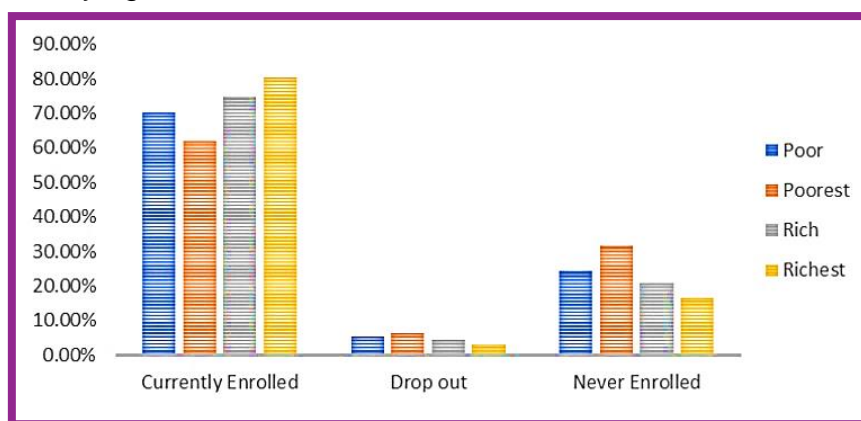
2) CHILD LABOUR

The second cause of low literacy rate among the rural areas is child labour. The families living in such tribal regions and rural areas face poverty and thus have to send their children to work in order to get some bread and butter for their household and thus the children are deprived of educational needs. Hence these children in future cannot get any good jobs and thus depend on other means in order to meet their basic need.



3) POVERTY

The poverty and child labour are actually directly proportional to each other. More is the poverty in an area more is the poverty in that area. The price that the poverty driven children have to pay is extremely high. More over the private education in the schools and colleges is getting expensive day by day and on the other hand the government schools are decaying in educational standards.



NO UPKEEP OF INSTITUTIONS

A dire problem with our current system is that there's almost no plans for the maintenance or the betterment of the environment around educational institution. We have been using the same old modes of teaching, run down precincts and an exceptionally outdated curriculum. There is also lack of hygiene in such institutions, be it food or the air in the building itself.

The fact that schooling and the system has become more oriented towards business and profits in lieu of actually teaching the students is a core issue in both developing and developed countries. Besides the general conditions on the premises of institutions, there is a lack of quality teachers and they aren't given any sort of proper training on how to properly convey their message.

All-in-all, the above-mentioned drawbacks of the educational sector accumulate enough negative points that the students themselves do not take their studies seriously either.

NON-UNIFORM CURRICULUM

Our education system is far from uniform. If anything, it is extremely divisive and nothing is being done to bridge the ever-expanding gap between the public, private and religious sectors of education. This, in turn, gives rise to moral and ethical differences that roots as far as changing and dividing cultures as well.

The exponential increase of sectarianism, hate speech and riots in the recent years can be associated to the disparity of curriculums of different regions throughout Pakistan.

Such a polarized system of education, if not treated urgently, ultimately destroys a nation as people tend to lose trust in each other and hence, refuse to cooperate amongst each other with a solid foundation of fraternity and brotherhood. And we

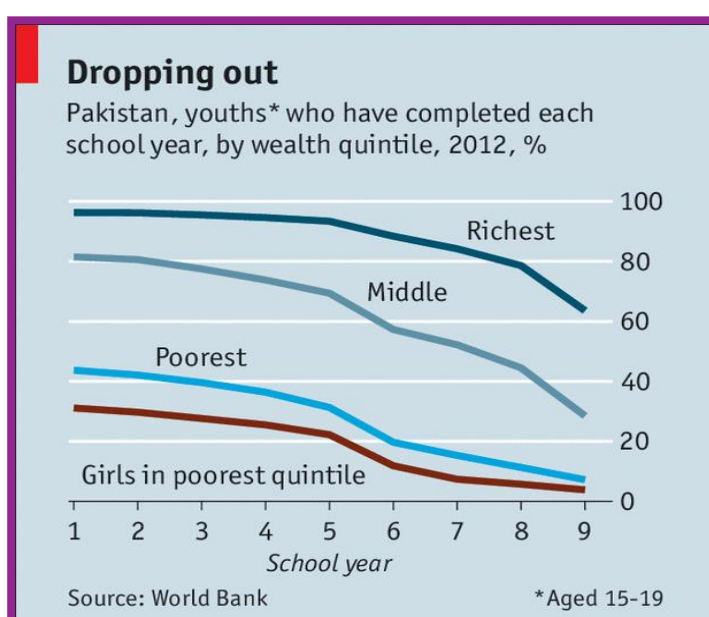
may be very well set on this path as both the government and general population turn a blind eye to this problem.

STRESSFUL STUDY IN PAKISTAN

It is of no surprise to any East-Asian communities around the world that the households themselves are extremely strict on students when it comes to their education, sometimes being forced to study a subject despite having little to zero interest in that field. This effect is further heightened in Pakistan with schools and colleges having extremely unappealing environments with all the punishments and cramming. Cramming, itself, is very tedious and takes a big toll on the mentality of a student. Thus, this gives birth to another serious problem which is students dropping out from the educational institutions.

It was reported in 2017 that the *dropout rate in Pakistan at Primary Level is 33%* which is quite high. This, combined with low enrolment further reduced the literacy rate of the nation as a whole.

Child labour and poverty is also one of the reasons for dropout from schools. An estimated 30 percent of children enrolled in primary education reach to the matric level. This trend in Pakistan has added to the low literacy rate as well. (Problem of Education in Pakistan, 1990). Following graph shows the percentage of students that drop out; putting aside the poverty factor, both middle and the richest class students do not go further than Matriculation and stress plays the biggest contribution in this.



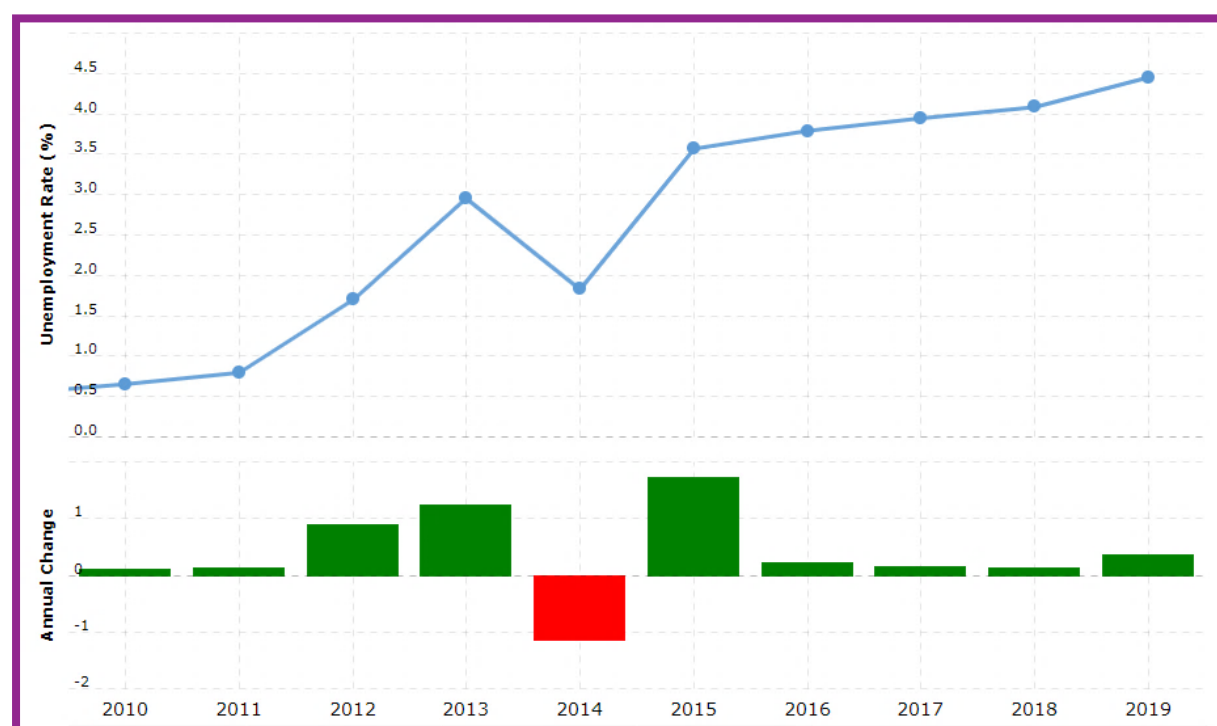
SUBPAR TEACHERS

Without a shred of doubt, one can say that teachers are the backbone of any educational institution or a system at that. The caliber of teachers in Pakistani school is grievous and lamentable. They do not bother learning or picking up any new style of teaching and instead keep teaching every batch of students the same way. While they should be clearing the concepts of students, they teach students how to earn good grades and encourage cramming. This leads all of the emerging youth into a terrible mess. However, from their perspective, it is somewhat justified as there aren't any sort of appealing salary packages that the schools have to offer and

hence, this makes them drop any sort of motivation to teach. Not to mention, this situation is taking a turn for the worse in the remote areas of Pakistan where there is a shortage of teachers.

UNEMPLOYMENT

It is of no surprise to hear that Pakistan is currently in a difficult economic spot with an external debt of around US\$115.7 billion, as of December 2020. (State Bank of Pakistan, 2021). As such, besides having little to no research and advanced equipment in public educational institutes, there are no job opportunities to accommodate the excess of degree holders and graduates. Another cause of aforementioned problem is that, “***There is lack of cohesion in the system and it is more prone towards general education which does not bring any skilled manpower to the market.***” (Critical Analysis of the Problems of Education in Pakistan, 2014).



Due to unemployment, several other severe problems arise. Most notable of them are the effects on crime rates and economy. A person living a stable life is unlikely to commit a crime, in a similar fashion, critical and rough living conditions of an unemployed individual drives them towards committing a crime. Unemployment is also directly related to economy; With an exceptionally high employment rate, economy cannot flourish. Likewise, the opposite is also true, high unemployment rates give a rise to inflation and this not only affects the unemployed, but the society as a whole.

BRAIN DRAIN

Due to a severe lack of research and technological equipment, students that graduate and go abroad do not come back for this very reason. This creates and serves as a bad influence for the emerging youth and despite advancements in multiple fields in recent years, they have already made their mind to settle abroad. Hence, causing their ideals and main focus to deviate. Another major factor that contributes to this drainage is stress. Under high stress, not only do they underperform in their studies but their mental health is severely affected.

All these factors impose a serious threat to the prosperity of the nation as a whole and not just the government, but the general public should also work towards the betterment of the educational system; as mentioned formerly, a strong educational sector is the key to sovereignty of a nation.

POSSIBLE SOLUTIONS TO THE AFOREMENTIONED PROBLEMS

MONITORING SYSTEM

Corruption in education departments is one of the factors for the poor literacy in the country. An effective monitoring system is needed in education departments. The monitoring system should analyse every day's presence of teachers.

CAREER COUNSELLING

Unemployment of educated men and women is a major concern for Pakistan. There should be career counselling of the pupils in schools so that they have an understanding of job market and they can develop their skills accordingly.

Counselling of parents is required, so that they can choose a career for their child which is market friendly.

FREE EDUCATION

The average salary of a normal person is around 40 to 50 thousand while that for the lower-class power people is 20000. The expenses on education of children is nowadays nearly impossible for these people to think about other expenses. It nearly includes half of the salary of these people even if their children are in low quality schools.

Hence the government should relief the people by making the education free for the students at least in the government sector. Free books should be distributed.

ERADICATING THE CONCEPT OF FEUDALISM

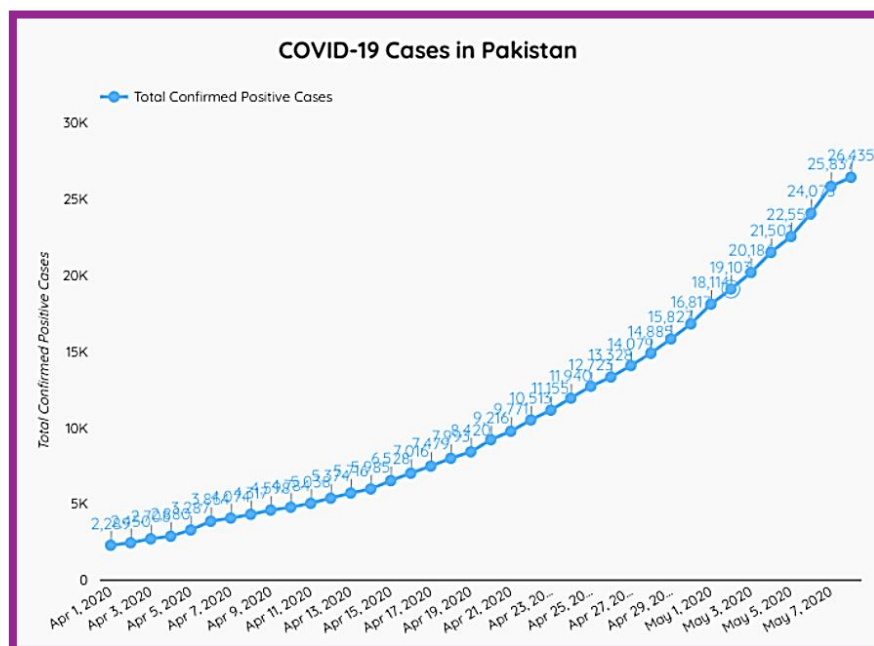
In Khyber Pakhtunkhwa and Baluchistan, the literacy rate is two much backed up as compared to that of Sindh and Punjab. The main reason which causes such problems are feudal lords. The unlawful possession of schools by the feudal lords are no making things any better. So, the government should make this their utmost priority to cleanse the school occupied by these feudal lords.

CORONA AND EDUCATION

The pandemic of the novel coronavirus from the past few months is making barely impossible for a system to run properly disturbing its stability. This outbreak has disrupted even the roots of educational institutions. The mode of lecture is shifted to the distance learning mode. However, Pakistan is a developing country. It does not have the enough technology to overcome such an outbreak. Developed countries such as USA, Australia, Canada etc. have already their IT systems at their best and which are even used in the normal days. However, the IT sector in Pakistan is not even enough for the developed cities of the country. Even if the online system is used the consequences are not good as this nation is not a developed state and ready for such a mode studying.

In Pakistan, on the other hand, online education does not particularly seem to be very useful, due to many reasons, such as:

- Remote locations of students and teachers alike.
- Lack of proper training of teachers for online education.
- Unavailability of proper syllabus suitable for online learning.
- Lack of proper IT professionals and labs in most institutes.



Most of the students do not prefer this mode of teaching. This is due to the following reasons:

1. *Internet issues and poor connectivity issues due to which classes often keeps on dropping.*
2. *No discipline as person being at home being more casual loses his discipline and as well as his focus in the class. He quickly gets distracted.*
3. *Despite the fact that teachers may give their best but due to the distance learning mode the teacher cannot focus on each and every student of the class.*

LOW HUMAN DEVELOPMENT INDEX

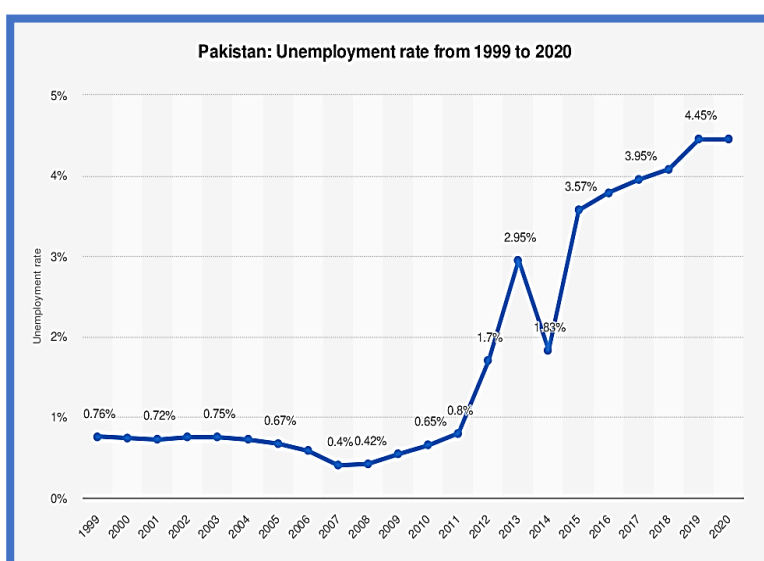
According to UNDP, expected years of schooling in Pakistan stand at 8.5 years, 90 percent of students cannot achieve higher education due to several reasons as stated above. As of 2018, Pakistan stands at 152 out of 189 countries in the human development index, which is judged on various parameters, including the population's education level. The incoherent system of education has failed to ensure the accessibility of the civilian's right to education. This has resulted in an overall population that lacks the necessary skills to progress in life.

| Category | Gross Enrolment |
|--------------------------|-----------------|
| Pre-Primary | 9.59 Million |
| Primary(I-V) | 19.8 Million |
| Middle(VI-VIII) | 6.6 Million |
| Secondary(IX-X) | 514.2 Thousand |
| Higher Secondary(XI-XII) | 1.67 Million |
| Degree College | 1.14 Million |
| Higher Education | 1.30 Million |

Source: Pakistan Economic Survey 2015-16

INCREASING UNEMPLOYMENT

Pakistan's labour force has increased over the course and has demanded adequate amount of employment opportunities. Employers believe that the labour force, which is available in the market, is not of standard and does not possess the appropriate skills needed to qualify for the job positions. This mismatch in demand and supply has impacted the employment ration drastically; in the past two decades alone, Pakistan's unemployment rate has increased six times.



CONCLUSION

This study infers that education, when done right, is a driving force which acts as an enabler and a stepping stone for a nation to prosper. One can easily observe that the countries with a proper and structured educational system are in-fact the ones leading the modern world. Such countries and its citizens enjoy their well deserved liberties and political freedom. Unfortunately, when such a strong and effective force is corrupted through the human greediness for power, things start to get rough on both individual and a national level. Pakistan, for one, has suffered a lot solely because of the fact that neither the general public nor the government paid enough attention to the educational sector. This has left not only the current but also the emerging youth of Pakistan aimless, which in turn, causes the very base of the economic, moral, political and social grounds to collapse. Our current educational institutes feed students with outdated information that leave them out of touch with the rapidly-developing modern world. Such a system is bound to produce graduates that only excel in cramming and lack the necessary skills that lets one analyze, research and be creative; a dull person with nothing exceptional. Despite a few advancements in the recent years, our educational sector's growth is nowhere near enough to compete with the developed nations. The government should reconstruct their priority list; instead of putting in their time and money in direct military power and other immediate affairs, it is ultimately better to invest in sectors that gradually strengthen the fundamental base of the country.

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