

Causes of Deteriorating Standard of Education in Balochistan

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Abstract: Education is a factor of considerable importance in economic growth and does not need any further elucidation Globally, it has been observed that countries attach the highest priority to education due to its complementarity with other sectors e.g.: - Higher levels of education lead to higher returns to the health agriculture and industrial sector. The investment in education sector is vital for human resource development and quality of manpower. It is a universal accepted fact that education is considered most powerful instrument to gear up socio-economic development and welfare of a society. This sector is highly associated with important variables in other sector. Such as health, family planning, house hold and family structures and labor force. The development in these sectors depends on how many man and women are literate and their level of education attainment. The education brings about changes in the attitude and behavior of the people towards modernization and quality of life, Particularly in the educated women. Govt. of Pakistan accepts education as fundamental right for its citizens as well as its commitment to provide access to education to every citizen. This challenge demands efficient use of available resources. These resources may come from the Govt., private sector, civil society groups and development partners. Education has been a provincial subject in the constitution of Pakistan but its record has not been impressive. In the past five decades, the education sector could not be given proper attention, which is evident from the lower literacy rates. The women are still illiterate. Their school enrolment is poor, even after enrolment they leave the school and increase the drop out rate. No doubt some progress has been made. The major reason for slow improvement in education sector is low level of public expenditure on education, which was around 2.3 percent of GNP during 1990s. This is significantly short of the minimum of four percent for GNP recommended by the UNESCO for developing countries.

Key Words: Deteriorating Standard, Elucidation, Literacy Rate, Gender Discrimination

Introduction

The over all literacy rate in Pakistan is estimated at 49% (male 61.3% and Female 36.8%). The literacy rate increased slowly. In 10 years and above increased from 16.7% in 1961 and 26.2% in 1981. The gender differential indicated that male literacy rate increase from 25% to 35% and female literacy rate increases from 6.7 to 16%. There were only 7.3% literate female in rural areas of Pakistan, in the year 1981. literacy rate increased at the rate of 2.8% per annum, during 1961-1981 while population 10 years and above grew at a rate of 3.4% per annum.

The literacy rate during 1997-98 for both genders has been 40% and for females, it is 27%. The number of literate women and men had increased over 2.5 times, during the last 47 years from 1951 to 1997-98.

The current situation of literacy level is still very poor, because 55.5 million population has been estimated as illiterate in which 31.7 million are women.

These depressing and poor conditions also prevail in Balochistan. As we know that the Balochistan is the largest province of Pakistan, having area of 347190 sq.km and total population is 6.9 million in 2000(according to mid estimates).

So in Balochistan presently, access to school education is inadequate and there are also gender and several urban imbalances, both in availability and quality of education.

Literacy rate in Balochistan is comparatively very low. In 1972 it was 10.1% from which 4.2% women and 14.8% men. This rate has been slightly increased in 1981, that was total 10.3% (man 15.2% and women 4.3%). In 1994-95 this rate was increased 25% in which men literacy rate was 39.4% and women literacy

rate was 7.9%. in 1996-97 the rate was 27.6% total in which 43.4% men and 9.4% women.

Urban rural and gender discrimination was also clearly seen. In 1996-97 the literacy rate among the rural women was only 4.3% and this rate was 29.9% in urban areas.

So it means that education remain inequitably distributed among the various regions and income groups in the Province of Balochistan. Literacy and participation rates were lower than those of other parts of the country.

The targets of maximum essential requirement for quality education has not yet been achieved.

Current Existing Situation of Educational Institutions in Balochistan: There was very bad condition of education in Balochistan in the Past, as compare to the other parts of the country. Balochistan was too much backward in education.

There were 9622 primary schools in all over the Balochistan in the year 1999 of which 7206 were for males and 2416 were for females. Their relative enrollment was 408009 males and 234313 female students.

The teaching staff in male primary schools 12400 and 5250 teachers in females primary schools.

A considerable improvement has been made in provision of number of primary schools for females and males but the literacy level is still very low.

Same is the case with middle schools in Balochistan. The 1st middle school of Balochistan was established in 1883 by Sir Robert Sandeman. At that time Punjab university had been established. At the time of inauguration 43 students were admitted. In 1894 it became a high school. There were only 3 middle schools in Balochistan till 1886-1887. In the middle school of Quetta 55 students were enrolled.

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Now the situation is that the total number of middle schools in 1999 was 682 in all over the province from which 542 schools for males and 140 for females. Their relative enrollment was 67297 students enrolled in male schools and 26537 were in female schools. The total number was 93834. The total teaching staff was 8505. In male schools the number of teachers were 6649 and the females teachers were 1856.

In 1999 there was 414 high schools in all over Balochistan, of which 330 for male and 84 for females. Total enrollment in their schools were 28901 boys in male high schools and 9533 were female students.

In teaching staff there were 7346 male teachers and 2648 female teachers.

The turn over of arts group in 1999, total 8028 candidates were appeared from which 4343 were passed. In which 2110 were male and 2233 were females. The %age of pass candidates was 54%. Same situation existed with science group in 1999, total candidates appeared 20240 and passed 13444, of which 6200 were males and 7244 were females. The %age of pass students were 66%.

In Balochistan the intermediate and degree colleges are also present for males and females. Figures of intermediate colleges in 1999 were 38 of which 21 for males and 17 for females. The enrollment in these colleges, total 21033 students were enrolled of which 16398 were males and 4635 were female students. The number of teaching staff in these colleges in 1999 were 233 male teachers and 93 female teachers. So the candidates appeared in 1999 intermediate exam in arts group were 10261 of which 5262 students were passed, of which 1981 were male and 3281 were female students. Same situation with science group, the candidates appeared in 1999 were 7245 of which 4161 were passed including 3277 males and 884 were females.

The number of degree colleges are less than the intermediate colleges. The total degree colleges in all over Balochistan till 1999 were only 19, of which 16 for males and 3 for females. The enrollment of students in 1999 were 5947 male students and 2035 female students. The teachers in these degree colleges were 641 in total in 1999, of which 531 male and 110 female teachers.

There are some professional colleges to cover some disciplines, like medical college, dental college, Tibb, commerce and Homeopathic colleges. In these colleges total enrollment in 1996 was 1817 students, of which 1232 males and 585 female students.

Same the case with universities one engineering and one general university. The enrollment in these institutions were total 6394 of which 5370 male and 1024 female students in 1996.

Participation of Private Sector Institutions in Education: Private sector is playing an important role in the education sector. The role of the private sector can further be enhanced by providing different incentives. These incentives will promote healthy competition and improve the quality of education. These institutions would help in reducing pressure on the Govt's scarce resources.

From these private institution 28.2% are situated in rural areas and 71.8% are in urban areas. The enrollment in rural areas 20.4% and in urban areas 79.6%.

As regards ownership of the private institutions, some of them are self-owned especially the schools and some of them are run by NGO's, trusts, and foundations.

Table 1: No. of Private Institution and Their Enrollment in Balochistan

Type of Institution	No of institutions	Enrollment
General	465	97263
Professional / technical under graduate	1	312
Professional / technical G / post graduate	6	441
Vocational	53	10655
Total	525	108,671

Source: Federal Bureau of statistics

Causes of Deteriorated Educational Standard:

- Quality and quantity of student is the major reason of deteriorated standard of education. The students leave the school, because they don't know the importance of education. In remote areas the people have not enough financial resources. Rural areas also suffered the problem of non availability of teachers, if teachers available most of them are poorly educated. Due to their harsh behavior many even good students leave the schools.
- Another cause of deteriorating standard is lack of teacher's training. There is no proper and continuous system of teacher's training in the province. Most of the teachers learn from trail and error basis. They follow the old teaching methodology and techniques only 1.6% of teaching staff is related to Balochistan. Although some institutions are present for this purpose like C.T, P.T.C, B.Ed and M.Ed. but that don't fulfill the requirement of trained teachers. Even trained teachers do not go to the remote areas of Balochistan.
- Syllabus or curriculum is an academic issue that determines the quality of the educational system. It includes objectives of syllabi and guidelines for preparation of textual material, teacher's training and evaluation of objectives. The present curriculum has limited relevance to real life. Problems hardly promote creativity and innovations, which are essential for advancement in areas of human endeavors. Due to the need the curriculum of each level should be revised. The revised curriculum should be based on the needs of the society and challenges of the 21st century.
- One of the most critical issue is No of books specially at primary level. Which bewildered the children how to manage these books.
- Medium of schools is also a cause of deteriorating standard. Some schools are totally English medium. Their fees are too much high. Another category is mixed both English and Urdu languages are used for teaching. Some subjects are in English and some are in Urdu. 3rd category of schools is totally Urdu medium schools. They are mostly Govt. schools. Due to poverty most of the parents prefer Govt. school but it creates class differentiation in the society. In Govt. schools poorly educated staff is appointed by the education department. This staff cannot teach the students properly. The recruitment of the staff is also a problem. A lot of corruption cases are present in this context. The persons of education department take bribery and appoint the in eligible persons.

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- Private educational institutions play an important role in the education sector. But some black sheeps are also present in this field. They only prefer to make money at any cost. They do not realize the importance of this respectable sector. They charge high fees and increase the fees every year but don't provide the standardized education to the children.
In the private schools they have also the different categories some of them charge high fees and provide high standard education but they create too much disparity among the people. The some other schools they charge reasonable fees but they appoint untrained and less qualified staff. This type of institution provide below standard education to the children.
- Lack of proper physical infra structure of educational institutions is also the reason of our deteriorated standard of education. Due to lack of infrastructure teachers and students face too much problems especially in bad weather. Teachers from the main cities do not want to go to those places. In the remote areas most of the schools have not their proper building. It astonishes that in one of the previous education policy, they gave the explanation of primary school that consisted of two rooms with five teachers. It is impossible, how the students sit and teachers teach the five classes in two rooms.
- Our tribal system is also creating hurdles in the education system. In some tribes they are totally against the education system. In some tribes they are totally against the education specially female education. Some of them educate their daughters but do not allow them to serve the nation. So education system face too much. Problems in remote areas of Balochistan due to lack of competent teachers.

Govt. Budgetary Allocation During 1993-2001: During the fiscal year (2000-01) the total education budget is estimated to be Rs. 72.237 billion, including development budget of Rs. 6.627 billion and recurring budget of 65.610 billion.]
The amount of education budget as percentage of GDP from 1993-94 to 2000-01 is shown in the figure. As percentage of GDP from 1993-94 to 2000-01 is given in the Table.

Year	Allocation for education	% of GDP
1993-94	34,872	2.22
1994-96	44,096	2.34
1995-96	52,643	2.43
1996-97	64,425	2.68
1997-98	64,084	2.32
1998-99	69,926	2.40
1999-00	69,964	2.20
2000-01	72,237	2.06

Source: Ministry of education

The declining trend in the financial allocation (as a % of GDP) to the education sector is a cause for major concern. In these funds severe corruption and inefficient utilization is also found. In the survey of federal Bureau of statistics, it is found that the share of private education in 0.66% of GDP. The budget for education was very low in previous years. If we compare this budgetary allocation with different countries it is still very low. This amount is distributed among the provinces according to the population, so the share of the Balochistan is too low which is insufficient to meet the requirements of the present era.

Conclusion

From the above discussion it is concluded that the education is the very important element for the development of Balochistan province, but because of the existing problem in education, the province is unable to produce the quality of education. The amount of money allocated in the budget for education is not sufficient. Therefore it should be increased at least 4% to 5%, of the GDP. The monitoring and evaluation of all the educational programs on annual basis also very many essentials for the proper utilization of the funds.

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