

The Role of Education in Establishing Democracy in Balochistan

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Abstract

The potential for democratic reforms in the area of education in Balochistan is examined in this research. Through focus group discussions in urban and rural parts of Balochistan, it offers an overview of educational practices through policymaking to implementation level and analyses the barriers to democratic processes in education. It implies that Balochistani educational practise is characterized by authoritarian and bureaucratic inaction, and that decision-making rarely involves contemplation or collaboration. The delivery of a "transmission model" from policymakers to implementers, who then repeat it at the pedagogical level, considers democratic and participatory educational practices. Background research is done by looking at international literature on democratic educational approaches, the possibility for education to be democratic, and how democracy develops in society. Balochistan can only achieve true democracy through education. The higher literacy rate will improve the democratic values in the province. The province's electorate is uninformed of the significance of their vote. Due to a lack of education, the majority of Balochis are ignorant of democracy. Political parties with lower levels of education are to blame for the province's human rights violations. Democracy cannot be successfully promoted by Balochistan's current educational system.

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Introduction:

The earth is a living place for the human beings and the human beings are the administrators of the land. For their peace and harmony, they have experienced different styles of government. They were in search of such a style of government, where their political, social, religious and economic rights are protected. These styles are known as government or ruling systems. There are several famous ruling systems like, Monarchy, Dictatorship, Marxism, Socialism, Oligarchy, Theocracy, Totalitarian and Democracy. Among these governments, democracy is considered to be the best form of government in today's world. Democracy is a universally recognized idea irrespective of political, cultural and economic differences. It is the most important style of government for every developing country. Greek is where it originated, particularly for the Athens city. The Greek words "Demos" (meaning "people") and "Kratos" (meaning "power") are the origin of the word democracy. Together, it refers to popular rule. The majority rule is another name for it. The importance of human rights and the inherent worth of every person are promoted and upheld in a perfect democracy. No one is above the law and everyone is treated equally in a democratic state. The four pillars of democracy, according to professor of political science Larry Diamond, are the political system, public engagement in politics and elections, the defence of human rights, and the rule of law. These pillars have been present throughout Pakistani history, particularly during elections. Education is the process of learning through different learning styles like storytelling, discussion, training and teaching. It guides towards the construction and self-determination. (Patrick)

These styles are called pedagogy. It takes place under the guidance of educators and the educators are managed through administration. The education system in Balochistan is divided in different departments. The departments are, the Balochistan Technical Education and Vocational Training Authority, the Department of Secondary Education, the Department of Higher Education, the Department of Social Welfare. These divisions are managed by various Directorates. In the province, 7 universities operate independently. The madrassas affiliated with Wifaq-ul-Maddaras are also working to improve education in the region. According to Pakistan's

constitution, Article 25-A (1973) “State shall provide free and compulsory education to all children of the age of five to 16 years in such a manner as may be determined by law” (Zehri, 2017). After National Educational Policy 2009, the provincial governments were made responsible for the promotion of education in their provinces. The benefits of the education are different, like it reduces poverty, increases economic growth, promotes gender equality, health facilities, and the most beneficial about education is that it empowers people about their human rights. In respect of human rights, the target has to be achieved to provide required education in the province. Education makes people aware about human rights and democracy provides human basic rights. The education and democracy are correlated across the world. When we compare democracy with other ruling systems like dictatorship, we need strong civic engagement to support broad based ruling system democracy. (Rizvi, 2013)

In Balochistan, almost all political parties support democracy. Pakistan is indeed a federal state, and its constitution guarantees equal rights to all of its constituent sections. It is essential to uphold the letter and spirit of the constitution. In terms of internal party democracy, the National Party came in second. The parties has a repute for holding engaging, timely, and frequent intraparty polls. The rules of the party were upheld. The main finding of the third study was a change in leadership. The main political parties in Pakistan do not exhibit that. Political scientists are delighted with the party constitution's democratic aspect. Participants out of the lower strates were involved in the policy's design. At routine Central Committee meetings, dissidents were encouraged to voice their concerns. It's a kind action that will promote democracy.

One disadvantage for NP could be that there were no party conventions in 2016 at all. The party's selection of Dr. Abdul Malik as the next Chief Minister was a milestone that benefited democracy. He had no loyalty to the sardars or the tribal chiefs because he was a member of the ordinary people. Nationwide political scientists welcomed and recognised it. The populist, secular political party BNP (M) has pushed for regional autonomy on behalf of the people. Despite the fact that they fell short of their goal, their contribution is acknowledged. Because the party was successful in electing or nominating representatives from ethnic groups other than Baloch to the central cabinet, such as finance secretary Ahmed Hashwani, the vice

president Abdul Walli khan Kakar, Nawab zada Aurangzeb Jogaizai, Muhammad Sarrangzai attorney Ahsanullah Sarrangzai. (Bughti, 2009)

Education's role in Democracy:

Pakistan is coping with a number of problems, such as poverty, a power crisis, pollution, an explosive population, an economic crisis, etc. An important issue and deciding element in less developed countries like Pakistan, however, is illiteracy. This issue needs to be widely discussed, and workable solutions need to be implemented. More investigation is still required to ascertain the causes of the high rates of illiteracy in third-world countries as well as the relationship between literacy and a country's overall social, political, and democratic development. This research article seeks to ascertain the dynamic link between a country's degree of literacy and its adoption of democracy, or more specifically, the relationship between education and democracy. the size of complexity of Pakistan's educational requirements are typified by Balochistan. (Gillani, 2018)

Kalat State as an emerging democratic region:

The interactions between the British and Khanate Kalat can be seen from two different angles. The British forcibly overthrew the Kalat Kingdom, based to one version, whereas the opposite interpretation maintains that the alliances were established through negotiations and agreements and were founded on amity. Both of these points of view are illustrated by the agreements with the State of Kalat as well as the Baloch tribes' rebellion. The background of British ties with the Kalat State and its leaders has thus been one of friendly collaborations and treaties of genuine attraction and amity, according to the Jinnah papers. The British eventually signed a contract and recognised Nasir Khan II as the king of Kalat in 1841 after taking power of the realm. This agreement allows for the possibility of British troops being stationed on Kalat land. Due to other agreements that were signed at various periods, the British had the opportunity to post soldiers in British Balochistan while going to Afghanistan. Kalat would get large grants and guarantees of self-determination in return for these concessions. The Pact of 1876 proved to be the most crucial of all the accords reached. To renew and reinforce the earlier agreement of 1854 and "to augment it with certain additional conditions intended to bring closer the bond of friendship and togetherness

between the two governments," the agreement of 1876 was signed as early as it was practical to do so. Article 3 of this Agreement states that the British Government "shall preserve the Independence of Kalat". Early in the 20th century, the middle class of Baloch began to organise a political conflict. Anjuman-e Ithad-e-Balochistan, a political party, and other organisations were created by them (the Organization for the Unification of Balochistan).(Breseeg, 2004).

Rise of Political awareness in Balochistan

Increasing political consciousness among Baloch tribes The Balochis of Balochistan were seeing a rise in political and social consciousness throughout the 1920s. Abdual Aziz Kurd formed the Young Baloch organisation in 1920. Nationalist ideologies served as the inspiration for this group. As the son of a civil official, Kurd was exposed to nationalist political ideologies. The son of the head of the Magsi tribe, Yousaf Ali Magsi, published an article titled "Balochistan Ki Faryad" in the newspaper "Masawat" in 1928 to maintain the nationalist spirit of the time . This article emphasised Balochistan's political and socioeconomic fragility and urged the Baloch people to band together to fight for their rights. The article's tone was favourably received by the general public, but the local sardars and the British representative were wary of it. Conflict arose over this between Shamas Shah, the prime minister of Kalat state, and representatives of the Baloch tribe. British people interpreted it as a challenge to their dominance in Balochistan. Magsi was detained in July 1930 to address the impending threat. He received a fine and a four-month sentence in prison. While he was away, Mir Abdual Aziz Kurd founded Anjuman-e-Ittehad-e-Balochistan, a new organisation that operated under Yousaf Magsi's direction. In 1931, Magsi was liberated along with his supporters. (Naseer, 2010)

After his release,²³ his party concentrated on achieving the objectives. First, a reform programme for the Kalat state was sought. Second, the Kalat state's reunion with its original area was demanded. Third, a free, unified, and independent Balochistan was demanded. The party demanded that the state of Kalat adopt a true parliamentary system. Both the Mughal and British Indian governments were put to the test by these demands. Shams once more ordered Magsi's arrest, but the revolutionary had already taken off for Jacobabad. In response to Shams's deed, Magsi and Kurd together issued a lengthy text

titled "Shamasgardi" that discussed Shah Shams' gardi the prime minister of kalat. (Axmann, 2009)

Beginning of Democracy in Balochistan:

Political parties have always been a vital feature of any democratic society. Political regimes cannot succeed if their political parties are weak and unstable. Even under autocratic governments, political parties still exist. Yet, until and unless the responsibilities they have indeed been given are performed out in a democratic way and the public is satisfied, their simple presence does not imply that state operations are running smoothly. In order to prevent national political parties from consolidating their influence, regional political parties operate as a catalyst, a check on, and a barrier. They enhance the system and advance a democratic mindset by doing this. Baluchistan, one of Pakistan's four provinces, became a full-fledged province in 1970. Southwest Pakistan is where the province is situated.

Although it has a territory that is roughly half the size of the entire country, only 3.6% of its people live there. In 7000 BCE, it is believed that people first lived along the Bolan River's banks. The invaders exploited this region of the country as a conduit, but until the Mughals arrived in the sixteenth century, they were unable to maintain a lasting hold. They could only hold a small area of this nation under their thumb, and the local rulers enjoyed a high degree of autonomy. With sardars directly under Khan's command, Kalat's political structure as a confederacy under the Khanate was primarily tribal. As a consequence of the initial Anglo-Afghan war in 1839, Britons immigrated to this country. They were first apprehensive of the area's aridity and isolation, but they soon realised how strategically important it was, and they started to rule this part of the SubContinent whether directly, as in the case of Balochistan province, or through the Khan of Kalat's selection of a British agent. This study looked at the role that local political parties play in democratic Balochistan. (Dashti, 2012)

The only parties with a substantial impact on Balochistan's politics are those featured in the magazine. Consequently, even if they might have had an effect on locals' ideas, well-known groups that are not from Balochistan have been excluded from this study. I have therefore excluded PMLQ, JUI(F) PPP, and PMLN, from the scope of this research. The system is kept stable by the pressure groups that are the regional parties. The study examines how they contributed to the region's democratization and political development. The

conceptual foundation is given in the first section that follows. In the sections that follow, we'll look at the evolution of these parties and address each one specifically. Next, we'll examine the incidents that led to their emergence. Before making a decision at the conclusion of this thesis, we will discuss their significance for democracy in the end and look at how democratic these parties are on the inside. (Baloch, 1987) Evolution of these parties:

In the 1920s, Mir Yusaf Ali Magsi and Abdul Aziz Kurd collaborated to form the political organisation Anjuma-i- Ettihad-i-Balochan wa Balochistan. This political party united together the Pashtun & Baloch, who they worked together to push for mostly constitutional changes for the country's population. The party was subsequently disbanded by the pure Baloch "Kalat State National Party" led by the Khan of Kalat and Anjuman e Watan, a Pashtun-dominated organisation. The "Anjuman-e-Watan" was led by the great Abdul Samad Khan Achakzai.

Internal power conflicts and ethnic rivalries were a couple of the biggest barriers to reform implementation. It was believed that the British had significant success in ethnically segmenting the populace. The Baluch leadership, led by Qazi Esa, understood that they would not be given their privileges until they joined a significant party. As a result of Qazi Esa, one of the main Muslims, inviting Muhammed Ali Jinnah, the All India Muslim League invaded Baluchistan in 1938. Up until 1947, the general state of affairs remained unaltered. After Pakistan was established in 1947, the All India Muslim League claimed name of Pakistan Muslim League. (Quddus, 1990)

The origin of education till A.D 476:

The written language is said to have begun to emerge some 6,000 years ago. As soon as written language emerged, people grasped its importance and began to pursue formal education. With the passing of time and the increasing demand for education to improve living, institutions like schools were established. The value of written language helped pass on information from one generation to the next by being recorded and transmitted. The growth of education at the regional level will be covered in detail in the paragraphs that follow.

Learn about the value, beginning, and historical context of education to understand its importance for democracy. when and how training framework first appeared on earth. (Ballaantine, 2007)

Education in Balochisistan's prospective:

The current state of education in Pakistan in general and Balochistan in particular is examined in this chapter, along with the causes of the province's overall ongoing educational infrastructure gap in terms of kind, quality, quantity, and other factors. Balochistan is thought by many academics and government decision-makers to be in one of the poorest conditions nationwide, with problems like poverty and a lack of possibilities for high-quality and sufficient education. Balochistan should give education the utmost priority because both the provincial and federal governments perceive it to be grossly deficient. When one considers the educational infrastructure, the state of law and order, and the dearth of amenities, the reasons for the dearth of traditional learning in Balochistan become clear. (Baloch I. , 1983) This incident highlights the government's disinterest even further. According to statistics from respondents, the instruction's quality, the curriculum, as well as the syllabus are just a few other signs of politics in education that the State unintentionally causes. The current situation of education in Balochistan reflects poverty, feudalism, violence, prejudice, and injustice, which feeds conflict in the region. In Balochistan, there aren't many schools or teachers. Balochistan does not have many locations with public schools. It should be mentioned that while this chapter will compare educational resources and statistics from other Pakistani provinces, the province of Balochistan will be the main focus of the study overall. Since the casestudy technique faces the risk of losing specificity and empirical depth without comparison, I respect comparison's benefits. The following questions are presented in this chapter, which also provides a critical analysis of the data and participant interviews: Has the state's effort to educate the Baloch been successful? Or has the government disregarded its duty to provide the Baloch people with a top-notch education?. To answer these problems, this research reveals a variety of educational difficulties. The development and background of state educational policy since 1947 are first discussed. Second, a description of the educational system of Balochistan is given. Finally, this chapter compares and contrasts the educational infrastructure in Balochistan with that in other Pakistani provinces. Fourth, the causes of the decline in

Balochistan's educational standards are examined. The function of formal education, student activism, and student politics in establishments of higher learning such as schools, colleges, and universities is then studied. I've decided to concentrate only on Balochistan. My topic will be too vast if I include additional topics, and I won't be able to finish it in the time provided. (System, 2009)

Education is key to Reducing of Conflict, Promoting Democracy

Education can help to lessen conflict ; . Many academics think that education may present the chance for change. As asserted in the Millennium Development Goals (MDG) and Global Campaign for Education (GCE) documents, it raises students' awareness of the possibility for change. Additionally, new information can highlight potential avenues through which collective agencies might be built to alter the power relations that underlie conflict. It is advantageous to consider how education could encourage social cohesion, socioeconomic empowerment, and "education for peace" initiatives. This is a vital argument because of the idea that education is the way to put an end to conflict and bring about peace. Conflicts' consequences on education are extensively studied in the literature. These are the generally accepted claims made by many academics, yet the connection among education and conflict is looked at from a different viewpoint in terms of how education influences conflict. To address the inequities in these cultures thru the educational process, the appropriate education is required. Students should leave school with useful, career-focused skills. In order to create the groundwork for conflict resolution, it is critical to recognise the function that education plays in delivering abilities and knowledge as well as in fostering understanding.

Bhaskara asserts that developing a fresh educational perspective and gaining in-depth information are the best ways to handle violent conflicts. makes a similar point on the importance of education in resolving conflicts. He claims that education makes it easier for individuals to comprehend the impacts of violence. echoes the sentiments of numerous academics who favour the dual-track approach to education. He understands that education can both be a problem and a solution for lowering violent conflict. This provides as justification for advocating for high-quality instruction of the "proper" kind or that takes into account the needs and expectations of the

local community. Because of this, it's crucial to underline the crucial part that education plays in settling conflicts via promoting cognition. (Jenlink, 2013)

Growth of Democracy in Balochistan

Conflict is where the politics of dialogue starts and ends. The end of a constructive conflict serves as the impetus for diplomacy or dialogue politics. If conflict is in the human blood, then diplomacy is in the social humanity's mind. War only occurs where there is no democracy, and where there is democracy, there is no war. The same hypothetical assertion applies to the struggle or insurgency in Balochistan. If the people's opinions had been heard, diplomacy had been used, and gun barrels fired, there would have been no insurrections or hostilities in Balochistan. Although Mir Bezanjo emphasised the importance of dialogue politics, his voice was not heard in the halls of power. Balochistan's political landscape is evolving. Mir Ghous Bakhsh Bezanjo engaged in dialogue politics because he supported parliamentary politics and opposed the secessionist movements in Balochistan. He believed that political action should be taken to address the country's political issues while adhering to Pakistan's constitution. He advocated using political instruments like dialogue and agreements and condemned militancy at all levels. In actuality, his passing signalled the end of a moderate and federalist politician and the start of a fresh age of militancy in Balochistan. He once argued that dialogue may be the means through which all political issues could be resolved. The only means of dispute resolution should be "dialogue" between the government and the political parties. Several Balochistani leaders disagreed with him and said that since the federal government was ignoring them, they should switch to agitational and aggressive politics. He never gave in to it and held firmly to his position. As a result, the tribal leaders turned against him. Balochistan's political climate shifted from dialogue to bloodshed. (Bughti M. , 2009)

Democratic Practices in the Province

No doubt, Education played an important role to uplift the value of democracy in Balochistan. The number of voters year by year increased and people registered theme self in for qualifying voters list.

Year of Elections	Male Voters	Female Voters	Total Percentage
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1970	562,999	393,046	69.8
1977	737,497	598,350	81.1
1988	790,740	640,517	81.1
1990	1,225,988	1,114,907	89.3
1997	1,289,216	1,153,146	89.4
2008	10,920,771	8,618,739	84.5

In 2018, for general elections 2,486,230 male voters and 1,813,264 female voters were registered. Total voters registered in 2018 were 4,299,494. In 2013 the number of total voters were 3,336,659. Currently, male voters registered are 2,878,032 and female voters registered are 2,212,825. The total number of voters are around 5,090,857. (Rizvi H. , 2013)

Prehistoric forms of democracy

In many cases, democracy flourished in a particular place and time, such as Greece and the year 500 BC. Yet, evidence suggests that democratic regimes predated the fifth century in a number of different parts of the world. Despite the propensity to think that democracy began in a particular place and time, most typically characterised as Greece around the year 500 BCE, evidence reveals that democratic rule, in a broad sense, existed in numerous regions of the world far before the turn of the fifth century. If a group is free enough from the outside interference to allow users to manage their own affairs and if a sizeable portion of the its members, such as local elders, believe they are pretty much equally able to take part in decisions regarding matters that affect the group as a whole, democracy in some form is logically assumed to naturally develop in any well-defined group, such as a tribe. In the thousands of years that humans lived by hunting and gathering, democratic rule was practised among many tribal tribes, according to studies of literate tribal cultures. These early humans may have thought that democracy, as it was then practised, represented the most "natural" form of government. (I-P, 1990)

Balochistan's Education setup and its Impacts on Democracy:

In order to ascertain the role of education in the democracy of that province, this study investigates the connection and correlation between education and democracy in Balochistan. The word "democracy" is rather vague and can mean a variety of things. Some may define it as a particular political system, but others may view it as an ethical ideal. We have discussed democracy as an ideal and as a political system throughout this course. The word democracy has its literal roots in the Greek words *demos* and *kratos*. The terms "the people" and "the rule," respectively, are used by *Demos* and *Kratos*. Hence, "democracy" is defined as "the government of the people".

Aristotle claimed that it was "the governance of the people" that he hated. Abraham Lincoln offered a similar description, saying that "government of the people, by the people, and for the people" . Based on the institutions, norms, beliefs, and practises that are common in various states, democracy can be divided into three types:

A complete democracy is a political system that upholds all democratic institutions, standards, customs, and tenets. Two good examples are Sweden and the United States.

A semi-democracy is a political system that blends democratic and authoritarian institutions and modes of government. Examples include Thailand and the former Yugoslavia.

A political organisation that just claims to be a democracy but is not one in reality is referred to as a pseudo-democracy. It is a fraudulent democracy, which is a tyranny dressed as a democracy.

Balochistan is the largest, most rural, and under-resourced province in the nation, and as such, its educational system places a high value on scale, contextualization, and quality difficulties. The low rating on social development indexes aroused significant concerns in the early 1990s. Since then, there have been continued, albeit sporadic, educational activities throughout the province. In terms of programme design and implementation, Balochistan has also given plenty of opportunities for experimentation and creativity, partly because it was an area with a lot of potential for development. (Qadus, 2014)

Findings:

Education and Democracy

Despite being examined from both the positive and negative perspectives, democracy can still be referred to as the most well-known type of government because of the welfare state it promotes. But, in order for democracy to succeed, a state must adhere to certain fundamental principles. For instance, a democratic state must guarantee its residents access to the necessities of life, such as food, education, healthcare, and the right to free speech. On the one hand, democracy works well in many nations, including the United States, the United Kingdom, India, and others. On the other hand, many nations, like Pakistan, could not support a democratic form of government. The conventions and identities of different countries differ, which is the main cause of this. Constructivism facilitates comprehension of the democratic concept. and its tenets at the national and international levels.

- ❖ The function of government institutions, like education, is highly ineffective for the success of democracy. Politicians are elected to represent the interests of their constituents. For a peaceful change in power, free education is essential. In order to increase public understanding of democratic decision-making and how it operates in society, the equitable role of the department of education is significant.
- ❖ Since every citizen in a place like Balochistan needs to have access to basic and free will information about life, basic human rights, justice, and democratic progress, the role of the teacher is equally crucial in this regard. A truly democratic state is a welfare state that works for its residents. Democracy is well-known for serving its citizens. Only a teacher is able to make it all happen.
- ❖ The importance and influence of wealthy donors should be limited. The Sardars are also criticised by some people. who perform the same tasks. In Balochistan, democratic practises are being eliminated at some times by the use of force and at other times with the use of money. ❖To ensure the triumph of democracy in Balochistan, merit must be introduced into all institutions and corruption, particularly among politicians, must be eradicated. Only merit can assist in attracting talented individuals to all spheres of life, including politics.

- ❖ In order to combat domestic issues like poverty, terrorism, and corruption as well as to further our foreign policy, civil-military leadership cooperation is crucial. to increase public awareness
- ❖ Education is crucial because it may inform voters of their rights and aid them in selecting reputable candidates. Education is the only thing that has the power to genuinely alter society and advance democracy. Through education, the general populace would be able to learn about true democratic norms, ideals, and tolerance. As a result, Balochistan needs to open more schools and hire more teachers.
- ❖ Election dates should be set once every five years, and all parties should adhere to it, much as in the US, where election dates are set and adhered to every four years by both major parties. In Pakistan, progress in the economy is a requirement for substantive change. The socioeconomic and political environment will be improved, which will increase public confidence in democracy.

Five solutions to improving the quality of education in Balochistan

There are five ways to raise Balochistan's educational standards.

Democracy has never been a spontaneous thing that appeared overnight. It has undoubtedly been developed by a variety of influences. Education is one of the main factors because educated persons may participate actively and positively in governmental issues. University of Maryland political scientist Benjamin Barber asserts that "democracy is not a natural form of association. It is a unique and wonderful invention of trained imagination. Also, people are not born democratic; rather, they have been involved in war and strife for many years without exhibiting any democratic traits. Only after educating themselves and future generations did they work to uphold democratic values. In light of this, education is fundamental to uplift democratic thoughts among the people.

Therefore, education lies at the heart of democracy and is vital to its survival in human society.

An early years curriculum with multiple grades (primary school)

There are 5,257 single-teacher primary schools in the province, according to the Balochistan Education Statistics Report 2016–2017. This ultimately means that 47% of the province's primary government schools have just one teacher instructing students in grades 1 through 5. Despite this, there

is no formal multi-grade curriculum for primary schools with only one instructor. It goes without saying that teachers in these elementary schools find it difficult to balance administrative and educational obligations for the kids enrolled in five grades. Because a good democratic system can only be achieved through high standards of education. **The creation of a multi-grade primary school curriculum**

The creation of a multi-grade primary school curriculum that can be used in single-teacher primary schools across the province would be a solution to this problem. Instead of requiring the teacher to fully cover each of the five curriculums, such a curriculum would assist in prioritising learning benchmarks.

Ongoing instruction for teachers in multi-grade classroom management and instruction

Government school instructors should look into more chances for ongoing professional development, especially at the elementary school level. Primary school teachers desperately need capacity support, and novel approaches like the development of teacher professional development consortiums are badly needed.

Filling in content gaps To find and close progression gaps, the Office of Curriculum should conduct a thorough evaluation of the current curriculum from Grades 1 through 10.

Filling in the gaps in children's learning - basic abilities

Learning loss was a serious issue throughout Pakistan, including Balochistan, even before the pandemic. Long-term school closures during the COVID-19 outbreak made the problem worse. The creation of a remedial framework for each grade would be the first step in addressing this enormous burden. The primary goal of this framework should be to outline a plan of action for addressing the problem of children enrolled in government schools having inadequate literacy and numeracy skills.

Vocational and technical paths

According to research, parents of females in rural areas are discouraged from investing in their daughters' education, especially at the secondary level, because they do not see a connection between sending their

daughters to school and improving their chances of finding employment. Hence, the province government must adopt well-thought-out initiatives with the involvement of schools and communities to increase the connection between school education, skill development, and employment prospects, particularly for girls.

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