

**Sociology & Cultural Research Review (JSCRR)**

Available Online: <https://scrr.edu.com.pk>

Print ISSN: [3007-3103](#) Online ISSN: [3007-3111](#)

Platform & Workflow by: [Open Journal Systems](#)

---

**UNDERSTANDING THE RELATIONSHIP BETWEEN THE  
EXPANSION OF EDUCATION AND SOCIO-ECONOMIC  
DEVELOPMENT IN THE REGION OF GILGIT-BALTISTAN**

**Dr. Muhammad Nisar**

Lecturer in Institute of Education & Research, Kohat University of Science & Technology.

**Dr. Muhammad Naseer U Din**

Vice Chancellor, Kohat University of Science & Technology.

**Dr. ShahJehan**

Lecturer in Institute of Education & Research, Kohat University of Science & Technology

**Abstract**

*Gilgit-Baltistan as a special administrative region in the Federation of Pakistan can be a special case study to explore the relationship of educational expansion and its positive impacts on the socio-economic domains of the society. Although, the journey of basic level education is not much older in the region it not only laid down the foundations for the expansion of higher education in the region but it also impacted the living standards, income levels, and sources of livelihoods of the people in a positive direction. Here in this article by using qualitative methodology we will try to explore the extent of this relationship.*

**Keywords:** GB, Education, Livelihoods, Division, Development

**Introduction**

The current education system in Pakistan can be divided into four categories, which are namely Government schools, non-elitist private schools, elitist private schools and madrasas. The medium of education, infrastructure, curriculum teaching staff, student backgrounds and examination boards are different in each category. The total number of schools belonging to all above mentioned categories is 267500 according to a survey conducted in 2021(Survey of Pakistan, 2022). State of education in GB was in deteriorated position till the previous two decades. E.g. till 1975 there was even not a single high school in the whole District Ghizer and number girl schools either public or private were up to primary levels and very few in number. Same case was with the Districts of Diamer, Astore, and Baltistan. The livelihoods of the people were totally depended upon the traditional type of

agriculture and cattle farming. Other sectors like health, public works, and local government had negligible presence and political institutions were never exists in their acceptable form in the region of Gilgit-Baltistan. Other source of income was the remunerations that came from the services of the non-officer ranks of the military and paramilitary forces of Pakistan. Journey of education in the region at mass levels is much lately started but impacted the livelihoods, living standards and socio-economic conditions of the people in a positive direction. That further fostered the overall progress of the region and awareness level of the people of GB at a larger extent. If we examine the income levels of the people of the different regions of GB on the parameters of the education levels then we can easily judge the positive impact of the education in the lives of the people of those areas. Currently, the educated people are contributing at national and international levels and also assist their native regions through their knowledge, financial, and human resources from those areas which were previously backward and in miserable conditions due to the unavailability of the education. Along with the public educational institutions, AKESP, and Pakistan Army led educational institutions up to the higher secondary levels contributed to the educational development of the region.

### **Literature Review**

Pakistan faces problems in achieving the quality and quantity in its education system. Pakistan experienced the colonial education system which was to produce the loyal servants to the British Raj. After independence to till now due to lack of political will, corruption in education system, low allocation of budget for education and less efficiency of international education funded projects in Pakistan makes it place among the low educational performance nations in the world (Farooq, 2018).

If we look at in the educational history of Gilgit –Baltistan, the journey of establishment of formal educational institutions go backs into times of colonel Durand who as British political Agent of Gilgit agency established the first primary school in Gilgit town in 1892. before that the children of local rulers got education from Srinagar, which was located a huge distance from Gilgit. In 1898 some more primary schools were established in various regions of Gilgit- Baltistan. The primary school located in Gilgit was upgrade into middle school in 1911. But the getting of the education was limited to the children of ruling class by distributing seats into the rulers of different regions .If any common person who want to get

education then he should take permission from his ruler and pay a specific type of tax to his ruler. In 1926 a hostel was constructed in Gilgit but the seats in the hostel were divided among the rulers of the different regions. Till the 1940s the literacy rate in the whole region was very low. The literates can be counted in figure tips (Ali, 2003). In 1946 The Aga Khan 3<sup>rd</sup> then the 48<sup>th</sup> Imam of Shia Imami Ismaili Muslims took major steps to improve the pathetic educational condition of the region. So The Aga Khan 3<sup>rd</sup> established DJ schools in the Ismaili settlements of the region from the donations collected in His Diamond Jubilee celebrations in 1946. The number of middle and primary schools increased from 60 to 90 within two years. The separate hostel for Ismaili students was also established in Gilgit town in the same year with the same fund (Malik, 2011). The jeep roads were constructed by Pakistan after the region's accession with Pakistan after ending the Dogra Raj from the region in 1947. Till the 1950s there was only one primary school for girls in Gilgit town but after the visit of 49<sup>th</sup> Ismaili Imam Shah Karim Al Hussaini in 1960 the number of girls primary school was increased from 1 to 5. The major shift occurred in 1972-4 with the abolishment of frontier crimes regulations (FCR) by then Prime Minister Zulfikar Ali Bhutto (Dani, 2001). This opened the gates to everyone to acquire education with his own will. The formation of high schools in different districts of the region started from onward.

Andreas took the case study of those villages which faced the same educational expansion as the whole region experienced. The first primary school was established in 1898 in Eidgah and it was upgraded into middle in 1935 and it became high school in 1964. The girls primary school was built in 1964. While it became high in 1994. The first army public school was founded in 1992 while the first NGO based school was established in 1995. The educational expansion in Shigar started in 1911 while in the single the journey of education started in 1946. Literacy rates among the case study villages are different due to the different educational history. The number of different level literates is different in all these three studies. The current literacy rates in these villages for males are 84 percent in Eidgah, 66 percent in Shigar and 71 percent in Singul. While the female literacy percentages are like this, Eidgah 92 percent, Shigar 62 percent and 100 percent in Singul. The level for being to consider a literate person is primary pass by the researcher (Benz A. J., 2014).

Murtaza (2012) stated that the expansion of female education in GB through formal and informal procedures by the Government and by the NGOS changed the social and economic status of the women population in the different parts of GB at a larger extent. Recently the number of female schools and colleges have been increased due to the governmental and nongovernmental efforts but in the past this part of the country generally and female section of the society specifically suffered a lot due to the lack of educational institutions at school and college levels. Current opportunities in the form of availability of the University level education increased the level of awareness in the women population about their social and political roles and also opened the doors for the employment at local, national, and international levels (Murtaza, 2012).

### **Theoretical perspectives of the Study**

The researcher applied two main theories of development for providing background knowledge and to set the guidelines, directions and foundations to his researched topic. The development and education are inter-linked with each other. So the theories of modernization and dependency are applied due to their relevance and essential elements for the educational development. Theory of modernization talks about the transformation, change and shifting of states and societies from traditional to modern. So the educational process is also transforming time to time and the acquiring of education helps the people to transform themselves and the society in which they live. Dependency theory gave the concepts of core and periphery states; there is relationship of interdependence and a notion of dominance among the core and periphery states. So the education system which prevails in the periphery states is evolved under the presence and dominance of the core states in the colonial times. The functionalist and economics of human capital approaches are also applied for the strengthening of theoretical backgrounds of the topic. The functionalist approach which talks about the relationship between the educating and equipped the people with different skills and assigning them different jobs. So the expertise and talent of the people are used in the proper functioning of the society. While the second approach explains the acquiring of knowledge, skills, expertise and higher education will make a person able to enrich himself economically.

### **Research Design**

The methodology adopted by the researcher is empirical case studies of villages. By defining the concept of household in the context of Gilgit- Baltistan, he developed the main question of his study. The question is like this to explore the barriers and opportunities to get education and the effects of education on the economic aspects of the people of Gilgit-Baltistan. Then the question is divided into five sub parts. The primary data is collected through interviews by people from different fields of education and secondary data is gathered through literature reviews. Then a multi-dimensional analytical approach is applied for the analysis of data which gives the clear picture of cultural, political, institutional, social, regional, national and international factors behind the whole process.

Gilgit –Baltistan is a diverse region in many aspects. Linguistically, historically, theologically, ethnically and administratively the case of different areas of the region is not similar .So after studying all this researcher selected the three villages namely Eidgah, Single and Shigar on the basis of following the certain type of interpretation of Islam. Eidgah is district headquarter of Astore District with a mix population of Shia and Sunni sects. Single is Tehsil headquarter of Punail Tehsil of District Ghizer with having Ismaili population and Shigar is located in District Skardu with having Shia population.

### **Discussion and Analyzes**

Pakistan as a modern nation-state facing several socio-political issues and illiteracy, low quality of education, outdated teaching techniques, and outdated curriculums at different levels of education are some of the common issues in the Country. Overpopulation could be blessing and disguise to Pakistan if managed in a right direction. Fortunately, 65 % of population in Pakistan is below the age of 30 and Pakistan is one of largest work supplier in the international market. Quality of education, technical education, and relevant skills adding the value of the worker but unfortunately Pakistan lacks behind in these areas. Due to the low allocation of budget, less attention of the Government, a larger number of population of Pakistan could not be able to acquire the required knowledge and skills. There are a number of reasons behind the low budgetary measures and lack of governmental and non-governmental attention for the education sectors in Pakistan at national and at provincial levels. Due to the lack of budgetary measures and lack of governmental attention peripheral regions like GB, Baluchistan, and Tribal Districts of



KPK are suffers a lot in this context. In GB, due to the absence of full-flesh political set-up education sector developed lately or more recently in the region. NGOS, like AKDN, and others have initiated their support in the educational sector since a long time ago at the school levels only. As we have earlier discussed that the lively hoods of the people in the GB were mainly based on the small scale agricultural activities, cattle forming, horticulture, and traditional skills like carpentry, mansion, and weaver etc. Getting education and acquiring of earning on the basis of education was a quitter new phenomena to the people of GB till 1960s. Education at mass levels among the male population was started in the decade of 1970s. While among the female population mass level education was started in the decade of 1980s with some exceptions. Like in the Two Tehsils of District Diamer female education is not much common till now a days but on the other hand female education is 100% in the District Hunza now a days. Division of society in GB on the basis of educational levels generated a number of other issues like violations of merit, regionalism, unemployment, and poverty etc. Although, GB particularly, the selected three villages started from a very foundational levels but progressed rapidly and now a days playing their roles at international and national levels in the different walks of life (Benz A. , 2013).

The sending of their children to schools needs a huge investment in the form of fee and uniform etc. Due to different expectations and motivations behind the whole process enables the people to get education in the case study villages. Dependency on education on jobs and to acquire good character and good vales is high motivational factors in all three villages. The religious guidance became also the high motivational factor for the Ismaili population of the region to get higher and quality education. The investment on education remained high in all classes among the Ismaili population also. Due to cultural restrains the female education and even the active role of the female literates is less as compare to the males in all three case studies. So the expenses on female education is half as compare to the male students (ALAM, 2017). The female activity is less as compares to the males due to less literacy among females and some of the cultural restrains as well. The female participation is much high as compared to the past and females are much empowered as compare to the past because of education. The education also helped people to get them out of

certain traditional practices and enables them to run with the modern world.

The outcomes are in the form of jobs, employment and business activities. The case study of different house hold shows that the only education became the factor to open doors of jobs for them in different sectors for them. The economic conditions of the households are due to change because of education. Previously the people only depends on the earnings from agriculture and agro-based products and business but the rise in education levels changed this condition. Higher educational institutions developed in region are very late like the first university was established in 2003 in region created a barrier to get a job which requires the high degree. The region depended for a long time on the skilled persons coming from other parts of the Country due to lack of higher education. This notion is also changed now times because most of high positions in the public and private sectors are filled up by the local people. But now a day's educated and talented youth of GB from the international and national prestigious higher educational institutions contributing through their knowledge, skills, and expertise at the different levels. The first Provincial Government (2009-2014) with the help of AKESP revised the future goals for the educational development under that strategy Education Ministry at that time approved the services structure for the Department of Education and increased the pays of specifically teaching staff in the Department. On the other hand supervision of the private sector schools and colleges through proper mechanisms was initiated. In the later years, number schools were increased, colleges were upgraded, and University campuses were opened in the different Districts of GB (Gilgit-Baltistan, 2014). Larger number of university degree holders in the selected villages are contributing the improvement in the quality of life in the form of their online, and offline earnings from the different departments, sectors and forums. If we look at the housing, sanitation, expenditures on food, dress, health, and education then these are increased and affordable to the formal job holder population in the selected villages as compared to the non-formal job holders in these villages. So, therefore, we can argue on the above mentioned facts, and discussion that the overall development is highly depended on the opportunities of the quality and relevant education in the all parts of the GB. Hence the recent investments in the IT sector by the formal and NGOS are highly appreciable that we will further boost the journey of development in the GB.

## Conclusion

The study revolves around the opportunities and constraints to get education and the educational outcomes in the region. So the case studies of all three villages explain the central theme under the different theoretical and analytical perspectives and dimensions that the region transformed educationally rapidly over the period of time. This educational change brought many other changes specifically in economic and cultural sphere of the region. In generally the education gave benefits to people of region in economic sphere. The huge investment in education by the people on their children indicates that the region will quickly achieve the high standards and quality of education which will be more contribute to the Socio-economic transformation of the region further more.

## References

- ALAM, S. (2017). FEMALE EDUCATION: The Facilitating and Hindering Factors Regarding Female Education in Gilgit-Baltistan Context of Pakistan. *International Women Online Journal of Distance Education April, 2017 Volume: 6 Issue: 2 Article: 03 ISSN: 2147-0367*.
- Ali, U. (2003). Gilgit ki Rog khani. In U. Ali, *Gilgit ki Rog khani* (pp. 10-25). Lahore : Sang-Meel Publications.
- Benz, A. (2013). Education and development in the Karakorum: educationalexpansion and its impacts in Gilgit-Baltistan, Pakistan. *Researchgate: <http://dx.doi.org/10.3112/erdkunde.2013.02.02>*.
- Benz, A. J. (2014). Education for Development in Northern Pakistan: Opportunities and Constraints for Rural Households. In A. J. Benz, *Education for Development in Northern Pakistan: Opportunities and Constraints for Rural Households* (pp. 230-245). Oxford: Oxford University Press.
- Dani, A. H. (2001). History of Northern Areas. In A. H. Dani, *History of Northern Areas* (pp. 150-167). Lahore: Sang-Meel Publications.
- Farooq, M. S. (2018). MILLENNIUMDEVELOPMENTGOALS(MDGS)ANDQUALITY EDUCATION SITUATION IN PAKISTAN AT PRIMARY LEVEL. *International Online Journal of Primary Education* .
- Gilgit-Baltistan, E. D. (2014). *Gilgit-Baltistan Education Strategy*. Gilgit: AKU-IED PDCN .
- Malik, S. K. (2011). A Study of Contribution of Aga Khan Education Services Pakistan for Primary Education. *Research Gate: <http://dx.doi.org/10.5539/ass.v7n8p133>*.



Murtaza, K. F. (2012). Women empowerment through higher education in Gilgit-Baltistan. *International Journal of Academic Research in Business and Social Sciences* September 2012, Vol. 2, No. 9, ISSN: 2222-6990.

SCRR