Baloch Literacy Campaign

A Comprehensive report on educational system in Khuzdar Balochistan

Struggle For Knowledge and Unity



Baloch Students Action Committee

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Introduction:

According of 2023 census the literacy rate of Balochistan is overall 42.01%, among which literacy rate of male is 50.50% and female is 32.80%, showing the alarming condition of literacy in Balochistan. Most of the children in Balochistan are out of schools and few of them can reach to colleges or Universities for higher education. The reasons for this devastating conditions are

- Lack of access to institutions
- Ghost schools
- Lack of well qualified teachers
- Improper Infrastructure
- Poverty

There can be many more reasons for this deteriorating conditions of education in Balochistan, but the core reasons are the above mentioned ones.

Khuzdar Balochistan is the 3rd largest district of Balochistan without an approximate population of 220000 among which more than half the population is away from basic education facilities.

The literacy rate of Khuzdar is approximately

- Overall 38%
- Male 44%
- Female 31%

Government Secondary and Primary Schools Balochistan University of Engineering and Technology Khuzdar (BUETK)

- Jhalawan Medical College
- Sikandar Zehri University Khuzdar
- Jhalawan Law College
- SBK women College (Khuzdar Campus)
- Govt Boys Degree College Khuzdar

- Govt Girls Degree College Khuzdar
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- Private Institutions (schools, language or science tuitions)
- Girls Nursing College Khuzdar

After an independent research on every institute, a detailed report is being presented for understanding the issues and reasons behind these issues. The overall report suggests the condition of educational system in Balochistan and specifically Khuzdar. A brief report on main institutes is given separately in below topics, by these reports we will try to understand the situation.

CLOSE/PARTIALLY CLOSED INSTITUTIONS

Many of higher education institutions in Khuzdar are closed or in such a condition that we can consider them partially closed, because there are no proper classes in these institutions. A report of these institutions is presented below.
was kept away from an University and youth was not provided an institution for getting basic right to education.

Sikandar Zehri University Khuzdar:

In 2017 Government of Balochistan announced that sub campus of University of Balochistan in Khuzdar would be given the status of a full University under the name of Shaheed Sikandar Zehri University. In 2019 the construction was started and in 2023 the construction was completed with an expenditure of approximately 2.84 billion rupees. Until the current date the University remains not functional with constructed empty buildings standing in Khuzdar. The purpose of construction of University was to establish a general University in Khuzdar for promoting higher education in the region.
Approximately after 3 years of construction in 2026 a vice chancellor was appointed for University and shortly after 2 months 4 departments were announced to be opened soon for admissions.
For years the functionality of University was just a mere dream and not something else, this all region known is Jhalawan region
We hope that soon this University will be completely made functional and youth of Khuzdar and neighboring regions will get an institution for continuing their studies.







Jhalawan Law College Khuzdar

Jhalawan Law College Khuzdar was established to provide education of law to students of Khuzdar and the wider jhalawan region, where access to higher education especially law education was concentrated in Quetta. It became affiliated with the University of Balochistan, Quetta on 20 Aughust 2010, according to University's current affiliated-colleges directory. It offers the 5-year LL.B. program.

In government documents may the law college appears to provide a platform for studying law in this region, but this is a mere lie and not something else. The most of population in Khuzdar don't know that a law college exists in Khuzdar because there are no regular classes in the college just yearly or semester examinations are conducted. The students in khuzdar who wish to study law visit Quetta or other law colleges in county for getting education of law rather than preferring Jhalawan Law College.

The students demand that Jhalawan Law College must be made independent and regular classes must be conducted for students to provide a better platform to study law in their own city.

Jhalawan Medical College Khuzdar

Jhalawan Medical College is a public sector medical college in Khuzdar, Balochistan. In 24 February 2017, govt of Balochistan notified the establishment of three new medical colleges; Makhran Medical College, Loralai Medical College and Jhalawan Medical College. In 2018, the first batch for jhalawan medical college was enrolled.

A 500 acre land was allotted for construction of Jhalawan Medical College's campus, since 2018 a single building is only constructed for the medical college and college currently is conducting classes in a temporary building located on main RCD road Khuzdar. The current building don't have basic facilities needed for a student to study in a peaceful environment and continue their studies. The other medical colleges which were established with JMC have shifted to their new and permanent campuses and continuing their academic activities there, but the construction for JMC is yet not started.

The accommodation for JMC students is currently arranged into four separate rented buildings, three for boys and one for girls, three of these hostels are located in center of city and kilometers away from college building. These hostels don't have basic facilities such as electricity, library, internet connection and many more.

Lack of these basic facilities is disturbing JMC students studies, if a student is kept away from his basic rights than how can a student study? Arrangement of regular classes is also just a mere lie in JMC because there is no proper classes for students regularly, there is no attendance system in college. Overall the grass root matter of all the issues in JMC is the lack of the campus for the students of JMC.

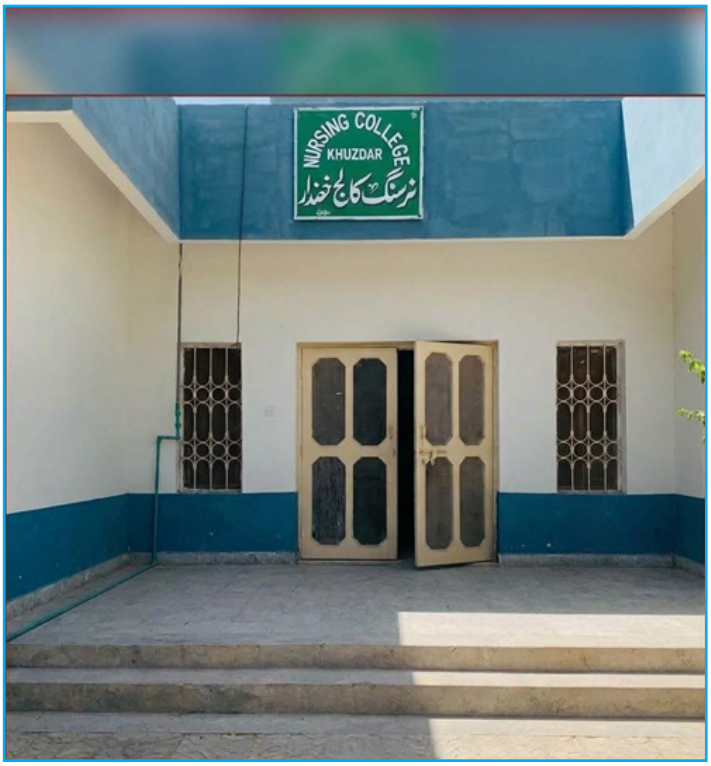
The students of JMC demand for completion of JMC building as soon as possible, the absence of a permanent and proper campus for students is disturbing the studies of students.



Government Nursing College Khuzdar

Government Nursing College Khuzdar was established in 2017 in a temporary building as a nursing diploma course for females and after 2 years the college was converted into a nursing college with a 4-years BS program in 2019. Since 7 years it was a source for nursing studies in Khuzdar and provided a platform for wishers. After 7 years the college still function in a temporary building with no proper facilities. In 2022 the construction for the new building of college was started with an estimated cost of 300 million, but the college is yet not transferred into the new building. The construction is officially completed but the students are still continuing their studies in the old building. The students have a simple demand that the students must shifted to their new building and basic facilities must be provided to them.

Beside the issues of building the college faced shortage of teaching staff and a proper administrative system for years but these issues had been resolved and college is currently not facing any other major issues.



OTHER INSTITUITIONS IN KHUZDAR

Beside the above mentioned institutions there are many more institutions in Khuzdar which seem to be open and working properly but they face several internal crises and many more issues. The internal matters of these institutions are effecting the studies of students because the basic facilities are essential to create a peaceful environment to study.

Balochistan University of Engineering and Technology Khuzdar

Balochistan University of Engineering and Technology Khuzdar is one of the oldest major engineering institutions in Khuzdar and Balochistan. Its history goes back to the 1970s. The institution was first initiated as a engineering college in 1973-74 as Balochistan Engineering College. Officially after completion of construction the college was started in 1987-88. At beginning the college started with three disciplines; civil engineering, electrical engineering and mechanical engineering. In 1994 the college was transformed and upgraded as Balochistan University of Engineering and Technology Khuzdar. Currently the University has 10 disciplines which are opened for admission.

- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- Bio-Medical Engineering
- Computer systems Engineering
- Software Engineering
- BS Computer Science
- BS Information Technology
- BS English Literature
- BS Education

BESIDE THESE THERE ARE TWO MORE DEPARTMENTS WHICH ARE FACING A CLOSURE FROM LAST THREE YEARS

- Electronics Engineering
- Energy Systems Engineering

Every year more than 700 student take admission in engineering and other studies in BUETK and nearly 500 students are accommodated in hostels.

Including the closure of these departments the University also face many

more issues, administrative and academic issues.

The most of teacher in departments are PHD or Masters graduated but the teaching method used by most of teachers is just slide reading and no proper pattern is used for teaching. And a number of teachers target student just due to their personal dislikes and fail their papers or degrade their sessional numbers.

but there are no functional scholarships except BEEF which is also provided Despite an annual budget of nearly 300 Million the University faces multiple issues such as lack of scholarships, proper maintenance of hostels and many more administrative issues. Many students can't afford the semester fees to fewer students. Number of scholarships and benefits are given to relatives of administrative officers from back door channels.

The hostels faces a major crisis of maintenance, the sewerage systems and water systems have not been changed from 40 years, lack of clean drinking water is also an issue due to which many students face kidney related diseases.

Overall the situations created due to lack of basic facilities in University is disturbing the study of students and without resolve of these issues students may suffer more.





Sardar Bahadur Khan Women University Khuzdar Campus

Sardar Bahadur Khan women University Sub Campus Khuzdar was established in 2017. The sub campus was established for improvement of women education in Khuzdar Balochistan. It the sole source of women education in khuzdar for years as a women University.

The campus faces several issues as most of students from lower classes approaches SBK for studies but there are few financial opportunities for the students. The number of scholarships are limited and every deserving student can't get them.

The University building can be another issue where classrooms are not comfortable for a suitable environment to study, lacking basic facilities such as electricity and proper cooling systems in classes.

The shortages of teachers in university is another issue where number of teachers is less compared to number of students in several departments. Due to this issue the classes are not arranged regularly and many of the courses are left incomplete.

If an institution is established for improving the education in the region then it must be made sure that everything is functioning smoothly without any barrier. The students deserve financial opportunities and other important facilities in the institution



Government Boys Degree College

Many people come to the city to complete their intermediate so that their foundation become strong and they do not have to face difficulties in the future. But there are thousands of problems in the college here that students have to face, such as the culture of studying has been reduced to the last extent. Many students do not come to college on a daily basis and those who do come, their classes are not held. Therefore, they go to private academies, spending extra money for their studies.

Hardworking youth consider going to college a waste of their time, so their attendance is very low, while instead of going to college, they turn to the library and focus on self-study. And a segment of youth that is not hardworking just comes to college, roams around, and then return back to their home without attending any class.

If we talk about teachers, everyone comes to college but they remain confined to the office room until closing time. They do not feel even a little bit guilty for not taking classes, nor do they bother to take classes. It is not even known which subject teacher has come and which has not. To get them to take a class, the students themselves have to go and find them.

The principal tries to satisfy the students by saying "the budget is low" that more teachers cannot be arranged, but the reality is the opposite; there are more teachers but they avoid taking classes.

If we talk about the behavior of teachers in college, hardly one or two teachers behave properly with students, while the behavior of the majority is as if they are teaching students in college for free, or doing them a favor. They are not even capable of giving satisfactory answers to students when asked questions.

Only one or two classes are conducted regularly, it also depends on the mood of the teachers whether they want to teach or not, while most of the time the teachers prefer to not take the classes.

Students mostly come to college daily but classes are not held, due to which many students stay away from regularity

The hostel of the college face severe difficulties, we can consider them partially closed because the most of rooms in hostel are destroyed and not in condition of accommodation. A library which was constructed

for hostel students is facing a closure from years and no measures had been taken for reopening of the library.





Primary and Secondary Schools in Khuzdar (govt/private)

In Khuzdar, there are at least 150 primary and secondary schools and approximately nearly five thousand students enrolled in schools. In small i.e. middle schools, there are only 8 to 10 teachers, while in high schools the number of teachers is at most 15/20 (in most schools the number of teachers according to subjects always remains incomplete). There are experienced teachers in government schools, but in private schools there are unqualified, less understanding, less experienced teachers who have thought of teaching in a private school immediately after finishing school or after their intermediate where the purpose of teaching is not to make the children educated but to meet their own expenses. They don't even have teaching experience, while principals appoint incapable teachers to teach just to keep their business running through the school. In government schools, books are provided to students from the school itself, but in most private schools books are not given but have to be bought from the market themselves, poor students cannot even afford this expense and it has a bad effect on their studies. Whether it is a government school or a private one, there is no playground or any program related to sports.

The infrastructure of old government schools is okay but still needs repair somewhere, but private schools run in rented buildings where the infrastructure problem is greater. Furniture is complete in some schools but incomplete in most schools where the alternative is to sit on the ground. Whether the school is government or private, there is definitely a problem of water, students do not even get water at all, while they are advised to bring water for themselves from home. Establishment of a library in schools is beyond imagination. In colleges, however, libraries are established. But various kinds of problems related to them keep coming up, such as privatizing them, increasing fees, closing the library at inappropriate times, lack of facilities, etc

In all schools there is no system of digital classes at all, but negligible attention is being paid to it. Students also have to face various kinds of blackmailing, such as threatening to expel them from school or college, deducting their marks, etc., just because they raise their voice against an unjust act. Instead of focusing on teaching in schools, teachers keep

80% of students busy in unnecessary activities like copying things from the book into their notebooks and themselves sit freely, which not only wastes students time but they also not get to learn anything new. They remain physically and mentally busy only in copying the course into notebooks.

Report Analysis

The comprehensive research on the educational system of khuzdar shows a concerning issue involving institutional inefficiency, poor educational facilities, gender inequality, and limited access to quality education. Although Khuzdar has several universities, colleges, and schools, many institutions are unable to provide regular academic activities and essential facilities. The estimated literacy rate of Khuzdar is 38%, with male literacy at 44% and female literacy at 31%. These figures highlight the unequal educational opportunities available to different segments of society.

The central finding is that Khuzdar's educational crisis is not simply caused by a shortage of institutions; it is also the result of poor management, improper infrastructure, weak accountability, and social and economic barriers especially for females.

The research demonstrates a significant gap between the existence of educational institutions and their actual performance. Institutions such as BUETK, Jhalawan Medical College, Jhalawan Law College, and SBK Women University face different challenges that affect students' academic development.

The most concerning example is Shaheed Sikandar Zehri University, where construction was completed in 2023 at an estimated cost of Rs. 2.84 billion, but the university remained non-functional for several years and just before some days opening of institution was announced. Similarly, Jhalawan Medical College continues to face problems related to its permanent campus, hostels, and academic facilities.

BUETK, despite being an established university, faces problems involving closed departments, improper hostel maintenance, limited scholarship opportunities, and a lack of practical and research-based education. Government Boys Degree College also faces irregular classes, while Jhalawan Law College reportedly lacks consistent academic activities. This indicate that educational development is being measured through the establishment of buildings and institutions rather than their actual academic performance. The problem is therefore closely connected with administrative inefficiency and no proper implementation of edu-

cational policies.

At the school level, the situation is equally concerning. Where most of schools faces a teacher shortages, inadequate classrooms, poor facilities, and a lack of libraries and proper drinking water for students. These weaknesses at the foundational level affect students' academic preparation and reduce their chances of reaching higher grades. Female education represents one of the most serious concerns identified in the research. With an estimated female literacy rate of 31%, women face considerably greater educational disadvantages than men. Low female literacy rate is due to several reasons such as so-called traditional or social attitudes, limited parental support for many females, poverty, distant educational institutions, and accommodation difficulties in urban area. In some rural communities, girls are discouraged from continuing formal education beyond primary or secondary levels.

Although institutions such as SBK Women University Khuzdar Campus and Government Nursing College provide opportunities for female students, their potential is restricted by limited scholarships, teacher shortages, and inadequate facilities. An important thing is the difference between female educational opportunities in urban and rural areas. Girls living in Khuzdar city have comparatively better access to institutions, while those in surrounding rural areas face greater geographical and social restrictions.

This indicates that female educational exclusion is not caused by a single factor. It is the combined result of institutional weaknesses, economic difficulties, and irrational social attitudes. Therefore, improving female participation requires both better educational facilities and greater community support.

Other reasons for the situation can be political influence, frequent administrative changes, and a lack of institutional accountability. These factors negatively affect educational planning and prevent institutions from maintaining consistent policies.

Another important issue is the absence of research based and practical learning. Students may graduate from universities without developing sufficient professional skills, analytical abilities, and practical experience.

Security concerns such as enforced disappearances of students affects many students who travel to other cities for higher education. Such concerns discourage families from sending their children outside Khuzdar, increasing the importance of functional local universities and colleges.

The conclusion of the comprehensive report is reduced to be that Khuzdar does not merely need more educational institutions; it needs functional institutions, administrational accountability, quality teaching, and equal educational opportunities for both male and female students irrespective of their age and financial status.