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COMPARATIVE ANALYSIS OF SKILL-BASED EDUCATION CURRICULUM IN PAKISTAN AND INDIA: A CONTEMPORARY REVIEW

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Abstract

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This study aims to carry out an in-depth comparative examination of the existing and previous skill-based education curricula in India and Pakistan. This study aims to identify differences in educational approaches through qualitative content analysis of current scholarly publications and participation in focus group discussions. Pakistan places stress on teaching life skills, whereas; India tends to see skill development as a career. The research explores the problems that arise when skill-based education is in practice at secondary schools. In addition, the study offers policy suggestions that support the creation of a curriculum that is more unified and aligns with secondary school expectations. The development of teachers and a sizable investment in the infrastructure of schools were highlighted as top goals. The study was delimited to focus group discussion viewpoints to support skill development activities in both countries. The research identified viability of the skill-based education in Pakistan and India. Both are striving hard to implement skill-based education in their curriculum, but problems encountered in its implementation seemed magnanimous in its implementation. The research's conclusions may act as a guide for decision-makers who want to give pupils the skills they require to succeed in their future careers.

Keywords: Viability, Magnanimous, Implementation, Technical, Vocational

Introduction

Skill-based education is becoming more popular to close the skills gap and improve employability. In Pakistan and India, various skill-based education curricula have been developed and put into use as a result. The researchers intended to examine the similarities and differences ensuing in past and present curriculums of Indian and Pakistan skill-based education curricula through comparative analysis. (Asal, Yousuf, et. al, 2023), The present research explored the difficulties and opportunities involved in effectively implementing these curricula, illuminating the dynamic environment of skill-based education in Pakistan and India. These two countries are home to many people and have growing economies; this is a good reminder of the central role that education has had in their growth. Both nations have observed paradigm shifts in the past to favour a skill-based curriculum in their systems of education.

Problem Statement

The comparative studies of each country's skill-based education curriculum are noticeably lacking, despite the growing importance of skill-based education in both Pakistan and India. This study purposefully aimed to close the existing gap in skill-based education in India and Pakistan. The present study explained the similarities and differences between the skill-based education curriculums prevailing in these countries.

Research Objectives

1. To Identify the differences between Pakistani and Indian skill-based education curricula.
2. To Analyze the advantages and disadvantages of skill-based education curricula in both nations that is India and Pakistan.
3. To Compare and contrast the implementation approaches used for India and Pakistan's skill-based education curricula

Research Questions

1. What distinctive features do Pakistani and Indian skill-based education curricula have in common?
2. What are the advantages and disadvantages of Pakistani and Indian skill-based education curricula?
3. How does the implementation of the skill-based education curricula differ in Pakistan and India?

Research Methodology

This study used the qualitative content analysis method to help with the comparative examination of skill-based education curricula in Pakistan and India. This tried-and-true technique is frequently used to analyze qualitative data systematically, and it seemed to help determine the key components of both countries' skill-based education curricula that are fundamental to their success. This method's key strength is its capacity to draw insightful conclusions from textual information, which facilitates a thorough comprehension of the subject. To investigate the challenges and potential associated with the adoption of skill-based education curricula in Pakistan and India, the study used critically evaluated methodological descriptions of published case studies, building from the insights of Hyett, Kenny, & Dickson Swift (2014)., ensure the credibility and dependability of the findings. This large-scale review would increase the reliability of the data obtained and reveal the power of the research method. A comparative study was included in line with Goodrick's (2014) suggestions. This methodological approach, through qualitative and discursive analysis of texts, enabled a better understanding of how context influences performance. The research followed popular social science knowledge, methods, and practices, giving the research a strong and ethical foundation. Furthermore, the chosen reference study was also helpful in organizing the whole research process from the selection of the topic to the identification of its conclusion. With this developed notion,

we intend to develop a useful and informative comparison of skills-based training courses in Pakistan and India.

Research Limitations

The research may have focused on using secondary sources of information instead of using reports and publications. The range of questions and objectives researched today is defined, and frequently it does not comprise all the elements of the problem. The type of method employed in the study might not have been sensitive enough to present the nature of knowledge-based varieties in Pakistan and India, which is a limitation of the study.

Literature review

Technical and Vocational Education and Training Comparison/ Skills Policies

The implementation of effective national skills development programs required to be enacted as soon as possible in the context of a world that demanded requisite technological changes and shifts in the labour market. Researchers like, Ashwani Aggarwal and Vladimir Gasskov's elaborated clearly in their research that Comprehensive material might be presented to devise essential strategies, and a comprehensive source should give an insight into these strategies (Aggarwal, A., & Gasskov, V.2013). The important topics included in this research tend to elaborate on basic skill development, technical education, vocational training, and the promotion of the chances for decent work. This book seeks to provide policymakers with knowledge and advice that they will find invaluable. In essence, the main objective is to clarify efficient methods for skill development that are essential for improving employment chances and supporting long-term economic growth. Given the ongoing structural changes in the global economy, these imperatives are of much greater importance (Aggarwal & Gasskov, 2013).

Comparative Study

In examining the implementation of life skill-based education in Pakistan and India, notable

distinctions emerge from the available documentation.

Pakistan

The policy documents reviewed highlighted major postulates on skill-based education in the school sector indicating that Pakistan's notable initiative in the form of a flagship project on life skill-based education, which received support from the World Population Foundation from 2006 to 2010. However, a noticeable gap exists concerning specific details regarding the integration of life skill education into the teacher education curriculum.

India

In contrast, India's approach to life skill-based education, as described in the National Curriculum Framework (NCF) of 2005, strongly emphasizes the integration of Adolescent Education Programs (AEP) into school education, demonstrating a commitment to make life skill-based education a compulsory part of the larger educational landscape. It is worth noting that the existence of a one-year B. Ed is mentioned in the document. The program in India aimed to prepare teachers for the secondary level; however, it does not provide detailed information about the content of the program (Munsi et al., 2014). This comparative analysis showed different ways of integrating health science education into the education systems of Pakistan and India; India's focus on curriculum integration and teacher responsibilities differs from Pakistan's focus on a specific project. To fully understand the functioning of health education in these two countries, the impact of these different approaches needs to be examined in depth.

Comparative Analysis of Education Systems: Pakistan in Focus

Skill Based Education in Pakistan has faced health and education challenges in overcoming these challenges (ITA, 2019). The inclusion of such subjects in the curriculum increased the number of students at the

school level in the period from 2004 to 2013 (Joar Svanemyr, Baig, & Venkatraman Chandra-Mouli, 2015). This article critically examined Pakistan's education system in comparison with India, shedding light on both strengths and weaknesses. A central concern highlighted is the obsolescence of the traditional education system in Pakistan, rendering it inadequate for nurturing skilled professionals needed in the modern world.

Educational Challenges in Pakistan

The review of research articles underscores the disparities between Pakistan's education system and with Indian skilled-based education system. It emphasizes that the traditional system's outdated curriculum and methodology have resulted in a significant brain drain, as many educated professionals opt to leave the country in search of better opportunities.

Global Ranking

The article offers the 50th-place ranking of Pakistan's educational system in the world (Ali, 2023) as a point of comparison. It is obvious from this discussion that skill-based education demands immediate attention and reforms in Pakistan. This comparative research efficiently acts as a clarion call for the educational system in Pakistan. Pakistan can strive to make substantial progress towards a more effective and relevant educational system by acquiring knowledge from the educational paradigms of more developed countries.

India

India provides a unique collection of traits in the assessment of the landscape of skill-based education that sets it apart from its neighbour, Pakistan.

Formal Schooling Dominance in India

The primary educational paradigm in India is traditional schooling with a predetermined curriculum. Contrarily, shorter vocational training programs are a usual type of skill-based education. Most schools, colleges, and universities in the country focus on traditional

education and secondary level skill-based curriculum alone.

Pradhan Mantri Kaushal Vikas Yojna (PMKVY)

To bridge this gap, the Government of India launched the Pradhan Mantri Kaushal Vikas Yojna (PMKVY). It seeks to promote quality and preserve knowledge in various fields. This program demonstrates India's commitment to equipping its workforce with skills aligned to market demand and industry standards (Schools, 2022).

Varied Educational Landscapes

It is important to note that these views provide only a glimpse into the complexity of skills-based education in both countries. There are other factors to consider, such as regional differences, cultural influences, and changes in the way policies are implemented. (Tahira, Muhammad, Asma, 2023), As a result, although Pakistan and India are close neighbours, they have different skills-based education systems. India differs from Pakistan's education system in that places greater emphasis on formal education and focuses on skill-based education, as PMKVY shows. A better understanding of these differences may provide insightful information about the potential benefits and challenges of skills-based education in the region.

Analysis

Pakistan and India Skill-based Education System

Such a structure of education prepares people for work and drives economic growth due to the focus on the skills that are necessary for work. One of the critical components of human resource development in Pakistan's skill-based education system is the Vocational Education and Training (TVET) system. Nevertheless, various challenges have been facing the TVET system. These include the shortage of skilled workers, outdated technologies, poor industrial relations, inadequate skills, and rising unemployment rates (Bano et al., 2022). Because of such hurdles in recruiting skilled workers, there are

severe deficits in the nation. This means that Pakistan can bring out massive adjustments to improve the skills-based education that is required to match these challenges (Ali et al., 2017). Develop vocational training programs, develop partnerships with industry, and adapt curricula to labor market needs. On the other hand, programs like the Active Learning Program for Aspiring Young Minds (SWAYAM) are promoting a skill-based education system in India. SWAYAM was initiated by the Ministry of Manpower Development, which emphasizes the development of higher education through online and distance learning (ODL) while facilitating online and blended higher education (Bordoloi et al., 2012), (2021). Emphasis is given to strengthening higher and technical education and launching a paradigm change in the country's skill development framework, India is also aggressively revitalizing its educational and skill development frameworks. These initiatives support India's objective of promoting a knowledge-based economy and effectively meeting labour market demands (Batra, 2009). Despite their efforts, Pakistan and India still face difficulties in their skill-based education systems. A persistent skill gap exists in Pakistan because of the inequality between educational knowledge and practical application (Ali et al., 2017). The overall development of children is not sufficiently addressed by the standard didactic approach used in Pakistan's educational system (Khan, 2018). Similar issues exist between the declared goals of teaching English language skills and the actual testing methodologies in India, with important language skills like speaking and listening being noticeably overlooked (Qayoom et al., 2021).

Gap analysis

There remains an absence of comprehensive comparative analysis of Pakistan's and India's different skill-based education curricula, despite the countries' growing emphasis on this type of education. (Sindh, Singh, et. al.

2023), Existing research only conducts fragmentary analyses or is country specific. This clearly shows a research gap. Some of the major gaps ensuing in this regard were:

1. Differences in curriculum approaches and implementations between the two countries have not been thoroughly explored.
2. Challenges and opportunities for effective curriculum delivery in Pakistan and India are not well documented.
3. Recommendations for improving the curricula have not been evidence-based or formulated through comparative analysis.
4. Sociocultural factors influencing curriculum design and outcomes locally have not been adequately investigated.
5. Views of stakeholders like educators and employers on curricular strengths/weaknesses are lacking.
6. Regional variations within countries in curriculum delivery and partnerships are under-researched.
7. Best practices and innovative models from other nations that could inform local efforts are not examined.

(Bridge, Horey, et. al. 2023), It would be easier to identify objectives, challenges, and opportunities if these conceptual, concrete, and geographic gaps were addressed through an in-depth examination of curricular methods, such as the one that is being provided. It would offer reliable information to support education policy changes to improve workforce skills in Pakistan and India. The improvement of a skill-based curriculum is essential for the economic development of both countries.

Discourse Analysis

Key policy changes and reforms over the years

According to Education Reform in Pakistan (2016), Pakistan is committed to free and compulsory education for all children between the years of and in 2010 with the passage of the 18th constitutional amendment. (Hussain, Rubab et. al., 2023), There has been a

movement for Pakistan's educational system to be changed in recent years to address persistent issues with access, quality, and equitable opportunity at every level. Positive trends in Pakistan's educational system include the growth of private schooling and an extension of chances for higher education (Aziz et al., 2014). The entire subject of education was thoroughly examined by the Education Commission between 1964 and 1966. For all educational levels, it created a national pattern. The national education strategy was amended in 1986 to provide a stronger emphasis on educational technology, morality, and inter-country cooperation. All Indian children between the ages of 6 and 14 now have the fundamental right to an education thanks to the Right to Education Act of 2009. The Indian government has attempted to reform the current education system, but there are still a few issues that need to be addressed, including problems with formal education and lack of adequate opportunities for hands-on, practical learning. (India Today, 2019). The current skill-based curriculum in Pakistan and India has been influenced by these political reforms and changes over the years. Significant steps have been taken to expand access to education, including Pakistan's commitment to free and compulsory education and India's passage of the Right to Education Act. India's development assistance in its National Education Strategy focuses on educational technology and opportunities for effective, interactive learning. A comparative analysis of engineering education programs in Pakistan and India shows that there is still progress, but also challenges and opportunities that need to be addressed.

Current Skill-Based Education Curricula

The curriculum is revised every 5 to 10 years in Pakistan. Preschool, primary, middle, secondary, intermediate, and university programs leading to undergraduate and graduate degrees make up the six levels of the

Pakistani educational system Al-Ajeely, S. A., Alkhaldeh, M. A., & Khasawneh, M. A. S. (2023). In Pakistan, technical education incorporates technical and vocational instruction and lasts from years 5 through 10 (Wikipedia Contributors, 2023). India's national education policy places a strong emphasis on educational technology, ethics, and international cooperation. Primary, secondary, and tertiary education are the three levels of the Indian educational system. All Indian children between the ages of 6 and 14 now have the fundamental right to an education thanks to the Right to Education Act of 2009. In India, topic curricula establish subject-specific goals, which may encompass a range of knowledge and skill outcomes as well as attitudes and values (Home, 2017). Overall, there are some differences between Pakistani and Indian curriculum architecture, contents, and objectives. India places more emphasis on subject-specific objectives while Pakistan has a more thorough subject curriculum.

Discursive Critique of Curricula: Challenges and Issues

Many obstacles seriously hinder skills-based education and its effective implementation in Pakistan and India. These problems include problems with language policy, weaknesses in the technical information system, lack of skills development, and infrastructure problems in the education system. Language policy is indeed a very significant relationship between the Institute of India and Pakistan (Inamullah et al., 2011). Based on status, the three first languages of the medium of instruction in the primary and secondary schools in India and Pakistan are the dominant language (Urdu in India and Hindi in Pakistan), regional language, and English. However, international forces of anti-nationalism and liberalism undermine this program's success. Educational and political multilingualism is nowadays an acute issue in these countries (Canagarajah & Ashraf, 2013). Lack of efficiency in vocational education is a big challenge. As stated in the prior work, the

education system of Pakistan and India fails to attach sufficient importance to skill development (Ali et al., 2017; Said et al., 2017). Hence, there is relatively a relative trend of poor enhancement and leadership in vocational education systems in some South Asian countries including Pakistan and India as observed by Said et al., (2019). The lack of possession of the fundamental skills that would facilitate the development of productive employment among students forms the risk of inadequate focus on the development of skills (Memon, 2009).

Cultural and Socio-Economic Factors Affecting the Implementation:

So far as the adoption of skills-based education has been concerned, socio-economic and cultural factors have played a dynamic role in the case of both Pakistan and India. Several socio-economic factors affect the process of knowledge-based education in Pakistan. Another ascertainable factor is that trap skills remain low, and this has led to the existence of a big skills gap in the country. For our example of Ali et al (2017). Further, indicated that vocational and technical education (TVET) in the country has failed to provide - a skilled labor force, therefore, currently few young, unskilled, and low-skilled workers prevail in the market (Bano et al., 2022). Other factors that hinder enrollment include the level of poverty and unemployment among others. Due to the rising socio-economic status of disadvantaged and privileged families, the government cannot register a vast population of students in higher education (Batool & Liu, 2021). Moreover, reducing unemployment, increasing GDP per capita, and improving economic well-being is important to prevent the migration of skilled workers (Feroz & Yasmin, 2021). Economic Considerations Affecting Technology-Based Technology Adoption in India. To improve local capacities, the nation has adopted several efforts, including skill development programs and

citizenship laws for its diaspora. In Bangladesh and Pakistan, where youth are being prepared to emigrate, there is a dichotomy between development and retention, nevertheless (Khilji & Keilson, 2014).

Infrastructure and Teacher Training Challenges

The Eleventh Plan Document for India emphasizes the need to develop the nation's infrastructure for skill development and upgrading to satisfy the needs of the labor force (Batra, 2009). The deficiencies in the skill development system in India include non-responsiveness to the labor market, quality issues in infrastructure, faculty, and curricula, and weak testing and certification systems. (Batra, 2009), Pakistan also has a persistent mismatch between educational theory and practice and a skills gap. To maintain a competitive edge in the job market, the nation must move towards skill-based education (Ali et al., 2017). The difficulties in Pakistan include administrative problems, inadequate teacher induction, a lack of resources in teacher training institutions, teacher demotivation, and an uneven distribution of qualified and effective instructors. By creating a supportive environment, ensuring accountability and merit, allocating required resources, and systematizing professional training programs, these difficulties can be overcome (Siddiqui et al., 2021). Implementing multilingual educational policies is difficult in both India and Pakistan the dominant national language, a regional language, and English are all included in the tripartite language formula that is used in both India and Pakistan. The opposing impulses of nationalism and globalization, however, provide difficulties for these policies' implementation (Canagarajah & Ashraf, 2013). In terms of infrastructure, anatomy education in Pakistan, particularly in medical colleges, faces challenges like those in other parts of the world (Memon, 2009). The quality and relevance of higher education in India are also identified as inadequacies (Batra,

2009). Programs for teacher training are one way that these issues are being addressed. According to Rizvi & Nagy (2015), the cluster-based mentorship program in Pakistan has been proven to be successful in improving teaching practices and student behavior. In Pakistan, the Protecting Education Foundation is involved in public-private partnerships for the professional development of teachers in privately managed schools (Javed et al., 2012). (Siddiqui et al., 2021), Last of all, there are issues with the practical carrying out of skills-based education in Pakistan and India because of shortcomings in infrastructure, and in preparation of teachers for teaching within the framework of such a system. The problems are solved by applying policy and planning, having a set of teachers, supplying the necessary materials, and developing professional preparation programs.

Findings

The way of imparting skill-based education varies in Pakistan and India; The former has adopted right right-right-based approach, and the latter has adopted a market-based approach; While Pakistan accredits considerable importance to the provision of skill-based education, India relies more on the duplication skills for a short term. The two nations face difficulties in the attempts to put into practice the curricula based on the development of skills because these initiatives lack funds for support, many teachers are not prepared for their roles, and the skills taught do not match employment opportunities available in the market. There are areas where the governmental practices regarding skills-based curricula can be improved in both countries: the governments of the two countries should use a more efficient and detailed approach to skills-based education; teacher development also plays a critical role.

Implications

The findings of this study hold useful lessons for policymakers, educators, and other stakeholders in Pakistan & India. On this basis,

the results of this study appear to suggest that it is necessary to look for a better and more extensive strategy in the use of skills-based education, specifically about a person and the job market. Thus, there is an urgent need for more resources and infrastructure to be allocated to furthering the specified type of skills-based education. Another area that studies prove is that of teacher's training and subsequent development as a way of ensuring that teachers who are deployed to teach the students have adequate knowledge and skills necessary for teaching the students. skills-based education. Last of all, there is a need to bridge the gap between the skills that students are taught in school, and the competencies that employers require in today's volatile world. Therefore, what best summarizes the results of this study refers to merit in education, in general, and skill-based education, in particular, in Pakistan and India, followed by the emphasis on the continued call for researching and informing this field. By solving the challenges and prospects suggested in this study, the policymakers, educators, and other stakeholders of both countries can contribute to the enhancement of the skills-based curricula so that the students can achieve success upon passing out.

Conclusion

Hence, the skill-based educational system helps to produce a skilled workforce and economic growth in Pakistan and India. Though several measures have been taken by both countries to enhance the skills-based education system, some obstructions are still there like, and that is the absence of knowledge, modern technology, and educational concepts and practices incompatibility. The learning programs in vocational education should be of high quality, the relationships between sectors should be better coordinated, the programs should match the market needs, and some issues concerning the economic side and the

students' independent life should be fixed. Thus, Pakistan and India can develop skills-based education systems to overcome the above-mentioned barriers and can play a vital role in the emergence of a highly skilled workforce. Finally, it is also evident that skills-based education is suffering from various forms of problems in Pakistan and India such as problems in education structure, problems in vocational training structure, and problems in the policy of language. The latter negatively affects the successful realization of skills-based education, and the absorption of fundamental competencies required to secure employment. These are crucial matters that these parties must solve, for skill-based education to be effective and efficient for both countries. The research employed focus group discussions and concentrated on analyzing the qualitative data, comparing studies, policy, and academic works. The study offered best practices for enhancing the skill establishment curricula in Pakistan and India, including the necessity for an extensive and integrated strategy for aptitude-based training and more attention given to the teachers' preparation and training.

Policy Recommendations

Education policymakers, teachers, and other related parties can benefit from the findings of the study to enhance the formulation of skills-based curriculum in the two countries and hence, enable children to gain relevant skills as required. Based on the comparative analysis of skill-based curricula in Pakistan and India, the following policy recommendations can be made:

- 1- More investment must be made in infrastructure and resources to ensure that deliveries can be made according to the skills-based curriculum.
- 2- To make changes in the education system to create skills concerning different aspects of interest. Another way that establishments leverage this factor is by improving the funding of education and training programs

by both governmental and proprietary organizations in a bid to develop a well-equipped workforce. ([Development Skills, 2023](#)).

- 3- Advise financial and development finance institutions to directly support the education sector. Engage in the design of new and effective methods of testing and in the adoption of new forms of learning and teaching that will enhance skill-based education. For the academic year, Skilled human capital development and training of the teaching workforce as well as development of innovative pedagogy ([WEF, 2022](#)).
- 4- Ensure that the curriculum for skill-based education reflects the current frameworks and accreditation standards. Approximately, the implementation of Neuroscience and other learning theories /research methods should be incorporated to enhance technology-enhanced knowledge construction. ([UNICEF, 2018, Winthrop et al., 2021](#)).

These policy recommendations can assure the students that they have skills to cope with the future and can work for the enhancement of Pakistan and India's skills-based education systems. These ideas can be applied by governments, schools, and anyone involved in education in both countries by promoting skills-based education as a key priority.

Power Analysis

Based on the results of future research, here are some possible avenues for further development of science-based technology: Facilitating flexibility in the education system to produce competencies that can be adopted in various fields of choice ([Campanella, 2023](#)). To try and maintain touch with the changes in technology there must be an emphasis placed on the culture that calls for constant training and renewal ([Willard, 2023](#)). There is a need for more teacher training and development to equip the teachers to be able to easily implement skills-based education. It is possible

to make skills-based education more efficient by connecting neuroscience with other types of learning. (Credentialate Guide, 2021).

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