

Skill Based Education at the Secondary School Level in an Industrial City of Pakistan

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Abstract

In this study, the necessity for skilled-based education at the secondary school level in an industrial city in Pakistan was analyzed. The research focused on the integration of skill-related subjects in secondary school curricula and aimed to investigate the skill set required in the industrial sector. To understand the current situation, governmental policies were reviewed and major challenges in implementing technical education were highlighted. It was qualitative research with an exploratory research design. Tehsil Gujranwala was the selected study area. Elite interviews with representatives of business, TEVTA, and Gujranwala school heads were used to gather the data. Three documents were analyzed i.e., the technical courses taught at the secondary school level, the National education policy of 2017, and the Punjab growth strategy of 2018. The results painted a bleak picture of state of skill-based education in an industrial city. All the stakeholders involved lacked ambition, communication, and teamwork. The objectives of government initiatives have not been met because of poor management of resources and misuse of finances. The respondents suggested that the media and NGOs might help to emphasize the value of skill-based education pertaining to the local needs. It was vital and crucial that the curriculum be modified in order to incorporate skill-based education into general education for the benefit of individuals, society, and ultimately Pakistan's socioeconomic development.

Keywords: Skill based education, Secondary school, Industrial city

Introduction

Education is important but the skill is also necessary. Any nation's social and economic progress is significantly influenced by education. Since secondary schools enable students to pursue higher education, become ready for the workforce, select a career, and acquire life skills, it has a huge impact on students' lives. Skill based education empowers students by stimulating their cognitive capacities to face real life challenges. The energy and

intelligence of youth must be optimally utilized by providing them access to global skills, especially in the scientific and technology fields, where they can compete with the developed nations.

The population of Pakistan is nearly 200 million, making it the sixth most populous country in the world (Government of Pakistan, 2017). 37% of its population is between the ages of 15 and 34. The young population of the nation could be an asset if properly educated. Less than 20% of young people finish secondary school, and very few choose to pursue technical education and vocational training (TVET) (Government of Pakistan, 2017).

The rationale for this study was individual growth, societal development, and economic development. The researcher examined the necessity and significance of skilled based education (SBE) in secondary school curricula, an area that requires deeper exploration.

The dilemma with the education system in Pakistan is that it only focuses on providing students with academic information rather than practical skills. To give the pupils relevant abilities, the curriculum needs to be changed with providing skill. The skilled based study will aid in identifying the beneficial skills as well as the industrial skills needed at the secondary school level of the selected area. A generation that is ambitious and productive will benefit from the practical knowledge and hands-on skill training provided, and this may also help to fulfill the annual demand for skilled people in the job market.

Gujranwala is among the most populous cities in Pakistan. This city has about 5,000 small and medium firms and 16,000 cottage units, as well as a few large industries and more than half a million people in the area (Naz & Zaidi, 2013). Being one of the most populated cities, Gujranwala has a significant number of secondary schools and students. Therefore, a skilled workforce is required in this area, which may be possible by including skilled-based education with general education (GE) at the secondary school level.

Gujranwala makes a substantial contribution to Pakistan's economic expansion. It is a large industrial city with numerous textile mills, cutlery factories, and several huge agricultural processing industries. Gujranwala produces a variety of exportable goods, including, textiles, carpets, clothing, glass, plastic, electric fans and machines, food goods, motors, transformers, surgical equipment, hosiery, leather goods, metal utensils, auto parts, agricultural tools machinery parts, automobiles, motor bikes, sanitary goods, and other items. Gujranwala also manufactures parts for military equipment.

Gujranwala ranked second among the industrial cities obtaining business licenses in 2010 and sixth overall among Pakistan's top thirteen cities doing business, according to the World Bank.

There are many curriculum development models, the Oliva model is the most relevant to this study because it helps to explain and meets the current and local educational needs. The "Oliva model" suggests a framework that curriculum developers should apply in

industrial cities like Gujranwala, Karachi, Faisalabad, and other industrial cities. This model takes into account the values and requirements of the people living in the region it serve. This model serves to demonstrate the need for teachers to actively participate in curricular changes at the district level and ultimately in their classroom.

Through the vocational education (VE) system, the issues of youth unemployment, poverty, and a shortage of trained employees could be resolved; however, vocational system that often begins after the completion of matriculation exams. Raza and Khalid (2017) state that all the developing and developed countries are emphasizing on the expansion of technical and vocational education (TVE) to have educated skilled manpower for the progress of country. However, admission to formal skill training institutes can be particularly challenging for struggling students for two reasons: entry requirements and costs. Students will be able to have information and skills at the same time if vocational education is merged with general education at the secondary level, enabling them to become self-sufficient and productive persons. Identifying local skills and trades that will enable youth to work in their communities is significant.

The idea of skill-based education has gained popularity in the United States. N. Chomsky's generative grammar, which asserted in 1965 that "there is a fundamental difference between competence skill or comprehension of language and application or practical use of language," served as the foundation for the idea (Chomsky & Polychroniou, 2017).

Literature Review

The curriculum is determined by a variety of elements, including basic needs, social factors, cultural factors, individual talent, intellectual factors, tradition, and religious influences. There are several problems with Pakistani education, including social, political, and financial problems. Since 18th amendment, curriculum development has been responsibility of each province.

The curriculum decided upon by policy-makers is the "official curriculum" in Pakistan. Its acceptance and implementation are mandated from the top down and it is meant to be taught and learnt as teachers are obliged to follow it.

According to the theory of development of skill proposed by Romiszowski (2009), the ability to complete a particular type of task or activity with a specified degree of effectiveness, efficiency, speed, or other measure of quantity or quality, can be applied to all kinds of abilities. In comparison to knowledge, which is something you either have or don't have, skill grows through time through experience, and practice.

According to Romiszowski (2009), there are four types of skills: intellectual (mind-related), motor, sensorimotor, or psychomotor (body-related), personal (emotion-related), and interpersonal (others-related) (that involve interacting with others). This idea illustrates four fundamental strategies for promoting and developing skills. Those are

- 1: Information provided
- 2: Practice

3: Feedback

4: Transfer and generation

Curriculum development is a step-by-step procedure for improving the course offerings at a school, college, or university. The two main categories of the current curriculum are products and processes. The product category emphasizes on performance. On the other hand, the process category is more open-ended and concentrates on how learning develops through time. These two groups must be taken into account while developing curricula. There are three models of curriculum design:

- Subject-centered,
- Learner-centered, and
- Problem-centered design

Oliva' model is relevant to this study and supports its conclusions. Numerous curricular models have been developed since 1924 (ILIE, 2013, pp. 385-386). The Saylor, Alexander, and Lewis Model (which focuses on objectives and goals, curriculum design, implementation, and evaluation), the Taba Model (which focuses on objectives and goals, curriculum design, implementation, and evaluation), and the Tyler Model (which emphasizes students, society, and subject matter) are all incorporated into the Oliva model (focus on revising, development, and implementation of new framework). The most recent curriculum idea was created by Oliva in 2005 (Daud, Ahmad & Johari, 2012). The Oliva Model differs from earlier models in the way as it focuses on the requirements of the local community in the area where the school is located.

Vocational education at secondary level in Pakistan

Numerous projects that involve the vocationalization of school curricula by adding a variety of courses have been carried out around the world due to the relevance of the issue being recognized. Investigations into TVET's potential participation in secondary school curricula as a result have sparked a heated discussion regarding the vocationalization of school curricula (Aziz et al., 2014). These include a lack of curriculum, a lack of commitment, and a lack of laboratory space, tools, and knowledgeable staff. Pakistan has created a number of secondary vocational education strategies, such as the Industrial Arts Scheme, Comprehensive Schools, and Technical Schools, to name a few.

Many ideas and plans for a secondary vocational/technical stream have been developed during the past ten years. Due to a change of successive governments in Pakistan, a plan to establish seventy model vocational schools with a combined enrollment of 12,250 students was never put into action. Ansari and Wu (2013) identified many obstacles to TVE adoption at the secondary level after reviewing the research.

The United Nations educational, scientific, and cultural organization (UNESCO) and many international organizations helped increasing themetric tech stream in the same way in 2001–2002.

Two technical specialties were included in the SSC (Classes IX-X) system of studies'. The science and humanities groups each offered one technical course as an elective subject. While one technical course was often provided in secondary schools alongside biology and

computer science and technical workshops/labs were constructed following the agro-tech scheme. Technical group was not officially launched in any province across the nation (Tilak, 2003).

Availability of TVE Options for the Age Group of 11 to 18 Years in the Country

Presently the following TVE options are available for the age group of 11 to 18 years in the country like

- Vocational trade courses, MatricTech,
- Agro-Tech courses, Technical school certificate,
- Vocational certificate courses
- Basic G-III,
- Intermediate GII and
- Advanced levels GI,
- Diploma of associate engineers (DAE) and Customized training for In-service workers of industry

National education policy guideline

Due to its vast population, the country has a comparative advantage in labor costs. On the other hand, poor skill levels limit the labor force's ability to make a significant contribution to economic growth. The deficit affects business, services, agriculture, and industry. The efficiency and competitiveness of the local economy would rise as a result of improved labor force skill levels, which will also draw foreign investment and enable Pakistanis to work abroad and generate remittances. A formal system known as TVET is not very significant.

Like all other types of education in Pakistan, TVE has challenges with accessibility and quality. Though it theoretically satisfies market demands, it only partially fills demand. Most nations have a higher relative percentage of the applied postsecondary industry than Pakistan, which has 18.5 percent. Pakistan's technical and vocational skill base is decreasing as a result. When compared to more advanced systems, the lack of quality is caused by fewer overall years of preparation, curriculum restrictions, a lack of qualified instructors, and other factors.

The technical and vocational sub-sector is afflicted by the education sector's chronic fragmented governance structure. Numerous organizations and governments are involved in the governance of this topic, and their roles are not well defined. For sector-wide planning, there is no one point of contact.

The opinions of key stakeholder, including those from industry, are also underrepresented in the processes used to produce study materials and certified programs. The TVE sector does not gain from efficient coordination and feedback from the business sector when it comes to updating its tools and instructional materials.

A forward-looking supply planning strategy is required by Pakistan's TVE industry in order to develop a labor force with a high level of competence in an international environment that facilitates the mobility of investments and people. The lack of

focused research is the root reason of this failure and potential remedies has been a significant issue.

Preschool education (typically three years), primary education (typically six years, beginning at age six), and secondary education (typically seven years, starting at age twelve) are the three levels of basic education in China. Academic secondary education is separated into two levels: junior (three years) and senior middle schools. Graduates of junior middle school who wish to continue their education take a locally administered entrance exam, based on which they will have the choice of enrolling in one of the following programs:

- i. Staying in a senior middle school
- ii. Staying in a professional senior center school.
- iii. Enrolling in a professional (technical) center school for two to four years of preparing (or exiting school).
- iv. Students who intend to proceed with their schooling after secondary school should pass the Public Advanced education Selection test .As per the Chinese Service of Training; 9.42 million understudies took the test in June 2015.

New curriculum reform in China: 1999–present (eighth wave)

The current basic education curriculum reform, which was implemented during a time of transition in China's economic and political institutions, is a significant and profound development, claims Feng (2006). The fundamental idea of the new wave is for both the revival of the Chinese people and the advancement of each individual student, in contrast to the previous seven waves, which were restricted to textbooks. It includes educational thought, objective, systems, materials, and method in addition to the entire educational system. Six goals were outlined by Cui and Zhu (2014):

1. Replace the strict emphasis on knowledge transfer in the classroom with a focus on skills development, learning strategies, and cultivating positive attitudes.
2. Convert from a subject-centered curriculum structure to a balanced, integrated, and selective curriculum framework to meet many demands of schools, students, and society.
3. Focus on essential information and skills for students' continuing learning rather than dated and arcane curriculum content.
4. By shifting from passive to active and problem-solving learning, students' total information acquisition, problem-solving, and cooperative learning skills will be improved.
5. Extend the scope of curriculum evaluation to include student progress promotion, teacher development, and instructional improvement in addition to identification and selection of students.
6. To increase the applicability of curriculum with accordance to local conditions, move away from centralized curriculum management towards a collaborative effort between the federal government, local governments, and schools.

Progress and Impacts: A new curriculum reform has been implemented in China for about 14 years. It has achieved a number of conceptual as well as practical accomplishments (Guan & Meng, 2007). Feng (2006) described the process in detail government administration has changed from a demand-driven to a new servant-based approach.

There are now established innovative teacher development programs like the "Big Name Teacher Studio". The learning and teaching processes have generally taken a good turn as more teachers have learned to reflect on their classroom actions after instructing, the instructor-teacher relationships in the classroom have solidified, and so on.

Vocational education law of the people's republic of China

On May 15, 1996, the standing committee of the eighth national people's congress of the People's Republic of China adopted the resolution in which the president issued Order no.69, that law was comprised of five chapters and 40 articles.

Here only relevant components are discussed briefly:

- This Law was passed in accordance with China's education law and labor law with the intention of advancing socialist modernization construction, advancing vocational education, science, and education, and enhancing worker quality in order to implement China's rejuvenation strategy.
- Thanks to a system the state established, workers would receive quality vocational training before beginning their vocations or occupations.
- The state's educational programs include vocational training as a crucial element. It also promotes social and economic growth as well as job prospects. The development of vocational education, the advancement of vocational education reform, the improvement of the quality of vocational education, and the development and enhancement of a system of vocational education that is compatible with the socialist market economy and social development fall under the purview of the state.
- The law mandates that all institutional organizations, corporations, and trade associations fulfill their duties related to vocational education. Organizations and people who have made remarkable contributions to the field of vocational education will be recognized by the state.
- The state must facilitate women's access to vocational education, set up several forms of vocational education for unemployed people, and encourage the expansion of vocational education for people with disabilities. According to the levels of economic development and the state of universal education in different regions, the state shall implement the education division at various stages, primarily after junior middle school, institute and improve a system for vocational education, in which vocational school education and vocational training are developed concurrently and are linked.
- In addition, educational institutions for people with disabilities are required to admit disabled students in accordance with applicable State provisions.
- Vocational schools and institutes must mix education and production, support regional economic development, and maintain strong relationships with businesses. Additionally, vocational training institutions may run businesses or training facilities associated to vocational education.

SBE in Austria, Germany, and Switzerland

In terms of skilled education and the amount of skilled workers, Austria, Germany, and Switzerland are at the top of the rankings. The training systems in this group of countries are structurally comparable (Pilz, 2012). The three countries are part of a collective skill system

cluster. Each of the three countries has a well-coordinated market economy and is well-known for its comprehensive dual apprenticeship training systems in upper secondary education

A quick comparison of institutional change along three institutional dimensions (D) that are important elements of educational systems is presented below:

- Curriculum standards (D1): In this context, the empirical analysis focuses on the curriculum's integration of in-class learning with experiences gained through work or training in the business world.
- Regulation, financing, administration, and monitoring are all crucial facets of educational governance. Governance structures (D2), which allude to the impact of government agencies and social partners. Despite taking into account all of these factors, the empirical study primarily focuses on regulation, or how educational goals, content, and standards are developed.
- The position of the educational institution in relation to other parts of the educational system is referred to as educational system location (D3). These three dimensions can also be used to operationalise hybrid organisational formations. As a result, an organisational form is referred to as hybrid if it combines governance structures (D2) and learning processes (D1) from the traditional domains of VET and higher education (HE). It may also cross the line between upper secondary and post-secondary learning as well as between VTE and HE (D3).
- Additional distinctions between the four main models of progressive institutional change are made by (Judson et al., 2020)
 - i. Displacement: displacement occurs when existing institutional rules are discarded and new ones are established
 - ii. Conversion: conversion is the redeployment of rules that are formally the same but are read and implemented in different ways.
 - iii. Drift: refers to changes in a rule's external conditions, implying that the rule remains formally enforced, but its impact varies
 - iv. Layering: When institutional rules are not entirely replaced by new ones, but rather new rules are added that may influence the meaning of older norms over time, this is referred to as layering.

In Austria, Germany, and Switzerland, hybrid organizational forms have emerged which combine some of the core institutional elements from both the VET and HE fields, such as certificate and admissions regulations, normative principles governing curricular standards, and, more broadly, educational concepts and ideals. These hybrid organizational structures have been increasingly emerging in a gap between the established disciplines of VET and HE. Layering has resulted in a variety of national hybrid organizational systems, including

Dual apprenticeship training is more desirable in Switzerland since the IVET-UAS system offers trainees a structured path to bachelor's degree courses.

Skills, which offer chances for employment and help youth to increase their earning potential, improve people's lives. Through encouraging economic growth, employability enables citizens to play a more active part in the economy (Muehlemann, Wolter & Wueest, 2009). It's all a result of the lack of a skills-based strategy in educational systems.

The fact that secondary school vocation lists assist students in developing entrepreneurial abilities and being self-employed is stated in (UNESCO-UNEVOC, 2005). UNESCO-UNEVOC discovered that Kenyan Industrial Education (IE) subjects displayed a wide range of episodic and private uses of acquired skills, such as "fixing stuff" at home and helping neighbors or friends (UNESCO-UNEVOC, 2005, p. 35).

Amjad (2005) in his paper "Skills and Competitiveness: Can Pakistan Break Out of the Low-Level Skills Trap?" brought this topic to light. Pakistan should concentrate its efforts on creating technology and knowledge-based products, which account for the majority of global growth, the study's authors said. Pakistan needs to escape the lower-level skill trap in order to accomplish this. In order to move manufacturing away from labor-intensive processes and toward high-quality, technologically sophisticated sectors, human capital investment is essential.

Statement of problem

In Pakistan, skill-based education does not receive the recognition it deserves. Those with degrees are unable to function as competent people due to a lack of practical experience.

Knowledge based education is prioritized over skill-based education. The education being imparted is not connected to the needs of local communities. Low-income families do not feel it beneficial for their daily earnings. Therefore, it may be considered as one of the main causes of student dropout at secondary school level.

Statement of purposes

The purpose of this research is to investigate the various training courses and skill sets needed in the industrial sector in the Gujranwala region.

It may help to deliver skilled workers according to the "local labour market" needs and may guarantee a consistent and easy method of supplying labour force. Students, their families, and the community may get socioeconomic benefits.

Significance of the study

The research study may help to envision a brighter future for the industrial sector in Gujranwala in particular and Pakistan in general.

This study may aid in creating a baseline for reforms to incorporate skill-based education at the secondary level and to develop a curriculum for future needs by providing insight into the issue. This study may also help to understand the need for a skilled based education system at the school level. It also informs that practical study is also important along with the traditional school studies.

Research Questions

Based on the following main questions further interview protocols were developed:

- 1 Which skill related subjects are being offered in secondary school curriculum? What kind of theory and practical components are included in the textbook?
- 2 Which large and small industry-related skills are needed in the Gujranwala region?
- 3 What kind of curriculum is needed at secondary level with respect to the needs of major and small industries of Gujranwala?
- 4 Is there any connection between the secondary-level skill-based subjects offered and the actual requirements of major and minor industry in Gujranwala?

Participants

- President of Gujranwala chamber of commerce (GCCCI)
- Head of TEVTA Gujranwala
- Head of Government and comprehensive high school
- Head of christian technical school

Research design and instrumentation:

The exploratory research design was used to conduct the qualitative research in accordance with the purpose of the research.

To collect data from participants, in-depth elite interview protocols were developed based on background knowledge and literature review.

As a result the codes were created from the themes of discussion in the interviews and furthermore a checklist for document analysis was developed.

Data collection:

In-depth interviews with participants were the initial method used to gather the data for this study.

Using data collected from elite interviews, three document analyses were carried out, including

- Punjab growth strategy 2018
- national education policy 2017-2025
- And textbooks related to skill-based subjects.

Data Analysis:

The themes and concepts from the interviews were derived using sentence coding. Open coding of interviews was used for the deductive thematic analysis of documents utilizing a reflective thematic analysis approach.

Findings:

Based on interview and document analyses following findings were drawn:

- There is only the science and arts group available. Ratio of technical subjects offered and teachers is very low as compared to general subjects.
- Board of intermediate and secondary education (BISE) Gujranwala and board of technical education (BTE) are working independently without any cooperation in the area of skills.
- No hands on skills are being provided so far as practical component is not given significant weight age and impotence hence it is clear the textbook's goals are not met so far.
- Lack of infrastructure, books, apparatus and even teachers of technical subjects
- Vocational teachertrainers have not received any pre-service or in-service training, and there were no student field trips or visits to industries
- Lack of finance and misuse of funds in schools, absence of a check and balance system
- Low enrollment in TEVTA so TEVTA alone cannot meet the needs of industrial sector of Gujranwala for trained workers on its own.
- Gujranwala is one of the main hubs of the industrial activities. Thousands of small, medium and large industrial units are working and producing a vast variety of products
- Industrial diversity needs multidimensional vocational skills and different job skill sets to meet the requirements of emerging industrial sector of Gujranwala.
- PGS 2018 sought to train 2 million students and create 1 million jobs annually.
- NEP 2017 aimed to encourage the students by developing practical skills and keeping their interest in the vocational education particularly female students.
- Objectives of the policies are not met so far.
- As Gujranwala is labeled as 'mini China of Pakistan' by stakeholders. It needs a well organised and collaborated system and technical curriculum for the training and provision of skilled workers.
- The role of stakeholders is not sufficient, and parents and students lack ambition and interest.

- The criteria for skill evaluation recognition of prior learning (RPL) have altered, and TEVTA now conducts an annual labor force survey.
- Motivational speakers, media, and NGOs can play a significant role in promoting skill based education.
- There is no correlation between the provided technical subjects and the real local skill demand.
- A lack of surveys and research in this particular field.
- The addition of skill-related studies alongside general subjects is urgently needed.
- Lack of commitment to developing and implement science and technology focused curricula
- No significant actions have been done. As a result, policy objectives are not being met.

Conclusions& Discussion

The conclusions below were drawn from findings while keeping the statement of purpose in mind:

The curriculum does not put a great deal of emphasis on technical courses. Making technical subjects courses an essential part of curriculum has not gotten serious consideration from the government or curriculum designers. Students are less interested in skill-based learning, and schools donot care about iteither. Data revealed that even in those schools that offered technical disciplines, there were no labs, equipment, books, and trained teachers. The existence of stereotypes regarding low value of skilled based education was observed in the society

In order to raise the level of skill of workforceit is absolutely important to revive and modernize TVET in specialized institutes of technical education as well as to combine it with general education, according to the UNESCO assessment. This is the reason of failure behind many government plans and schemes.

In the comparative review the literature revealed that the secondary school students in industrialized countries like China, Germany, Switzerland, and Austria have the option of learning new skills, which not only broadens their knowledge but also boosts their confidence and paves the way for their future job. Their educational system gives young people the skills they need to support themselves, their families, and society as useful members. Policymakers believe that secondary public schools should teach skills. These nations changed their skills. These nations changed their curricula to accommodate both their own demands and those of the global labor market, and as a result, they now control the majority of the world's skilled employees and skillsets.

The government of Pakistan should plan innovative policies to keep the students in secondary school, especially female students as they have a higher dropout rate at secondary school level. Unemployment is a big issue in Pakistan with the integration of skill based education at secondary school level the students will have a chance to seek vocational training through their schools.

Several obstacles in the quest to achieve secure sustainable economic growth were recognized by the Punjab growth strategy (PGS, 2018). A risky security environment, underemployment or unemployment, a skill gap, poor progress toward the millennium development goals (MDG) primarily are the factors that cause the abortive progress in skills.

However, the outcomes of the primary goals were disappointing. The "high-level" approach and the implementation strategy differed greatly from one another. The researcher came to the conclusion that the book or content is only being taught to acquire theoretical knowledge that is based on rote memory rather than practical skill because no practical or experiment is given in theoretical studies. The students could only learn skills by getting education in skilled based education institutions. Regardless of whether they attend TEVTA institutions or normal schools. The time has come to teach our students the skills they will need for both their personal development and the growth of their geographic areas.

According to the policy documents the government wanted to add technical and vocational courses to general education curricula in order to strengthen TVET's basis. The secondary education strategy also calls for the introduction of a technical and vocational stream. As a result, the growth of secondary schools will profit from the introduction of all skills and training at the secondary level.

According to head teachers and secondary school teachers at public secondary schools and TEVTA institutes the provision of skill-based education to students in regular secondary schools could support the future economic, industrial, and technological development of the nation. Additionally, having the right abilities will help people to deal with problems, and students can be saved from many prohibited inclinations. The current educational system needs to be altered to allow students to gain skills. This may prove a problem-solvent and can become a motivational force with the incorporation of skill based education in general education stream. This may provide problem-solving and career assistance to the students who do not pursue further education and a skill base for those who aspire higher degrees or certifications. Technical schools neglect or completely forego visits to industries in their area due to lack of funding, these visits are crucial for direct observation and hands on learning and provide a conducive environment for the progression of skilled based education.

According to research study, Gujranwala is representing Pakistan internationally through exporting products. Another significant aspect about Gujranwala is that each resident owns a factory, operates a little or large business, and may even possess one room or 600 rooms. This is the success and accomplishment of the people of Gujranwala in the industrial field, and it is unquestionably due to the workers' skills. Career opportunities help young people to increase their earning potential. Employability encourages economic growth, which enables citizens to participate more actively in the economy. The lack of a skill-based

approach in educational systems can be held accountable. Examining the potential role of TVE at the secondary school level has become a debate regarding the nationization of the school curriculum (Maclean & Wilson, 2005). This debate has been ignited by a lack of laboratory space, equipment, and experienced staff, as well as a lack of curriculum and dedication.

The training and skills related to computer and multimedia , food industry and handicraft industry , iron pipes, wires and sheets, cook wares, skills and training in the maintenance of home appliances, such as heater, coolers, washing machines, motor pumps, refrigerators, utensils, stainless steel, cutlery, ceramics , cement leather, sanitary, , injection mold, light engineering, auto parts, sports goods pvc pipes, textile, metallurgy, website design, commerce, trade, and management, have been suggested by participants.

Participants suggested introducing skills and training for female students in secondary schools, such as professional crafts, stitching & sewing, dress designing, computer graphics, laser printing, baking/cooking, packing, management, and commerce recommended subjects from the lists of industries/business for the students of secondary level.

As no connection between the subjects taught and actual demand of industrial sector of Gujranwala it is suggested a matric-tech stream should be implemented in male and female secondary schools in a progressive approach to expose students to the working world, fostering the curiosity, and help them to establish a foundational level of skill in employable trades, according to both the policy text and all of the respondents.

Implication

First of all, there will be more demand for teachers of technical subjects if technical courses are included alongside general subjects. As a result, more students will study particular skills to become technical subject teachers in the future.

If skill based education is taught to students in traditional secondary schools, the labor market may be developed as a future source of nation's economic, industrial, and technical development.

Second, the necessary workforce for the local industry will be prepared if students receive comprehensive instruction in line with market demands. This will be an innovative way to introduce students to the workplace, foster curiosity and help them acquire a fundamental level of skill in employable trades. Giving the business sector a significant role in growth will allow to establish closer relationships between them.

The federal government, local government, and schools should work together and play their part in worldwide development. As a result, the purpose of curriculum evaluation may be shifted from pure identification and selection to the advancement of student success, teacher development, and instructional enhancement as needed.

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