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BASE LINE EDUCATIONAL SURVEY FEDERAL AREA ISLAMABAD

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PREFACE

Reliable statistics is sine que non in the formulation, execution, monitoring and evaluation of plans and projects at all levels of education. Interpretation, analysis and dissemination of data are the basic requirement for effective planning. Educational Planning is important in itself, it is also an important element in the whole structure of development planning.

In every aspect of planning, which is indeed a powerful instrument of development, reliable and relevant statistics is needed. There are statistics needed to determine the goals which can be realistically aimed; statistics of various type is required for formulating the plans. When it comes to the implementation, again a great deal of information and data of proper reliability are necessary.

Government of Pakistan is making all out efforts to make the society literate. Therefore one of the pre-requisites for successful planning is the collection of valid and reliable information. Hence, a baseline survey covering all the union councils and the urban slums of Islamabad was carried out. The specific objectives of this survey were to collect upto date information on (a) total population of the area (b) literacy rates in each union council (c) educational attainment of the literate people at primary and above (d) current situation of primary education i.e. enrollments, participation rates, dropout rate and

the reasons for dropout, out of school population and problems faced by schools and (e)to assess additional inputs for universalization of primary education.

I am thankful to all the organizations and individuals involved in the collection, and analysis of the data and write up of the report.

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BASELINE EDUCATIONAL SURVEY FEDERAL AREA ISLAMABAD

EXECUTIVE SUMMARY

In continuation of efforts to make the society literate, Government of Pakistan is now contemplating to experiment with the idea of area specific approach. It is envisaged that concentration of scarce resources and efforts in selected areas will produce better results within shortest possible time.

To begin with federal area of Islamabad has been selected for achievement of 100 percent literacy within a period of two years.

One of the pre-requisites for successful planning is the collection of valid and reliable information. Therefore, a baseline survey covering all the union councils and the urban slums of Islamabad was carried out. The specific objectives of this survey were to collect upto date information on:-

(i) total population of the area (ii) literacy rates in each union council (iii) educational attainment of the literate people at primary and above (iv) current situation of Primary education i.e. enrollments, participation rates, dropout rate and the reasons for dropout, out of school population and problems faced by schools and (v) to assess additional inputs for universalization of primary education.

Three questionnaires were developed for this purpose. First questionnaire (A) was meant for the head of educational institutions to find out the educational facilities available,

participation rates, level of dropout, problems faced by these institutions. This questionnaire was administered to 181 heads of primary schools. The second questionnaire (B) was administered to household heads to know population growth, attitudes forwards education, literacy rates in specific age groups etc. The third questionnaire (C) was meant for dropouts to find out as why did they leave the school system.

The data was collected by National Education and Training Commission (NETCOM) in collaboration with Federal Directorate of Education and analyzed by the Academy of Educational Planning and Management.

Following are the findings of this study.

1. The total population of the area is 267131; out of this population 80187 (30.01 %) people are in the age group of 0-5, 5,40713 (15.24%) are in the age group of 5-9, 103847 (38.87%) in the age group of 10-35 while the remaining 42384 (15.87 %) are in the age group of 35 years and above.
2. The over all literacy rate in the age group of 10 and above is 54.12 percent. It is 68.83 percent for males and 38.36 percent for females. The maximum literacy rate is in the age group of 10 to 35. which is 62.38 percent on overall, 76.02 percent for males and 48.00 percent for

females. The area wise, maximum literacy rates are in Kerpa, Sihala, Kori and Phulgran. In these areas the male literacy rate is in the range of 73% to 79% and for females in the range of 40-45%. The minimum literacy ratio was found in Union Councils Bhandra, Golra, Girga, Sangjani where it ranged from 44% to 54% for males and 21% to 30% for females.

3. 181 primary schools in the area were surveyed. Approximately 10.50% Schools were shelterless and 6 percent have only one classroom. Student room ratio is 1 to 60.
4. There were 38909 students in class 1-5. The participation rates being 95.57 percent. However, it is apprehended that children in the age group of 9 and above may also be attending primary schools and thus inflating the participation rates. The best guess, is that 15% to 20% students in primary schools are above 9. This means that actual participation rates are 75% to 80% .
5. The dropout rate was measured for the current year and it was 5.42 percent. The maximum dropout takes place in class 1 and 2 which is more than 6 percent. It is also higher among students in the age group of 9 and above. The major reasons for dropout include (a) poverty and opportunity cost (b) lack of interest in Education (c) the distance between home and school (d) failure in the examination (e) irrelevant curriculum (f)parent's low

regards for education (g) teachers behaviour (h) higher student teacher ratio (i) shelterless schools and (j) schools with insufficient accommodation.

6. Some of the problems faced by the school system include (a) Unavailability of adequate buildings (b) insufficient accommodation (c) overcrowded classroom (d) shortage of furniture (e) Lack of co-operation from parents (f) non availabilities of books, teaching aids, playgrounds and (g) irrelevant curricula.

In the light of these findings it is recommend that:

(a) shelterless schools be provide buildings (b) additional rooms should be built in order to reduce over crowded classes. (c) curricula should be revised and made functional. (d) Teaching aids such as books, a.v- aids should be provide in order to reduce dropout rate and at the same time for the improvement of quality of education, (e) primary education must be expanded in this regard preference should be given to the establishment of female schools or co-educational Institutions and (f) all programmes for literacy must have a component of population education.

CHAPTER I
INTRODUCTION

1. BACKGROUND

Education is an important factor in national development. It enhances national integration, accelerates economic development, stabilizes democracy and promotes cultural development. In addition, equal access to education helps to redistribute social and economic justice.

Also it is the key that opens the door to social awareness and intellectual growth. No progress can be achieved without Education. Thus the need for making people literate can not be over emphasized.

In Pakistan several efforts were made to eradicate illiteracy but no significant results have been achieved as the progress in literacy rate during the last 44 years has been marginal. It was 16 percent of the total population at the creation of Pakistan, 26.2% percent in 1981 and estimated to be 30% in 1990.

While the overall national literacy position may be experiencing an upward move the same is not true for both the sexes and various regions of the country. In 1981, for example, only 13.7 per cent of all females aged 10 and above were defined as literates as against 31.8 per cent literate males in the corresponding age-group. The male-female differential in literacy levels between

urban and rural areas remains glaring. 51.5 per cent of the urban males were literates as compared with 33.7 per cent of the urban females. As against this, the figures for the rural areas were 23.1 per cent males as compared with 5 per cent for females.

The literacy rates vary a great deal between the provinces, and for rural and urban areas within each district. In the NWFP, the over all percentage of the literates was 16.7 per cent. The percentages for males and females in the urban areas were 47.00 per cent and 21.9 per cent, respectively. The corresponding figures for the rural areas were 21.7 per cent for males and 3.8 per cent for females. In Punjab in the same year, 24.5 per cent were literates. A sex-wise break-up shows 33.5 per cent for males and 14.4 per cent for females. In the urban areas of the province, 51.5 per cent were males and 32.2 per cent females. The corresponding figures for the rural areas were 26.4 per cent for males, and 7.4 per cent for females. In Sindh, 28.2 per cent are literates, with 36.6 per cent males and 19.1 per cent females. In urban Sindh 53.9 per cent of the literates are males and 38.3 per cent females. The corresponding figures for the rural Sindh were 26.8 per cent and 3.4 per cent. Baluchistan has a literate population of 8.2 per cent with 12.5 per cent males and 2.9 per cent females. The corresponding figures for rural Baluchistan were 7.3 per cent and 0.8 per cent.

2. This situation indicates that herculean effects are needed to make the country literate. The situation also demands taking stock

of past efforts. While in the past uniform models of literacy were introduced through out the country, now the thinking is to introduce multifarious methods of literacy for different types of clients according to their needs. It is envisaged that concentration of efforts and resources in selected area will produce better results.

3. Islamabad Rural Area has been selected for the 100 percent literacy within next two years by 1993-94. In this regard, a BASE LINE EDUCATIONAL SURVEY OF ISLAMABAD (RURAL) was taken in 1991.

4. The main purposes of this survey included the following:

a. Literacy

- i) To collect data about the overall literacy rate in rural area
- ii) To collect exact information about the educational level of every individual residing in rural area and urban slums of Islamabad which can serve as data base to plan, launch and evaluate future programmes of literacy in the area.

b. Primary Education

- i) To collect accurate and up-to-date statistical data about the population size of the school age group 5-9.
- ii) To collect accurate and up-to-date statistical data about the enrolment and participation rate at primary level, and out of school population of age 5-9.

iii) To collect accurate and up-to-date information about the size, extent, spread and mapping of primary education facilities in the area.

iv) To ascertain information about the status of instructional and physical facilities, problems faced in this respect and inputs needed.

v) To assess the additional requirements and inputs for universalization of primary education in the area.

c. Drop-out

i) To collect data about the drop out rate at various stages of primary level.

ii) To ascertain the reasons for the drop-out.

iii) To discover the areas needing improvement with a view to reduce the drop-out.

4. Instruments

Data was collected by using following instruments:-

i) Structured and open ended questionnaires (A) administered to local inhabitants. In all 39856 questionnaires were administered to house holds.

- ii) Questionnaires/interviewing of school drop-outs.
757 dropouts were interviewed.
- iii) 181 Questionnaires/interviewing of local
heads of educational institutions were taken.

Data was tabulated and analyzed on computer. Draft questionnaires attached as Annexure-I.

5. Data Collection

Following agencies were involved in the operation.

- i) Islamabad administration.
- ii) Ministry of Local Govt. & Rural Development,
Islamabad.
- iii) Allama Iqbal Open University, Islamabad.
- iv) AEPAM/CBE.
- v) Local Councilors of the area.
- vi) Federal Directorate of Education, Heads of
Educational Institutions and their teaching staff.

There are 12-union councils in rural Islamabad. Federal Directorate of Education Islamabad has divided the rural area of Islamabad in 4-administrative sectors namely Bhara Kahu Sector, Nilore Sector, Sihala Sector and Tarnol Sector. An Assistant Education Officer stationed in each sector were made responsible

for the operation of data collection in all villages/hamlets in their jurisdiction. School teachers were engaged as "enumerators" for collection of data.

LIMITATION

The data has some limitations particularly it does not give exact information on the following issues:

1. The data on enrolments and participation rates in misleading. The numbers of students enroled in classes 1-V is given but it is not clear about their age group.
2. Spreading and mapping of primary education is missing. Although infomation on number of shelterless schools and schools with insufficient accommodation is provided but it is not clear what are the names of these schools and in which Union Councils, these schools' are situated.
3. It is not possible to assess the additional requirements and in puts for univeralization of primary education.

CHAPTER 2

DATA ANALYSIS

This survey was under taken in rural areas and urban areas slum,with the intentions (a) to know the population of the area (b) Literacy level (c) level of educational attainment (d) situation of primary education and (e) dropout rates and the reasons for it. In this regard three questionnaires were administered to heads of the households (b) heads of educational institutional dropout children. The information collected through the questionnaires were analyzed and presented below:

Population

The total population of the area surveyed is 267131. Out of this population 80187 people are in the age group of 0-5, 40713 are in the age group of 5-9, 103847 people are in the age group of 10-35, while the remaining 42384 are in the age group of 35 years and above. The total population of the area is given below:

TABLE 1

Population of Islamabad in various age groups

Age group	Male	Female	Total	Percentage
0-5	-	-	80187	30.01
5-9	21445	19268	40713	15.24
10-35	53290	50557	103847	38.87
35 and above	22511	19873	42384	15.84
Total			267131	100.00

It can be observed from the table that there are more males than females. It can also be observed from the table that population in the age group of 0-5 is approximately double than the population in the age group of 5-9 one implication of this finding is that in order to universalize primary education, the present educational facilities have to be doubled.

Population growth.

The rate of population growth is very high in Pakistan. The data also demonstrates this phenomenon in Islamabad. The table given below presents the population in rural Islamabad over the two decades.

TABLE 2

Population growth in various age groups

Population	1981	1991	Inter census
Age group 5-9			growth rate (%)
Total	19808	40713	105.53
Male	10150	21445	111.28
Female	9658	19268	110.99
Age group			
<u>10-35</u>			
Total	63321	103847	64.00
Male	33210	53290	60.46
Female	30111	50557	67.90

Age group			
<u>35+</u>			
Total	32310	42384	31.17
Male	17766	22511	26.70
Female	14550	19873	36.58

Sources: Pakistan Population Census 1981.

It may be pointed out that this growth has taken place over a period of more than 11 years. It can be observed from the table that growth rates are higher in the age group of 5-9. Moreover, in the age group of 10 and above, the growth rates are higher for females than for males. For example in the age group of 10-35, the inter census female growth rates is 67.90 percent against 60.46 percent for males. Similarly in the age group of 35 and above the inter census female growth rates is 36.58 percent against 26.70 for males. This may be due to change in social attitude of parents towards female child and better health and immunization programme introduced by the government during the last decade.

2. LITERACY

Over all literacy ratio in Islamabad was noted as 40% in 1972, 48 % in 1981 and by now (1991) it is 54.12%. The table given below presents the literacy ratio in Islamabad during the last three decades.

TABLE 3

literacy ratio in rural Islamabad. (1972-1991) (%)

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1972	53.2	22.7	40
1981	59.1	33.5	47.8
1991	69.0	38.4	54.12

The readers may be aware that definitions of literacy have also been changing. In 1972 the definition of literate was as one who could read and write in any language with understanding. While in 1981 this definition was further improved and the component of numeracy was also included.

However the table indicates that inspite of improving the parameter at literacy, there has been some improvement in the literacy rate over the intercensus period.

It can also be observed that during 1972-1981, growth in female literacy has been higher than males while during 1981 to 1991, the growth rates are higher for males than for females.

DISTRIBUTION OF LITERACY IN VARIOUS AGE GROUPS

1. Literacy rate in the age group of (10-35)

Over all literacy rate of population 10 years and above is 54.4 percent of which 69 percent were males and 38.4 percent were females. If the population in the age group of 35 and above is excluded from this description, the literacy rate for males and females for the age group of 10-35 is given below for each union council and urban slums included in the survey.

TABLE NO.4

LITERACY RATES (10-35) YEARS IN VARIOUSUNION COUNCIL(PERCENTAGES)

<u>UNION COUNCIL</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>
1. Kori	87.44	100.00	73.94
2. Sohan	72.86	81.14	63.22
3. Phulgran	72.08	85.98	56.55
4. Sihala	71.74	86.47	56.94
5. Bahara Kahu	67.50	81.65	52.23
6. Tarlai	67.27	83.41	52.58
7. Koral	67.01	84.67	46.06
8. Charah	66.65	82.70	49.53
9. Tamir	63.24	83.61	41.49
10. Urban Area	59.66	71.75	42.21
11. Sang Jani	57.83	73.96	41.90
12. Gorja	56.73	74.33	35.82
13. Shah Allah	56.24	74.03	37.67
Ditta			
14. Rawat	54.98	65.45	44.14
15. Golra	54.65	71.74	37.95
16. Kirpa	40.04	48.00	31.71
17. Bahadana	37.91	55.22	19.28
Total Federal area	62.38	76.02	48.00

It can be observed from the table that in certain areas like Kori, Sohan, Phulgran and Sihala, the literacy rate is above 70%. For males it is even above 80%. Union Council Kori has 100% literacy rates for males. Union Councils Rawat, Golra, Kirpa and Bhandra have lowest rates among males while Union Councils Girga, Shah Allah Ditta, Tamir, Golra, Kirpa and Bhandra have lowest literacy rates for females.

2. Literacy rate in the age group of 10 and above.

The table give below presents rating of literacy in all the areas in the age-group of 10 and above:

TABLE NO.5

Table 5.2.1 LITERACY RATES (10 YEARS AND ABOVE) IN EACH
UNION COUNCIL, (percentages)

<u>UNION COUNCIL</u>	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>
1. Phulgran	61.67	74.92	46.00
2. Sihala	61.28	79.76	44.90
3. Kirpa	60.88	76.71	44.72
4. Sohan	59.40	63.59	53.91
5. Tarlai	59.30	77.12	43.46
6. Charah	58.85	75.19	39.58
7. Barah Kahu	56.83	72.86	39.48
8. Koral	55.49	73.64	34.40
9. Tamir	54.60	73.27	32.92
Federal Area	54.12	68.74	38.38
10. Rawat	54.12	68.74	38.38
11. Urban Area	49.52	62.62	35.10
12. Shah Allah	47.92	63.16	31.23
Ditta			
13. Sang Jani	47.10	62.45	32.09
14. Garja	46.99	61.24	29.25
15. Kori	45.68	63.00	30.84
16. Golra	44.99	60.42	
17. Bhadana	36.57	47.78	21.09
Total Federal area			

By comparing table 4 and 5, it can also be observed that illiteracy rate is higher in the age group of 10 to 35 as compared to age groups 10 and above. The reasons being expanded schooling over the last 2-3 decades have benefited this age group. While the people in the age group of 35 and above particularly those borne in 1950's or before are more illiterate because of lack of educational facilities during their childhood.

The table indicates that the literacy rate of people of 10 years and above is highest in Phulgran. It is 62% for both sexes, 75% for males and 46.00 percent for females. Union Councils Sihala and Kirpa are also close to Phulgran with very minor difference. Five Union Councils namely Sangjani, Garga, Kori, Golra and Bhadana are the lowest.

It appears from the table that Bhadana, Kirpa, Golra and Rawat Union Councils had literacy rate in the range 36 to 55 percent of age group 10-35 years.

Level of Educational Attainment

The educational attainment of a person is the highest level of educational completed by a person. It pertains to a population of 10 years and above as a student normally completes his/her primary education at the age of 10 years and above.

It is also point out that a level of educational attainment are only of the literate population.

TABLE 6

EDUCATION ATTAINMENT OF FEMALES (%)

	<u>Literacy rate below Primary</u>	<u>Primary</u>	<u>Matric</u>	<u>Intermediate and above</u>
1. Sangjani	26.53	60	8.57	4.9
2. Tarlai	25.26	56.62	12.43	5.69
3. Kori	29.67	57.08	8.47	4.82
4. Bara Kahu	29.13	53.01	11.85	5.88
5. S.A.Ditta	28.60	59.21	9.62	2.57
6. Phulgran	35.09	47.90	8.33	5.67
7. Urban Area	33.47	42.26	12.17	12.10
8. Bhandra	34.55	50.91	9.09	5.45
9. Charah	31.13	47.22	11.86	7.79
10. Keral	32.34	48.84	12.40	6.42
11. Kirpa	32.47	48.26	13.25	6.02
12. Sihala	32.84	42.17	16.20	8.79
13. Tamir	40.88	49.03	7.61	2.48
14. Golra	39.95	44.37	8.22	7.46
15. Sohan	39.27	33.58	16.09	11.06
16. Rawat	43.39	29.10	12.40	15.11
17. Gijra	40.00	36.84	15.79	7.37
Average	33.79	47.43	11.43	7.03

It can be observed from the table that majority of the females, approximately 80 percent of the literate population possess educational attainment at primary or below level. Only few Union councils such as Sihala, Sohan, Rawat, and Girga have approximately 20 percent of the total literate population possessing matriculate or above.

TABLE 7

Level of educational attainment for Males

	<u>literacy below Primary</u>	<u>Primary</u>	<u>Matric</u>	<u>Intermediate and above</u>
1. Sang Jani	33.60	37.01	21.49	7.90
2. Tarlai	31.39	35.39	22.92	10.30
3. Kori	33.04	36.38	17.11	13.45
4. Bara Koh	31.68	37.28	21.11	9.93
5. S.A.Ditta	44.41	35.72	16.93	7.94
6. Phulgran	36.94	27.08	21.45	14.53
7. Urban Area	32.76	28.77	20.80	17.69
8. Bhanda	38.10	27.51	21.69	12.70
9. Charah	35.07	26.02	24.81	14.10
10. Koral	37.92	25.58	24.72	11.78
11. Kirpa	32.67	23.85	26.96	16.52
12. Sihala	30.81	23.37	29.23	16.59
13. Tamir	35.22	22.08	29.23	13.47
14. Golra	37.22	23.37	23.00	16.41
15. Sohan	41.61	23.42	13.64	21.33
16. Rawat	32.28	17.84	24.26	25.62
17. Girja	39.20	14.78	23.71	21.31
Average	35.46	27.37	22.53	14.79

The table indicates that in case of male literate population approximately 65 percent, possess education at primary or below while 30-35 percent people possess education at matriculate or above.

PRIMARY EDUCATION

Enrolments

The total population of the area understudy in the age group of 5 to 9 is 40713. Out of this population 38909 students are enrolled as shown below:

TABLE 8

Enrollment in primary schools

Population 5+9	:	40713
Enrollments	:	38909
%	:	95.56

Participation rates seem to be much higher. The reason may be that children in the ages 9+ and above also enroll in the schools. Therefore enrollment of children in the age group 9+ and above may have the inflated actual enrollment ratio's.

The best guess is that 15% to 20% of the students enrolled in primary schools are above 9 years. This means that the actual rates of enrollment in the age group of 5-9 may be 70% to 80%.

Distance from the schools

Approximately 800 dhokes (settlements) are situated in this area. The total population of these dhokes is 267131. The schooling facilities available to these settlements is given below:

	<u>No. of dhokes</u>	<u>%</u>
Less than 1 Kilometer	167	20.87
1-2 Kilometer	438	54.75
2-3 Kilometer	118	14.75
More than 3	77	9.63
Total	800	100.00

It can be observed from the table that majority of the dhokes 75.62 percent have school at a distance of less than 2 kilometer 14.75% dhokes have schooling facilities within a distance of 2 to 3 kilometers only 9.63% of the settle results have a schooling facilities at a distance of more than 3 kilometers.

Physical facilities:

Accomodation

The table given below presents the physical situation of the schools in the area:

TABLE NO. 9

Student room ratio in Primary schools

<u>No. of rooms</u>	<u>No. of Schools</u>	<u>Enrollment</u>	<u>Student/per room</u>
1. Shelterless	19	2377	-
2. One room	8	535	67
3. Two room	24	3769	79
4. Three rooms	32	5265	55
5. Four rooms	32	5783	45
6. Five rooms and above	66	21180	41
Total:	181	38909	59.88

The table indicates that 19 schools are shelterless and 8 schools have only one room. The student-room ratio is 59.88 which is very high.

Teachers:

Only 181 Primary schools were surveyed. The break up of teachers per school is given below:

TABLE 10

School Teacher ratio in primary Schools

-	No. of school with one teacher	20
-	No. of schools with two teachers:	7
-	No. of schools with three teachers:	9
-	No. of schools with four teachers:	18
-	No. of schools with five teachers:	127

Approximately Teacher is 1 to 4.

Dropout rate

Magnitude of
the problems

Table given below presents dropout rates from
grade 1-5.

TABLE 11

Dropout rate in classes 1-5

<u>Class</u>	<u>Initial enrolment</u>	<u>Dropout</u>	<u>Dropout ratio</u>
1	14258	870	6.10%
2	7131	415	5.81%
3	6519	306	4.69%
4	6396	299	4.67%
5	4605	219	4.75%
Total	38909	2109	5.42%

The table indicates that maximum dropout takes place in class I followed by class 2. Moreover, these statistics are for the current year. It only indicates the number of students dropped during the current year from the date of admission till undertaking of this survey.

This data pertain to the year 1991 only. The dropout rates for the same year only.

It can be observed from the table that highest dropout takes place in class 1 followed by class 2.5, 4 and 3.

Reason for dropout

757 students 214 males and 543 females who dropped out the system were interviewed. The reasons given by them for leaving the schools systems are given below:

TABLE NO.12

Age	Drop Out with Age and grade Level (Boys)					Total	%to Total
	Class-1	Class-2	Class-3	Class-4	Class-5		
Less 5 years	0	0	0	1	0	1	0.47%
5	1	0	0	0	0	1	0.47%
6	15	1	0	0	0	16	7.48%
7	18	2	1	0	0	21	9.81%
8	6	10	4	0	0	20	9.35%
9	7	8	10	3	2	30	14.02%
10	4	1	10	7	3	25	11.68%
11 and above	7	6	15	29	43	100	46.73%
Total	58	28	40	40	48	214	

The table indicates that maximum dropout takes average higher age group children in grade I and III and v.

TABLE NO.13

Table G-6(c): Dropped Out with Age and Level (Girls)

Age	Class-1	Class-2	Class-3	Class-4	Class-5	Total	% to Total
Less 5 years	1	1	0	0	0	2	0.37%
5	2	0	0	0	0	2	0.37%
6	54	2	1	0	1	58	10.68%
7	66	18	1	0	1	86	16.84%
8	31	25	7	2	0	65	11.97%
9	19	15	11	7	4	56	10.31%
10	7	9	19	30	7	72	13.26%
11 and above	6	13	49	67	67	202	37.20%
Total	186	83	88	106	80	543	

This table indicates that age of the female child is also a significant factor contributing to dropout. It is understandable that in a typical conservative society like Pakistan, parents take away their female children from school when they are grownup.

Student Teacher ratio: Dropout is also related to student teacher ratio, table 14 presents this phenomenon.

TABLE NO.14

Student - Teacher ratio and level of dropout

Teacher Student Ratio	Drop out Ratio	
1:80 to 100and	.15%=28%	13.11%
1:60 to 80	.01%	1.34%
1:40 to 60	.06%	5.57%
Below 1:40	.05%	5.14%
	.05%	

The table indicates that student-teacher ratio has a close relationship with dropout. More than half of the children dropout from the classes where one teacher has to teach more than 80 students.

TABLE NO.15

Student ratio and drop-out level

No. of rooms	No. of such schools	Student per room	Number dropped	Dropout Ratio
Without any room/Building	19	-	188	0.08
One room only	8	67	39	0.07
Two rooms	24	79	297	0.08
Three rooms	32	55	341	0.06
Four rooms	32	45	325	0.06
Rooms 5 and above	66	41	919	0.04
	181	* 59	2109	0.05

It can be interpreted from the table given above

That dropout rates are higher in (a) shelterless schools and schools having more than 67 students per room.

Out of school factors

TABLE-16

Gradation of Reasons for Dropout

Gradation Reason	Reasons	Total Responses	Percentage to Total	No. of Schools
1	Lack of interest in education	248	21.68%	81
2	Poverty	212	18.53%	76
3	To help parents in domestic work	150	13.11%	50
4	School at large distance	108	9.44%	38
5	Lack of parent's interest	96	8.39%	49
6	Failed	90	7.87%	48
7	Over age	63	5.51%	27
8	Sickness	61	5.33%	36
9	Teacher's behaviour	34	2.97%	20
10	Parents death	20	1.75%	15
11	Parent's sickness	12	1.05%	10
12	Migration	11	0.96%	8
13	To earn money	9	0.79%	5
14	Road hurdles to reach school	8	0.70%	4
15	To get religious education	5	0.44%	3
16	No girls school	4	0.35%	3
17	Male teachers in school	3	0.26%	1
18	Lack of edu facilities in school	3	0.26%	2
19	Social norms	2	0.17%	2
20	Co-education	2	0.17%	1
21	To appear for exam in another school	2	0.17%	1
22	Due to anmity	1	0.09%	1
Total Responses		1144	100.00%	481

The table indicates that major reasons for dropout include (a) Lack of interest in education (b) Poverty (c) opportunity cost (d) School at a larger distance from home (e) Lack of parents interests (f) failure in the examination. (g) overage (h) teachers behaviour and sickness.

TABLE NO.17

Reasons for Dropout (Boys)

Gradation of Reason	Reasons	Total Responses	Percentage to Total	Boys No. of Schools
1	Lack of interest in education	109	34.49%	37
2	Poverty	68	21.52%	33
3	Failed	34	10.76%	19
4	Lack of parent's interest	24	7.59%	15
5	School at large distance	20	6.33%	9
6	Sickness	14	4.43%	12
7	To earn money	9	2.85%	5
8	To help parents in domestic work	9	2.85%	7
9	Parents death	9	2.85%	7
10	Teacher's behaviour	7	2.22%	6
11	To get religious education	5	1.58%	3
12	Parent's sickness	3	0.95%	2
13	Migration	3	0.95%	2
14	Road hurdles to reach school	2	0.63%	1
15	No girls school	0	0.00%	0
16	Social norms	0	0.00%	0
17	Male teachers in school	0	0.00%	0
18	Over age	0	0.00%	0
19	Lack of edu facilities in school	0	0.00%	0
20	Due to anmity	0	0.00%	0
21	To appear for exam in another school	0	0.00%	0
22	Co-education	0	0.00%	0
Total Responses		316	100.00%	158

The table indicates that major reasons for dropout among boys included (a) Lack of interest in education (b) poverty (c) failure in the examination (d) Lack of parents interest (e) school at a larger distance (f) sickness and other factors.

TABLE NO.18

Reasons for Dropout (Girls)

Gradation of Reason	Reasons	Total Responses	Percentage to Total	Girls No. of Schools
1	Poverty	144	17.39%	43
2	To help parents in domestic work	141	17.03%	43
3	Lack of interest in education	139	16.79%	44
4	School at large distance	88	10.63%	29
5	Lack of parent's interest	72	8.70%	34
6	Over age	63	7.61%	27
7	Failure	46	6.76%	29
8	Sickness	47	5.68%	24
9	Teacher's behaviour	27	3.26%	14
10	Parents death	11	1.33%	8
11	Parent's sickness	9	1.09%	8
12	Migration	8	0.97%	6
13	Road hurdles to reach school	6	0.72%	3
14	No girls school	4	0.48%	3
15	Lack of edu facilities in school	3	0.36%	2
16	Male teachers in school	3	0.36%	1
17	Social norms	2	0.24%	2
18	Co-education	2	0.24%	1
19	To appear for exam in another school	2	0.24%	1
20	Due to anmity	1	0.12%	1
21	To get religious education	0	0.00%	0
22	To earn money	0	0.00%	0
Total Responses		828	100.00%	323

The reasons for dropout among girls differ in priorities from boys. The females that contribute towards female dropout are (a) poverty (b) domestic work (c) lack of interest in education (d) schooling at a larger distance, (e) over age and (f) failure in the examinations etc.

DISCUSSION

This section of the report has responded to the objectives of the study mentioned in chapter I. The data has provided the following information.

- (i) Population growth rate during the intercensus period is vary high. In fact this a major factor that has to be controlled otherwise the desire to make the society fully literate will be difficult to achieve. If the present growth rate continues, the primary schooling facilities are headed to be greatly expanded in order to accomodate a larg number of children becoming eligible for education.

- (ii) The literacy rate is continuously improving. However, still we are for away from the target of universalisation of literacy. The finding of the survey also demonstrate that level of educational attainment also increase level of literacy in a particuler community. There fore in order to eradicate illiteray, school system must be improved.

- (iii) The disparity in the level of educational attainment is directly related to disparities in the level of literacy therefore, there is an urgent need to redistribute educational facilities among male/female and rural/urban people.

- (iv) Inadequate building, over crowded calssrooms, lack of physical facilities and higher teacher student ratio are also responsible for poor quality of education and contribute in higher dropout rates.

CHAPTER III

Summary findings and Recommendations

This survey was undertaken in the rural areas of federal district of Islamabad to know (a) the total population of the area (b) Literacy rates (c) The current situation of primary education (d) Level of educational attainment of the people (e) Level of dropout and reason for it and to the general problems faced by school education system.

Findings

- (i) The total population in the area is 267131. Out of this population 80187 people are in the age group of (0-5), 40731 in the age group of 5-9, 103847 in the age group of 10-35 while the remaining 42384 persons are in the age group of 35 and above.

- (ii) The overall literacy in the age group of 10+ is 54.12%. It is 68.74% for males and 38.37% for females. The maximum literacy rate is in the age group of 10-35. Which is 67-38% on overall 76.76% for males and 44-40 for females.

- (iii) 181 primary schools in the area were surveyed. 19 schools (10.50%) were shelterless 6% have only one classroom.
- (iv) There were 38909 students in class 1-5 out of total population of 40713 in the age group of 5-9. The participation rates being 95.57%. However, it is apprehended that children in the age group of 9 may also be attending primary schools and thus inflating the participation rates.
- (v) The dropout rate was measured for the current year and it was 5.42%. The maximum dropout takes place in class 1 and 2 which is more than 6%. It is also higher among students in the age group of 9 and above. The major reasons for dropout include (a) poverty (b) opportunity cost (c) lack of interest in Education (d) the distance between home and school (e) failure in the examination (f) irrelevant curriculum (g) parent's low regards for education (h) teachers behaviour (i) higher student teacher ratio (j) shelterless schools and (k) schools with insufficient accommodation.
- (vi) Some of the problems faced by the school system include (a) Absence of adequate buildings (b) insufficient accommodation (c) over crowded classroom (d) shortage of furniture (e) Lack of co-operation from parents (f) non availabilities of books, teaching aids, playgrounds and (g) irrelevant curricula.

In the light of these findings it is recommended that (a) all the programmes for literacy must have a component of population education (b) in order to eradicate illiteracy the primary education system must be enlarged. In this regard preference should be given in the establishment of female schools or co-educational institutions (c) students teacher ratio should be lowered (d) shelterless schools be provide buildings (e) additional rooms should be built in order to reduce over crowded classes. (f) curricula should be revised and made functional. (g) Teaching aids such as books, a.v- aids should be provide in order to reduce dropout rate and at the same time for the improvement of quality of education.