

**A STUDY OF UNIVERSALIZATION OF PRIMARY EDUCATION
IN RAWALPINDI CITY**

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**MUHAMMAD NADEEM AHMAD
07-SS/Ph.D(Ed.)/2003**

MA-EDUCATION

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD, PAKISTAN
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A master level thesis submitted as a pre-requisite of

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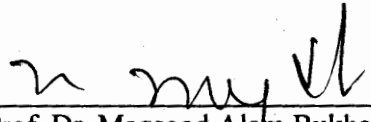
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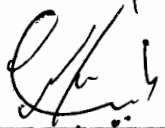
By
Muhammad Nadeem Ahmad
(07-SS/Ph.D(Ed.)/2003)

Accepted by the “Department of Education”, Faculty of Social Sciences, International Islamic University, Islamabad, for the partial fulfillment of the award of the degree “Master of Arts in Education”(Pre-requisite of PhD Education)

Supervisor:


(Prof. Dr. Maqsood Alam Bukhari)

Internal Examiner:


(Dr. Muhammad Tayyab Alam)

External Examiner:


(Dr. Allah Rakha Saghir)

Dated: 25/2/2006

Head
Department of Education
International Islamic University Islamabad

Dean
Faculty of Social Sciences
International Islamic University Islamabad.



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ABSTRACT

The education sector is vital for the economic and political success of any country. It provides basis to nation's prosperity and the recognition it deserves. The main objective of education is to prepare citizens to become useful member of the society. They should be well equipped with knowledge and skills to face the challenges and demands of tomorrow.

This study was designed to investigate Universalization of Primary Education in Rawalpindi City. Universalization of Primary Education means to extend the opportunities to all youth regardless of race, color, creed, sex or ability.

The major objectives of study were; to observe and analyze the achievement of Universalization of Primary Education, the existing basic facilities, the problems in UPE programme and suggestions for its improvement.

The review of all education policies, eight five year plans and many other schemes/programmes like Education Sector Reforms revealed that the targets for universal primary education could not be achieved.

The population was all the Head/English Teachers of primary schools in Rawalpindi City and the sample was also same. Questionnaire for head teachers of primary schools and personal observation were the research instruments. Data was collected through questionnaire and through personal visits to the sample. The collected data was tabulated, analyzed and interpreted in the light of objectives of the study.

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CHAPTER 1

INTRODUCTION

Education is one of the most powerful agencies in moulding the character and determining the future of individuals and of nations. Education in its most comprehensive sense should provide useful knowledge and training to its recipients.

The word Education has been derived from Latin words 'Educare', 'Educatum' or 'Edcere'. Educare and Educatum means "to train, to bring up and to nourish". This implies that education is something external to be put in from outside. Whereas Edcere means "to lead-out". This implies that education is something internal and it refers to growth from inside. Education is a process through which a nation develops its self-consciousness by developing the self-consciousness of the individual.

As every one knows, education is a discipline of many component parts. These parts have become more and more highly differentiated as the discipline has grown in important of education.

1.1 THE OBJECTIVES OF EDUCATION IN PAKISTAN

In Pakistan education aims at producing trained manpower, educated citizens and competent leaders. It should fulfill the collective and the individual needs and aspirations of the people. It should provide for the development of all the vocational abilities needed for the creation of a progressive and democratic society. Our education should also attempt to preserve the ideals, which led to the creation of Pakistan and strengthen the concept with a feeling of unity and oneness. This Islamic state should be based upon the

Islamic ideology of justice, equality and brotherhood. It should be a welfare state, striving to raise the standard of living of its entire citizen.

The educational institutions should produce a bulk of scientific personnel – a large number of technicians and vocationally skilled workers necessary for the technological and agricultural progress. Our manpower will remain a drag upon our economy unless it acquires vocational and professional efficiency. Our education should also result in inculcating positive attitudes towards manual work and should create willingness among the people to work in the capacity of skilled workers.

1.2 PRIMARY EDUCATION

Primary education is vital in the education process. It forms foundation for the higher education. It is comprised of the early years of school life. It starts from Kachi class and ends with the final examination of class V. This important phase includes children of age group 5-9 years. Primary education is the basic right of every child. It is the duty of government to provide free educational facilities to all children of this age group. The Universal Declaration of Human Rights by the general assembly of the United Nations states:

“Every one has the right to education. Education shall be free, atleast in the elementary and fundamental stages. Elementary education shall be compulsory”.

Yet another explanation of primary education in the Collins English Dictionary: “the education of children up to the age of 11 years.” It includes the early 5 or 6 years of

schooling. There is a difference of school years at primary level in public and private sectors. The formal education system has a multistage structure. The first is the primary stage that last five years and enrolls children 5-9 years. Universalization of primary education remained a cherished goal of successive government in Pakistan. Unfortunately this goal does not seem to be attainable uptil now.

1.3 UNIVERSALIZATION OF PRIMARY EDUCATION

Universal means “for all or done by all or applicable to all cases” (Hutchinson,1994). Education is a process of perfecting the personality or change in behaviour. Universal education is defined as, “any system of education that extends its opportunities to all youth regardless of race, color, creed, sex or ability” (Good, 1959).

This Universalization of Primary Education (UPE) in Pakistan would imply that we should extend or provide opportunities to all our males or females falling under the age group of 5-9 and bring the school facilities to their door steps. It may also involve the element of making such education compulsory under law if it is really to become universal in our peculiar socio-cultural perspectives.

The Constitution of Islamic Republic of Pakistan 1973 envisages that primary education is the fundamental right of all people, men and women, of all types of areas and places, irrespective of gender, sect, religion or any other denomination. Every one has the right to education. This fundamental right has also been recognized in the convention of the “Rights of the Child (1989)” stressing that the child has a right of

education, and the state's duty is to ensure the primary education is free and compulsory. (Govt. of Pakistan, 1998a)

Primary education, which is the bedrock and foundation of the entire educational pyramid, has the highest rate of return as compared to other sectors and levels of education. Research studies indicate that rates of return to investment in education are generally high, especially at the primary level. Investment in primary education makes a vital contribution to economic development. Both private and social rates of return at primary level are comparatively higher than secondary and tertiary level.

Different World Bank Reports on Primary Education have clearly suggested that the return of the investment of primary education is higher (about 30 percent) than at any other level of education. This return, perhaps is measured in the reduction of poverty, to improve agricultural efficiency, planned family (controlled child birth), better health conditions, lower mortality and generally, a more responsible citizen (Khawaja, 1989a).

Government of Pakistan (1998a) concluded that comparison and analysis of socio-economic development indicators, particularly, amongst the countries of South Asia region, provide convincing evidence to the fact that primary education and literacy have deep, direct and determining effect on overall development of the country. Educationally developed countries of this region have made substantial progress not only in social but also in the economic sector. All countries of the region such as Malaysia, South Korea, Singapore, Indonesia, Sri Lanka and Maldives achieved remarkable

progress in primary education and they have, in turn, secured and sustained very high per capita GNP.

Universalization of Primary Education is a strong pillar of the successful working of democracy because it eradicates the disparities between rural and urban areas and minimizes the gap of opportunities for males and females. It is also pertinent that masses must be equipped with basic education and possess adequate knowledge, understanding and skills. The focus of enhanced access to education should be in rural areas and it will raise the income generating capacity of the villagers.

The poor performance of basic education in Pakistan has created a problem among the planners and policy makers that illiteracy is a hindrance to our long-term economic and technological advancement. At present the literacy rate of 52 percent (male 71 percent and female 38 percent), the participation rate for boys and girls are respectively percent and percent and the expenditure on education as 2.2 percent of GNP remains one of the lowest in the developing world (Govt. of Pakistan, 2003a). Even these figures do not reflect the gravity of situation because the literacy break up rural-urban and male-female are posing serious challenges to the society.

Since the independence of Pakistan, so many strategies have been adopted to achieve, the Universalization of Primary Education but all the strategies are seemed to be failed. In 1947 the target for Universal Primary Education was the year 1967 (Govt. of Pakistan, 1947). In education policies of 1959, 1970 & 1984 respectively (Govt. of Pakistan, 1959, 1970, 1972). Govt. of Pakistan (1979) stated the target for Universal

Primary Education was fixed as 1992. Govt. of Pakistan (1992, 1998a) envisaged the targets of UPE as the year 2002 and 2010 respectively.

Education Sector Reforms (ESR) programme is the continuation of National Education Policy (1998-2010) and the ten years perspective development plan (2001-2011). ESR is an action plan for 2001-2005, strategically positioned in the objective conditions prevailing in the country. The prime concern in the short run being, routing out deficiencies in the education system. It is a comprehensive sector wide programme for increase access, enhanced equity and improved quality at all levels of education. The most important objective is to develop an educated nation in which every person has completed atleast a minimum level of education such as universal primary education. To this end Compulsory Primary Education, link to provision of appropriate faculties, is being introduced gradually.

1.3.1 Objectives of Universalization of Primary Education

There are following objectives of universalization of primary education:

- Admission in schools of all children of age 5-7 years.
- Retain children admitted for 5 years.
- When students complete their primary education, they must have following capabilities:
 - Able to read written matter.
 - Able to write.
 - Able to do basic arithmetic.

1.3.2 Reasons of Starting Universalization of Primary Education

- Low rate of literacy.
- Low rate of admission.
- High rate of drop out.
- Dis-satisfactory quality of education.

1.4 RAWALPINDI CITY

Rawalpindi is the most important city in Pothohar Region. Rawalpindi is a district of the Punjab province. It is bounded by the Jammu and Kashmir State across the river Jhelum on the East, Abbotabad district of NWFP on the North, Attock district on the West and Jhelum and Chakwal districts on the South.

According to 1998 Population and Housing Census, total population of Rawalpindi district is 3364 thousands persons out of which 1723 thousands are males and 1641 thousands are females. Density of population in the district is 636 persons per square Kilometre. Percentage break-up of the Rural and Urban population is 46.8 and 53.2 respectively.

The district has a metalled road-length of 1944 Kilometers. The district is linked with Jhelum, Chakwal, Harripur, Attock, Muzaffarabad and Islamabad through metalled roads. The Lahore Islamabad Motorway passes through this district at 250 to 320 Kilometers. Chakri interchange is provided on the motorway in the district.

The district is spread over an area of 5,279 Square Kilometers comprising of following six tehsils

- | | | |
|---------------|-----------|------------------|
| 1. Rawalpindi | 2. Kahuta | 3. Murree |
| 4. Gujar Khan | 5. Taxila | 6. Kotli Sattain |

Rawalpindi city is important part of Tehsil Rawalpindi. There are forty six union councils in the Rawalpindi city. Generally referred as union council No. 1 to union council No. 46. Name of union councils in Rawalpindi City is shown in Appendix No. 3.

two district education officers are reporting to EDO (Education). One is responsible for Secondary level and other for Elementary level. Deputy District Education Officer (Elementary) reports to DEO (Elementary). Two AEOs are reporting to DDEO (Elementary). One AEO is male and is responsible for government primary schools for boys in the Rawalpindi city and the other one is female and is responsible for government primary schools for girls in the Rawalpindi city. All the heads of primary schools reports to concerned AEO.

1.4.2 Comparison of Literacy, Rate of Admission and Dropout

TABLE 1: Literacy, rate of admission and dropout

	Pakistan	Rawalpindi City
Rate of Literacy	52%	75%
Rate of Admission in Primary Schools	70%	90%
Dropout from Primary Schools	40% (in 5 years)	20% (first 3 years)

Source: Data source from EDO (Education) Office, Rawalpindi, 2003.

Table 1 shows the comparison of literacy rate of Pakistan and Rawalpindi city. In Rawalpindi city literacy rate is 75% which is much higher from the figure 52% which represents literacy rates of Pakistan. Rate of admission in primary schools is also 20% on higher side as compare to over all Pakistan's figure. Dropout from primary schools is also 20% on lower side, which is a healthy sign.

1.5 STATEMENT OF PROBLEM

This study investigate, "The Universalizaiton of Primary Education in Rawalpindi City".

1.6 OBJECTIVES OF STUDY

The objectives of the study were as under:

- a. To observe and analyze the achievement of universalization of primary education in Rawalpindi City.
- b. To examine the existing basic facilities in government primary schools of Rawalpindi City.
- c. To investigate problems in Universal Primary Education Programme.
- d. To give suggestions for the improvement of the implementation UPE in Rawalpindi City.

1.7 SIGNIFICANCE OF STUDY

Primary education is the most important phase of education in the context as it yields the highest rate of return. In Pakistan from 1947 to 2005 all the targets set by different educational policies for the universal primary education could not be fully achieved. Population explosion has hazardous affect on the universal primary education. Primary education of Pakistan expanded continuously but still the illiteracy rate is quite high.

This study help in the achievement of educational sector reforms targets and situation analysis explore ways and means to enhance student participation at this level. This research contributes to yield higher rate of return by this sector in the light of ESR.

This study was designed to find out the achievements of UPE made by the government and to propose the suggestions for the solution of the problem in the

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter the researcher reviewed the related literature and the discussion has been divided as follows:

2.1 DEFINITION OF EDUCATION

Education is a human right with immense power to transform. On its foundation rest the cornerstone of freedom, democracy and sustainable human development (Anan, 1999). The sole purpose of education is to provides opportunities of growth and to remove hampering influences (Russell, 1994). Infact, education is a pre-requisite not only for the full exercise of the individual's rights, but also for understanding and respecting the rights of others (Rao, 1996).

Greaney (1996) stated that close to one billion people in the world can not read. The vast majority of these live in developing nations. Without the ability to read they are denied access to important information about health, social, cultural, and political issues as well as sources of pleasure and enrichment. Without a sizeable literate population it is difficult for nations to develop the human resources necessary to create viable economies, essential services, and civil societies.

2.2 IMPORTANCE OF EDUCATION

The importance of education for development is not a new discovery. It is the passport to accelerate economic growth, particularly in the context of a rapidly

globalizing world economy. Only societies that have acquired the relevant knowledge and skill can compete successfully in global market. This has been the experience of Japan, the East Asian Industrializing Economies (South Korea, Hong Kong, Singapore, Malaysia, Thailand, Indonesia) and China. By combining their low wages with relevant education and skills, they converted their poverty into an asset and took over the global markets through rising labour productivity (Haq, 1998).

Mueen (1992) mentioned that the importance of education at elementary level is visible, as it is the most critical stage of the child development. The negligence of which may deprive of the sound and strong base of education system. It is not only a basic human right but also is imperative for conscious participation of the masses in the development process of nation. It can bring highest dividends in the making of an ideological, social, political and economic order of the nation as well.

2.3 CONCEPT OF BASIC EDUCATION

Botti (1978) concluded that basic education encompasses all activities that provides individuals with a certain minimum of education considered indispensable and possible for the society concerned at a given moment. The concept of basic education implies the will to prepare the entire population for daily life in a concrete manner.

As a formal service, basic education means compulsory schooling covering the primary and some times a few years of the secondary cycle.

As a non-formal service, it comprises the educational activities designed for those sectors of the population which the school cannot, or could not reach.

The following elements collectively constitute basic education:

- a. Systematic and collectively organized early childhood care and education programmes designed to promote normal physical, psychological and intellectual growth of infants and pre-school age children;
- b. Primary level education intended to be accessible to all children for a duration and in a form contingent on resources and level of educational development of a country; and
- c. Literary and non-formal education programmes for youth and adults including post primary non-formal education.

2.4 CONCEPT OF UNIVERSALIZATION OF EDUCATION

The concept of universalization of education is found to vary from country to country, depending on the conditions, needs, experiences and educational policies. However, it is possible to classify the concept under two broad categories. One: in Afghanistan, India, Indonesia, Nepal and Pakistan, universalization of education is viewed as the provision of education to the mass of people at the primary education level. This is being undertaken through both formal and non-formal means. The concern for the eradication of illiteracy is matched by interest in making education relevant to people's aspiration for a more just and productive society. Two: in other countries such as Republic of Korea, Malaysia, Philippines, Singapore, Sri Lanka and

Thailand, where education for some years is universal, or nearly so, universalization encompasses its extension to a part of the second stage of education (UNESCO, 1979).

UNESCO (1998) concluded that universal primary education means full enrolment of all children in the primary school age-group i.e. 100 percent net enrolment ratio.

By PMLC, (1998) components of Universal Primary Education are universal access, enrolment, retention and completion by legislation and strong commitment of the nation.

2.5 BRIEF HISTORY OF COMPULSORY EDUCATION

With the achievement of an independent status on 14 August 1947, there was a public demand in Pakistan that the old system of education should be overhauled and reoriented to suit the ideals and aspirations of the people. The central government; accordingly, in 1947, called the Pakistan educational conference which laid down the broad objectives. Universal free and compulsory education for all children between 6 & 11 years, to be gradually extended to cover children up to 14 years; the educational system to be inspired by Islamic ideology and to emphasize among many of its characteristics, the virtues of universal brotherhood, tolerance and justice.

The various provinces, viz. Punjab, Sindh, NWFP, etc; thereupon established strong committees to examine the present system and recommended measures to

achieve the objectives stated above. Sindh government abolished the district board and set up a provincial board of primary education as a mean of improving the situation in compulsory and primary education. The NWFP also assumed the responsibility of administering primary education. Punjab adopted a 20 year scheme under which the 4 year primary course was raised to 5-year and education in primary schools was made free, and a fairly substantial provision was made for building new schools each year. All the provinces also brought about sweeping changes in several stages in the curriculum of primary schools (UNESCO, 1955).

2.5.1 Constitutional Basis

Article 37(b) of the constitution of Pakistan 1973 states that, the state shall remove illiteracy and provide free and compulsory secondary education within minimum possible period (Govt. of Pakistan, 1973)

In Pakistan, primary education is governed by: (a) The North West Frontier Province Primary Education Act of 1939; (b) (i) The Punjab Primary Education Act of 1940; (ii) The Punjab Compulsory Primary Education Act of 1994; (c) The Sindh Primary Education Act of 1947; (d) Bahawalpur Primary Education Act of 1948.

In the Federal Area of Karachi, administrated by the central government primary education is also governed by the Sindh Primary Education Act of 1947 (UNESCO, 1955).

2.6 COMPULSORY PRIMARY EDUCATION REFLECTED IN EDUCATION POLICIES

With the achievement of an independent status on 14 August 1947, there was a public demand in Pakistan that the old system of education should be overhauled and re-orientated to suit the ideals and aspirations of the people. The central government, accordingly, in 1947, called the Pakistan Educational Conference.

The message of the Quaid-i-Azam, Mr. Muhammad Ali Jinnah, to the conference was very explicit. He said; “there is no doubt that the future of our state will and must greatly depend on the type of education we give to our children and the way in which we bring them up as future citizen of Pakistan” (Govt. of Pakistan, 1947).

The then education minister of Pakistan, Mr. Fazlur Rahman said; “our first and foremost concern must inevitably be a determined and vigorous attack on the formidable problem of illiteracy and its evil consequences. It goes with out saying that the existence of a large bulk of illiterate population constitute a grave menace to the security and will-being of the state. There is now general agreement that the state in its own interest should provide to its boys and girls, universal, compulsory and free basic education which is the primary requisite of training in democracy (Govt. of Pakistan, 1947).

UNESCO (1987) stated that this conference dealt practically with all the aspects of education. The major recommendations regarding primary education were as follows:

- a. Free and compulsory education should be introduced for a period of five years which should be gradually raised to eight years.
- b. Primary schools should be co-educational or otherwise according to the local needs.

The conference also suggested that several research studies should be undertaken for the improvement of primary education in all the provinces.

2.6.1 Report of the Commission on National Education 1959

Govt. of Pakistan (1959) mentioned as, “compulsory education at the elementary stage is indispensable for skilled manpower and intelligent citizenship. For this at-least eight years schooling is required. The target should be to achieve five years compulsory schooling within a period of ten years and eight years compulsory schooling within a total period of fifteen years. To attain these objectives the commission suggested that the first step to be taken is to compel all parents of children enrolling in primary schools to keep them in these schools at-least until the age of nine or ten plus or until the course has been satisfactorily completed. The second step is to introduce compulsion progressively for the entire age group, five plus to ten plus. This can be done in a variety of ways in the various regions of Pakistan. One area may wish to begin making attendance compulsory for all five-year olds, then for all five and six-year old the following year and then for five, six and seven-year old and so on until at the end of ten-years, with suitable breathing spells for consolidation and training of teachers, the entire age group is covered. Another area may prefer to introduce compulsion district by district.

✓ The commission for the first time provided guide-lines to look for alternative means in view of the financial constraints to achieve the goal of universalization of primary education. They included:

- a. School building, land, furniture, teaching materials and residential accommodation for teacher should be provided by the community. Government may, however, give financial assistance to local communities in “special” and economically backward areas.
- b. For maintenance of schools, 50 percent of the expenses be met through special tax on a district basis in Pakistan and
- c. Fifty percent from the general revenues of the provincial government. The grant to each district or sub-division should be fixed after taking into consideration its means, the requirement of backward and poor localities being given due weightage.

Govt. of Pakistan (1959) also recommended that high level committees both at central and provincial level be established to look into the financial problems of primary education and to coordinate and evaluate the progress of expansion. The commission was of the opinion that the administration of primary education should not be entrusted to local bodies in view of the unhappy experience of the past and organized on district or sub-division level.

2.6.2 Report of the Commission on Student’s Problems and Welfare 1966

UNESCO (1984) gave the following remarks about compulsory education, “we are satisfied that government has accepted it in principle that as soon as possible

compulsory, free, primary education will be introduced in the prospective plan period”.

2.6.3 The New Education Policy 1970

The new education policy-1970 of the Government of Pakistan envisages that a high priority should be accorded to universal elementary education up to class VIII. The aim should be universal enrolment up to class V by 1980. Enrolment of girls should be encouraged by establishing girl’s schools wherever possible and by recruiting a large number of female teachers (Govt. of Pakistan, 1970b).

2.6.4 The Education Policy 1972-1980

Govt. of Pakistan (1972) laid emphasis on free education in all the schools, both governmental and privately managed throughout the country in two phases. In the 1st phase from 1st October 1972 education up to class VIII will be made free for boys and girls. In 2nd phase, starting from 1st October 1974, free education will be extended to classes IX and X in all schools. The policy anticipated that primary education will become universal for boys by 1979 and for girls by 1984. This will mean an increase in enrolment in primary classes of approximately 50 lakh children by 1980 raising the total enrolment from the present 46 lakh to an estimated 96 lakh over the period.

To accommodate the increased enrolment, 38,000 additional classrooms for primary classes will be constructed to provide schools within easy walking distance from the children’s homes. In addition, approximately 23,000 additional classrooms

will be constructed for pupils in classes VI to VIII. The primary schools which have potential for growth will be developed into elementary schools.

The policy anticipated that existing school buildings will be used on a double shift basis. Union halls, community centers and other suitable buildings will also be used for school purposes. Priority will be given to rural and backward areas and to the education of girls.

The universalization of elementary education will require about 2.25 lakh additional teachers. The existing teacher training institutions will turn out about 75,000 teachers during the eight-year period ending 1980. A additional 75,000 teachers will become available from the general system of education where a new optional subject of teacher education is being introduced at the high stage and the college level. The remaining 75,000 teachers will be provided by the establishment of a National Literacy Corps drawn from.:

- a. Locally available unemployed persons, retired civil servants, ex-service men, etc.
- b. University and college students through the proposed National Service Corps.

Women teachers in primary schools will be encouraged lowering the minimum academic qualification in certain areas. This will enable boys and girls to study together in a single school staffed exclusively by women teachers.

2.6.5 National Education Policy and Implementation Programme 1979

Govt. of Pakistan (1979) stated that primary school enrolment will be so increased that all boys of class one age are enrolled by 1982-83. Universal enrollment of boys will be attained by 1986-87. In the case of girls, universalization will be achieved by 1992. Necessary provisions in the form of physical facilities, instructional materials and pre-service and in-service education of teachers etc. will be made to achieve the target.

Other programmes to be carried out during next five years 1978-83 include:

- ◆ Opening of 13,000 new primary schools
- ◆ Reconstruction/improvement of 17,000 existing primary schools
- ◆ Provision of equipment to 12,000 schools
- ◆ Provision of teaching kits to all existing schools

2.6.6 National Education Policy 1992

2.6.6.1 Policy Statement

In the policy following are the remarks about primary education, primary education shall be recognized as a fundamental right of every Pakistani child. Primary education shall be made compulsory and free so as to achieve universal enrolment by the end of the decade. The medium of instruction as may be determined by the provinces, shall be either the approved provincial language, the national language, or English. Special measures will be adopted for improving the quality of education. For this transitory period, the minimum norm will be a two-room primary school with five teachers. Development of primary education in the private sector will be encouraged

but regulated through stringent controls to discourage commercialization. Education Foundation will be established in each province, and at the Federal level for development of education in the private sector. In due course of time, primary education will be transformed into basic education (elementary education extending to class VIII). The transformation will be protected by Federal or Provincial legislation. A planned effort will be made to increase the literacy rate to 70 percent by the year 2002. The target by 1995 is being set at 50 percent. This formidable challenge can not be met by the government alone. The whole nation need to be mobilized for launching a campaign against the scourge of illiteracy on a war-footing. The provincial governments, NGO's and local institutions shall be actively involved both in planning and implementation; the federal agencies assuming the role of coordination monitoring and evaluation in addition to providing technical support for development of materials and training (Govt. of Pakistan, 1992).

2.6.6.2 Teachers and Physical Facilities

- i. About 265,000 new primary school teachers will be trained and recruited. Approximately, 107,000 new primary and Mosque schools will be opened, and one room each will be added to 20,000 one room schools. Also 24,750 shelter less primary schools will be provided with two room each.
- ii. As for as possible, female teachers will be recruited for primary schools.
- iii. The upper age limit for appointment as primary teacher will be relaxed.
- iv. All types of human resources including retired and unemployed educated persons will be utilized for teaching at primary level.

- v. Salary structure and service conditions of primary teachers (PTC) will be improved.
- vi. The salary of primary teacher will be linked with his qualification.
- vii. Non-Governmental Organizations (NGOs) will be encouraged to set up resource centers for the in-service training of teachers.

2.6.6.3 Curriculum and Medium of Instruction

- i. Primary curriculum for classes I-III will be integrated into two books only: one integrating language, Islamiyat and Science, and the other dealing with Basic Mathematics.
- ii. Quran Nazira shall start in class-I and shall be completed in the terminal year.
- iii. In rural areas, the school timings, including vocation, will be arranged according to the convenience of students, taking into consideration the cropping pattern.

2.6.6.4 Women Participation

- i. In areas where women participation is low, special incentive-oriented programmes will be created to enroll and retain them in school.
- ii. Distance education programmes, for example, women matric, etc. designed by Allama Iqbal Open University will be used for the education of women.

2.6.6.5 Administrative Measures

- i. The programme of universal primary education will be carried out through active participation of the community and elected representatives with village as a unit in rural areas, and Mohallah in the urban areas.

- ii. Primary Education Authorities (Directorates of Primary Education) may be created at Federal and Provincial levels.

2.6.6.6 Basic Education

- i. Basic education will extend over classes I-VIII.
- ii. The present system of primary education will be transformed gradually into basic education.
- iii. The targets of social action programme will also be extended to provide for basic education and in addition to rural areas, it will be extended to such urban areas as Kachi Abadis and Slums.

2.6.6.7 Funds

- i. Universalization of primary education will require massive resources. Thus, primary education will be supported through all possible sources including Iqra and Zakat funds.
- ii. The funds allocated to primary education will be non-transferable and non-lapsable; this will be guaranteed thorough legislation (Govt. of Pakistan, 1992).

2.6.7 National Education Policy 1998-2010

The current elementary education policy has been based on agreed themes and strategies of Social Action Programme (SAP II) such as improving the quality, expanding access for out of school children, especially disadvantage groups, improving management and supervisory services, capacity building, institutional development and financial sustainability.

In 1996-97, out of total 19.22 million primary school age (5-9 year) population, only 13.72 million were in school and 5.5 million were left-out, who were never enrolled. This represented gross enrolment rate (GER) of 71 percent (male 84.6 percent and females 57.5 percent), whereas, at middle level (VI-VIII) gross enrolment was 4.35 million against total 9.5 million population of respective age group i.e. (10-12 years). The gross participation rate (1996-97) was 46 percent (male 56 percent and female 35 percent).

At present, the total number of primary schools in the public sector are about 145 thousands, including about 37,000 mosque schools. One third of primary schools are female schools. In addition, 7,177 Non-Formal Basic Education Schools are run by the Prime Minister's Literacy Commission. About 30 percent schools are under-utilized. More over, there is a considerable number of ghost schools across the country.

The shortage of physical facilities and equipment is a critical issue in primary schools. According to the latest estimates, about 25,000 primary schools are without school buildings. Many of the schools are without boundary walls. Most of the one-room schools in the rural areas are made of a mixture of mud and wood (Kacha schools). Majority of the schools do not have toilets and water facilities. There is also a shortage of desks, chairs and some schools do not even have mats for the pupils to sit on. However, blackboards and pieces of chalk are available in most of the schools. Generally, the pupils do not have textbooks because of their high cost (Govt. of Pakistan, 1998a).

2.6.7.1 Objectives of Elementary Education

- i. To enhance gross participation rate at primary level from existing 71 percent to 90 percent by the year 2002-03 and 105 percent by 2010.
- ii. To increase participation rate at middle level from 46 percent to 65 percent by 2002-03 and 85 percent by 2010.
- iii. To enhance retention and completion of primary education cycle up to 90 percent students (both boys and girls) by the year 2010.
- iv. To ensure achievement of minimum level of learning, up to 90 percent primary education students by the year 2010.
- v. To expand and strengthen the base for secondary education.
- vi. To meet the basic learning needs of the child in terms of essential learning tools as well as the basic learning contents.
- vii. To reduce the existing disparities to half by the year 2010.

2.6.7.2 Physical Targets

In order to increase the access and improve the quality of elementary education, following additional facilities and services shall be provided:

1965.1

TABLE 2: Physical targets in elementary education

Facilities/Services	Bench-Mark 1996-97	9th Plan Targets 2002-03	Policy Targets 2010	Percent Increase
New Formal Primary Schools	145,000	162,000 (+17,000)	190,000 (+45,000)	31
Mosque schools	37,000	40,000 (+3,000)	57,000 (+20,000)	54
Double shift in existing primary schools	-	20,000	20,000	-
Non-Formal Basic Education School	7,177	82,177 (+15,000)	2,50,000 (+242,823)	3485
Up gradation of primary schools to middle- elementary level	15,000	30,000 (+15,000)	60,000 (+45,000)	200
Recruitment of additional teachers for primary schools	339,500	382,200 (42,7000)	439,000 (+99,500)	29

Source: Govt. of Pakistan, 1998a.

2.7 UNIVERSAL PRIMARY EDUCATION REFLECTED IN DIFFERENT FIVE-YEAR PLANS

2.7.1 The Six Year Plan 1951-57

According to Zaki (1968), the six year plan was the first planned attempt to spell out the educational needs of the country in terms of money, men and materials and also in the light of the recommendations of Education Conference 1947. But as the plan lacked adequate financial support, it could not make provision for universal primary education and the problem was left unsolved to the development efforts in future.

2.7.2 First Five Year Plan (1955-60)

Very great obstacles will have to be overcome in reaching the goal of universal primary education. Nearly half the children of primary age are not in school; of those who now join primary schools, only two-thirds finish the fifth year in the part of the country with the best record; in other areas the proportion is as low as 15 percent. Only about 60 percent of the teachers are trained; it would require about 40,000 more trained teachers to staff the present schools adequately, and additional 120,000 for the new and expanded schools in a universal compulsory system, about 20,000 schools would have to be added. The annual expenditure on primary education in the country which was about 60 million rupees in 1954-55 would have to be about three times as much to provide for universal primary education at a reasonable standard. Looking beyond the present plan period, while no precise estimates can be made, we believe the country may reasonably hope to achieve a universal system of free and compulsory primary education in about twenty years (Govt. of Pakistan, 1957).

2.7.3 Karachi Plan for Universal Primary Education-1960

A plan known as Karachi Plan for Universal Primary Education was adopted at the UNESCO Regional Meeting by Representatives of Asian Member States, held at Karachi from 28th December 1959 to 1st January, 1960. It was the first attempt to produce a long term plan, spelling out the educational needs of the 15 countries in South and South East Asia in terms of accommodation, teachers and equipment over a period of 20 years from 1961 onward, to achieve the goal of eight year (grade I to VIII) universal education. The target proposed was to raise the enrollment from 8 percent as assumed in 1960 to 20 percent in 1980, but the plan could not be applied to Pakistan as it has set its own target for compulsory education as laid down by the

commission on National Education 1959 and it had hardly attained 4 percent average annual increase in enrollment since 1950. Moreover, the demographic factor was operating against the early achievement of the goal of universal education so there was long way for Pakistan to go to achieve the desired objective of 20 percent increase in enrollment by 1980 (Haq, 1965).

2.7.4 Second Five Year Plan (1960-65)

According to Govt. of Pakistan (1960) the objective of second plan is to raise the proportion of children in the 6-11 age group who are actual by attending school from the present figure of 42.3 percent to 60 percent by 1965. In West Pakistan, the 18,000 existing primary schools are inadequate to serve the needs of a large population spread over a wide area, and the plan, therefore, provides for the opening of 15,2000 new primary schools.

These efforts are expected to increase primary school enrolment in West Pakistan by 1.2 million, raising the proportion of the age group attending school from 36 percent to 56 percent.

2.7.5 Third Five Year Plan (1965-70)

The objective of the third plan is greatly to increase enrolment at the primary level in order that universal primary education may be achieved as early as possible and certainly with in the perspective plan period. To this end it would be necessary to increase the total enrollment figure from about 45 percent in 1965 to approximately 70 percent of the primary school age group in 1970. To bring this about the plan

2.7.7 Fifth Five Year Plan (1978-83)

Govt. of Pakistan (1978c) stated that the Fifth Plan aimed at increasing enrolment at primary stage so that all boys of Class I age, are enrolled by 1982-83 and universal enrolment for the entire age group (5 to 9) is attained by 1986-87. An essential feature of the Plan is reduction in the drop out rate from 50 percent to 40 percent. Enrolment of girls will be increased by 9.95 lac or from 33 percent to 45 percent.

The Fifth Plan aims at a comprehensive approach towards primary education, which would include not only the augmentation of physical facilities but also measures to reduce the drop out rate, improvement in quality of teaching and better supervision. To accommodate the proposed additional enrolment, the Plan provides for renovation and expansion of 17,166 existing schools. In addition 12,641 new primary schools would be opened. New buildings will provide a minimum of 8 sq.ft carpet area (13 sq.ft plinth area) per student which is considered adequate if the children are squatting. In about 10 percent of the new schools, furniture will be provided. The selection of new schools would be based on detailed survey and mapping to ensure optimum locations. To ensure that schools are within the easy walking distance for small children, village and mohallah mosques will be utilized to teach primary classes both in areas where existing schools are not suitably located, and in areas which are without schools. Building in urban areas will be more intensively utilized by increasing double shift working which is particularly important if targets for increased enrolment of girls is to be realized.

The supply of teaching kits will be supplied to all schools during the Fifth Plan. Text books will be provided to all students at the primary level at nominal cost.

High priority is being given to rapid expansion in girls education. Enrolment of girls is expected to increase at the rate of 9.6 percent per annum as against 7 percent for boys. Girls schools will receive priority in the programme for construction and improvement of schools. All schools will be open for admission of girls and separate girls schools shall be opened where essential.

It is estimated that about 75,748 teachers will be required to cater for the additional enrolment. Of these 45,054 will be men and 30,694 women. To resolve the problem of non-availability of teachers for schools in the rural area, a beginning shall be made towards construction of residences and 5,800 units will be constructed during the Plan period.

2.7.8 Sixth Five Year Plan (1983-88)

Govt. of Pakistan (1983) stated that a minimum of five years of schooling will be made obligatory to being with and the tenure will gradually be raised to 10 years. This plan provides a sum of seven billion rupees for the development of education facilities at the primary level. The participation rate of children in primary schools is targeted to increase from 48 percent in 1982-83 to 75 percent in 1987-88. This implies that over five million additional children will be provided with primary schooling, an increase of over 80 percent over the base year enrolment of 6-8 million children.

It has also been decided to launch a mass literacy programme, aimed at coverage of 15 million persons, the greatest concentration of which would be on women rural areas.

The spread of education in the country is not a matter of financial allocations alone. A number of other obstacles have also to be faced and satisfactorily overcome. The first of these is the issue of education of girls, particularly in the rural areas. Participation rates in primary education range from almost 77 percent from urban boys to 20 percent for rural girls. As a matter of fact, the position is probably worse – perhaps due to high dropout rates – because literacy rate amongst rural females has yet to cross the level of 6 percent.

Another problem pertains to the country. It is estimated that at least 20 percent of population in rural areas lives in settlements of less than 300 persons. Under these circumstances, the provision of a school building becomes an expensive proposition. So it will be necessary to devise special programmes such as mosque schools, or mobile schools, with lowered qualifications for teachers in order to reach this population.

According to Govt. of Pakistan (1984) the requirements of Universal Primary Education are extremely large and beyond the capacity of the Federal and Provincial Government which have many other claims on their resources. It is essential that in future local bodies and the communities share a much bigger proportion of the responsibility of the schooling facilities, their maintenance and supervision.

Community interest would help improve the quality of education, the motivation of teachers, the state of school facilities and the relevance of curriculum, school hours and vacations to the local needs.

2.7.9 Seventh Five Year Plan (1988-93)

The 7th plan strategy emphasizes provision of at least basic primary education to every boy and girl in the country. By 1992-93 almost every child of age 5 years and above will have access to a primary or mosque school. Special attention will be paid to increase the participation rate of girls. Legislation for compulsory primary education up to class V for all localities where a school is available within a radius of 1.5 km will be enforced. A strong motivational campaign will be launched, therefore, to convince parents to send their children to school.

The plan aims at improving the physical as well as human resource infrastructure by providing buildings to shelter-less schools, and by adding classrooms in over-crowded schools. Every primary school will have at least three teachers and two classrooms with a varanda. Mosque schools will be opened for small settlements. A primary school will be established for every settlement of 500 persons or more. The maximum age limit for recruitment will be abolished for local candidates and retired personnel will be appointed in girl's schools if qualified female teachers are not available. The quality of textbook material will be improved and integrated textbooks will be used up to class III (Govt. of Pakistan, 1988).

Review of Seventh Five Year Plan

Govt. of Pakistan (1995) mentioned that at the advent of seventh plan, more than half of the girls and one-fifth boys of the primary education level (5-9 year) were not enrolled in primary schools; the adult literacy rate was hardly 30 percent. As a result of the implementation of the plan only 12.414 million children (4.622 million girls) were enrolled against the target of 13.876 million. Participation rate at primary level was targeted to increase from 63.5 percent in 1987-88 to 79.7 percent in 1992-93 but actually raised to 68.9 percent. Literacy rate was raised from 29.6 percent to 35.4 percent (47.3 percent male and 22.3 percent female) against the target of 40 percent. At primary level only 34,000 (21000 + 13000) primary and mosque schools could be established against the plan target of 54613 (34613 + 20000). Similarly, 3.1 million additional children (1.5 million girls) got enrolled at the primary level against the plan target of 4.6 million. As a policy matter more than 2/3 of the facilities proposed for primary education were earmarked for girls. Major reasons for the shortfall in additional enrolment at primary level were the socio-economic factors that hindered the low-income families to send their children to the schools (specially the girls), high drop-out rate and non-enactment of legislation for compulsory primary schooling.

2.7.10 Eighth Five Year Plan (1993-98)

According to Govt. of Pakistan (1994) universalization of primary education will be given the highest priority during the Eighth Plan. By the end of the plan period, almost all boys and girls of 5-9 age group will be enrolled in primary or mosque schools. To achieve this objective, necessary infrastructure and school places

will be created at reachable distance. Policy measures will be implemented to enroll and retain the children in the primary schools.

For universalization of primary education, it is necessary to spread the facilities of primary education to the reachable distances. It is estimated that almost every village has a boy's school but only about 50 percent of villages have the girl's schools. To remove this imbalance, highest priority will be given to opening of girl's primary schools in all such villages where there is a boy's school but no girl's school.

In urban areas, Municipal Committees/Corporations and Cantonment Boards have the responsibility of providing educational facilities for primary education. However, with large migration of population to the cities, the local bodies have not been able to provide primary education facilities to the ever-increasing urban population. Private sector has come forward to provide facilities for the children of upper-middle and higher income groups. The children from the lower income groups have no option but to seek admission in the Local Body Schools, which has resulted in over crowding and poor quality of education.

One of the major reasons for low participation rate at the primary level is high dropout rate. Many children who enroll in primary schools dropout because they do not find the school environment congenial to their basic needs. Some of them dropout due to uninteresting curricula and harsh attitude of the teachers. Others leave on account of poverty to become earning members of the family or to extend help to the family. During the Eight Plan, the facilities in the primary schools will be improved

by providing adequate shelter, furniture, potable water, latrines, teaching aids etc. Activity oriented instructional material will be developed and provided to teachers to make the learning process interesting. Quality of teachers will be improved through better pre-service and in-service training.

Review of the Eighth Five-Year Plan

Govt. of Pakistan (2000a) stated that during 8th Plan period, the following policy interventions were made:

- i. Establishment of Non-formal Basic Education schools to provide “condensed” primary level courses for out of school children to achieve the target of Universal Primary Education.
- ii. Social Action Programme for education was initiated, putting special emphasis on the expansion of primary education facilities in rural areas and for girls.
- iii. Good governance through community participation, for spread of basic education facilities and improvement of quality of education at all level.

Govt. of Pakistan (1996) mentioned that some of the eighth plan targets remained unaccomplished, mainly due to financial constraints and partly for want of managerial capacity of the education departments. Gender and urban-rural imbalances still exist. Even urban slums, lack of proper schooling facilities and compulsory primary education could not be implemented. Resource base for financing of education could not be broadened. No mechanism could be developed to assertion the

financial expenditure incurred by private sector in the provision of educational facilities at different levels. Iqra surcharge could not be organised under a separate fund as proposed in the eighth five-year plan and was not used exclusively for education.

Govt. of Pakistan (2000a) concluded that literacy rate, planned to increase from 35 percent in 1992-93 to 48 percent could reach the 45 percent mark, mainly through formal primary education system. The target of increasing primary level enrollment from 12.414 million to 17.962 million with a net increase of 5.548 million children, thereby raising the participation rate from 68.9 percent to 87.7 percent remained unaccomplished. The enrolment at primary level increased to 15.0 million (female 5.8 percent million), a net increase of about 2.6 million (female 1.2 million). Although participation of the private sector increased, yet the precise increase is not known.

The participation rate at primary level is now 75.5 percent as against the target of 87.7 percent. The shortfall is mainly attributed to population increase, parent indifference towards girl's education and non-availability of schools at reachable distance. Girl's participation at primary level, targeted to increase from 54 percent to 82 percent could be 60.5 percent only.

During the eighth plan period, 22,250 primary schools, including mosque schools were established. About 4500 primary and 1400 middle schools were upgraded. These remained below the plan target.

2.8 PRIMARY EDUCATION PROJECT 1978

To proceed towards the goal of universalization of primary education, the government, besides its planned efforts launched a Primary Education Project in 1978 involving a sum of Rs. 170 million. It was expected that the project would provide base for embarking on a major programme to achieve universal enrolment of 80 percent by 1982-83. The main concern was the expansion of primary education in rural and neglected areas.

Some of the important features of the project were:

- i. Increased access to primary education especially for girls and for rural poor group.
- ii. Reduced wastage principally by reducing dropouts, repetition through improved facilities, materials, instructions and supervision.
- iii. Improved quality of instruction through recurrent in-service teacher training.
- iv. Reduced cost by reducing wastage inherent in dropout, introducing lower cost of teachers and moving towards larger class and school size.

To check the wastage the following measures would be adopted:

- i. Introduction of additional supervision at the local level.
- ii. Encouragement of parental involvement in school management.
- iii. Experimentation with providing direct incentives for attendance as free textbooks and meals.
- iv. Introduction of education and orientation programme for parents to reduce discontinuity between school and home.
- v. Provision of effective administrative control to reduce absenteeism of teachers in school.

- vi. Development of an integrated curriculum for the first three classes.
- vii. Adoption of curricula to the local environment.
- viii. Adoption of systematic school mapping.

The project would cover at the experimental stage more than 4,000 schools, nearly 10,000 teachers and over 380,000 presently enrolled students and about 4,000,000 additional children. Nearly 70 percent of them would be female.

The project had been divided into three stage preparatory, experimental and analysis. The main components are physical facilities, furniture, instructional materials, teaching, supervision, training, experimentation and evaluation (Govt. of Pakistan, 1978b).

2.9 IQRA PILOT PROJECT

According to Saqib (1998) the Iqra Pilot Project was started in two districts, Rawalpindi and Islamabad. Volunteer teachers were required to teach reading and writing skills to adult illiterate students at a mutually agreed time and location. Books for this scheme were provided by the government at a nominal price and the teacher was offered an honorarium of Rs. 1,000 per successful student. This project turned out to be a failure because of inability to detect false claim for honorarium money and shortage of resources.

2.10 NAI ROSHNI PROGRAMME

The Nai Roshni programme was introduced on a nation wide basis. It was meant to provide an opportunity to those boys and girls who were 10 to 14 years old

and had to leave school without completing primary education. The schools for these students operated in the buildings of the existing government schools after regular school hours. No fee was charged from the students and books were provided free of cost by the government. This scheme also failed to provide the desired results (Saqib, 1998).

2.11 SOCIAL ACTION PROGRAMME (SAP)

Govt. of Pakistan (2000a) stated that during the 1980s, Pakistan was the fifth fastest growing economy in the world. However, in term of human development, the country ranked 120th on the human development index. Three major reasons identified for the slow-moving indicators included:

- (i) Resources allocated to social sectors were too low;
- (ii) Rapidly growing population; and
- (iii) Serious implementation constraints.

On the efficient and productive use of resources, that were made available to the social sectors.

2.11.1 Social Action Programme (SAP-I)

Education is the most important component of SAP, enjoying the highest share of resources allocated. SAP places great emphasis on primary schooling, particularly with reference to increasing enrolments, and improving the quality of education imparted, with special emphasis on female and rural areas.

In education, SAP followed a supply side strategy that aimed at:

- ◆ Improving the efficiency with which public education services are provided
- ◆ Increasing access to schools and
- ◆ Improving the quality of schooling provided.

A range of measures designed to achieve these objectives included:

- ◆ Decentralization of management systems
- ◆ Up gradation and implementation of planning, budgeting and monitoring systems
- ◆ Control, through supervision, absenteeism, high transfer rates, and poor teacher performance
- ◆ Significant increase in budgets, and spending on books and other teaching materials
- ◆ Increased access to schooling through school construction, school extension and classroom renovation
- ◆ Promotion of greater community involvement in school management

Reviews suggest that SAP-1 has had a positive impact, on the provision of quality education, in rural areas. There has been a quantitative shift in awareness about the importance of education, as women and girls have been primary beneficiaries of the improved education system. However, little progress appears to have been made in institutional reforms. Also, SAP-I implementation remained poorly coordinated. Procurement procedures overlapped, attempts at promoting community participating were weak and monitoring and evaluation systems remained under-developed (Govt. of Pakistan, 2000a).

2.11.2 Social Action Programme (SAP-II)

According to Govt. of Pakistan (2000a) the second phase of SAP (1997-2001-02), costing over US\$ 10 billion, has been evolved, to consolidate the outcomes of the first phase, with the following cross-sectoral objectives to improve quality, efficiency, sustainability and governance:

- ◆ Continue increasing the non-salary portion of the recurrent budget, to ensure adequate provision of quality inputs
- ◆ Improve governance through merit-based staff recruitment; facilitate site selection and employment incentives, and measures to reduce absenteeism among staff.
- ◆ Strengthen government systems of service delivery through improved planning, management, monitoring and implementation, including financing non-government provision of services, and
- ◆ Increase community and beneficiary participation.

Under SAP-II, the scope of some areas has been widened, with education extended to include middle-level schooling, health expanded to incorporate tehsil-level facilities (tehsil hospitals), and pre-urban areas covered under water supply and sanitation. The important role of non-formal education (NFE), as a means of improving literacy and educational levels, has also been recognized.

2.12 PRIMARY EDUCATION DEVELOPMENT PROJECTS

Efforts are being made to eradicate illiteracy and promote primary education in all the provinces of Pakistan including AJK in collaboration/ coordination with the

Provincial Education Departments and foreign donor agencies. A number of development projects/programmes in the area of primary education are being implemented with the assistance of World Bank, Asian Development Bank, OPEC, EEC, USAID, UNDP, UNESCO, UNICEF, JICA, NORAD, GTZ and other donor agencies.

An overview of major Primary Education Development Project implemented during nineties is as follows:

2.12.1 Primary Education Project III

For qualitative improvement and quantitative expansion of primary education in the province of the Punjab, third Primary Education Project costing US\$ 252.35 million was launched. The cost included a loan of US\$. 145 million from the World Bank and grant in gratis US\$ 17.5 million from EEC. Under this project, 8937 Primary Schools were constructed and made functional in the Province of Punjab. New textbooks based on integrated curricula were developed and introduced in Punjab (Govt. of Pakistan, 2000a).

2.12.2 Girls Primary Education Development Project I AND II

According to Govt. of Pakistan (2000a) a project costing Rs. 1762 million was completed in 1996 in the four Provinces with the financial assistance of Asian Development Bank. Under this project 880 Community Model Schools were established and made functional in rural areas by providing all needed educational inputs. The second phase of the project has been launched since January 1998. Total cost of the project is US\$. 78 million (ADB US\$ 45:OPEC 16:GOP 17 million). The

2.13.1 The Education Sector Reforms – Action Plan 2001-2004

The Educational Sector Reforms – Action Plan 2001-2004 is not a new policy but an Action Plan to address the Delivery Gap in the education sector. It is spread across all sub-sectors of education, from early childhood to the tertiary level. There is ample global evidence that whilst strategic priorities may shift from one sub-sector to another, the overall approach should be holistic, sector-wide and integrated within the macro framework.

ESR Action Plan 2001-2004 is embedded within all macro level initiatives, encompassing the dimensions of policy, institutional and financing arrangements, and ownership by all partners. The linkage of education with poverty reduction is powerful. The Delivery Gap is the central challenge of ESR.

The process for formulating the Education Sector Reforms (ESR) was initiated by the Federal Minister for Education Ms. Zobaida Jalal with the holding of an Inter-Provincial Ministerial Meeting in December 1999.

In January 2000, an Education Advisory Board was constituted at the national level to look at various sub-sectors of education in a sector wide perspective. The mandate of the Board was to develop an Action Plan for implementing the 1998-2010 National Education Policy. Its members included educationists, representatives of civil society and NGOs from all four provinces as well as ICT, FATA, FANA and Azad Jammu Kashmir. Federal Education Minister headed the Board. In addition, a

number of sub-committees were set up to look into sector specific issues and give recommendations. Sub-committees were formed for:

- i. Literacy and Basic Education
- ii. Primary/Elementary Education
- iii. Secondary Education
- iv. Technical Education
- v. Quality Assurance in education including upgraded teacher training, text books and curriculum.
- vi. Testing and Examinations
- vii. Higher Education
- viii. Management of Education
- ix. Private Sector Education.

The recommendations of the Advisory Board were compiled in the form of a report by the end of June 2001. Based on the report of the Advisory Board and recommendations of international and national conferences on education (including Dakar World Education Forum held in April, 2000) a presentation was given to the Chief Executive of Pakistan.

2.14 FACTORS OF DROPOUT AT PRIMARY LEVEL

According to Govt. of Pakistan (2000a) high dropouts and low participation at primary level may be attributed to the following factors;

1. Economic Factors
2. Physical Factors

3. Geographical Factors
4. Administrative Factors
5. Curriculum/Educational Environment Factors
6. Teachers Related Factors

Negative and adverse of these factors is very high which is evident from the high development percentage in Pakistan half of the children who enroll in grade-I dropout before completing primary education. Overall survival rate is higher for male i.e. 56 percent than the female i.e. 44 percent. Islamabad Capital Territory has the highest survival rate. (total 93, female 92). Punjab has the lowest survival rate. Female survival rate between 25 percent in FATA to 92 percent in Islamabad Capital Territory.

2.15 CURRENT SITUATION OF PRIMARY EDUCATION IN PAKISTAN

The state of affairs of our primary education is larger participation and retention rates significantly contribute in blocking future illiteracy. Even in this field our performance has left much to be desired.

The recommendations of Govt. of Pakistan (1947) regarding primary education were free and compulsory education and Universalization of Primary Education (UPE) by 1967. Govt. of Pakistan (1959) extended the UPE limit to 1974. Govt. of Pakistan (1970a) took the limit to 1980; further stretch was taken by Govt. of Pakistan (1972) as UPE for boys by 1979 and for girls by 1984. We did not end there, UPE for boys by 1987 and for girls by 1992, was announced by Govt. of

Pakistan (1979). According to Govt. of Pakistan (1992), the target of UPE was fixed 2002 and by the Govt. of Pakistan (1998a), the new deadline is 2010.

A similar pattern is observed in the Five-Year Plans. The deadlines to achieve UPE under various Five-Year Plans were also never achieved and continued to be extended from plan to plan.

According to the government sources, we started with a participation level of 36 percent at the first plan period, which is reported as 45 percent, 46 percent, 54 percent, 48 percent, 52 percent, 68.9 percent in the subsequent second to seventh plan periods respectively. At the end of the Eight Plan the participation rate was 75 percent; 85.5 percent for boys and 63.1 percent for girls (UNESCO, 1999). And now in 2000-01, the participation rates at primary level in Pakistan for boys and girls are 95 percent and 92 percent (Govt. of Pakistan, 2001a).

The literacy rate in accordance with the definition of literacy, literate person is one who is able to read and write in some language with understanding, in 1951, 1961, 1972, 1981, 1991 and 2001 was 13.2 percent, 18.4 percent, 21.7 percent, 26.2 percent, 34.9 percent and 49 percent respectively and now in 2003 literacy rate is 51.6 percent and dropout rate is 51 percent (Govt. of Pakistan, 2003).

The present number of primary schools, including mosque schools are 1,65,775, number of teachers are 338,398 (Govt. of Pakistan, 2001a) and the enrolment is 1,40,00,000 against 215,00,000 school going children (EFA, 2001).

However, in spite of these achievements net enrolment/participation rate could not exceed reasonably against the Govt. of Pakistan (1998a) target of 100 percent by 2002-03. It shows that 7.5 millions children of the age group 5-9⁺ are out of.

Additional places will, therefore, be needed for 7.5 million children. This will require provision of 75,000 additional primary schools with an average of 100 students in each school. Retaining the present teacher/student ratio (1:40) we shall need 1,87,000 additional primary school teachers and it will increase by year 2010 with increase in population.

The present scenario requires more financial resources, proper implementation of the programs and related factors to UPE. To achieve the purpose, this study was conducted.

CHAPTER 3

RESEARCH METHODOLOGY

All the relevant documents, official and non-official about the primary education and its universalization, were analyzed. All the educational policies, plans, education sector reforms, reports, data about Rawalpindi district and related books were reviewed and analyzed.

3.1 POPULATION

All the Head/English Teachers of 61 primary schools in 46 union councils of Rawalpindi City were the population of the study. This included 38 primary schools for Girls and 23 primary schools for boys.

3.2 SAMPLE

Entire population was the sample of study.

3.3 RESEARCH INSTRUMENTS

The questionnaire for Head/English teachers of primary schools was used as a research instrument for the collection of data.

3.4 DATA COLLECTION

Data was collected from all the primary schools through questionnaire, which were distributed to all schools in the sample and filled in questionnaires were collected.

DATA ANALYSIS

The data collected was tabulated, analyzed and interpreted in the light of objectives of the study. For this purpose percentages and mean were used.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

The collection of data was very vital to reach the right conclusion. It was extremely essential to get the truth. After collection of data next step was classification and tabulation of the data and it was necessary for the purpose of analysis and interpretation. A good classification was the first step in the statistical analysis of the data to draw up the conclusion.

The questionnaire developed for primary schools comprised of twenty eight items. Twenty seven items were opinion with option of Yes and No, twenty eighth item is an open ended in which suggestions for improvement of UPE were asked. The statistical method of mean and averages were used to interpret the data.

4.1 ANALYSIS OF QUESTIONNAIRE DEVELOPED FOR HEAD/ENGLISH TEACHERS OF PRIMARY SCHOOLS

Item 1

Item No. 1 of the Questionnaire was about, "Targets of UPE are attainable". The data collected through this item have been placed in table 3.

TABLE 3: Target of UPE attainable

Opinion	Yes	No	Total
Responses	44	17	61
Percentage	72	28	100

Table 3 shows that most (72 percent) of respondents were of the opinion that targets attainable and some (28 percent) of the respondents had the opinion that it was not.

Item 2

Item No. 2 of the Questionnaire was about, "UPE is proceeding as per objectives". The data collected through this item have been placed in table 4.

TABLE 4: UPE-proceeding as per objectives

Opinion	Yes	No	Total
Responses	40	21	61
Percentage	66	34	100

Table 4 shows that most (66 percent) of respondents were of the opinion that it was proceeding as per objective and some (34 percent) had the opinion that it was not.

Item 3

Item No. 3 of the Questionnaire was about, "UPE enhanced literacy rate". The data collected through this item have been placed in table 5.

TABLE 5: UPE enhanced literacy rate

Opinion	Yes	No	Total
Responses	61	0	61
Percentage	100	0	100

Table 5 shows that all (100 percent) the respondents were of the opinion that, UPE enhanced literacy rate.

Item 4

Item No. 4 of the Questionnaire was about, "Collection data for UPE is reliable". The data collected through this item have been placed in table 6.

TABLE 6: UPE-collection of data reliable

Opinion	Yes	No	Total
Responses	30	31	61
Percentage	49	51	100

Table 6 shows that most (51 percent) had the opinion that data collected for UPE was not reliable and some (49 percent)of respondents were of the opinion that data collected for UPE was reliable.

Item 5

Item No. 5 of the Questionnaire was about, "All the children of 5-7 years age of your locality go to school". The data collected through this item have been placed in table 7.

TABLE 7: Children of 5-7 years age of locality go to school

Opinion	Yes	No	Total
Responses	50	11	61
Percentage	82	18	100

Table 7 shows that most (82 percent) of respondents were of the opinion that all the children of 5-7 years age group of their locality go to school and some (18 percent) had the opinion that they are not.

Item 6

Item No. 6 of the Questionnaire was about, "All UPE admitted students are retained". The data collected through this item have been placed in table 8.

TABLE 8: UPE admitted students retained

Opinion	Yes	No	Total
Responses	09	52	61
Percentage	15	85	100

Table 8 shows that most (85 percent) had the opinion that they were not retained and some (15 percent) of respondents were of the opinion that all of the UPE admitted students were retained.

Item 7

Item No. 7 of the Questionnaire was about, "Books, copies, uniform, school bag and fees is provided to students". The data collected through this item have been placed in table 9.

TABLE 9: Books, copies, uniform, school bag and fees of students

Opinion	Yes	No	Total
Responses	0	61	61
Percentage	0	100	100

Table 9 shows that all (100 percent) of respondents were of the opinion that these items were not provided to the students.

Item 8

Item No. 8 of the Questionnaire was about, "UPE is funded by district government". The data collected through this item have been placed in table 10.

TABLE 10: UPE funded by district government

Opinion	Yes	No	Total
Responses	0	61	61
Percentage	0	100	100

Table 10 shows that all (100 percent) of respondents were of the opinion that, UPE was not funded by district government.

Item 9

Item No. 9 of the Questionnaire was about, "Participation of community is good for UPE". The data collected through this item have been placed in table 11.

TABLE 11: Participation of community-good for UPE

Opinion	Yes	No	Total
Responses	0	61	61
Percentage	0	100	100

Table 11 shows that all (100 percent) of the respondents were of the opinion that participation of community was not good in UPE.

Item 10

Item No. 10 of the Questionnaire was about, “Teachers work for UPE only in summer vacations”. The data collected through this item have been placed in table 12.

TABLE 12: Teachers work for UPE - summer vacations

Opinion	Yes	No	Total
Responses	61	0	61
Percentage	100	0	100

Table 12 shows that all (100 percent) of the respondents were of the opinion that teachers worked for UPE only in summer vacations.

Item 11

Item No. 11 of the Questionnaire was about, “Teaching staff is sufficient in their schools”. The data collected through this item have been placed in table 13.

TABLE 13: Teaching staff sufficient

Opinion	Yes	No	Total
Responses	35	26	61
Percentage	57	43	100

Table 13 shows that most (57 percent) of respondents were of the opinion that teachers were sufficient in their schools and some (43 percent) of respondents had opinion that teachers were not sufficient in their schools.

Item 12

Item No. 12 of the Questionnaire was about, "Teaching aids are available in your school". The data collected through this item have been placed in table 14.

TABLE 14: Availability of Teaching Aids

Opinion	Yes	No	Total
Responses	20	41	61
Percentage	33%	67%	100%

Table 14 shows that most (67 percent) of respondents had opinion that, teaching aids were not available in their schools and some (33 percent) of the respondents were of the opinion that teaching aids were available in their schools.

Item 13

Item No. 13 of the Questionnaire was about, "Teachers are well qualified". The data collected through this item have been placed in table 15.

TABLE 15: Qualified teachers

Opinion	Yes	No	Total
Responses	61	0	61
Percentage	100%	0%	100%

Table 15 shows that all (100 percent) of the respondents were of the opinion that teachers were well qualified.

Item 14

Item No. 14 of the Questionnaire was about, "Teachers are motivated". The data collected through this item have been placed in table 16.

TABLE 16: Motivations of teachers

Opinion	Yes	No	Total
Responses	61	0	61
Percentage	100	0	100

Table 16 shows that all (100 percent) of the respondents were of the opinion that teachers were motivated.

Item 15

Item No. 15 of the Questionnaire was about, "Female teachers are more effective in primary classes". The data collected through this item have been placed in table 17.

TABLE 17: Effectiveness of female teachers

Opinion	Yes	No	Total
Responses	54	7	61
Percentage	89	11	100

Table 17 shows that most (89 percent) of the respondents were of the opinion that female teachers were more effective in primary classes and some (11 percent) of respondents had the opinion that female teachers were not more effective in primary classes.

Item 16

Item No. 16 of the Questionnaire was about, "School building and furniture are sufficient". The data collected through this item have been placed in table 18.

TABLE 18: School building and furniture

Opinion	Yes	No	Total
Responses	41	20	61
Percentage	67	33	100

Table 18 shows that most (67 percent) of the respondents were of the opinion that school building and furniture was sufficient and some (33 percent) respondent of had opinion that school building and furniture was not sufficient.

Item 17

Item No. 17 of the Questionnaire was about, "School has its Play Ground". The data collected through this item have been placed in table 19.

TABLE 19: Play ground of school

Opinion	Yes	No	Total
Responses	10	51	61
Percentage	16	84	100

Table 19 shows that most (84 percent) of the respondents had opinion that play ground did not exist and some (16 percent) of the respondents were of the opinion that play ground existed in their school.

Item 18

Item No. 18 of the Questionnaire was about, "Suigas Connection is present in the school". The data collected through this item have been placed in table 20.

TABLE 20: Suigas Connection

Opinion	Yes	No	Total
Responses	0	61	61
Percentage	0	100	100

Table 20 shows that all (100 percent) of the respondents had opinion that there was no suigas connection in their school.

Item 19

Item No. 19 of the Questionnaire was about, "Telephone connection is present in the school". The data collected through this item have been placed in table 21.

TABLE 21: Telephone connection

Opinion	Yes	No	Total
Responses	0	610	61
Percentage	0	100	100

Table 21 shows that all (100 percent) of the respondents had opinion that there was no telephone connection in their school.

Item 20

Item No. 20 of the Questionnaire was about, “Computer lab. is present in the school”. The data collected through this item have been placed in table 22.

TABLE 22: Computer lab.

Opinion	Yes	No	Total
Responses	0	61	61
Percentage	0	100	100

Table 22 shows that all (100 percent) of the respondents had opinion that there was no computer lab. in their school.

Item 21

Item No. 21 of the Questionnaire was about, “Lack of the interest of parents prevent the children to go to school”. The data collected through this item have been placed in table 23.

Table 23: Interest of parents

Opinion	Yes	No	Total
Responses	45	16	61
Percentage	74	26	100

Table 23 shows that most (74 percent) of the respondents were of the opinion that lack of interest of parents prevented the children to go to school and some (26 percent)

respondents had opinion that lack of interest parents did not prevent the children to go to school.

Item 22

Item No. 22 of the Questionnaire was about, "Poverty is the reason for out of school children". The data collected through this item have been placed in table 24.

Table 24: Poverty as a reason for out of school children

Opinion	Yes	No	Total
Responses	61	0	61
Percentage	100	0	100

Table 24 shows that all (100 percent) of the respondents were of the opinion that poverty was the reason for out of school children.

Item 23

Item No. 23 of the Questionnaire was about, "Negative attitude of teachers is the reason to prevent children coming to school". The data collected through this item have been placed in table 25.

TABLE 25: Negative attitude of teachers

Opinion	Yes	No	Total
Responses	10	51	61
Percentage	16	84	100

Table 25 shows that most (84 percent) of the respondents had opinion that negative attitude of teachers was not the reason to prevent children coming to school and

some (16 percent) respondents were of the opinion that negative attitude of teachers was the reason to prevent children coming to school.

Item 24

Item No. 24 of the Questionnaire was about, "Children's psychology and personal reasons are responsible for being out of school". The data collected through this item have been placed in table 26.

TABLE 26: Psychology and personal reasons of children

Opinion	Yes	No	Total
Responses	61	0	61
Percentage	100	0	100

Table 26 shows that all (100 percent) of the respondents were of the opinion that the children's psychology and personal reasons were responsible for being out of school.

Item 25

Item No. 25 of the Questionnaire was about, "Dropout of children is due to absenteeism of teachers". The data collected through this item have been placed in table 27.

TABLE 27: Absenteeism of teachers reason for dropout

Opinion	Yes	No	Total
Responses	0	61	61
Percentage	0	100	100

Table 27 shows that all (100 percent) of the respondents were of the opinion that the dropout of children was not due to absenteeism of teachers.

Item 26

Item No. 26 of the Questionnaire was about, “Community is frightened from UPE people”. The data collected through this item have been placed in table 28.

Table 28: UPE-community frightened

Opinion	Yes	No	Total
Responses	61	0	61
Percentage	100	0	100

Table 28 shows that all (100 percent) of the respondents were of the opinion that community was frightened from UPE people.

Item 27

Item No. 27 of the Questionnaire was about, “Doors of many houses were closed or locked during UPE working”. The data collected through this item have been placed in table 29.

TABLE 29: Doors of many houses closed or locked

Opinion	Yes	No	Total
Responses	61	0	61
Percentage	100	0	100

Table 29 shows that all (100 percent) of the respondents were of the opinion that the doors of many houses were closed or locked during UPE survey and other activities.

Item 28

Item 28 of the questionnaire was an open-ended and was about suggestions of respondents for the improvement of UPE programme. The data collected through this item have been placed in table 30.

Table 30: Suggestions for the improvement of UPE

S. No.	Suggestions	Responses	Percentage
1.	UPE should be completely implemented through primary schools and their administration and supervision.	61	100
2.	UPE should be funded by government adequately.	61	100
3.	There should be no involvement and interference of secondary education schools.	61	100
4.	District government system with councilors should be used to increase community involvement	58	95
5.	Teachers of primary schools should be given incentives.	51	84
6.	Kachi abadis coverage should be enhanced.	45	74
7.	While visiting Pakhtoon speaking areas, interpreter should be present.	40	66
8	Students should be given books copies and school bags.	35	57
9.	Special reforms and measures should be introduced by the government.	31	51
10.	Computer education should be introduced in primary schools.	30	49

Table 30 shows that;

- a. All (100 percent) respondents were of the opinion that;

- UPE should be completely implemented through primary schools and their administration and supervision.
 - UPE should be funded by government adequately.
 - There should be no involvement and interference of secondary education schools.
- b. Most (95 percent) of the respondents had opinion that district government system with councilors should be used to increase community involvement.
- c. Most (84 percent) of the respondents commented that teachers should be given incentives.
- d. Most (74 percent) of the respondents wrote that Kachi abadis coverage should be enhanced.
- e. Most (66 percent) of the respondents said that while visiting Pakhtoon speaking areas, interpreter should be present.
- f. Most (57 percent) of the respondents expressed that Students should be given books copies and school bags.
- g. Most (51 percent) of the respondents made a point that special reforms and measures should be introduced by the government.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The study had been designed to investigate Universalization of Primary Education in Rawalpindi City. In order to achieve the objectives of the study, survey method was used.

The population of the study consisted of all the Head/English Teachers of primary schools in Rawalpindi city and sample was entire population.

In review of related literature (chapter two) first of all definition of education and its importance was given. Then concept of basic education and universalization of education was given. Brief history of compulsory education and primary education reflected in education policies was written. Then Universalization of Primary Education reflected in different five-year plans was narrated. In the recent development Education Sector Reforms (ESR) and its action plan (2001-2004) was given.

The data was collected from the sample the study through questionnaire. Data collected through the questionnaires were tabulated, analyzed and interpreted. Percentages were used for this purpose.

In the end findings, conclusions and recommendations are given which are part of this chapter.

5.2 FINDINGS

Following were the important findings made from the data obtained through the instrument of the study;

1. Most (72 percent) of the respondents agreed that targets of UPE were attainable.
2. Most (66 percent) of the respondents were of the opinion that UPE was proceeding as per objectives.
3. All (100 percent) of the respondents agreed that UPE enhanced literacy rate.
4. Most (51 percent) of the respondents did not agree that collection of data for UPE was reliable.
5. Most (85 percent) of the respondents did not agree that the UPE admitted students were retained.
6. All (100 percent) of the respondents did not agree that books copies, school bags and fees were provided to the students.
7. All (100 percent) of the respondents did not agree that UPE was funded by district government.
8. All (100 percent) of the respondents did not agree that participation of community was good in UPE.
9. All (100 percent) of the respondents agreed that teachers worked for UPE only in summer vacations.
10. Most (57 percent) of the respondents agreed that teaching staff was sufficient in their schools.
11. Most (67 percent) of the respondents did not agree that teaching aids were available in their schools.

12. Most (89 percent) of the respondents agreed that female teachers were more effective in primary classes.
13. Most (84 percent) of the respondents did not agree that play ground exists in their schools.
14. All (100 percent) of the respondents did not agree that suigas, telephone and computer lab. exists in their schools.
15. All (100 percent) of the respondents agreed that poverty was the reason for out of school children.
16. All (100 percent) of the respondents agreed that personal reasons of children were responsible for out of school.
17. All (100 percent) of the respondents agreed that community was frightened during UPE working.
18. All (100 percent) of the respondents agreed that many houses were closed and locked during UPE working.
19. All (100 percent) of the respondents agreed that;
 - a. UPE was not completely implemented and supervised through primary school administration.
 - b. UPE was not funded by government adequately.
 - c. There was involvement and interference of secondary level.
20. Most (95 percent) of the respondents agreed that district government, its nazims and councilors did not play any role in UPE.
21. Most (84 percent) of the respondents agreed that teachers were not given any incentive for working in UPE.

22. Most (74 percent) of the respondents agreed that Kachi Abadis coverage was not upto mark in UPE.
23. Most (51 percent) of the respondents agreed that special reforms and measures were not taken by government in UPE.

5.3 CONCLUSIONS

Following conclusions are drawn from the findings of the study;

1. The targets of UPE are attainable and its working is proceeding as per objectives.
2. Collection of data for UPE is not reliable.
3. UPE admitted students are not retained.
4. Books, copies, school bags are not provided to the students.
5. UPE is not funded by district government.
6. Participation of community is not good in UPE and they are frightened during UPE working.
7. Teachers are working for UPE only in summer vacations.
8. Teaching aids are not available in the primary schools.
9. Female teachers are more effective in primary classes.
10. Play ground, suigas, telephone and computer lab. does not exist in the primary schools.
11. Poverty is the reason for out of school children.
12. UPE is not completely implemented, and supervised through primary schools administration.
13. There is involvement and interference of secondary schools in UPE working.

14. Nazims and councilors of district government are not helping in UPE working.
15. Teachers are not given any incentive for working in UPE.
16. Coverage of Kachi Abadis is not upto mark in UPE.
17. Special reforms and measures are not taken by the government.

5.4 RECOMMENDATIONS

Following recommendations have been made for the improvement in the progress of UPE from the above conclusion;

1. Special reforms and measures may be introduced by the government for UPE.
2. UPE may be completely implemented by primary schools with out any involvement of the secondary schools.
3. District government may adequately provide funds for UPE and there may be good involvement of Nazims and Councilors.
4. Books, copies and school bags may be provided to the students free of cost.
5. Teachers may be given special incentive for working for UPE and this working may be for entire year.
6. Teaching aids may be provided to all the primary schools.
7. Coverage of Kachi Abadis in UPE working may be enhanced.
8. Play ground, telephone, suigas and computer facilities may be provided to all the primary schools.

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*Appendix 1***LIST OF GOVERNMENT PRIMARY SCHOOLS IN RAWALPINDI CITY****(UNION COUNCILS NO. 1 TO 46)****a. List of Government Primary Schools for Girls**

S. No.	Name of school
1.	Government Primary School, Dhoke Hussu, No. 1, Rawalpindi.
2.	Government Primary School, Mangtal, No. 1, Rawalpindi.
3.	Government Primary School, Mangtal, No. 2, Rawalpindi.
4.	Government Primary School, Mangtal, No. 3, Rawalpindi.
5.	Government Primary School, Gulshan, Eidgah, Rawalpindi.
6.	Government Primary School, Lunda Bazar, Rawalpindi.
7.	Government Primary School, Ratta Amral, Rawalpindi.
8.	Government Primary School, Carrage Factory, Rawalpindi.
9.	Government Primary School, Qasim Abad, Rawalpindi.
10.	Government Primary School, Naseer Abad, Rawalpindi.
11.	Government Primary School, New Pagwari, Rawalpindi.
12.	Government Primary School, Burlass, Rawalpindi.
13.	Government Primary School, Dhoke Hussu, No. 2, Rawalpindi.
14.	Government Primary School, New Islamia, Dhoke Dalal, Rawalpindi.
15.	Government Primary School, Tehseen, Pindora, Rawalpindi.
16.	Government Primary School, Munzoor Muslim, Khayaban, Rawalpindi.
17.	Government Primary School, Binat ul Islam, Mohanpura, Rawalpindi.
18.	Government Primary School, Awami National, Raja Bazar, Rawalpindi.
19.	Government Primary School, New Abbasi, Sadiq Abad, Rawalpindi.

20. Government Primary School, Rehmania, Rawalpindi.
21. Government Primary School, Sadiq Abad, Rawalpindi.
22. Government Primary School, Muslim Town, Rawalpindi.
23. Government Primary School, Al-Hassan, Rawalpindi.
24. Government Primary School, Dhok Kashmirian, Rawalpindi.
25. Government Primary School, Khana Kak, Rawalpindi.
26. Government Primary School, Islamia Waris Khan, Rawalpindi.
27. Government Primary School, Fatimia, Dhok Farman Ali, Rawalpindi.
28. Government Primary School, APWA, Committee Chowk, Rawalpindi.
29. Government Primary School, Seemi, Rawalpindi.
30. Government Primary School, Zaman, Rawalpindi.
31. Government Primary School, New Capital, Affandi Colony, Rawalpindi.
32. Government Primary School, Pak Primary, Khuram Colony, Rawalpindi.
33. Government Primary School, Shams Abad, Rawalpindi.
34. Government Primary School, Dhoke Rahim Buksh, Rawalpindi.
35. Government Primary School, Akal, Ghar, Rawalpindi.
36. Government Primary School, Pindora, Rawalpindi.
37. Government Primary School, Rata Amral No. 1, Rawalpindi.
38. Government Primary School, Rata Amral No. 2, Rawalpindi.

b. List of Government Primary Schools for Boys

S. No.	Name of School
1.	Government Primary School, Bangash Colony, Rawalpindi.
2.	Government Primary School, Muslim Model, Rawalpindi.
3.	Government Primary School, Tanveer-ul-Islam, Rawalpindi.
4.	Government Primary School, Jahangir Abad, Rawalpindi.
5.	Government Primary School, Iqbal, Rawalpindi.
6.	Government Primary School, Millat Islamia, Rawalpindi.
7.	Government Primary School, Al-Abbas, Rawalpindi.
8.	Government Primary School, Taj-ul-Islam, Rawalpindi.
9.	Government Primary School, Pindora, Rawalpindi.
10.	Government Primary School, Khan Asghar Mall, Rawalpindi.
11.	Government Primary School, Rata Amral, Rawalpindi.
12.	Government Primary School, Riaz-ul-Adab, Rawalpindi.
13.	Government Primary School, Taleem-ul-Quran, Rawalpindi.
14.	Government Primary School, Modern Islamia, Rawalpindi.
15.	Government Primary School, Faiz-ul-Islam, No. 1, Rawalpindi.
16.	Government Primary School, Dhok Hassu, Rawalpindi.
17.	Government Primary School, Chak Madad, Rawalpindi.
18.	Government Primary School, Manzoor Muslim, Rawalpindi.
19.	Government Primary School, Hamidia, Rawalpindi.
20.	Government Primary School, Muslim No. 2, Rawalpindi.
21.	Government Primary School, Standard Muslim, Khyaban, Rawalpindi.
22.	Government Primary School, Islamia, Rata Amral, Rawalpindi.
23.	Government Primary School, Amar Pura, Rawalpindi.

*Appendix 2***LIST OF RESPONDENTS****a. Government Primary Schools for Girls in Rawalpindi City**

S. No.	Name of Head/English Teacher	Name of School
1.	Shugfta Bibi	GPS, Dhoke Hussu, No. 1.
2.	Nighat Sardar	GPS, Mangtal, No. 1.
3.	Javida Firdous	GPS, Mangtal, No. 2.
4.	Shahida Perveen	GPS, Mangtal, No. 3.
5.	Sarvet Jabeen	GPS, Gulshan, Eidgah.
6.	Khalida Perveen	GPS, Lunda Bazar.
7.	Sabina Rafique	GPS, Ratta Amral.
8.	Naseem Bagam	GPS, Carrage Factory.
9.	Shahnaz Bibi	GPS, Qasim Abad.
10.	Nusrat Sattar	GPS, Naseer Abad.
11.	Aneela	GPS, New Pagwari.
12.	Nasreen Taj	GPS, Burlass.
13.	Tasneem	GPS, Dhoke Hussu, No. 2.
14.	Nasreen	GPS, New Islamia, Dhoke Dalal.
15.	Shahida Rehman	GPS, Tehseen, Pindora.
16.	Sittara	GPS, Munzoor Muslim, Khayaban.
17.	Yasmeen Sarver	GPS, Binat ul Islam, Mohanpura.
18.	Shaheen	GPS, Awami National, Raja Bazar.
19.	Naeema Abbasi	GPS, New Abbasi, Sadiq Abad.
20.	Attia	GPS, Rehmania.

21. Shaheena GPS, Sadiq Abad.
22. Bushra GPS, Muslim Town.
23. Iqbal Bagam GPS, Al-Hassan.
24. Attifa GPS, Dhok Kashmirian.
25. Nayyar Sultana GPS, Khana Kak.
26. Shahida Tasneem GPS, Islamia Waris Khan.
27. Talat Afzal GPS, Fatimia, Dhok Farman Ali.
28. Ghazala Yasmeen GPS, APWA, Committee Chowk.
29. Naseem Akhtar GPS, Seemi.
30. Tahira Fazal GPS, Zaman.
31. Maqsooda Bagam GPS, New Capital, Affandi Colony.
32. Haleema Khatoon GPS, Pak Primary, Khuram Colony.
33. Fouzia Sultana GPS, Shams Abad.
34. Shahida Ishaque GPS, Dhoke Rahim Buksh.
35. Zubida Bagam GPS, Akal, Ghar.
36. Shahnaz Bagam GPS, Pindora.
37. Jamila GPS, Rata Amral No. 1.
38. Anjum Jabeen GPS, Rata Amral No. 2.

b. Government Primary Schools for Boys in Rawalpindi City

S. No.	Name of Head/English Teacher	Name of School
1.	Azhar Mehmood	GPS, Bangash Colony.
2.	Safia Nargas	GPS, Muslim Model.
3.	Sagheera Bagam	GPS, Tanveer-ul-Islam.
4.	Azra Nasreen	GPS, Jahangir Abad.
5.	Khalida Bagam	GPS, Iqbal.
6.	Zulfiqar Ahmed Abbasi	GPS, Millat Islamia.
7.	Mumtaz Bagam	GPS, Al-Abbas.
8.	Zulfiqar Ahmed Satti	GPS, Taj-ul-Islam.
9.	Zahida Bagam	GPS, Pindora.
10.	Rehana Naseem	GPS, Khan Asghar Mall.
11.	Kausar Parveen	GPS, Rata Amral.
12.	Gul Nawaz	GPS, Riaz-ul-Adab.
13.	Abdul Maalik	GPS, Taleem-ul-Quran.
14.	Farhat Yasmeen	GPS, Modern Islamia.
15.	Waheed Kiyani	GPS, Faiz-ul-Islam, No. 1.
16.	Riaz-ul-Hassan	GPS, Dhok Hassu.
17.	Muhammad Irshad	GPS, Chak Madad.
18.	Ghulam Muhammad	GPS, Manzoor Muslim.
19.	Fehmida Bagam	GPS, Hamidia.
20.	Muhammad Shabir	GPS, Muslim No. 2.
21.	Chaudhary Muhammad Khalil	GPS, Standard Muslim, Khyaban.
22.	Malik Ajaib	GPS, Islamia, Rata Amral.
23.	Rizawana Afzal	GPS, Amar Pura.

Appendix 3



INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

DEPARTMENT OF EDUCATION

Respected Respondent,

I am conducting a research on the topic "A study of universalization of primary education in Rawalpindi city".

It is requested to provide the required information, which will be kept highly secret. It will be appreciated, if you fill in this questionnaire as soon as possible.

Thanks.

Yours truly,

(Muhammad Nadeem Ahmad)
Scholar
Ph. D. (Education)

**FACULTY OF SOCIAL SCIENCE INTERNATIONAL ISLAMIC
UNIVERSITY, NEW CAMPUS**

Sector H-10 P.O. Box. No.1243.Islamabad.Pakistan. Ph: 92-51-9257961-2

**“A STUDY OF UNIVERSALIZATION OF PRIMARY EDUCATION
IN RAWALPINDI CITY”**

QUESTIONNAIRE FOR HEAD/ENGLISH TEACHERS

Name of Teacher _____
 Name of School _____ Number of Teachers _____
 Untrained Teachers _____ Union Council No _____

Note: Tick the appropriate choice Yes or No in your opinion

S. No.	Statement	Opinion
1.	Targets of UPE are attainable in the area of your school	Yes / No
2	UPE is proceeding as per objectives	Yes / No
3	UPE enhances literacy rate	Yes /No
4	Collection of data for UPE in 2002 – 2003 is reliable	Yes / No
5	All the children of 5-7 years of age of your locality go to school	Yes / No
6	All UPE admitted students are retained in your school	Yes / No
7	Books, Copies, Uniform, School Bags and Fees is provided to UPE students	Yes / No
8	UPE is funded by District Government	Yes/ No
9	Participation of community is good in UPE	Yes / No
10	Teachers work for UPE only in Summer vacations	Yes / No
11	Teaching Staff is sufficient in your school	Yes /No
12	Teaching Aids are available in your school	Yes / No
13	Teachers are well qualified	Yes /No
14	Teachers are motivated	Yes / No
15	Female teachers are more effective in primary classes	Yes /No
16	School building and furniture are sufficient	Yes /No
17	School has its Play Ground	Yes / No
18	Suigas Connection is present in the school	Yes /No
19	Telephone connection is present in the school	Yes / No
20	Computer lab. is present in the school	Yes / No
21	Lack of the interest of parents prevent the children to go to school	Yes / No
22	Poverty is the reason for out of school children	Yes / No
23	Negative attitude of teachers is the reason to prevent children coming to school	Yes / No
24	Children’s psych. and personal reasons are responsible for being out of school	Yes / No
25	Drop out of children is due to absenteeism of teachers	Yes / No
26	Community is frightened from UPE people during UPE working	Yes / No
27	Doors of many houses were closed or locked during UPE working	Yes / No
28	Please give your suggestions for the improvement of UPE Program _____ _____	

*Appendix 4***NUMBER AND NAME OF UNION COUNCILS IN RAWALPINDI
CITY**

No. of Union Council	Name of Union Councils
1	Ratta Amral
2	Dhok Ratta
3	Hazara Colony
4	Dhok Mangtal
5	Dhok Hasso(N)
6	Dhok Hasso(S)
7	Pir Wadhai
8	Fauji Colony
9	Bangash Colony
10	Khayaban-e-Sir Syed(N)
11	Khayaban-e-Sir Syed(S)
12	Dhok Najoo
13	New Katarian
14	S.Town F Block
15	Said Pur Scheme
16	Eid Gah
17	Dhok Baboo Irfan
18	Pindora
19	S.Town
20	Asghar Mall
21	Dhok Kala Khan
22	Qayyum Abad
23	Dhok Kashmirian
24	Dhok Ali Akbar
25	Sadiq Abad
26	Afindi Colony
27	Muslim Town(E)

No. of Union Council	Name of Union Councils
28	Muslim Town(W)
29	Khurram Colony
30	Chah Sultan
31	Dhok Hukam Dad
32	Amar Pura
33	Kartar Pura
34	Bani
35	Mohan Pura
36	Dhok Dalal
37	Gang Mandi
38	Purana Qila
39	Waris Khan
40	Purana Qila
41	Shah Chan Chiragh
42	Millat Colony
43	Dhok Khabba
44	Dhok Farman Ali
45	Chaman Zar colony
46	City