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LITERACY AND EDUCATIONAL ATTAINMENT IN
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LITERACY AND EDUCATIONAL ATTAINMENT LEVELS
IN PAKISTAN

by

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Education is recognized as a factor of prime importance in the development equation of an economy. The progress in education is widely valued because of the multiple functions of the formal and technical education. It contributes greatly to the mental development of an individual and scientific advancement of society. It is generally noted that many developing countries like Pakistan have high proportions of illiterates while developed countries have most of their population as literate. Various studies done so far provide an increasing evidence that there is a functional relationship between investment in the development of human resources through education and the rate of economic development [16]. Hence the role of education as a necessary means of meeting the shortages of trained personnel and manpower requirements as well as a factor in increasing productivity and economic growth rates, is of fundamental importance to developing countries and has greatly reinforced the need for educational planning as an integral part of development plans [13].

The educational progress of a country depends on a large variety of factors which are both quantitative and

qualitative in nature. Since education is a subjective phenomenon, it is difficult to measure its quality from aggregate data. However, the quality of education, being an important aspect of educational progress, can best be indicated by student-teacher ratio, the extent and levels of general and vocational education, availability of educational facilities in relation to number of students enrolled, qualification and training of teachers, wastage and dropout of students at primary levels and failure rates. For example, a high percentage of children who fail to stay on after the first or second year of schooling is an indication of poor quality of education.

In spite of the relevance and important role of education in the process of socio-economic development, a very limited work has been done to evaluate the educational progress in Pakistan. Since the literacy figures of the three censuses in Pakistan are not directly comparable because of the differences in the concept and definition of literacy, it is difficult to measure the actual change occurred over time. Jamila Akhtar attempted to compare the 1951 and 1961 census figures by making certain adjustments in order to measure the real progress in literacy during that decade [1]. M.S. Jilani also made a similar attempt for the 1951 and 1961 census figures [2]. Yet the problems associated with improving literacy and education levels have not been explored sufficiently to provide basis for policy formulation and planning.

Objectives of the Study

An attempt has been made in the present study to assess the literacy status of the country quantitatively. The qualitative aspects of education which are equally important for educational development shall be studied in a subsequent paper. The purpose of this study is to review the educational progress on the basis of the number of literate and illiterate persons, levels of education attained and the extent of participation of children in educational institutions. Apart from estimating the literacy rates as an index of educational progress of the country, the main objective of the paper is to identify problems inherent in the educational structure such as urban-rural imbalances, disparities by age and sex in educational levels attained and poor quality of educational standards. To achieve this end, an attempt has been made to analyse the literacy and education statistics as provided in the three censuses. The broad objectives of the study are outlined below:

1. To point out the differences in the conceptual definitions of literacy in the three censuses of 1951, 1961 and 1972.
2. To undertake comparison of literacy rates according to changing definitions of literacy over different census years.

3. To examine the urban-rural and male-female disparities in literacy rates and measure the progress achieved over time.
4. To estimate the progress at different levels of education by age and sex in urban and rural areas.
5. To undertake comparison of enrolment ratios and measure the non-schooling gaps.
6. To examine the distribution of students by age, sex and levels of education and estimate the grade-retention or dropout rates which indicate the magnitude of wastage in school education.

Data Sources

The data used are taken from the three censuses of 1951, 1961 and 1972. As the 1972 census information available on literacy and education is limited to the number of literates and illiterates in urban and rural areas, more detailed information obtained in the Housing, Economic and Demographic (HED) Survey of 1973 (being undertaken to supplement the information of the 1972 census) has been used in the analysis. In order to trace the changing trends in literacy rates, data from Labour Force Surveys of Pakistan for 1968-69, 1971-72 and 1974-75 have also been used in the present analysis.

Definitions of Literacy

It has been noted that the definition of literacy varies from country to country and from census to census within each country. Also there are differences in the definitions of literacy in the surveys on education and literacy. Thus, difficulties are involved in the international as well as intranational comparisons of such data. For purposes of international comparison, the UNESCO Committee in 1951 recommended a uniform criterion of literacy in terms of the "ability both to read with understanding and to write a short statement on everyday life in any language". Furthermore, a person capable of reading only, or capable of reading or writing figures and his own name only, should be considered illiterate [47] 7.

If data on literacy and education are gathered to be utilized for policy-making purposes in terms of setting up plans for economic and social development in general and educational plans in particular, they should provide information not on the mere ability to read and write with understanding but also on such levels and skills which enable a person to function effectively in community life. In 1961, the UNESCO Committee of Experts devised a new definition of literacy by recommending that " a person is literate when he has acquired the essential knowledge

and skill which enables him to engage in all those activities in which literacy is required for effective functioning in his group or community, and whose attainment in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and community's development.¹ [7] Viewed from this angle, the committee recommended that data on literacy and education should be collected for all persons fifteen years of age and over.

The definition of literacy as used in different censuses and surveys in Pakistan also varied which limits the scope of comparison. In order to have a meaningful comparison of literacy rates over time, it is necessary to point out the differences in the definitions and concept of literacy used in the three censuses of Pakistan. According to the 1951 census, persons defined literates were those "who could read a clear print in any language" [4] . Thus persons who could read only the Holy Quran in Arabic (the majority of population being Muslim in Pakistan) were considered as literates in the 1951 census. In 1961, such persons were not classified as literates unless they could read any language with understanding. Thus 'literacy' as defined in the 1961 census included "those persons who were able to read a simple letter or a short statement on everyday life in any language with understanding". [5] . This

¹ Definition agreed upon by the UNESCO Committee of Experts on literacy in its meeting in Paris in June, 1962.

definition included those persons as literates who had both the ability to read and write and the ability to read only with understanding. The 1972 census made a notable improvement in the definition of literacy and classed those persons as literates "who had the ability to read with understanding and to write" [6]. The same criterion was used to collect information for HED survey of 1973. This definition implies the completion of a few years of schooling which would enable a person to read as well as write, so data on literacy were collected for persons 10 years and over both in the 1972 census and the HED survey of 1973.

A more meaningful and refined form of literacy is the 'functional literacy', which may be defined in terms of proficiency in reading, writing and arithmetic. Jamila Akht in an earlier study on Literacy and Education applied the criterion of functional literacy to estimate the literacy levels in Pakistan by excluding all literates with less than five years of schooling from the total literates [1]. Indeed, she has questioned whether those with two or three years of schooling should be included among functional literates because children in the initial years of schooling are confined to the learning of figures and specific text books with little developments of skills in reading and writing in general. Moreover, children with two or three years of schooling are likely to lose their proficiency with the lapse of time, particularly if they had no occasion to use or improve these skills.

A review of the operational definitions of literacy reveals that in 1951 a number of persons able to read only without understanding were classified as literates. These included a number of children in early years of school who could read some short sentences and adults who could spell the name of a shop or read a cinema poster. Even signing a name was sufficient to classify a person as literate. Keeping these conceptual differences in view, the literacy figures of 1951 are not comparable with those of 1961 even by the addition of those who could read only the Holy Quran without understanding to the 1961 literates. If viewed from the perspective of international standard, more than 50 percent of the literates as defined in 1951 census of Pakistan would be illiterate and many persons qualified as literates in 1961 census would be semi-literates in the eyes of the UNESCO recommendations. In fact, the 1972 and 1973 data on literacy are more close to international standards as they pertain to the aspect of understanding in reading and writing.

LITERACY LEVELS

i) Literacy Rates Based on 1951 Definition:

Based on the definition of 1951 census, the literacy rate in Pakistan (formerly West Pakistan) was 18.9 percent for population aged 5-and-over while it was 16.3 percent according to the 1961 criterion of literacy. But two of these rates are not directly comparable because of the differences

in the definitions of literacy. In order to make these rates comparable, one may look at these figures from the 1951 criterion of literacy by including the number of only the Holy Quran readers to the 1961 group of literates, the numbers of which have been given separately in the 1961 census. By doing that the number of literates is raised from 5.4 million to 9.3 million and the literacy percentage from 16.3 to 28.2 in 1961, showing an increase of nearly 9 percent over the 1951 level of literacy. But it must be borne in mind that the minimum qualification of literacy according to the 1951 criterion is equal to illiteracy in terms of the current international standards of education. Thus literacy to be viewed from the 1951 criterion is a very crude and meaningless way to make a comparison between the two census figures.

ii) Literacy Rates Based on 1961 Definition:

The other possible and more meaningful way to make a comparison between 1951 and 1961 literacy rates the 1961 criterion of literacy which has the aspect of 'understanding' in itself. Unfortunately, the number of those who could read without understanding but were classed as literates in 1951, can not be separated from those who could read with understanding. Thus, it is not possible to exclude the readers without understanding from the total literates of 1951 so that the remainder (able to read with understanding) could

he compared with the 1961 literates. However, if we assume that the majority of the Holy Quran readers as reported in 1951 census could read it 'without understanding', we can make 1951 roughly comparable with 1961 by excluding the number of the Holy Quran readers from the 1951 literate group.² By doing that, the literacy percentage in 1951 declines to 6.7 for population 5 and over which is about 12 percentage points lower than the original literacy level of 1951. But this method of adjustment also have some flaws firstly because the persons reported as only the Holy Quran readers in 1951 could also consist of those who were able to read with understanding and secondly the remaining persons who are assumed to be able to read with understanding may include some who do not have the skill or proficiency in reading.

iii) Literacy Rates Based on 1972 Definition:

The third and the most appropriate way to have a comparison between 1951 and 1961 figures is to see those number of persons who are able to read and write in order to make them comparable to the 1972 level of literacy which is closer to the current international standards of literacy. The 1951 census does not give separate information for those who are able to read and write while the 1961 census has such information. In order to

2. The approximate number of only the Holy Quran readers as reported in the 1951 census is 3.3 million out of the total literates of 5.1 million. See census of Pakistan 1951, Vol. I, Table 8.A.

to adjust 1951 with the 1972 criterion of literacy, the number of formally educated persons in 1951 (for population 10 and over.) are taken as total literacy rates under the assumption of the ability to read and write.³ According to this method of adjustment, the 1951 literacy rate comes to 13.2 percent as compared ^{to} 14.4 percent in 1961 and 21.7 percent in 1972. The results of the comparison of literacy rates adjusted ^{for} three different definitions of literacy have been shown in table 1.

Table 1 indicates that according to the 1972 definition, literacy rates in Pakistan got raised from 13.2 percent in 1951 to 21.7 percent in 1972 for population 10 and over. Though there is a gradual improvement in the levels of literacy overtime, but still more than three-fourths of the population is illiterate in 1972. The situation is more acute in case of females who have shown an improvement of only 3 percentage-points over a period of about 21 years, showing the literacy percentage as 8.6 in 1951 against 11.6 in 1972 for population 10 and over.

In order to have a detailed picture of the changing trends in literacy, data from the Labour Force Surveys for the years 1968-69, 1971-72, 1974-75 and the HED survey of 1973 have been compared with the census figures of 1961 and 1972. The literacy rates of the Labour Force Surveys (LFS) are

3. The number of educated persons in 1951 for population 10 and over is 300 1976 reported in the 1961 census of Pakistan See, census of Pakistan, 1961. Vol. I. Table 29. P. IV-89.

comparable with the census figures because the minimum qualification to be persons defined as classed as literate in the LFS is "the ability to read with understanding" [10,11,12]. Table II gives the literacy rates by sex in urban and rural areas of Pakistan for the years 1961, 1968-69, 1971-72, 1973 and 1974-75. Table II indicates that there has been a gradual and a consistent increase in the levels of literacy since 1961 as it increased from 18.4 percent to 26.6 percent in 1974-75. The literacy rate in rural areas for 1974-75 is somewhat lower than that of 1973 which can be attributed to reporting, coverage, sampling and non-sampling errors in the data.

In reviewing the over-all literacy rates of Pakistan, it would be interesting to note that there is a discrepancy in the literacy rates of 1972 census and the HED survey of 1973 which was undertaken to supplement the information of the 1972 census. The 1972 literacy figures are somewhat on the lower side which may be due to an underestimation in the 1972 census. A comparative look at the literacy rates over different years (table II) suggests that the 1973 figures should be given more weight firstly because they are very close and most comparable to the 1974-75 rates of literacy and secondly because the 1972 rate of literacy is even lower than that of the Labour Force survey of 1971-72. This means that there is a possibility of either underestimation of literates or the over-estimation of the corresponding

population in the 1972 census. But the problem still needs to be clarified and investigated further. When we look at the literacy rates of males and females in Tables I and II, we find that males show an improvement of about 25 percentage points from 1951 to 1974-75 while female literacy level got raised from 8 percent to 43 percent for population 10 and over, a change of only 5 percentage-points over the same period. This means that the increase in male literacy is about five times greater than that of females over a period of 25 years. This may be attributed to the socio-cultural norms and prejudices against female education and suggests the need to have more educational facilities as well as adult literacy programmes for females in rural areas where about two-thirds of the total population of Pakistan is living.

Literacy Rates by Age-Groups

The 1951 and 1961 census collected data on literacy for persons aged 5 and over when the criterion of 'reading only' was confined to the concept of literacy. The 1972 census and HSD survey of 1973 collected such information for population aged 10 and over when the criterion of writing also was added to the definition of literacy. The minimum age of 10 years for literates in 1972 was used probably for the reason that some children in the age-group of 5-9 are in the initial years of schooling and are at the bare minimum

levels of learning from specific text books with little developments of skills in reading and writing particularly in rural areas where many children enter schools at ages later than five years. Table 3 shows the literacy levels by age in urban and rural areas of Pakistan. In 1961, literacy levels by age ranged from 7.8 percent in 5-9 age group to 28.2 percent in the next age group of 10-14 and the other ages falling in between, while the highest literacy percentage in 1973 was 39.3 in the age-group of 10- and the lowest for ages 25 and over (Table 3).

One of the important features to be noted in the age-specific literacy rates is the lowest literacy level in the age group of 5-9 in 1961. Similar differences occur in urban and rural areas also. These low literacy rates in the primary school going ages (5-9) suggest that education of the children generally does not begin at the usual school entering age of 5 years or there are great attritions in enrolments in the first two or three years of schooling which shall be discussed in a subsequent section of the paper. It also points to the fact that a child does not become literate in the sense of being able to read with understanding or write in the initial years of schooling.

The literacy percentage is the highest in the 10 age group in 1961 and 1973 and in 15-19 age group in 1972, much above the total literacy rate. Literacy levels appear to decrease gradually at ages higher than 20 years which

points towards the lower emphasis given to education in the past 20 years or so. It would have been useful to break the last age group of 25 and over with a literacy rate of 13.3 percent in 1961, 17.3 in 1972 and 18.7 in 1973 in order to see the pattern of decline in literacy at higher ages. But due to the limitation of data, the age-wise comparison is restricted up to ages 25 and above.

Table 3 also indicates that in each age group males show a higher percentage of literacy than females. The largest discrepancies are in the age-group 15-19 and 20-24 years. These ages are normally the period of college and university education and females are in a small proportion at this level of education with very low literacy rates in these ages.

Component of Informal Education in Pakistan

One important feature of the literacy statistics in Pakistan is large size of the informally educated persons in the total literate group. In 1961, there were 5,74,256 such persons constituting about 11 percent of male and 20 percent of female literate group. In 1973, the component of informally educated persons is very small in comparison to that in 1961. About 1.5 percent of the total literates are informally educated in 1973, 1.1 percent of male and 2.9 percent of female literate population.⁴ The efforts to learn

4. The 1972 census data do not provide the number of informally educated persons separately.

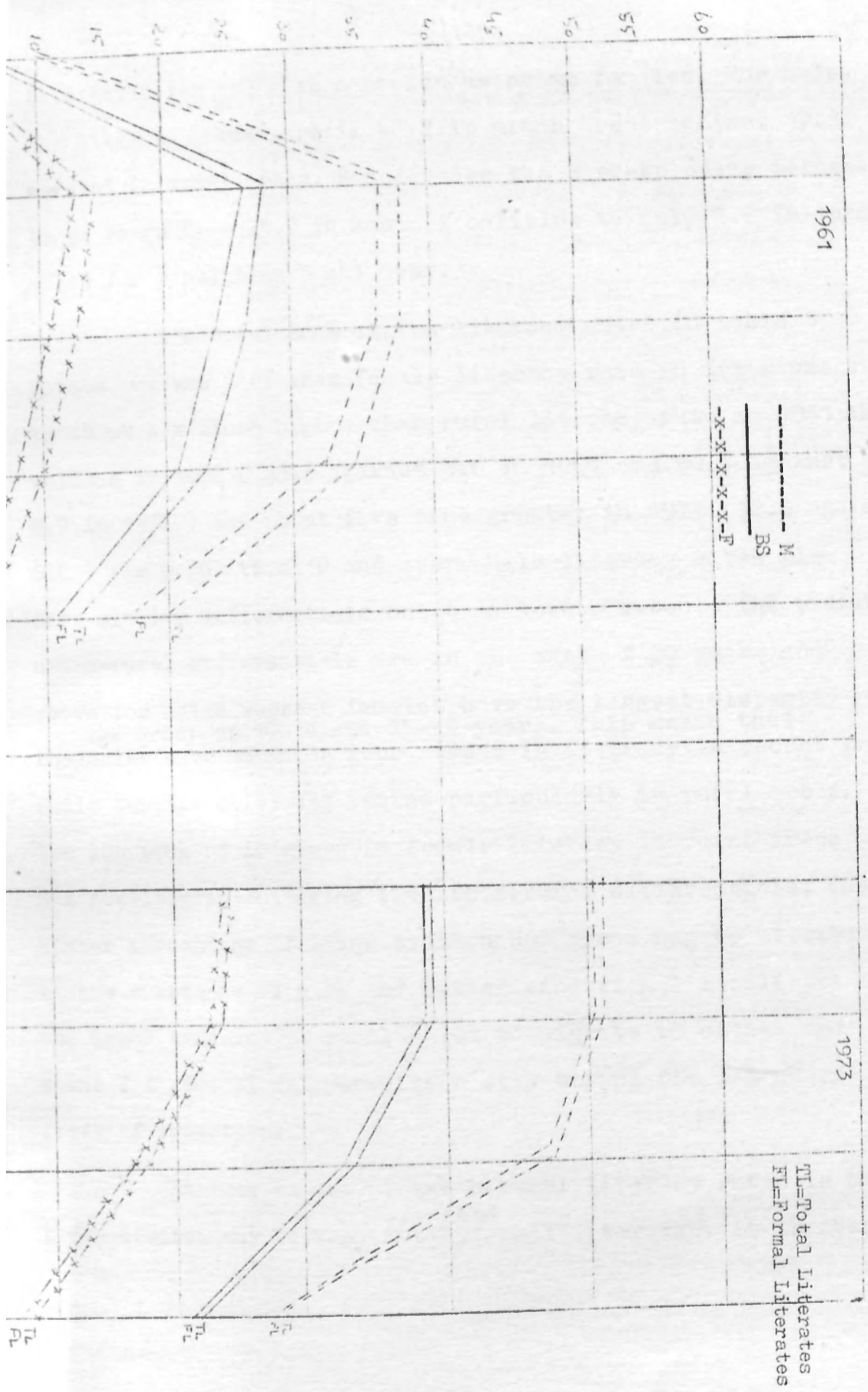
reading and writing without formal arrangements is a great achievement but the quality and level of performance in such cases may be doubtful and subject to a greater bias than existing in the formal schooling. Because many of those who had learnt to read some simple phrases were likely to represent themselves as literates. This is evident from the 1961 component of informally educated persons particularly in case of females. This percentage declines in 1973 probably because of the improvement in the definition of literacy. If the literates without formal schooling are excluded from the total literate group, the literacy rate declines to 16.3 from 18.4 in 1961 (a difference of 2.1 percent) and from 26.7 to 26.3 in 1973 (a difference of only 0.4 percent) for population 10 and over.

Age and sex specific literacy rates are portrayed graphically in figures 1 which shows clearly that the component of informally educated is much less in 1973 as compared to 1961 which may be due to improvement in the definition of literacy in 1973.

Urban-Rural Differentials in Literacy

The 1961 census data show that about 22 percent of the population living in urban areas has a literacy rate of 33.0 percent while the rural population being 78 percent of the total population has only 10.9 percent as literates for population 5 and over. The urban-rural differentials in

FIGURE I
AGE-SPECIFIC LITERACY RATES IN PAKISTAN, 1961 and 1973.



literacy rates are more conspicuous among females. For males the literacy percentage is 42.2 in urban areas against 17.5 percent in rural areas. For females the corresponding percentages range from 21.2 in urban localities to only 3.2 in rural areas for population 5 and over.

A careful look at the literacy rates in table 3 points out the fact that female literacy rate in urban areas is about six times higher than rural literacy rate in 1961 as well as in 1972 (23.3 against 3.6 in 1961 and 30.9 against 4.7 in 1972) and about five times greater in 1973 (32.5 against 6.0) for population 10 and over. Male literacy rates also have similar differentials but to a lesser extent. The widest urban-rural differentials are in the ages of 20 years and above for males whereas females have the largest disparity in age group of 10-14 and 15-19 years. This means that the males have shown an improvement in literacy in recent years while females still lag behind particularly in rural areas. The low pace of progress in female literacy in rural areas has resulted in enlarging the urban-rural differentials. The higher percentage of literacy in urban areas may be attributed to the existence of more and better educational facilities and the usual tendency of rural males to migrate to cities and towns for educational pursuits mostly beyond the secondary level of education.

Another aspect of urban-rural literacy rates is the large discrepancy between total ^{and} formal literates. It is observed

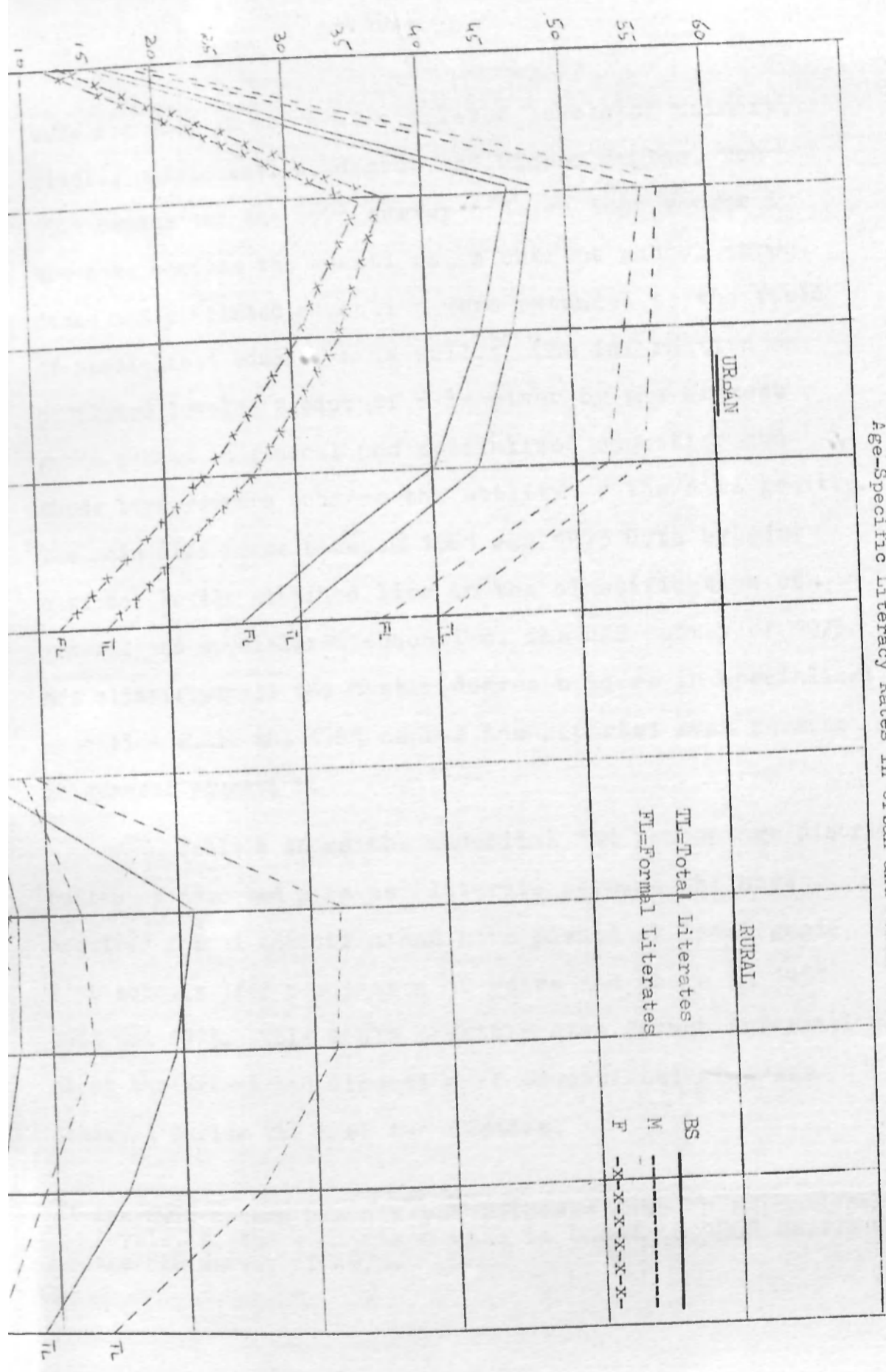
from the data that the disparity between total and formal literates is most glaring in rural areas in 1961 which reveals the fact that many persons reported themselves as literates who had never been to school and must have learned reading or writing with their own efforts at home. This fact is more obvious in case of females. The reporting on quality of education of such literates is dubious. Figure clearly shows the gaps between total and formal literates at each age group in urban and rural areas for the year 1961. Out of the total literates, the component of informally educated is 2.2 percent for urban areas against 11.8 percent for rural areas in 1961. The respective percentages for 1973 are 0.5 and 1.5.

LITERACY BY EDUCATIONAL LEVELS

The discussion about the formal schooling in the previous section provides basis for analysing the number of formal literates at different levels of education in Pakistan who have been attending educational institutions regularly and also have attained a certain kind or level of education. Literacy rates by educational levels provide basis for making the most direct comparisons by age and sex over time.

The 1951 census asked questions on total number of years in school and complete level of education without reference to the field of education. Levels of education

Figure II
Age-Specific Literacy Rates in Urban and Rural Areas of Pakistan, 1961



were recorded in terms of completed levels of primary, middle, matriculation, degree and higher degree. The 1961 census and the 1973 survey made an improvement in the data because the questions on current school attendance and completed education were extended to the field of specialized education as well.⁵ The information on completed levels of education is given by the highest grade passed in general and specialized education and these improvements enhance the utility of the data greatly. The main difference between 1961 and 1973 data by educational levels attained lies in the classification of general and specialized education. The HED survey of 1973 has classified all the Master degree holders in specialized education while the 1961 census has reported such persons in general education.

Table 4 shows the numerical and percentage distribution of educated persons (literate persons who have acquired formal education and have passed at least grade I at schools) for population 10 years and above in 1951, 1961 and 1973. This would possibly give enough information about the extent and direction of educational progress achieved during the last two decades.

⁵ The 1972 census has not yet released data on educational levels, so the comparison will be based on 1961 census and the HED survey of 1973.

Table 4 indicates that the progress in education is encouraging up to secondary level of education which covers the Middle and Matric level of education. The biggest change has occurred in the literates with primary and middle grades where the percentage of literates for population 10 and above increased from 10.9 in 1951 to 20.3 in 1973 for males and from 4.2 to 7.0 for females. The progress in education at Matric and Intermediate level of education is also encouraging where the percentage of educated persons has risen from 1.6 in 1951 to 8.7 in 1973 for males and from 0.4 to 2.9 for females (population 10 and above). The overall progress in educational levels attained shows that in 1951, about 90 percent of total educated persons have progressed up to primary and middle level, about 8 percent fall under the category of below degree level and only 2.0 percent have attained the degree and the higher degree level. The situation does not seem to improve much in 1961 except at the Matriculation and Intermediate level of education where about 4 percent of the total educated have attained this level. The 1973 survey data show a significant improvement at the Matric and Intermediate level and a slight improvement at the degree and above level. For example, about 23 percent of the total educated have progressed up to Matric and Intermediate level of education and about 4 percent at the degree and above level. This improvement may be attributed to the availability of better educational facilities beyond Matric level in urban

But in spite of that change, about 74 percent of the total educated have progressed upto the primary and middle level of education in 1973.

In order to have a detailed look at the proportion of degree holders in total population, Table 5 gives the absolute number of literates at Matriculation, degree and Higher Degree level of education for the year 1951, 1961 and 1973 and their percentage increase during the two decades. These estimates suggest that females have shown a greater percentage increase at the degree and higher degree levels than males during 1961-1973.

Disparities in Male-Female Educational Levels:

Numerically, the total educated females are about one-fourth of the total male literates in 1961 and about one-third in 1973. Table 6 shows the number of educated males and females at various educational levels and females as percent of male literates. In education "Below Primary Level", there are only 27 females for 100 males in 1961 and 32 in the year 1973. Male-female disparity increase further at higher educational levels but the 1973 data show an improvement in the proportion of females as percent of male literates almost at all levels of education. For example, there are only 14 females per 100 males in 1961 for 'Matriculation level' and they increased to about 23 in 1973. For Intermediate level, this percentage

increased from 17.8 in 1961 to 37.4 in 1973. Even at the 'degree and above' levels, females have shown an appreciable increase as this ratio increased from 12.7 percent in 1961 to 24.2 percent in 1973.

Educational Levels by Age and Sex:

The distribution of literates by age and educational levels (tables 7a and 7b) shows that the highest number and percentage of literates who have completed the 'Below Primary Grades' are in the age group of 10-14 and those with the completed grades of primary and Middle fall in the age group of 15-19 both in 1961 and 1973. A comparison between the 1961 and 1973 literates by age and educational levels indicates an improvement at Matriculation and above levels almost in all age groups. This situation is encouraging in case of females who show a significant progress at Matriculation and Intermediate level of education from 1961 to 1973. As for the 'degree and above' education, about 11.6 percent of the total female literates have progressed up to this level in 1973 against only 3 percent in 1961 in the age group of 20-24 years. For Matriculation and Intermediate levels, about 29 percent of total female literates have completed this level in 1973 against 11.6 percent in 1961 in the age-group of 15-19 years and 38.4 percent against 17.8 percent in the age-group of 20-24 years. This means that

have progressed much at the Matric and Intermediate level almost in all age groups. Males have also shown progress in the same direction but to a lesser extent. But on the whole, more than 50 percent of the total literates have reached only the primary and middle level of education almost in all age-groups both in 1961 and 1973.

Urban-Rural Disparities in Educational Levels:

The 1961 census does not provide data on educational levels attained for urban and rural population while the 1973 survey data give such information. Tables 8a and 8b give the distribution of literates by age, sex and educational levels attained in Urban and Rural areas of Pakistan for 1973 only. It is obvious from the table that there are large urban-rural differentials almost at all levels of education by age particularly in case of females. For example, there are only 1.4 percent of females who have completed primary and middle level of education above age 25 in rural areas against 9.7 percent in urban areas. Such disparities are more conspicuous in the younger age group as 5.8 percent of females in rural areas against 30.7 percent in urban areas have completed primary and middle level of education in the age group of 10-14 years. Similarly, for Matric and Intermediate level, there are only 1.2 percent of females (age 25+) in rural areas against 5.2 in urban areas. The highest disparity for this level of education for females is in the age group

of 15-19 years where the percentage in urban areas is 17.4 against 1.4 in rural areas. The urban-rural discrepancies are the largest in the "Degree and above" level of education where both males and females are in very small proportion in rural areas almost at all age groups as compared to urban areas. About 7.5 percent of urban males and 5.2 percent of urban females in the age-group of 20-24 years have attained degree and above level against 1.1 percent of rural males and 0.1 of rural females. These large urban-rural differences at all levels of education may be explained in terms of the uneven distribution of educational facilities in the regions of Pakistan as well as the lesser desire and willingness of the rurals to educate themselves and their children. This situation seems to be changing gradually as the rates of literacy in the younger age groups are higher than the older age groups in rural areas.

Tables 8a and 8b also give the percentage distribution of literates by age, sex and different levels of education for the year 1973. These figures reveal that about 80% of all formal literates have completed the primary and middle grades (V to IX) in rural areas against 66 percent in urban areas for population 10 and above. Similarly, about 27 percent of total literates have completed Matric and Intermediate (X-XII) level of education in urban areas against 19 percent in rural areas. On the whole, 45.2 percent in urban areas and about 19 percent in rural areas are formally educated in 1973 for population 10 and above.

SCHOOL ATTENDANCE AND ENROLMENT

As the extent of participation of children in schools ultimately affects the literacy status of total population, it would be worth while to look at the number of students by age, sex and completed levels of education to find out whether those currently in schools show the same trends and patterns as those observed in case of literates. The importance and relevance of school attendance and enrolment for the educationists and policy makers can hardly be doubted. Those involved in educational planning utilize the current enrolment statistics to indicate the trend in school participation and make projections for future enrolments in the school-age population. School enrolment, according to United Nations, is defined as "attendance at any regular educational institution, public or private, for a systematic instruction at any level of education during a well-defined and recent time period [17]. When statistics on school enrolment are collected, they are often classified by level of education and by type or field of study. Where feasible and possible enrolment should be classified by single grades which would facilitate the analysis of educational progression and provide more flexibility in defining broad education levels.

The data regarding pupils and students regularly attending schools and colleges at the time of the 1951 census

have been provided by broad age groups of 5-9 and 10 and over and by five years age groups (up to age 25 only) in the 1961 census. The HED survey of 1973 gives the number of students with highest grade passed by single years of age but not by successive grades which limits the possibility of measuring the grade progression or retention rate in Pakistan⁵. According to 1951 census, only 1.7 million students in schools and colleges as compared to 2.2 million in the 1961 census. In 1973, the number of students increased to 6.3 million. Table 9 indicates the growth of students in 1951 to 1973 in the two broad age-groups of 5-9 and 10 and above.

Table 9
NUMBER OF STUDENTS BY AGE AND SEX AND THEIR PERCENTAGE INCREASE IN 1951, 1961 AND 1973, PAKISTAN.

Age	Sex	Number of Students			Percentage Increase	
		1951	1961	1973	1951-61	1961-73
5-9	BS	539538	982300	1746475	82.1	77
	M	388134	691011	1202771	78.0	74
	F	151404	291289	543704	92.4	74
10+	BS	1116458	1242781	4568418	6.5	267
	M	81128	967435	3415216	19.2	253
	F	355178	275346	1153202	-22.5	318

Sources:

- i) Census of Pakistan, 1951, Vol. I Table 9.
- ii) Census of Pakistan, 1961, Vol. I Table 22 p. IV-66.
- iii) Unpublished HED survey data. Table No.

⁵ The 1972 census is excluded from the analysis because data on the number of students and enrolments are not available for 1972.

According to table 9, enrolment of female students shows a remarkable improvement during 1961-73 while there is a decline during the decade of 1951-61 by 22.5 percent. This decline was noticed even in female literacy rate during 1951-1961 from 8.6 percent to 8.2 percent which may be attributed to reporting or coverage of the data.

Age-Specific Enrolment Rates

Measures of school enrolment usually relate to a point in time or a very short period of time. The crude enrolment rate which is simply the ratio of the total enrolments to the corresponding total population roughly gives an idea about the participation of individuals in the educational system of a country. This rate for Pakistan comes to 6.7 in 1961 as against 12.1 in 1973. For males, it increased from 10.6 in 1961 to 16.3 in 1973, and for females from 3.7 to 7.1 percent. But this is a very crude way of measuring the enrolment because the denominator employed has no age limitation and include many of those who are customarily not enrolled as students. Preferably, the enrolment rate should be computed for population which is eligible for the enrolment question. In this case, the general enrolment rate can be measured using the ages 5-34 as the arbitrary age range and is called the general enrolment rate [9]. The general enrolment rates for Pakistan are computed for ages 5-24 years in 1961 and 1973 (Table 10) because there are very few students in the ages 25 and over.

Table 10
GENERAL ENROLMENT RATES IN PAKISTAN, 1961 AND 1973

	1961			1973		
	Total	Rural	Urban	Total	Rural	Urban
BS	13.1	9.6	23.3	20.9	14.9	35.8
M	18.1	14.7	27.8	28.0	22.6	41.6
F	7.3	3.8	17.4	12.0	5.5	29.1

Source : See Table 9.

Comparisons based on crude or even general enrolment rates may be misleading because age-distributions differ from one place or from one time to another. Age-specific enrolment rates are better measures of effective enrolment since they reveal changes already underway among specific age-groups. The 1951 census does not provide the number of students by age, so the comparison would be between 1961 and 1973. The enrolment ratio has increased from 13.1 in 1961 to 20.9 in 1973. Males have shown better progress than females both in urban and rural areas. The enrolment ratio for females has improved remarkably in urban areas and remains very low in rural areas. The high pace of development in education of females in urban areas in conjunction with a low progress in rural areas has resulted in widening the urban-rural differentials in education.

Table 11 gives the enrolment rates by age and sex for 1961 and 1973 and reveals that most of the students are lumped up in the 10-14 age group which is normally the age for completing primary and middle level of education. The percentage distribution of students by single years of age for 1973 is given in Table 12_a which shows that the students are minimum at age 5 and maximum at the age of 10 and 11 years. The possible explanation for a lower proportion of students in the 5-9 age group is the late entries of the students in schools and the age misreporting of the children particularly in rural areas. The enrolment and percentage of students have risen remarkably for ages 15 and above which indicates a progress in higher education particularly in case of female students. For example, female percentage of students has risen from 3.5 in 1961 to 9.3 in 1973 in the age group of 20-24 years (Table 11).

The low enrolment ratios at each age result in large non-schooling gap which is simply the difference between the estimated population of an age-group and the numbers enrolled corresponding to that group. In order to measure such gap, the enrolment-population pyramid for single years of age has been built up for the year 1973 (figure III). The figure shows clearly that the non-schooling gap is quite large at younger and higher ages. The small base of the pyramid points to the fact that very few children are enrolled at the age of 5 and their

number increases gradually with age and reaches the peak between ages 10 and 12 both for males and females. It is to the highest number and percentage of students in the group of 10-14 years.

Urban-Rural Disparities among Students

Table 12 gives the percentage distribution of students by age and sex in urban and rural areas. It shows that children enter schools much later and in smaller numbers in rural than in urban areas. Between the ages of 5-9 only 11.9 percent of the total student population attended school in rural areas against 26.6 percent in urban areas in 1961 and 12.5 percent against 32.8 percent in 1973.

On the whole, students in urban areas are 2 to 3 times greater than rural areas almost at all age groups in 1961 as well as in 1973. As would be expected, the male-female differentials among students are more conspicuous in rural than in urban areas. The highest proportion of students is in the 10-14 age group both in urban and rural areas, closely followed by the 5-9 and then the 20-24 age groups. The number of students is very small at ages 25 and above, particularly in case of rural females in 1961. But in 1973, about 1.1 percent of rural females are students in the 20-24 age group as compared to 1.6 percent of urban females.

Male-Female Disparities among Students

Table 13 gives the number of male-female stu

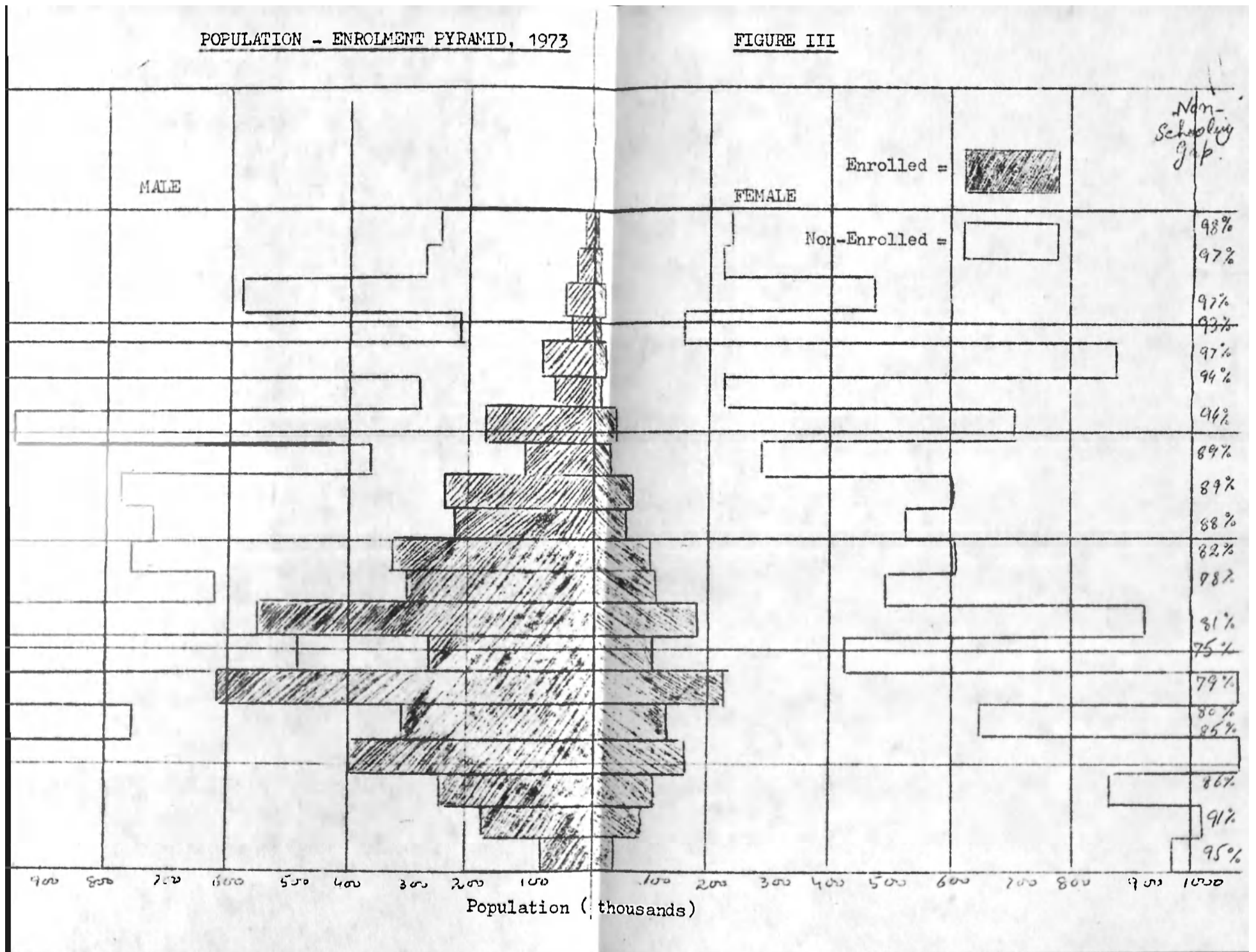
by different educational levels and indicates that female students are about one-third of male students in 1961 and 1973. Females participation in schools has appreciably increased at the Middle, Matric, and Intermediate level of education. At the primary level, there are about 24 females per 100 males in 1961 as compared to about 33 in 1973. About 48 females as percent of male students have completed the Intermediate level in 1973 as compared to 23 in 1961. The same situation has been observed in case of literates where females have shown appreciable progress at the Matriculation and Intermediate level of education. The ongoing increase in the participation of females in education may ultimately result in narrowing the gaps between male-female literacy and educational levels particularly in urban areas.

Students by Educational Levels Attained

Table 14 gives the percentage distribution of students by highest grade passed in urban and rural areas for 1961 and 1973. These figures reveal that there is an increase in the number and percentages of students almost at all levels of education but the biggest increase is at the Middle and Matric level of education. Rural females have shown a big increase in enrolment at the Matric and Intermediate level of education as 21.1 percent of total females students in 1973 are reported to have completed this level against 0.8 percent in 1961. Urban female students also have

POPULATION - ENROLMENT PYRAMID, 1973

FIGURE III



shown a remarkable improvement at the primary and middle grades probably because of the increase in the number of primary and secondary schools in recent years. The percent distribution of students by educational levels completed indicates that more than 50 percent of the students reach up to the primary and middle level of education and very few complete the college or university level of education. But on the whole, the participation of females in education has appreciably increased in urban areas almost at all level of education. This means that the pace of development in literacy of females is much higher in urban than in rural areas. For males, the situation is encouraging both in urban and rural areas, but the greater progress is obviously in urban population.

The analysis done so far on school-attendance and enrolment has been entirely based upon the census and survey data. But there are other sources of information also on enrolment like the central Bureau of Education in Pakistan. The information in the census or survey may not agree with the official records of the government since the census figures are based on the reporting made by some head of the household or other individuals and include students attending various unrecognized educational institutions while the Education Department collects information on registered students. The disparity between the figures on enrolment in the two sets of information presents a major problem for researchers.

According to these data, the total number of students as reported by the Bureau of Education are about 6.1 million for the year 1972-73 as compared to 6.3 million in the HED survey of 1973. These figures are comparable to some extent but it seems that the 1973 survey figures are somewhat on the higher side particularly at third level of education which includes college education.

Table 15 gives the enrolments by levels of education as reported by Bureau of Education for three different years of 1970-71, 1971-72 and 1972-73 in comparison with the 1973 HED survey data. The table indicates that there is a discrepancy between the two sets of information almost at all levels of education. But the figures at the primary level of education are pretty close in the two sources of information. The number of total primary students in 1972-73 is 4,442,779 (Education Bureau figures) as compared to 4,424,531 in 1973 (HED survey figures) which give a difference of about 18 thousand of students. The discrepancy increases at secondary (grades VI to X) and University level of education. But strangely enough enrolment at the third level of education in 1973 (HED survey) is about three times greater than the enrolment reported through registered official figures and remains as a puzzling question to those interested in knowing the true situation. One reason for this discrepancy could be attributed to the misreporting on the part of students as many students who had failed or had

left college without completing the grade might have reported themselves as having passed that grade in the survey data. Another probable reason could be the difference in the age-reporting of students in the two sets of figures, but it is difficult to explain more than fifty-percent lag due to these factor alone. The statistics of the two sources still need to be reconciled for the appraisal of the real position of enrolment at different levels of education in Pakistan.

Educational Progression:

A further useful analysis of data on enrolment relates to educational progression which provides a basis for seeing to what extent population groups retain or continue schooling. School retention refers to the continuation of persons enrolled in schools from one grade or level to another. Dropping out of school can be viewed as an inverse of school retention. Unfortunately, data on enrolment in censuses and surveys in Pakistan are very limited and relate to a certain period or point in time, whereas measure of school retention are cohort measures and depend upon data on two or more closely spaced points in time. The UNESCO Regional Office for Education in Asia provides the most recent available statistical information on education for different years which makes it possible to calculate the grade retention rates in Pakistan. [14]. The data used in computing school retention rates are subject to certain limitations and must

be used with caution so that the data for different time periods are comparable and relate to the same cohort of persons. The grade-retention rates are affected not only by drop-outs but also by transfers from one school to another, skipping or repeating of grades and some deaths. However, the disturbing influence of school transfers and grade repetition does not affect national statistics on enrolment [9] .

Table 16 shows the annual distribution of enrolment by each grade for Pakistan and some countries in Asia. On the basis of this information, grade retention rates are estimated up to Matriculation level in Table 16a. Grade-retention rates may be expressed as $\frac{E_t^{g+1}}{E_t^g}$ [9] , where

E_t^g = enrolment in grade g at time t,

E_{t+1}^{g+1} = enrolment in grade g+1 at time t+1.

Table 16a indicates that less than one-fourth of the students reach the secondary level of education (grade V to X) in Pakistan. The situation is worse in Bangladesh and Thailand but better off in some other Asian countries.

⁶ The retention ratios presented in table 16a are calculated by the "apparent cohort method", since the true cohort method requires very detailed and elaborate data which are not available for Pakistan. The method used in this study is an approximation since enrolment in grade I in a given year is followed up from year to year. e.g., enrolment in grade I (1960); grade II (1961) grade III (1962); grade IV (1963) and so on. For reference, see Shryock and Seigel ---- and UNESCO. Education in the Asian Region. Second statistical supplement Bangkok, 1973.

The dropout rates seem to be more steep at the primary level of education (I-V) in Pakistan as well as for Bangladesh and India. In spite of all limitations and shortcomings of the enrolment statistics, these figures roughly indicate the extent to which persons in our school system in one year progress to a higher grade in a later year and serve to highlight one of the central problems of education development in Pakistan in terms of educational wastage through dropping out of students in initial years of schooling.

Summary and Conclusions

An overall analysis of the progress of education in Pakistan since 1951 suggests that the country still ranks very low among the literate nations of the world and the quantity of education has been inadequate in relation to the growth of total population. According to the recent estimates of literates in 1973, about one-fourth of the population (10 and over) has been reported as literate leaving behind 75 per cent as illiterates. Moreover, a large number of children do not have a thorough educational exposure as the enrolment ratios are low accompanied by large non-schooling gaps. There is also a widespread preference for general and academic types of education, unsuited to the requirements of modern science and technology. The uneven distribution of educational facilities and opportunities in different regions of the country has resulted in large urban-rural imbalances. Similar disparities

are found by sex also probably because of the negative attitudes prevailing towards the education of girls and women. Family responsibilities, social taboos, lack of educational opportunities have resulted in discrimination against them.

Out of the total female population of 19.2 million (10 and over) in 1973, only 2.6 million have been reported as literates, being 13.4 percent of female population. As compared to that, about 9 million males cross the bar of illiteracy out of the total male population of 23.2 million (10 and over) giving a percentage of 37.8 in 1973. Though the literacy rates have been increasing gradually since 1951, the real development in literacy has not kept pace with the rapid population growth as the absolute number of illiterates continues to increase in total population.

Males have shown a better progress than female in the overall literacy levels particularly in rural areas where the percentage of male literacy increased from 19.8 in 1961 to 30.2 in 1973. On the contrary, female literacy level rose from 3.6 percent in 1961 to 6.0 percent for population 10 and over, a gain of only 2.4 percentage points. The urban literacy levels are higher than rural levels both for males and females. For males the urban literacy ratio increased from 46.8 percent in 1961 to 57.3 percent in 1973 and for females the increase was almost of the same magnitude being 23.3 percent in 1961 to 32.5 percent in 1973. This can be attributed to better educated opportunities available in urban areas.

One finds similar widespread disparities among males and females in the attainment of different educational levels in urban and rural areas. Less than 5 percent of the total literates reach the level of higher or university education. About 50 to 55 percent of the total literates complete only the primary and middle level of education. One thing which needs to be noticed in the educational progress of the country is the high percentage of female literates who have completed the Matric and Intermediate level of education in 1973. Out of the total female literates, only 9.3 percent had attained this level in 1961 and this percentage rose to 22.1 in 1973 which is very close to the percentage of males being 23.2 percent. Even at the 'Degree and above level' females have shown a notable progress as the percentage rose from 1.3 in 1961 to 3.2 in 1973. But the proportion of females as percent of total population still remains negligible at this level of education. The total educated females are about one-fifth of the total educated males in 1961 and about one-third in 1973. Male-female disparities are larger at higher educational levels as only 14 females in 1961 and 23 females in 1973 are educated per 100 males for "degree and above" level.

The important features which emerge from the age-specific literacy and educational levels in Pakistan are :

(a) a smaller number of literates as well as students in the

5-9 age group, (b) the highest literacy rates in the 10-14 age group both for males and females. There are two basic explanations for this. First, the late entries of students in schools and second, the high drop-out rate among children in the initial years of schooling. The data show that the literacy and enrolment ratios are maximum between the age of 10 to 14 years and then decline gradually by age.

The distribution and the flow of students in the educational system of the country indicate that only 1.7 million were enrolled as students in 1951. In 1961, only 2.2 million were enumerated as students as compared to 6.3 million in 1973. The general enrolment ratio which is simply the percentage or fraction obtained by dividing the total enrolment in a population by the corresponding school school-age population (age 5-24 for Pakistan) comes to 13.1 in 1961 as compared to 20.9 in 1973. Though the number and percentage of students have increased with time, the question nevertheless remains : why is the gross number of illiterates increasing and the magnitude of the non-schooling gap remaining high ? The real progress in education would be in terms of the enrolment ratio rising and the non-schooling gap falling provided that there are low rates of drop-outs, repeaters and regular entries in schools. With low enrolment ratios and high rate of drop-out in Pakistan, the rate of school-age population growth exerts a pressure on facilities with which the educational system can easily or efficiently cope.

The distribution of students in urban-rural areas again indicates large discrepancies as the urban students are two to three times greater than rural ones almost at all ages in 1961 as well as 1973. Educational attainment levels of students can also be viewed as an important element in the determination and achievement of the socio-economic status of the country as steady employment, occupational status and high income seem to be associated with high levels of schooling completed. Unfortunately, the proportion of students at "degree and above" level of education is still very low in Pakistan. The estimates of 1973 data show that 3.7 percent of males and only 1.9 percent of females complete this level of education out of the total students and the percentage comes to 0.9 for males and 0.3 for females for total population. More than 50 percent of the students complete only the primary level of education. The situation seems to be improving with time but the education statistics still indicate low enrolment ratios and large non-schooling gaps particularly at younger and higher ages.

The last section of the paper draws a comparison between the enrolment figures provided by the Bureau of education and those by the HLD survey of 1973. These figures are not absolutely comparable particularly at the third level of education. Further comparisons between the two sources are limited because the Bureau of Education provides data by levels only and not by age. Annual enrolment on grades indicate high

wastage rate and premature leavers from schools. For example, about 24 students reach the matriculation level of education out of every 100 students and about 50 percent of students drop-out up to the level of primary education.

Given these conditions, the problems confronting schooling and education are three fold: (1) the educational facilities need to be expanded to cope with the increasing number of new pupils requiring admission; (2) efforts required to remedy wastage and premature leaving from schools; and (3) the pace of population increase is higher than the rate of increase in literacy resulting in an increase in the absolute number of illiterates.

Suggestions and Policy Implications:

In view of the preceding discussion on educational progress in Pakistan, efforts must be made to widen opportunities so that progressively large proportions of the population become the recipients of programmes undertaken to improve human resources and skills through education. But the policy argument that the expansion of educational facilities at all levels of education puts a burden on an economy like Pakistan in the earlier stages of development who can not offer schooling impartially to all categories of people in all regions and localities and at the same time obtain the maximum flow^{of}/skills at reasonable levels of costs. Keeping in view the limited resources of the country, efforts should be made to give a

certain minimum years of schooling to each child and to prepare students for practical activities by means of some vocational education particularly in rural areas so that the proportion of educated can be raised and of unskilled graduates be reduced. .

From the point of view of national plans and their objectives for future development programmes, the following broad considerations emerge for the assessment of educational needs and for the solution of the educational problems in future:

- (1) The need for a balanced development of education at all levels, particularly at the secondary and higher levels of education for meeting manpower requirements of the country.
- (2) The need for qualitative improvements in educational standards in order to prevent wastage at primary level which provides a basis for higher education.
- (3) The need for expanding and improving science and technical education at the second or third level in line with the developing capacity of the economy to utilize trained skills.
- (4) The need for providing equal access to education for all by emphasizing the development of

educational facilities in the less developed regions of the country.

- (5) The need for undertaking adult literacy programmes in rural areas particularly for girls and women in order to bridge the gaps between male-female and urban-rural literacy level.

Most of these educational needs are reflected in the objectives of the New Education Policy in Pakistan being announced in March 1972, which covers the period 1972-80 [3]. The objectives defined by this policy for the future development of education are in line with the changes needed in the education system so that it brings proper development in all field of education for boys and girls as well as provides trained manpower required for development in various sectors of national economy. However, some of the major objectives of the policy have not achieved their targets because of inadequate resources. As a result, regional imbalances have persisted in educational structure and distribution of educational facilities. It is now proposed that attempts will be made to cover some of the short fall that has occurred in the initial years of the implementation of the education policy. The Fifth Plan (1976-81) therefore, proposes to give highest priority to primary education which tends to make a great impact on subsequent levels of education.

The plan envisages an increase in enrolment at primary stage from 5.1 million in 1975-76 to 7.9 million in 1980-81 and at the secondary stage from 1.5 million to 2.3 million. It also plans to allocate 40 percent of its developmental expenditure to primary education as against 11 percent during 1972-76/87. In higher education the Fifth Plan aims at shifting enrolment from arts to science and technical education, improving the quality of education and developing research work in Universities. All such efforts may ultimately result in reducing the component of illiterates in total population. But based on the current rate of development in literacy, it would be unrealistic to expect an eradication of illiteracy ^{through the universalisation of primary education} by the year 1985 which was one of the salient features of the Education Policy of 1972-80.

TABLE 1

LITERACY RATES ADJUSTED FOR DIFFERENT DEFINITIONS OF LITERACY USED
IN CENSUSES OF PAKISTAN, 1951, 1961 AND 1972.

Definitions	Sex	POPULATION			LITERATES				ILLITERATES						
		1951	1961	1972	1951		1961		1972		1951		1961		1972
					Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number
DEFINITION ¹ (ages 5 and above)	BS	26793631	32984654	53048396	5084559	18.9	9307554	28.2	-	-	21709072	81.1	23677100	71.8	-
	M	14552660	17867526	28668321	3289760	22.6	5412094	30.3	-	-	11262900	77.4	12455432	69.7	-
	F	12240971	15117128	24380075	1794799	14.7	3895460	25.8	-	-	10446172	85.3	11221668	74.2	-
DEFINITION ² (ages 5 and above)	BS	26793631	32984654	53048396	3507924 ⁴	13.1	5380308	16.3	-	-	23285707	86.9	27604346	83.7	-
	M	14552660	17867526	28668321	2463937	16.9	4260586	23.8	-	-	12088723	83.1	13606940	76.2	-
	F	12240971	15117128	24380075	1043987	8.5	1119722	7.4	-	-	11196984	91.5	13997406	92.6	-
DEFINITION ³ (ages 10 and above)	BS	22712391	26512939	42316710	3001976 ⁵	13.2	4878866	18.4	9318772	21.7	19710415	86.8	21634073	81.6	3359817
	M	12396206	14411941	23351460	2110678	17.0	3883656	26.9	7044595	30.2	10285528	83.0	10528285	73.1	1630686
	F	10316185	12100998	19565450	891298	8.6	665210	8.2	224177	11.6	9424887	91.4	11105288	91.8	1729131

- DEFINITION¹ The 1951 definition of literacy included those as literates "who could read a clear print in any language."
 DEFINITION² The 1961 definition of literacy classed those persons as literates "who were able to read a simple letter in any language with understanding" (The information was obtained for population 5 and over)
 DEFINITION³ The 1972 definition of literacy included those as literates "who were able to read and write in some language with understanding". The information obtained for population 10 and above.
 4) The number of total educated persons in 1951 (those who have passed at least Grade I at schools) are taken as total literates according to the 1961 criterion of literacy because the 1951 census does not provide separate information for those who are able to read with understanding and write.
 5) The number of total educated persons in 1951 (for ages 10 and above) are compared with the literates of 1972 and are assumed to be able to read and write.

Source: (i) Pakistan. Census Organization. Census of Pakistan 1951. Vol. I p.77, (ii) Pakistan. Census Organization. Census of Pakistan 1961. Vol. I. Chapter 4, (iii) Pakistan. Census Organization. Manual of Instructions for Housing, Economic and Demographic Survey 1972.

TABLE 2

LITERACY PERCENTAGE BY SEX (FOR POPULATION
10 AND OVER) FOR URBAN-RURAL AREAS IN
PAKISTAN 1961, 1968-69, 1971-72, 1973 AND
1974-75.

Area	1961 (Census)			1968-69 (Labour Force Survey)			1971-72 (Labour Force Survey)			1972 (Census)			1973 (HED Survey)			1974-75 (Labour Force Survey)		
	BS	M	F	BS	M	F	BS	M	F	BS	M	F	BS	M	F	BS	M	F
Total	18.4	27.0	8.2	21.5	33.2	8.5	23.5	35.7	9.9	21.7	30.2	11.6	26.7	37.8	13.4	26.6	38.3	13.1
Rural	12.2	15.8	3.6	14.9	25.6	3.2	16.6	28.3	3.8	14.3	22.6	4.7	19.2	30.2	6.0	17.5	28.9	4.6
Urban	36.7	46.8	23.3	40.9	54.8	24.9	44.9	58.3	29.3	41.5	49.9	30.9	46.1	57.3	32.5	47.7	60.1	33.4

Source: 1) Pakistan Census organization. Census of Pakistan 1961. Vol.I.
ii) Unpublished 1972 Census data. Table No. 7.
iii) Unpublished HED survey data 1973. Table No. 3
iv) Statistics Division. Labour Force Survey : 1968-69, 1971-72 and
1974-75.

TABLE 4.
 NUMERICAL AND PERCENTAGE DISTRIBUTION OF EDUCATED PERSONS
 (10 and ABOVE) BY EDUCATIONAL LEVELS IN PAKISTAN, 1951, 1961 AND 1973

Level of Education		Below Primary			Primary and Middle			Matric and Intermediate			Degree and above			Total ¹ (Formal Literates)		
Year	Sex	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates
1951 ²	BS	911905	4.0	30.4	1792719	7.8	59.7	238616	1.2	7.9	58736	0.3	2.0	3001976	43.2	100
	M	495692	4.0	23.5	1361429	10.9	64.5	201091	1.6	9.5	52466	0.4	2.5	2110678	17.3	100
	F	416212	4.0	46.7	431290	4.2	48.4	37525	0.4	4.2	6270	0.1	0.7	891298	8.6	100
1961	BS	1353892	5.1	31.3	2304499	8.7	53.3	584181	2.2	13.5	78324	0.3	1.8	4320896	16.3	100
	M	1067649	7.4	30.1	1894560	13.1	53.5	511434	3.5	14.4	68520	0.5	1.9	3542163	24.6	100
	F	286243	2.4	36.7	409939	3.4	52.6	72747	0.6	9.3	9804	0.1	1.3	778733	6.4	100
1973	BS	2111107	5.0	18.9	6044820	14.3	54.2	2564658	6.1	22.9	421907	0.1	3.8	11142492	26.3	100
	M	1518150	6.9	18.9	4704733	20.3	54.3	2015951	8.7	23.2	342254	1.5	3.9	8661088	37.3	100
	F	512957	2.7	20.7	13440087	7.0	53.9	548707	2.9	22.1	79653	0.1	3.2	2481404	12.9	100

- Literates in oriental education are excluded from total formal literates due to their insignificant number. Orientals include persons who have passed the higher standards in theology or/and oriental languages.
- The figures for 'Below Primary' level in 1951 should be read with caution because this number has been obtained by taking the difference between the total educated and those who have completed primary and above, as the 1951 census does not provide information for the Below Primary level of education. The number of total educated in 1951 (for population 10 and over) is 3,00,1976 (as reported in 1961 census, Vol I . Table 29: P. IV-89), while those with primary and above are 209001. The difference between the two is taken as literates at 'Below Primary' level.

TABLE 4.

NUMERICAL AND PERCENTAGE DISTRIBUTION OF EDUCATED PERSONS
(10 and ABOVE) BY EDUCATIONAL LEVELS IN PAKISTAN, 1951, 1961 AND 1973

Level of Education	Year	Sex	Below Primary			Primary and Middle			Matric and Intermediate			Degree and above			Total ¹ (Formal Literates)		
			Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates
1951 ²	BS		911905	4.0	30.4	1792719	7.8	59.7	238616	1.2	7.9	58736	0.3	2.0	3001976	13.2	100
	M		495692	4.0	23.5	1361429	10.9	64.5	201091	1.6	9.5	52466	0.4	2.5	2110678	17.3	100
	F		416212	4.0	46.7	431290	4.2	48.4	37525	0.4	4.2	6270	0.1	0.7	891298	8.6	100
1961	BS		1353892	5.1	31.3	2304499	8.7	53.3	584181	2.2	13.5	78324	0.3	1.8	4320896	16.3	100
	M		1067649	7.4	30.1	1894560	13.1	53.5	511434	3.5	14.4	68520	0.5	1.9	3542163	24.6	100
	F		286243	2.4	36.7	409939	3.4	52.6	72747	0.6	9.3	9804	0.1	1.3	778733	6.4	100
1973	BS		2111107	5.0	18.9	6044820	14.3	54.2	2564658	6.1	22.9	421907	0.1	3.8	11142492	26.3	100
	M		1518150	6.9	18.9	4704733	20.3	54.3	2015951	8.7	23.2	342254	1.5	3.9	8661088	37.3	100
	F		512957	2.7	20.7	13440087	7.0	53.9	548707	2.9	22.1	79653	0.1	3.2	2481404	12.9	100

- Literates in oriental education are excluded from total formal literates due to their insignificant number. Orientals include persons who have passed the higher standards in theology or/and oriental languages.
- The figures for 'Below Primary' level in 1951 should be read with caution because this number has been obtained by taking the difference between the total educated and those who have completed primary and above, as the 1951 census does not provide information for the 'Below Primary' level of education. The number of total educated in 1951 (for population 10 and over) is 3,00,1976 (as reported in 1961 census, Vol I, Table 29: P. IV-89), while those with primary and above are 209001. The difference between the two is taken as literates at 'Below Primary' level.

TABLE 5

NUMBER OF MATRICULATES, GRADUATES AND POST GRADUATES
AND THEIR PERCENTAGE INCREASE FOR PAKISTAN IN 1951,
1961 AND 1973.

	MATRICULATES					GRADUATES					POST GRADUATES.				
	Number			Percentage Increase		Number			Percentage Increase		Number			Percentage Increase	
	1951	1961	1973	1951-61	1961-73	1951	1961	1973	1951-61	1961-73	1951	1961	1973	1951-61	1961-73
BS	238616	481811	1732089	101.9	259.5	44307	54000	326626	21.9	504.9	14429	24324	95281	68.6	291.1
M	201091	424542	140527	111.1	231.9	39480	46945	265512	18.9	465.6	12986	21575	76742	66.1	255.7
F	37525	57269	323162	52.6	464.3	4827	7055	61114	46.9	766.3	1443	2749	18539	90.5	574.4

Sources :

- i) Census of Pakistan, 1951, Vol. I
- ii) Census of Pakistan, 1961, Vol. I
- iii) Unpublished HED Survey data. Table No. 3

TABLE 6

DISTRIBUTION OF EDUCATED PERSONS (10 AND OVER) BY EDUCATIONAL LEVEL ATTAINED AND FEMALES AS PERCENT OF MALE LITERATES IN PAKISTAN. 1961 AND 1973.

Educational Levels Completed	1961			1973		
	Number of Literates		Female as Percent of Male	Number of Literates		Female as Percent of Males
	Male	Female		Male	Female	
Total Literates	3883656	995210	25.6	8766119	2560437	29.2
Without formal attainments	339592	216279	63.7	95107	76590	80.5
Below Primary (I-IV)	1067649	286243	26.8	1598150	512957	32.1
Primary (V-VII)	1209739	277709	23.0	3033966	891680	29.4
Middle (VIII-IX)	684821	132230	19.3	1670767	448407	26.8
Matric (X)	424542	57269	13.5	1415268	323914	22.9
Intermediate (XI-XII)	86892	15478	17.8	600683	224793	37.4
Degree	46945	7055	15.0	265512	61114	23.0
H. Degree	21575	2749	12.7	76742	18539	24.2
Oriental	1901	198	10.4	9924	2443	24.6

Source : See Table 5

The number of educated persons for the Below Primary and Primary level in 1961 is given for persons aged 10 years and above to make these figures comparable to 1973. Those who have attained these levels in the 5-9 age group are excluded from the total. In 1961, number of persons who have attained the Below Primary grades in the age group of 5-9 is 348,027 for males and 109,465 for females. For Primary levels, this number is 18801 for males and 6764 for females.

TABLE 7b

NUMBER AND PERCENTAGES OF LITERATES BY AGE AND SEX
AT DIFFERENT EDUCATIONAL LEVELS IN PAKISTAN 1973.

Educational Levels		Below Primary			Primary and Middle			Matric and Intermediate			Degree and above			All levels ^a		
Age	Sex	Number of Literates.	Percent of Popul.	Percent of Literates.	Number of Literates.	Percent of Popul.	Percent of Literates.	Number of Literates.	Percent of Popul.	Percent of Literates.	Number of Literates.	Percent of Popul.	Percent of Literates.	Number of Literates.	Percent of Popul.	Percent of Literates.
10-14	BS	1343476	16.7	42.8	1747498	21.7	55.7	46671 ^b	0.5	1.5	-	-	-	3137645	39.0	10
	M	981509	21.7	42.9	1271326	28.3	55.6	32191	0.7	1.4	-	-	-	2285026	50.9	10
	F	361967	10.2	42.4	476172	13.4	55.8	14480	0.4	1.7	-	-	-	852619	24.0	10
15-19	BS	207951	3.8	9.8	1331262	24.2	62.6	573965	10.4	27.0	13199 ^c	0.2	0.6	2126377	38.6	10
	M	154698	5.0	7.3	1004425	32.2	47.2	417109	13.4	19.6	6978	0.2	0.3	1583210	50.8	10
	F	53253	2.2	9.8	326857	13.7	60.1	156856	6.6	28.9	6221	0.3	1.1	543167	22.7	10
20-24	BS	112876	2.6	7.9	651099	15.0	45.9	550261	12.7	38.7	104558	2.4	7.4	1418794	32.7	10
	M	87260	3.7	8.0	509123	21.8	46.5	425319	18.3	38.9	71798	3.1	6.6	1093500	47.0	10
	F	25616	1.3	7.9	141976	7.1	43.6	144942	5.2	38.4	32760	1.6	10.1	325294	16.2	10
25 +	BS	446804	1.8	10.0	2314961	9.4	51.8	1393761	5.6	31.2	304150	1.2	6.8	4459676	18.2	10
	M	374633	2.8	10.1	1919859	14.5	51.8	1141332	8.6	30.8	263478	2.0	7.1	3699352	27.9	10
	F	72121	0.6	9.5	395102	3.5	51.9	252429	2.3	33.1	40672	0.4	5.3	760324	6.8	10
All Ages (10+)	BS	2111107	5.0	18.9	6044820	14.3	54.3	2564658	6.1	23.0	421907	1.0	3.8	11142492	26.3	10
	M	1598150	6.9	18.4	4704733	20.3	54.3	2015951	8.7	23.3	342254	1.5	4.0	8661088	37.4	10
	F	512957	2.7	20.7	1340087	7.0	54.0	548707	2.9	22.1	79653	0.4	3.2	2481404	13.0	10

^a All levels excludes the literates of oriental education due to their smaller number.

^b Matriculates only.

^c Degree holders only.

Source: Unpublished HED survey data. Table 3

TABLE 8a

NUMBER AND PERCENTAGE OF LITERATES BY AGE AND SEX
AT DIFFERENT EDUCATIONAL LEVELS IN URBAN AREAS OF
PAKISTAN, 1973.

Educational Levels		Below Primary			Primary and Middle			Matric and Intermediate			Degree and above			All Levels ^a		
Age	Sex	Number of Literates.	% of Population	% of literates.	Number of Literates.	% of population	% of Literates	Number of Literates.	% of population	% of literates	Number of Literates.	% of population	% of literates	Number of Literates.	% of population	% of literates
10-14	BS	534891	22.7	37.6	962212	28.9	60.5	26303 ^b	1.1	1.8	-	-	-	1423406	60.4	100
	M	325745	25.5	37.4	530114	41.6	60.8	15551	1.2	1.7	-	-	-	871410	68.4	100
	F	209146	19.3	37.9	332098	30.7	60.1	10752	1.0	1.9	-	-	-	551996	51.0	100
15-19	BS	82799	4.9	8.1	564496	33.3	55.4	361248	21.3	35.4	10610 ^c	0.6	1.0	1019150	60.2	100
	M	51808	5.6	4.9	357603	38.4	55.7	227367	24.4	35.4	4868	0.5	0.8	641646	68.9	100
	F	30991	4.1	0.2	206890	27.2	54.8	133881	17.6	35.5	5742	0.8	1.5	377504	49.6	100
20-24	BS	47811	3.6	6.7	264017	20.0	37.2	311699	23.6	43.9	85403	6.5	12.0	708930	53.6	100
	M	31578	4.3	6.6	172513	23.7	36.1	210668	30.0	45.8	54436	7.5	11.3	477195	65.5	100
	F	16233	2.7	7.0	91504	15.4	39.5	93031	15.7	40.1	30967	5.2	13.4	231735	39.1	100
25+	BS	198461	3.1	9.0	1000024	15.4	45.2	761740	11.7	34.5	250026	3.9	11.3	2210251	34.2	100
	M	143095	4.1	8.6	717440	20.1	42.5	610412	17.1	36.2	211989	6.0	12.6	1687936	47.4	100
	F	50366	1.7	9.6	282584	9.7	54.6	151328	5.2	20.0	38037	1.3	7.3	522315	18.0	100
All Ages (10+)	BS	363962	7.3	16.1	2690746	22.7	50.2	1460990	12.3	27.2	346039	2.9	6.5	5361737	45.2	100
	M	357226	8.6	15.1	1777670	27.3	48.3	1071998	16.5	29.1	271293	4.2	7.4	3678187	56.5	100
	F	306736	5.1	18.2	913076	17.1	54.2	388992	7.3	23.1	74746	1.4	4.4	1683550	31.5	100

a. All levels excludes oriental education.

b. Matriculates only.

c. Degree in general education.

TABLE 3b

NUMBER AND PERCENTAGE OF LITERATES BY AGE AND SEX
AT DIFFERENT EDUCATIONAL LEVELS IN RURAL AREAS
PAKISTAN, 1973.

Educational Levels		Below Primary			Primary and Middle			Matric and Intermediate			Degree and above			All Levels	
Age	Sex	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population	Percent of Literates	Number of Literates	Percent of Population
10-14	BS	808580	14.2	47.1	885286	15.6	51.6	20368 ^d	0.4	1.2	-	-	-	1714239	30.1
	M	655764	20.4	64.4	741212	23.1	52.4	16640	0.5	1.2	-	-	-	1413616	44.0
	F	152821	6.2	50.8	144074	5.8	47.9	3728	0.2	1.2	-	-	-	300623	12.2
15-19	BS	125152	3.3	11.3	766769	20.1	69.2	212717	5.6	19.2	2589 ^c	0.1	0.2	1107227	29.0
	M	102890	4.7	10.9	646822	29.6	68.7	189742	8.7	20.1	2110	0.1	0.2	941564	43.2
	F	22262	1.4	13.4	119947	7.4	72.3	22975	1.4	13.9	479	-	0.2	165663	10.2
20-24	BS	65065	2.2	9.2	387082	12.8	54.5	238562	7.9	33.6	19155	0.6	2.7	709864	23.5
	M	55682	3.5	9.0	336610	21.1	54.6	206651	12.9	33.5	17362	1.1	2.3	616305	38.6
	F	9383	0.7	10.0	50472	3.6	53.8	31911	2.3	34.0	1793	0.1	1.9	93559	6.6
25 +	BS	248343	1.4	11.0	1314937	7.3	58.3	632021	3.5	28.0	54124	0.3	2.4	2249425	12.5
	M	226588	2.3	11.2	1202419	12.4	59.8	530920	5.5	26.4	51489	0.5	2.6	2011416	20.8
	F	21755	0.3	9.1	112518	1.4	47.3	101101	1.2	42.5	2635	-	1.1	238009	2.9
All Ages (10+)	BS	1247145	4.1	21.6	3354074	11.0	58.0	1103668	3.6	19.1	75868	0.2	1.3	5780755	18.9
	M	1040924	6.2	20.9	2927063	17.5	58.7	943954	5.6	18.9	70961	0.4	1.4	4982901	29.8
	F	206221	1.5	25.8	427011	3.1	53.5	159715	1.2	20.0	4907	-	0.6	797854	5.8

a. All levels excludes 'oriental education'.

b. Matriculates only.

c. Degree in general education.

Source: Unpublished HED survey data. Table 3.

TABLE 11

ENROLMENT RATIOS BY AGE GROUP AND SEX
IN PAKISTAN, 1961 AND 1973.

Age	1961						1973					
	Number of Students	Enrol ment Ratio	Number of Students	Enrol ment Ratio	Number of Students	Enrol ment Ratio	Number of Students	Enrol ment Ratio	Number of Students	Enrol ment Ratio	Number of Students	Enrol ment Ratio
	Total		Male		Female		Total		Male		Female	
All Ages (10+)	2225081	6.7	1658446	10.6	566635	3.7	6314893	12.1	4617987	16.3	1696906	7.1
5-9	982300	15.2	691011	20.0	291289	9.7	1746475	17.9	1202771	23.3	543704	11.8
10-14	888529	23.2	674410	32.2	214119	12.5	2781575	34.6	2054820	45.8	726755	20.4
15-19	324092	9.2	267922	14.0	56170	3.5	990131	18.0	766818	24.6	223313	9.3
20-24	19998	0.6	16432	1.0	3566	0.2	269283	6.2	202329	8.7	66954	3.3
25 +	10162	0.1	8671	0.1	1491	0.02	527429	2.2	391249	2.9	136180	1.2

Source:

- i) Pakistan Census organization. Census of Pakistan 1961. Vol. I. Table 22
- ii) Unpublished HED Survey data, 1973. Table 5

TABLE 12
ENROLMENT RATIOS BY AGE GROUP AND SEX IN
URBAN-RURAL AREAS OF PAKISTAN, 1961 AND 1973.

Age	1961						1973					
	Number of Students	Enrolment Ratio	Number of Students	Enrolment Ratio	Number of Students	Enrolment Ratio	Number of Students	Enrolment Ratio	Number of Students	Enrolment Ratio	Number of Students	Enrolment Ratio
	Total		Male		Female		Total		Male		Female	
<u>RURAL AREAS</u>												
All Ages (5+)	1209837	4.9	989293	7.4	220544	1.9	3264048	8.7	2679632	13.1	584416	3.4
5-9	597465	11.9	452355	16.8	145110	6.2	901343	12.5	706401	18.6	194942	5.8
10-14	469213	16.8	400348	25.8	68865	5.5	1483270	26.1	1248659	38.8	234611	9.5
15-19	138142	5.4	131893	9.6	6249	0.5	445399	11.7	402207	18.4	43192	2.6
20-24	3153	0.1	2949	2.5	204	0.1	107465	3.6	85383	5.3	22082	1.6
25 +	1864	0.1	1748	0.03	116	-	326571	1.8	236982	2.4	89589	1.1
<u>URBAN AREAS</u>												
All Ages (5+)	1015244	12.5	669153	14.6	346091	9.8	3050845	21.1	1938355	24.6	1112490	16.9
5-9	384855	26.5	238656	31.2	146179	21.4	845132	32.8	496370	36.8	348762	28.4
10-14	419316	41.4	274062	50.0	145254	31.2	1298305	55.1	806161	63.2	492144	45.5
15-19	185950	19.4	136029	25.4	49921	11.8	544732	32.2	364611	39.1	180121	23.7
20-24	16845	1.9	13483	2.6	3362	0.9	161818	12.2	116946	16.0	44872	7.6
25+	8298	0.2	6923	0.3	1375	0.1	200858	3.1	154267	4.3	46591	1.6

source:- i) Census of Pakistan 1961, Vol. I. Table 23

ii) Unpublished HED survey data 1973. Table 5

TABLE 12 a

ENROLMENT RATIOS BY SEX AND SINGLE YEARS OF AGE IN
URBAN-RURAL AREAS IN PAKISTAN 1973.

Age	TOTAL			RURAL			URBAN		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
All Ages (5+)	12.1	16.3	7.1	8.7	13.1	3.4	21.1	24.7	16.9
5 Years	5.7	7.1	4.2	3.3	4.8	1.8	12.1	13.4	10.7
6 "	12.5	15.8	8.9	8.0	11.6	4.1	24.8	27.2	22.5
7 "	20.0	25.8	13.6	13.8	20.1	6.8	37.5	41.9	32.7
8 "	23.6	31.3	14.8	17.3	25.8	7.4	42.1	47.9	35.7
9 "	31.2	40.8	20.1	22.8	33.7	10.2	53.5	60.0	46.2
10 "	34.1	44.4	20.9	25.8	37.5	10.6	55.8	63.4	46.9
11 "	39.3	51.8	24.9	29.3	41.1	11.9	59.9	67.6	51.0
12 "	33.9	45.3	18.6	26.1	39.0	8.7	54.3	62.4	43.9
13 "	36.7	48.2	22.2	27.0	40.3	9.6	57.0	66.1	46.7
14 "	31.7	42.9	17.9	23.7	36.5	7.0	49.7	58.5	40.1
15 "	21.9	29.4	11.6	15.1	23.3	3.4	38.1	45.5	30.4
16 "	20.8	28.6	11.0	14.2	22.4	3.4	36.3	44.3	27.3
17 "	20.6	27.9	11.5	10.8	19.7	2.7	35.4	42.7	26.7
18 "	13.3	18.2	6.3	8.3	12.9	2.0	25.1	31.7	16.5
19 "	13.1	18.7	6.4	6.4	11.1	1.0	24.6	30.9	16.4
20 "	6.1	8.8	2.9	3.2	5.3	0.8	13.7	18.4	9.4
21 "	10.5	13.4	5.8	6.6	8.6	4.3	17.3	21.0	11.9
22 "	5.6	7.5	3.3	3.3	4.5	1.9	10.6	13.9	6.4
23 "	6.1	8.4	3.4	3.9	5.5	2.0	10.8	14.0	6.6
24 "	4.8	7.2	2.3	3.1	5.0	1.3	8.2	11.1	4.7
25+	2.2	2.9	1.2	1.8	2.4	1.1	3.1	4.3	1.6

Source:- Unpublished HED Survey data 1973, Table 5.

TABLE 13

NUMBER OF STUDENTS BY EDUCATIONAL LEVELS AND FEMALES
AS PERCENT OF MALE STUDENTS IN PAKISTAN, 1961 AND 1973.

Educational levels completed.	1961			1973		
	Number of students Male	Female	Females as percent of males.	Number of Students Male	Female	Females as percent of males.
Total students	1658446	566635	34.2	4617987	1696906	36.7
Below Primary (I-IV)	1073607	428952	40.0	2079879	857030	41.2
Primary (V-VII)	363745	87837	24.1	1122099	365523	32.6
Middle (VIII)	76444	17952	23.5	549866	167414	30.4
Matric (IX-X)	108801	23466	21.6	433021	109995	25.4
Intermediate (XI-XII)	26860	6099	22.7	361152	172346	47.7
Degree	6895	1852	26.9	69906	18177	26.0
Higher Degree	1997	464	23.2	22305	5363	24.0
Oriental	97	13	13.4	4219	1058	25.1

Source :- See Table 12.

TABLE 14

PERCENTAGE DISTRIBUTION OF STUDENTS OR ROLLS BY HIGHEST
GRADE PASSED IN URBAN AND RURAL AREAS IN PAKISTAN
1961 AND 1973.

Year		1961						1973					
Grades Completed.	Sex	TOTAL		RURAL		URBAN		TOTAL		RURAL		URBAN	
		% of Popula- tion.	% of Stu- dents	% of Popula- tion.	% of Stud- ents.	% of Popula- tion.	% of Stud- ents.	% of Popula- tion.	% of Stud- ents.	% of Popula- tion.	% of Stu- dents	% of Popula- tion.	% of Stu- dents.
Not passed any grade	BS	2.0	31.0	1.8	38.1	2.8	22.4	-	-	-	-	-	-
	M	2.5	27.2	2.4	31.7	3.0	20.5	-	-	-	-	-	-
	F	1.6	42.0	1.3	67.2	2.5	26.0	-	-	-	-	-	-
Below Primary (I-IV)	BS	2.5	36.6	1.8	36.3	4.6	36.9	5.6	46.5	4.3	46.5	9.1	43.0
	M	3.5	37.6	2.9	38.9	5.2	35.6	7.3	45.0	6.3	48.4	10.0	40.4
	F	1.3	33.7	0.5	24.6	3.9	39.4	3.6	49.8	1.9	56.1	8.0	47.5
Primary and Middle (V-VIII)	BS	1.7	24.5	1.0	21.5	3.4	28.2	4.2	34.9	2.9	33.4	7.7	36.6
	M	2.5	26.5	1.8	24.6	4.3	29.4	5.9	36.2	4.7	35.8	9.1	36.8
	F	0.7	18.7	0.1	7.4	2.5	25.9	2.2	31.4	0.8	22.4	6.1	36.2
Matric and Intermediate (IX-XII)	BS	0.5	7.4	0.2	4.0	1.4	11.5	2.0	16.7	1.4	16.0	3.7	17.3
	M	0.8	3.2	0.3	4.7	1.9	13.3	2.7	16.7	1.9	14.9	4.7	19.1
	F	0.2	5.2	0.0	0.8	0.8	8.1	1.2	16.6	0.7	21.1	2.4	14.3
Degree and above (XIII+)	BS	0.03	0.5	0.1	0.1	0.1	0.1	0.2	1.8	0.1	0.7	0.6	3.0
	M	0.5	0.5	0.1	0.1	0.2	1.1	0.3	2.0	0.1	0.8	0.9	3.7
	F	0.02	0.4	0.0	0.1	0.1	0.6	0.1	1.4	0.1	0.3	0.3	1.9
Total	BS	6.7	100	4.9	100	12.5	100	12.1	100	8.7	100	21.1	100
	M	9.3	100	7.4	100	14.6	100	16.3	100	13.1	100	24.7	100
	F	3.7	100	1.9	100	9.8	100	7.1	100	3.4	100	16.9	100

Note: -i) Orientals are excluded from total students because of their negligible number.
ii) The 1973 data do not provide the number with 'Not passed any grade' while the 1961 census gives such enrolment.

Source: -See Table 12.

Table 15
ENROLMENT BY LEVELS OF EDUCATION AND FEMALES AS PERCENT OF TOTAL STUDENTS
IN PAKISTAN, 1970-71, 1971-72, 1972-73(EDUCATION BUREAU) AND 1973(HED Survey).

Level of Education	1970-71 (Education Bureau)			1971-72 (Education Bureau)			1972-73 (Education Bureau)			1973 (HED Survey)		
	ES	F	%F	BS	F	%F	BS	F	%F	BS	F	%F
Ist Level (Primary; I-V)	3,992,721	1,058,618	27	4,115,470	1,113,588	27	4,442,779	1,214,403	27	4,424,531	1,222,553	28
2nd Level (Secondary; IV-X)	1,324,421	258,123	19	1,382,248	280,580	20	1,414,310	269,929	19	1,232,498	276,788	23
3rd Level (Intermediate and Degree)	196,867	49,542	25	183,907	48,354	26	200,000	50,000	25	596,247	186,004	31
University level (Higher degree)	57,280	9,150	15	58,479	9,743	17	59,896	9,896	17	56,340	9,513	17
TOTAL	5,571,289	1,375,433	25	5,740,104	1,452,265	25	6,116,985	1,544,282	25	6,309,616	1,695,848	27

NOTE: 1) 2nd level includes high schools and secondary vocational institutions; university level includes degree obtained in professional colleges also.

2) The 1973 HED Survey figures exclude students in oriental education.

SOURCE: 1) Unpublished HED Survey data, 1973. Table No.5.

2) Bureau of Educational Planning, Pakistan Education Statistics, 1947-48 - 1972-73.

TABLE 16

ANNUAL ENROLMENT BY SUCCESSIVE GRADES IN PAKISTAN AND SOME
ASIAN COUNTRIES, 1960-69.

Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
Country	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969
	<u>Both Sexes</u>									
Pakistan	657705	510661	429356	387517	366924	280075	252300	223597	158430	157000
Bangladesh	1744021	736683	468805	462031	437979	237978	209346	230512	199097	190100
India	13391347	8121148	6718602	5754632	4964247	4196176	3643344	-	-	-
Iran	319428	313318	295557	256553	237794	224437	183547	148483	140919	110900
West Malaysia	200793	199685	197519	192398	181087	-	112977	106225	104622	54000
Philippines	1015202	863291	828371	759749	669909	-	395774	331850	308744	272000
Thailand	1336521	947985	852533	728066	180422	158976	143794	120253	114051	110000
	<u>Females</u>									
Pakistan	102000	101005	94512	64530	70761	63639	56267	44124	31307	30000
Bangladesh	534294	203588	123128	119675	107314	37961	33683	33772	18238	20000
India	4680909	2736855	2195442	1825649	1524406	1172329	1012447	-	-	-
Iran	102932	102391	95156	83409	77539	72788	59699	49399	46841	35000
West Malaysia	93466	92717	90942	86661	79604	70986	43228	41491	417558	22000
Philippines	478084	409733	393049	366853	329610	281432	191678	164748	154912	140000
Thailand	653704	453978	409705	354443	74817	65445	58586	48214	46037	45000

Note:- 2nd level (grade VI onwards) represents general education only.

Source: UNESCO. Progress of Education in the Asian Region. Second statistical Supplement Bangkok, 1970.
Table 29 and 30.

TABLE 16a

RETENTION RATES IN PRIMARY AND SECONDARY SCHOOL IN
PAKISTAN AND SOME ASIAN COUNTRIES, 1960-69.

Country	I 1960	II 1961	III 1962	IV 1963	V 1964	VI 1975	VII 1966	VIII 1967	IX 1968	X 1969
<u>BOTH SEXES</u>										
Pakistan	100	77.6	65.3	58.9	55.8	42.6	38.4	34.0	24.1	23.9
Bangladesh	100	42.2	26.9	26.5	25.1	13.6	12.0	13.2	11.4	10.0
India	100	60.6	50.2	43.0	37.1	31.3	27.2	-	-	-
Iran	100	98.1	92.5	80.3	74.4	70.3	57.5	46.5	44.1	34.1
West Malaysia	100	99.4	98.4	95.8	90.2	-	56.3	52.9	52.1	26.9
Philippines	100	85.0	81.6	74.8	66.8	-	39.0	32.7	30.4	26.9
Thailand	100	70.9	63.8	54.5	43.5	11.9	10.7	9.0	8.5	8.3
<u>FEMALES</u>										
Pakistan	100	76.5	71.6	48.9	53.6	48.2	42.6	33.4	23.7	22.7
Bangladesh	100	38.1	23.0	22.4	20.1	7.1	6.3	6.3	3.4	4.2
India	100	58.5	46.9	39.0	32.6	25.0	21.6	-	-	-
Iran	100	99.5	92.4	81.0	75.3	70.7	58.0	48.0	45.5	34.2
West Malaysia	100	99.2	97.3	92.7	85.2	75.9	46.2	44.4	44.7	23.6
Philippines	100	85.7	82.2	76.7	68.9	58.9	40.1	34.5	32.4	29.5
Thailand	100	71.6	64.7	55.9	41.8	10.3	9.2	7.6	7.3	7.2

Note:- For details see footnote 6 in the text.

Source:- See table 16.

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