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A STUDY OF RETARDATION AND DROPPING OUT OF
CHILDREN FROM THE PRIMARY SCHOOLS OF
EAST PAKISTAN

BY

A.S.M. MUZAMMIL HUQ

A Thesis

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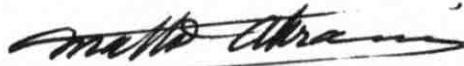
AMERICAN UNIVERSITY OF BEIRUT

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A C K N O W L E D G E M E N T S

Mr. Q.A. Bari, Deputy Assistant-Director of Public Instruction (Planning), East Pakistan, suggested to me the topic of my study in which I was also interested; and subsequently, he sent me the materials I needed from East Pakistan, thus rendering me a great help in this study. My elder brother, Md. Abdur Rob, a primary schoolteacher, took great pains in collecting the statistical data on retardation and dropping out of pupils from the 25 selected primary schools of the Lakshmipur thana of the Noakhali district. Without these data, the fourth chapter of this study would remain incomplete, and the whole study would lose much of its importance. I appreciate their interest and kind assistance, and thank them both sincerely.

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Huq

A B S T R A C T

In East Pakistan primary education is free and largely accessible to all children. Yet about 50% of the primary school age children do not attend the schools. The holding power of the primary schools is very unsatisfactory. In 1956-57, the fifth graders formed only 12% of the first graders of 1952-53, This percentage increased to 28 in 1966-67. In spite of this improvement, there is still a huge amount of wastage in primary education in East Pakistan.

This study is an attempt to discover the factors which contribute to the children's dropping out of the primary schools and to suggest some ways and means for the rapid improvement of the situation.

Chapter II describes the conditions of life in East Pakistan which is watered by many rivers and their tributaries. Although it is predominantly an agricultural province, agriculture is still in the developing stage and subject to natural hazards like draughts and floods, The per capita income of the people and their standard of living are not satisfactory. This fact is greatly responsible for a lower holding power of the schools.

It is observed in Chapter III that the modern system of primary education started in East Pakistan with the enactment of the Bengal (Rural) Primary Education Act, 1930. The British

authorities did little for the education of rural Bengal. It is after independence that the expansion of educational opportunities for the masses began. Definite aims and objectives were formulated and a well developed curriculum laid down for national education in Pakistan. But the defect lies with the application of the curriculum, i.e. the methods of teaching, and the system of evaluation. These are mainly due to the low salaries of teachers with the consequent low caliber of teaching staff as a whole.

The general picture about retardation and dropouts as shown in Chapter IV reveals that there is a trend towards improvement, and the speed of improvement is much higher among girls than among boys. Nevertheless, the percentage of girls both repeating and dropping out of schools still remains higher than that of boys.

The dropout problem was considered a serious hindrance towards the progress of literacy and education in East Pakistan, but this chapter reveals an important fact that the problem of repeating of grades by pupils is more serious than the dropping out. The percentage of repeaters has been found higher than that of the dropouts in almost all classes and all years shown in Tables 10, 11, and 12.

Chapter V reveals the factors influencing the dropping out of children from the primary schools as viewed by the teachers and the parents. The findings have been compared

with those found by a study on the same problem made by Mr. Selim 10 years ago. On the whole, in both studies poverty factors we^{re}/the most influential causes. After that there is observed a shift of emphasis. In the previous study, social factors like peer-group influence, objection to co-education, transportation difficulties, lack of medical care, death and disease, etc. ranked higher than such school-centered causes as an impractical curriculum, traditional methods of teaching, strict school discipline, lack of extra-curricular activities, etc., while in the present study the reverse is true.

The Government has been trying to improve the overall conditions of life in Pakistan through periodical plans. It is believed that it will take much time to bring about a radical improvement in the economic spheres of life in East Pakistan. Nevertheless, the influence of poverty can be minimized by providing the poor pupils with school supplies including textbooks, and a maintenance allowance to the extremely poor pupils. In spite of the poverty factors affecting wastage in primary education, a great improvement in the schools' holding power is possible by remedying the school-centered causes,

To achieve these purposes, the improvement of the system of administration and supervision, the introduction of compulsory primary education with provision for help for the poor, have been advocated and other suggestions were offered in Chapter VII. The suggestions made by the teachers, parents

and the officers associated with primary education have been kept in view.

The financial implication of these suggestions have been considered and the probable solutions also have been indicated.

This study gives rise to an impression that probably the repeating of grades by students is a more serious element in the problem of wastage of primary education in East Pakistan than the dropping out of children. It is, therefore, suggested that thorough investigations should be made into the causes of failure, promotion practices, teaching and supervision practices, school and home environment of students. These aspects could not be dealt with thoroughly in this study because of various limitations and the lack of time.

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CHAPTER I
INTRODUCTION

The Background

Pakistan is a democratic country where 'education for all' is a desideratum. It believes in the Islamic tradition (Hadith), "Aquisition of knowledge is incumbent upon all Muslims - males and females." Since education is a provincial responsibility in Pakistan, both provinces have been trying in their own ways and with the help of the Central Government to ensure educational opportunities for all, irrespective of caste and creed.

Primary education is free and universally accessible to all children. In East Pakistan the principle is that, there should be one primary school for every 3.14 square miles or for every two thousand people.¹ With the increase of population, the Government is creating new primary schools in the areas where the population justifies their establishment on the basis of the Census of 1961.

Previously, the ages for primary education were from 6+ to 11+. From January 1960, these were reduced by one year, i.e. 5+ to 10+ in place of 6+ to 11+, on

1. Muhammad Shamsul Huq, Compulsory Education in Pakistan (Paris: UNESCO, 1954), p. 43.

the basis of the recommendation of the Commission on National Education, 1959.² In spite of the Government's efforts to give universal primary education to all children of the relevant age group, only 31.5% of them were in the primary schools of Pakistan during 1954-55.

During the First Five-Year Plan period (1955-60) there was only a slight increase, which raised this percentage to 33.4 in 1959-60. During the Second Plan period (1960-65) there was a considerable increase, raising this percentage to 43 in 1965.³ In East Pakistan this percentage was 45 in 1965. Yet this situation is far from satisfactory. It is regrettable to note that in 1947-48, 1,581,280 children were enrolled in class I in East Pakistan of whom only 138,336 reached class V in 1951-52. It means that 8.74% of the children enrolled in class I in 1947-48 reached class V in due course. Of the remaining 91.26%, some dropped out of school, while some others were repeating classes. The statistics show that only 12% of the children of class I in 1952-53 reached class V in 1956-57. In 1960-61, 1,744,021 children were in class I of whom 437,979, that is, 24.11%

2. Government of Pakistan, Report of the Commission on National Education, 1959 (Karachi: Ministry of Education, 1959), pp. 174-75.

3. Government of Pakistan, Pakistan Economic Survey, 1966-67 (Rawalpindi: Ministry of Finance, 1968), p. 203.

reached class V in 1964-65.⁴

According to the Census of 1961, the age group 5-9 years has the highest percentage of the population (17.72%) in Pakistan.⁵ When 17.72% of the population in Pakistan consist of primary school age children, and only 43% of them are attending the school, the problem of giving universal primary education is great; it is also a great waste that 75% of the children enrolled in class I fail to reach class V after a period of 5 years. "The great majority of East Pakistani children get no further than class I. For every one hundred who enter that class only 40 survive to class II."⁶

In 1951 the East Pakistan Government adopted a 10-year scheme for introducing compulsory primary education within the province. After two years the government had to postpone the compulsion due to the problem of accommodation, supply of qualified teachers, and the financial

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4. Figures of student enrollments have been collected from the East Pakistan Education Directorate, Dacca.
 5. Government of Pakistan, Central Statistical Office, Population in Pakistan (Karachi: Department of Films and Publications, 1965), p. 23.
 6. Adam Curle, Planning for Education in Pakistan (Cambridge: Massachusetts, Harvard University Press, 1966), p. 77.

shortage. Within the selected areas brought under compulsion nearly 30% of the boys of primary school age were not attending the school during 1952-53.⁷

The Third Five-Year Plan (1965-70) has taken as its target to bring the 70 percent of the primary school age children to school by 1970, and 100 percent by 1975 when the compulsory education law will be given effect.

The mid-plan review of the Planning Commission expressed a great concern over the slow progress in the primary education sector. Reviewing the plan achievement Moyeenul Alam says, "Against the Third Plan target of having an additional enrollment of 30 lakhs children in the Primary stage in East Pakistan by 1970, the actual increase in enrollment has been only 2,80,000 showing a shortfall of 91 percent of the target."⁸

It appears from the foregoing discussion that the government's plan to introduce compulsory primary education by 1975 may fail to achieve its target. When the current percentage of wastage (including drop-outs and repeaters) is about 75%, adequate measures

7. Huq, op. cit., p. 72.

8. Moyeenul Alam, "Poorest Achievement in Primary Education," The Pakistan Observer (Dacca, July 10, 1968), p. 8.

should be taken to prevent such a large number of dropouts and retardates and to prepare the ground for compulsory education.

Educators think that the compulsory primary education law is not the only means to prevent dropouts from the schools, and that thorough investigations should be made into the problem for an effective solution. No vigorous attempt has yet been made in East Pakistan to investigate this problem deeply. Mr. Mohammad Selim did his Master of Education thesis at the A.U.B. in 1957-58 on "Dropouts from the Primary Schools of East Pakistan" basing it on questionnaires addressed to two samples, one of 65 teachers and the other of 45 parents taken from a district of East Pakistan, namely Faridpur. The author himself considered the samples to be small and inadequate, and suggested a more extensive research on the problem. He reviewed the dropout situation in East Pakistan up to 1956-57.

The Problem

In East Pakistan, children are supposed to be admitted to the primary schools at the age of 5+ and to remain in the schools until they complete the 5th class at the age of 10+ or so. Of this age group only 45% enroll in the primary schools. During the five years of study about 75% of the children enrolled in class I fail to

reach class V in due course, and a great majority of them give up their studies while some others repeat some grades. This problem of retardation and dropping out from the schools is of great concern for the government as well as the educators of the country. The present study proposes to investigate it.

A review of the situation from 1957-58 to 1967-68, a period termed by the Government of Pakistan as a 'Decade of Reforms and Development' will show the trend of development in the field of primary education in East Pakistan.

Purposes of this Study

The purposes of this study are the following:

- i) To investigate and discover the extent of wastage and the factors contributing to it in the primary schools of East Pakistan;
- ii) To compare the findings of this study with those of the study made by M. Selim about 10 years ago on the same problem, and to evaluate his suggestions for improvement of the situation;
- iii) To make practical suggestions to prevent retardation and dropping out of children from the primary school on the basis of the findings of this study.

Methodology and Sources of the Study

1. A descriptive picture of East Pakistan and its people has been drawn with special reference to the factors relevant to the present study.
2. The origin and growth of the system of education in Pakistan, particularly East Pakistan, has been traced in the historical, political, and social perspective; and the existing system of primary education in East Pakistan has been reviewed with reference to aims, curricula, methods of teaching, teachers' qualifications, their salaries, and the system of evaluation of student achievement.
3. A general picture about retardation and dropouts based on statistical sources has been presented.
4. The pertinent factors contributing to dropping out of the children from the primary schools in East Pakistan have been analysed and classified according to their relative importance.
5. Keeping in view the suggestions made by M. Selim in his study on the same problem, further suggestions have been made to improve the situation.

The surveys and reviews of this study will be based mainly on the available literature in the respective fields and the documentary reports, pamphlets, etc. published by the Government of Pakistan. When these documentary sources were not available, the author has applied his own experiences as a member of the East Pakistani society, and as a lecturer in a teachers' training college of East Pakistan.

To find out the factors pertinent to the problem of dropouts in the primary stage of education in East Pakistan 175 questionnaires were distributed among the parents of the children who recently dropped out from the primary schools in the district of Noakhali. One hundred questionnaires were received back duly answered.

One hundred and seventy five questionnaires were distributed to the primary school teachers of the same district of which 150 were received back duly answered.

The selection of the parents and the teachers was made by the following procedure:

The District Education Officer of the Noakhali district convened a conference of the Thana Education Officers and Sub-divisional Education Officers of the district on the 1st September, 1967 which the author of this study also attended by invitation. The author discussed the problem of his study and sought the cooperation of the officers attending the

conference in selecting the teachers and the parents as mentioned earlier.

The two sets of questionnaires, 175 each, were distributed among the 13 Thana Education Officers according to the number of schools under their supervision. Each of them randomly selected the same number of schools as the number of questionnaires in each set given to them for distribution. One questionnaire for parents and one for teachers were sent to the head teachers of the selected schools with a request to divert the parent's questionnaire to a parent of a drop-out child of his school. As regards the questionnaire for teachers, the head teacher was given the liberty to fill it out himself or to get it filled out by any of his assistant teachers.

Self-addressed and duly stamped envelopes were supplied with the questionnaires to both the parents and the teachers to enable them to send the filled out questionnaires directly to the author without any fear of being identified by the Thana Education Officers, or anybody else.

Another questionnaire was personally distributed by the author among the following government offices in the Education Department:

1. Director of Public Instruction, East Pakistan.
2. Assistant Director of Public Instruction for Primary Education, East Pakistan.

3. Special Officer for Primary Education, East Pakistan.
4. Planning Officer, East Pakistan Education Directorate.
5. District, and Sub-Divisional and Thana Education offices of the Noakhali district.
6. District Inspectors of schools of Noakhali, Chittagong, Chittagong Hill-Tract, Comilla and Sylhet districts.

The first three officers gave one official reply which was long and extensive. Others replied separately. The district inspectors of Chittagong and Sylhet and 9 T.E.O.'s of Noakhali did not reply.

The texts of the questionnaires may be found in appendices A, B, and C.

The figures of enrollment in the primary classes in East Pakistan for the period from 1947 to 1967 were collected by the author from the Education Directorate to show the situation and its gradual improvement. As the Education Directorate does not have any statistics on retardation, the author has collected such figures from 25 of the primary schools of the Lakshmipur thana in the Noakhali district.

Definition and Delimitation

In this study primary education means education of

the children from grade I to V and primary school means the schools managed by the local communities for giving primary education to the children of the age group between 5+ and 10+ years of age. The government pays the salary of the teachers and appoints them.

Delimitation - This study will cover East Pakistan only. Pakistan has two wings widely separated by a foreign territory of 12 hundred miles. The two provinces differ in socio-economic, cultural, and geographic characteristics to a great extent. Education is a provincial responsibility in Pakistan and the systems of primary education in the two provinces differ in a considerable manner due to different social, cultural and geographical heritage. The teachers' qualifications, salaries etc. are not quite similar in the two provinces. Because of these diversities it is not feasible to include both provinces within one study.

Again, the intensity of dropouts is grave in the primary stage where education is free. On the other hand secondary education is not free and differs in some marked respects from primary education; as a result the dropout problem in secondary schools may also be different. This study is limited to primary stage of education only.

East Pakistan is divided into 17 districts. On the average each district has about 1700 primary schools. The sample of this study has been taken from the Noakhali district which has 1225 primary schools. This district lies in the southern part of East Pakistan. The whole of East Pakistan lies roughly between 21°N . and 27°N . latitudes. "While the customs, the dress and the mode of living differ from region to region in West Pakistan, the people of East Pakistan are more unified in their way of life and their culture."⁹ Therefore, the findings of this study may not differ very much from the conditions prevailing in other districts of East Pakistan. The school system, curriculum, textbooks and the principles of supervision and educational administration are identical throughout East Pakistan. For effective handling and administration of the questionnaires for this study, the sampling area has been limited to one school district, namely Noakhali.

9. Kazi S. Ahmad S.I., A Geography of Pakistan. (Karachi: Oxford University Press, 1964), p. 146.

CHAPTER II
CONDITIONS OF LIFE IN EAST PAKISTAN

The Land

East Pakistan is a part of the Indo-Gangetic plain. About three-fourths of the undivided Bengal constitute the present East Pakistan. It lies between latitudes 20.45°N. and 26.36°N. and between longitude 88°E. and 92.30°E. The Ganges and the Brahmaputra - the two biggest rivers of the Indo-Pakistan sub-continent - flow through East Pakistan. It is watered by many tributaries of these two mighty rivers and many other rivers such as Shipsa, Issamati, Tista, Atrai, Gumti, Kushiara, Shurma, Padma, Jumna, Meghna, Karnaphuli, etc. For this reason, East Pakistan is called a land of rivers. Dacca is the capital city.

The whole area of the province, about 55.126 square miles, is a vast plain except for the evergreen hill-tracts in the southeast part called the Chittagon Hill-Tracts, and a few ranges in the north. Of the total area 16% is estimated to be forest land and 59% is under cultivation.¹

1. Pakistan Statistical Year Book, 1962 (Karachi: Central Statistical Office, 1962), p. 68.

The People

According to the Census of 1961, the population of East Pakistan is 50,840,235. Of this population 94.8% live in the rural areas and only 5.2% live in urban areas containing more than 5,000 population. Only four cities have a population of 100,000 persons or more.²

Pakistani society consists of various classes of people according to their occupations. Generally speaking, the ruling groups are the civil servants, politicians, lawyers, industrialists, businessmen, contractors, educators, and military officers. They form the upper class. They are few in number.

The educated people rush to the towns in search of jobs in different positions. The majority of them are clerks, petty officers, schoolteachers, small shopkeepers, etc. They comprise between 1 and 2 per cent of the working population.

The overwhelming majority of East Pakistani people, 94.8%, live in the villages. They are the tillers of the soil, performers of manual and menial work of all kinds. They form the third category whose main concern is to obtain food, simple clothing and shelter, the bare

2. Donald N. Wilber and others, Pakistan (New Havana: Harf Press, 1964), p. 4.

necessities of life.

The people are generally religious. Elders in the family are respected, the husband by the wife, parents by the children, elder brothers and sisters by the younger brothers and sisters. This is the order of authority and command. The leaders in the villages and the towns command much respect from others, and settle the internal affairs and conflicts of the people.

A large proportion of the lower middle and the lower class people are not conscious of the need for education. Education carries little significant meaning for them. Their sons are usually engaged in farming, fishing, and manual labor, and their daughters are engaged in domestic work.

Women are usually supposed to bear children, bring them up, and do the household work. Men are expected to earn a living and support their families. In the uneducated families women have no say in the planning of the important affairs of the family. This state of affairs led to the complete neglect of female education among the lower middle and lower class families.

From the age of 10 or 11, when the customary marriage-age begins in the uneducated rural families, girls stop coming out of the family. The veil system is

strictly observed in East Pakistan as a whole, although presently this system is more loosely observed in the urban areas.

The villages are backward in respect to education, communication, sanitation and overall living conditions. The roads in the rural areas are narrow and low. In recent years the Government spent much money under the Social Works Program for the development of roads and the construction of permanent bridges over canals in the rural areas. But every year floods damage the muddy roads of the low lying villages. Consequently, children face a great difficulty in going to school during the rainy season.

The dwelling houses are generally roofed with corrugated iron sheet and/or straw over the wooden or bamboo structures. Brick buildings are rarely found in the villages of East Pakistan.

The Economic Conditions

The rural economy of East Pakistan is highly agricultural, since the percentage of the agricultural labor force in East Pakistan is 85.26%.³ Economically, the farmers, fishermen, craftsmen, and day laborers who

3. Government of Pakistan, Central Statistical Office, Population in Pakistan (Karachi: Development of Films and Publications, 1965), p. 12.

form the bulk of the population are in the lower income group. As a result of the high density of population, 922 per square mile, the common farmers do not possess much agricultural land. The average income of these people is thus extremely low. The condition of agricultural workers who do not have a land of their own is even worse. Some of them cultivate some plots belonging to others and have usually one half of the produce. Their wages are so low that they can hardly secure the bare necessities of life for themselves. The average income of a Pakistani is not more than \$70 a year.⁴

A common complaint is that the wealth of the country is concentrated in the hands of a limited number of industrialists and tradesmen, most of whom are in West Pakistan. It is assumed that the average income of an East Pakistani rural laborer is not more than \$50 a year.

In spite of the paramount importance of agriculture, the condition of agricultural development is poor. "Not only is the average yield per acre low, but also the

4. Richard V. Weeks, Pakistan (Princeton: D. Van Nostrand and Co., 1964), p. 31.

quality of some of its products does not compare favorably with agricultural products of other countries."⁵

The First Five-Year Plan (1955-60) and the Second Plan (1960-65) laid emphasis on industry, while the Third Plan (1965-70) is agriculture oriented. A trend of progress is observed in agriculture and "it is expected that food self-sufficiency will be achieved by 1970..."⁶ People are becoming aware of their problems and the farmers are showing increased interest in using improved varieties of seed, fertilizers, pesticides, and insecticides. Improved agricultural implements and machinery are being introduced by the Government. Officers in the Agriculture Departments are being sent abroad for higher training.

The greatest uncertainty in agriculture in East Pakistan is that it is subject to the natural hazards such as draughts and floods. The floods have been occurring every year creating havoc and damaging crops, lives and property, This year, 1968, shows a precarious condition of crop production due to the early onset of

5. Government of Pakistan, Planning Board, The First Five-Year Plan 1955-60 (Karachi: Government of Pakistan Press, 1955), Vol. II. p. 24.

6. Economic Adviser to the Government of Pakistan, Pakistan Economic Survey: 1967-68 (Islamabad: Ministry of Finance, 1968), p. iii.

floods with extreme severity from May. Sixteen of the seventeen districts of East Pakistan have been seriously affected by floods this year.

Health Conditions

The health condition of East Pakistan, especially in the rural areas, is far from being satisfactory. The following statistics of the number of deaths caused by different diseases in 1965 will show the deplorable condition of health in East Pakistan:⁷

Cholera - 1,379, Dysentary and Diarrhoea - 29,016,
Malaria - 11,495, Enteric fever and Typhoid - 2,822,
Tuberculosis - 3,847.

Cholera and smallpox, when in epidemic form, cause havoc and terror in East Pakistan. Dysentary and Enteric fever are very common diseases in the rural areas. It has been estimated that millions of East Pakistani people are chronic sufferers from malaria which damages their vitality. The Malaria Eradication Department has undertaken various projects to fight this disease.

The ill-health of the people is due to the unhygienic environment, low resistance due to malnutrition,

7. Government of East Pakistan, Directorate of Health Services, Annual Public Health Report - 1965 (Dacca: Government of East Pakistan Press, 1966). Quoted by a Public Health student in his term paper.

impure drinking water, indiscriminate use of water, improper disposal of nightsoil, muddy roads, lack of requisite facilities for existence, ignorance of the people, and above all, their poor economic condition. The ignorance and poor economic condition are at the root of all the others.

Qualified doctors are rarely found in the villages. Since rural people are unable to pay high fees and the price of costly medicines, the qualified doctors prefer to settle in towns. Thus the quacks have a chance to exploit the rural population. In most cases the poor have to suffer from diseases without proper treatment. They sometimes use the juice of some indigenous plants and weeds and of their roots as medicine for different diseases. Sometimes the rural people depend on God's mercy looking for relief to various sacred religious men who give Ta'wiz () for the treatment of some kinds of diseases.

The outbreak of epidemics is considered by the prejudiced rural people in some parts of the East Pakistan to be a punishment from God for their misdeeds and to be associated with some evil spirit. Hence, they perform special prayers to God seeking relief from the epidemic.

Literacy

The literacy of a country depends upon the quality of its education, especially the primary education. Primary education should be made compulsory and free for at least 5 years in order to have universal and permanent literacy. It has been stated in Chapter I that primary education in East Pakistan is free but not compulsory.

Before independence and also during the first few years of independence, education for the rural people, who form about 95% of the population, was not given due consideration in Pakistan. According to the census report of 1951, the rate of literacy in East Pakistan was 21%. This percentage included many who could only sign their names. Of all the people only 16% could at least read and write simple Bengali.⁸ The Census of 1961 revealed that the rate of literacy in East Pakistan was 18% and in West Pakistan 14.6%⁹. This percentage excludes literates having no formal educational attainments.

8. East Pakistan Educational Reforms Commission, Report of the Educational Reforms Commission, East Pakistan: 1957 (Dacca: the Chief Minister's Secretariat, 1957), Part II, p. 1.

9. Population in Pakistan, op.cit. Table 6.2, p. 31.

In the Census of 1961 only those people who could read a passage in any language with comprehension were considered literate.

The Government's efforts to provide increased facilities for primary education could not cope with the increased birth rate in the country during the recent years. The high rate of dropping out of children during the first and second primary grades aggravates the problem of illiteracy.

An alarming tendency in our education is the big dropout of students during the primary and secondary levels of education. This trend is most conspicuous in large numbers in the first grade, declining slowly with higher grades.

...No doubt, it is not possible for every primary student to pass matric, but the total dropout to the extent of 89 percent is a serious limitation to education progress. The expenditure on education by the central and provincial Government has more than doubled over the last five years, but even this is far too insufficient to provide educational facilities to growing numbers of children of school-going age.¹⁰

Tables 1 and 2 give the reader a general impression about the literacy of Pakistan and her provinces. Table 1 shows that in almost all age groups as shown in the table (except 15-19) the rate of literacy is higher in East Pakistan than that in West Pakistan. But Table 2 reveals that a great majority of East Pakistani children discontinue their education after the primary level due to various reasons; hence the percentage of people having education above the primary

10. Ibid., p. 34.

TABLE I

NUMBER AND PERCENTAGE OF LITERATE PERSONS IN SPECIFIED AGE GROUP FOR PAKISTAN AND PROVINCES,
1961

(Excludes Literates Having No Formal Educational Attainments)¹¹

Age Group	Number of Literates			Percent of Literate People		
	Pakistan	E. Pak.	W. Pak.	Pakistan	E. Pak.	W. Pak.
5 and over	12,310,638	7,504,586	4,806,052	16.5	18.1	14.6
5 - 9	1,593,439	1,110,382	483,057	10.0	11.7	7.5
10 - 14	2,427,250	1,398,632	1,028,618	28.7	30.1	27.0
15 - 19	1,813,962	935,489	878,473	24.4	24.0	24.9
20 - 24	1,454,558	806,499	648,059	21.1	21.2	21.0
25 - over	5,021,429	3,253,584	1,767,845	14.0	16.5	11.0

11. *Ibid.*, Table 6.2, p. 31.

TABLE 2

LITERATES BY EDUCATIONAL LEVELS FOR PAKISTAN AND PROVINCES
IN PERCENTAGE¹²

	<u>Pakistan</u>	<u>E. Pak.</u>	<u>W. Pak.</u>
Total Literates	100	100	100
Without formal education	14.1	16.2	10.7
Primary Classes (I-V)	57.4	63.5	47.1
Middle and Secondary Class(VI-IX)	21.5	16.5	29.9
Matriculation	5.1	2.8	9.0
Intermediate	1.1	0.6	1.9
Degree	0.6	0.3	1.0
Higher Degree	0.2	0.1	0.5
Oriental	0.03	0.02	0.04

12. Ibid., Table 6.3, p. 32.

level is higher in West Pakistan than that in East Pakistan.

The above discussion of life in East Pakistan shows that the per capita income and the standard of living of the people are very low. Agriculture, the main occupation of a great majority of the people, is still at the developing stage and subject to natural hazards like draughts and floods. Due to high density of population, people do not have much land per head for cultivation. Because of the poor economic condition of the people, public health and sanitation, education, and the overall living condition are not satisfactory. The unfavorable conditions prevailing in East Pakistan retard the progress of educational development. In the following Chapter the growth and development of educational system will be traced.

CHAPTER III

A SHORT HISTORY OF EDUCATION IN INDO-PAKISTAN AND CONSIDERATION OF THE SYSTEM OF PRIMARY EDUCATION IN EAST PAKISTAN

The origin and development of the system of education of a country is influenced by many factors, social, political, economic, geographic and religious. The aims and objectives of education are modified and changed with the change of rule and political, social and religious doctrines of the ruling party. This happened in the case of Indo-Pakistan during the last centuries. To understand the present system of education in Pakistan in general and East Pakistan in particular, a short description of the development of her educational system during the different political regimes would be helpful.

A SHORT HISTORY OF EDUCATION IN INDO-PAKISTAN

Pakistan came into being on August 14, 1947. It inherited a system of education established by the British authorities who governed the Indo-Pak subcontinent for nearly two hundred years. The history of education in Pakistan, however, starts long before the beginning of British rule. It may be divided into four periods:

1. the Hindu Period
2. the Muslim Period
3. the British Period
4. the Independence Period

Education in the Hindu Period

During the pre-Muslim period, education was limited to the Brahmins who formed the highest caste in the Hindu society. The aim of Brahminic education was to prepare the Brahmins as priests. "Each experienced priest (Brahmin) probably taught his sons or nephews the ritual lore and hymns which were in the family by letting them repeat them over and over again after him until all had been committed to memory, and probably each family guarded the secrecy of its own sacred traditions."¹

Some time before 500 B.C. Kshatriyas and Vaisyas, the two other castes among the Hindus, began to receive education from the Brahmin priests. The fourth caste, Sudras, was not allowed any education. The courses of study offered by the Brahmin priests to the other castes included mainly reading, writing, arithmetic and some practical art relating to their vocation such as, warfare for the Vaisyas.

1. F.F. Keay, Indian Education in Ancient and Later times: An Enquiry into Its Origin, Development and Ideals (Bombay: Oxford University Press, 1938), p.3.

Education in the Muslim Period

Muslim rule in India began in 712 A.D. with the conquest of Sind by the Arab general Muhammad-Bin-Quasim, and ended in 1757 with the assassination of Nawab Sirajud-dowla, the last Muslim ruler of Bengal after the defeat in the battle of Plassy led by the British general Lord Clive.

During the Muslim period, primary schools in India were open to all people irrespective of caste and religion. These schools were attached to mosques and the Imams of the mosques were the heads of the schools.

The reading of the Quran for the Muslims, and Hindu religious scripts for the Hindus, and general reading, writing, arithmetic were the courses of study.

Besides these mosque-centred schools, Maktabs and Tols were established. Having finished the course at a Maktab the Muslim students could proceed to a Madrasah for cultural and professional education. Hindu students could similarly proceed to a guild for artisan or craft training having finished their courses at a tol. Subjects like "ethics, arithmetic, economics, art of administration, physics, logic, natural philosophy, algebra, divinity and history"² were included in the secondary and higher stages of the Madrasah.

2. S.M. Jaffar, Education in Muslim India (A.D. 1000-1800) (Peshwar City: S.M. Sadiq Khan, 1936), p. 21.

An extensive system of education developed during the Muslim period in India. "Max Muller, on the strength of official documents and missionary reports concerning education in Bengal prior to the British occupation (1757), asserts that there were 80,000 native schools in Bengal [now largely East Pakistan] or one for every 400 of population."³

Education in the British Period

Until 1813, the British rulers ignored the education of India. The Charter Act of 1813 compelled the East India company to accept the responsibility of education for the Indians. This was the beginning of the state system of education in India under the British rule.

Until 1854, individual efforts on the part of the Christian missionaries were the agency for giving education to the natives. These efforts were limited and the amount of money sanctioned for this purpose by the East India Company was very scanty. The amount sanctioned yearly by the company for education "was only one thirty-sixth of the amount that had been spent (yearly) four hundred years before during the rule of Firoz Shah Toghlak..."⁴ The rural Maktabs and the tols received

3. James K. Hardie, India: Impressions and Suggestions (London, Independent Labour Party, 1909), p. 5.

4. M.S. Huq, Education and Development Strategy in South and Southeast Asia (Honolulu: East-West Centre Press, 1965), pp. 23 and 24.

no significant grants from the state revenues. Therefore, gradually most of them went out of existence due to financial reasons.

Mass education received official recognition for the first time in British India in Wood's Education Despatch of 1854, but in practice it was very slow. A resolution for the introduction of free and compulsory primary education was moved in the Imperial Legislative Council in 1910, but was rejected due to the opposition of the majority of the British officials in India.

In 1921, the Department of Education of the Government of India was transferred to the control of Indian ministers. After that, universal free primary education was introduced throughout the country. The Bengal (Rural) Primary Education Act, 1930, was enacted. Under the provisions of this Act, the District School Boards were constituted in later years.⁵

With the Government of India Act, 1935, the recruitment of Europeans in the Department of Education came to a close. India was divided in 1947 and British rule ended. During the later period. the British

5. Bureau of Educational Information and Statistics, East Pakistan Education Directorate, Chronology of the Growth of Education (1600-1966), (East Pakistan Government Press, 1966), p. 19.

rulers devoted their attention to the education of Indians, and the regular gradation in education in the modern British pattern was the creation of the British rule in India.

Education After Independence

After independence, the Federal and the Provincial Governments began to expand educational opportunities. The Governments have made various efforts to reshape the system of education into a national system based on the culture, history and ideology of the people. "It was a period of inquiry and discovery challenging old traditions, testing the new values, raising many questions, and searching for answers."⁶ Several committees and commissions were appointed to investigate the problems and prospects of education and suggest ways and means for improvement of the system at all levels.

In the beginning, the East Pakistan Government took a "policy of consolidation, improvement, abolition of weak and ineffective primary schools and amalgamation of inefficient girls' primary schools with those of boys' institutions in the neighbourhood, thus encouraging co-education at the primary level."⁷ As a result, the

6. Huq, Education and Development Strategy ..., op.cit., p. 42.

7. M.F. Khan, "Primary Education in East Pakistan, Pakistan Quarterly. Vol. XIII No. 4. (Pakistan Publications, 1966), p. 37.

number of primary schools began to decrease, This trend continued upto 1954-55 after which the number began to increase, and is still in progress.

At the time of independence, the primary stage in East Pakistan consisted of 4 years. From January 1952, this was extended by one year to include classes I-V. Further developments have taken place in all other aspects of primary education. These will be discussed in the latter part of this Chapter.

In the secondary and higher levels "Quantitatively, much more has been achieved during the seventeen years (up to 1964) following Independence than during the entire period of 112 years preceding it since 1935."⁸ The number of secondary schools, colleges, and universities and also the enrollment in them increased significantly.

In 1959, the Report of the Commission on National Education was published. In accordance with its suggestions the Second Five-Year Plan (1960 - 65) embodied plans for the educational developments for the whole country. Considerable importance was attached to the development of secondary education. New institutions were established

8. M.S. Huq, "Secondary Education in East Pakistan". Pakistan Quarterly. op. cit., p. 50.

in the fields of science and technology, agriculture, medicine and teacher education. A new curriculum was introduced from July, 1960 which provided for compulsory religious education in primary and secondary schools.

The Commission suggested the introduction of diversified courses such as, agriculture, commerce, industrial arts, home economics, and advanced sciences in suitable secondary schools in line with the American Comprehensive Schools. Following this suggestion bilateral and multi-lateral secondary schools have been established, or the existing ones were developed.

English was the medium of instruction in the colleges and universities. After the publication of the Commission's report college students have been allowed to take their examination in Bengali in East Pakistan and in Urdu in West Pakistan instead of English. A Bengali College in East Pakistan and several Urdu Colleges in West Pakistan have been established which offer courses in Bengali and Urdu respectively up to degree level. The Dacca University Syndicate decided to introduce Bengali as the medium of instruction at all levels of university education as early as possible. The Urdu Development Board in West Pakistan, the Bengali Development Board and the Bangla Academy in East Pakistan have been publishing original texts and reference books or translations in the respective languages.

The administrative structure of education in Pakistan is still along the lines introduced by the British, but the system of education is switching over step by step from the British to the American pattern.

Objectives of Education in Pakistan: Past and Present

Until the beginning of the eighth century, India was predominantly inhabited by the Hindus. Education was confined to a few, the objectives being absolutely religious.

With the advent of the Muslim influence, education became open to all, but the aims remained mainly religious. Gradually skill in communication, development of native languages and literature received much attention from the Muslim rulers.

During the British period, the objective of education imparted by the British rulers was to utilize the native energy for their (rulers) own purposes. "The system created then was designed to produce government servants who under superior services, operated the state. The range of educational opportunities was limited to those which contributed to the attainment of competence in some of the skills of government."⁹

9. Government of Pakistan, Report of the Commission on Education (Karachi: Manager of Publications, 1959), p.5.

The objectives of education in Pakistan were best described in the Report of the Commission on National Education, 1959.¹⁰ The Commission emphasized the full development of the child as (1)^{an} individual, (2) a citizen, (3) a worker, and (4) a patriot. The Commission thought that "the concept of spiritual and moral values, of nation building, of scientific development, of enlightened citizenship, and of public services should, in our view, motivate and guide our educational system".¹¹

10. "Introduction", paragraphs 25-38, pp. 10-13.

11. Ibid., p. 13.

PRIMARY EDUCATION IN EAST PAKISTAN

Education is a process through which a human being learns to adjust himself to the mores of the society he lives in, and acquires the knowledge and ability to reconstruct his environment to suit his needs and aspirations. According to the progressivists, it is the constant reorganization and reconstruction of the experiences of the human organism.

An educational program to be successful must have well defined objectives, curricula, methods of teaching, and an accurate method of evaluation of the outcomes. These aspects will be discussed in the following pages in the light of the situation as it exists in Pakistan in general, and East Pakistan in particular.

Objectives of Primary Education in Pakistan

In accordance with the recommendations of the Commission on National Education, 1959, the Government appointed different curriculum committees for different stages of education. The Committee for primary education felt the necessity for a well balanced curriculum to be based upon a clear conception of the aims of primary education. They kept in view the following broad objectives of primary education laid down by the Commission:^{12.}

- (a) to provide such education as will develop all aspects of the child's personality - moral, physical and mental;

12. Report of the Commission on National Education, 1959,
p. 173.

- (b) to equip the child according to his abilities and aptitudes with the basic knowledge and skills he will require as an individual and as a citizen and which will permit him to pursue further education with profit;
- (c) to awaken in the child a sense of citizenship and civic responsibilities as well as a feeling of love for his country and willingness to contribute to its development;
- (d) to lay the foundation of desirable attitudes in the child, including habits of industry, personal integrity and curiosity.
- (e) to awaken in the child a liking for physical activity and an awareness of the role of sports and games in physical well-being.

The following two objectives out of those accepted by UNESCO have also been considered by the Curriculum Committee in framing the curriculum:

- (i) to develop international understanding and a spirit of universal brotherhood;
- (ii) to inculcate a scientific attitude.

The Curriculum

The curriculum is framed in the light of the objectives to be achieved. It contains the suggested educational program. It is the basal framework of and guide for instruction. "Without a curriculum, the school is in precisely the same situation as in a builder who bids on a project without plans and specifications and proceeds to erect with no better guidance."¹³

Until 1960 the curriculum for the primary schools in Pakistan was prepared by the Provincial Education Directorate for the whole of the province with some flexibilities in

13. Henry C. Morrison, The Curriculum of the Common School (Chicago, The University of Chicago Press, 1941), p. 4.

relation to circumstances. But the nature of the curriculum was rigid and very formal. The Commission of 1959 felt that teaching in the primary schools of Pakistan was over-standardized and did not sufficiently reflect local interests.¹⁴

The present curriculum is flexible enough to allow freedom to the teachers to meet the differences among children in their classes and groups. In the use of the syllabuses, textbooks, and other materials prepared professionally at the departmental level, teachers have the freedom to relate these materials and all other teaching to the local environment of the children, although the centrally prepared curriculum aims at maintaining the uniform academic standards throughout Pakistan. The curriculum and the time allotted to each subject are presented in the following Table.

TABLE 3

SUBJECTS OF STUDY AND ALLOCATION OF TIME FOR PRIMARY CLASSES
PER WEEK (No. of hours)¹⁵

S U B J E C T S	Classes I & II	Class III	Classes IV & V
	Age 5+ & 6+	Age 7	Age 8+ & 9+
1. Language	7.5	7.33	7.33
2. Elementary Mathematics	3	4	4
3. General Science	1.5	2	2
4. Social Studies	...	2.66	3.33
5. Physical Education (including Health)	3	2.66	2.66
6. Religious Education	2.5	2.66	2.66
7. Arts and Practical Arts	5	4.66	4
	22.5	25.97 or 26.0	25.98 or 26.0

14. Report of the Commission, 1959, p. 176.

15. Curriculum for Primary Schools in Pakistan, 1960 (Karachi, Ministry of Education, 1960), p. 18.
For more detailed information please see Appendices D and E.

The new curriculum contains all the subjects of the old one with an increased number of hours per week. The total number of hours per week, for example, was 14.5 for class I, 17.5 for class II and 18 for classes from III to V in the old curriculum,¹⁶ while in the new one this number is 22.5 for classes I and II, and 26 for classes from III to V. Both laid major emphasis on language - about 30% of the total time per week on the average.

Arithmetic received the second place in the old but third place in the new curriculum, while the place of Arts and crafts has been raised from third in the old to the second in the new curriculum.

Language includes (i) mother tongue, Bengali for East Pakistan, Urdu or Sindhi or Pushtu for West Pakistan; (ii) non-mother tongue - Urdu for those whose mother tongue is Sindhi or Pushtu; and (iii) English (optinal). The Social Studies are introduced beginning with class III.

Although the teaching of Arabic has been shown in the curriculum within the Religious Education, it is a time honored custom in the Muslim families in Pakistan to teach the children at home or in the mosque how to read the Quran. They are required to commit to memory the small Chapters and significant verses from the Quran, This requires 3 to 6

16. Huq, Compulsory Education in Pakistan, op. cit. p. 53.

hours a week preferably in the mornings.

Considering all these, the new curriculum also seems to be overloaded, although the Commission of 1959 viewed the old curriculum as overloaded and overstandardized and suggested a balanced one. The Curriculum Committee of 1960 claims that "attempts have been made not to overload the curriculum",¹⁷ perhaps in the sense that it has allowed the complete freedom to the District Education Office to suit the daily timetable and other aspects of the curriculum to the local needs and circumstances.

Methods of Teaching

The proper application of the curriculum is of utmost importance for the realization of the aims and objectives of an educational program. The modern concept of the child as a learner, and of the learning process has brought about great changes all over the world both in the content and in the method of teaching.

In the new curriculum for Pakistani primary schools, emphasis has been placed upon readiness, motivation, individual differences, personality of the child, his activities, and the development of the sense of discipline in him.

It is a fact that the primary schools of East Pakistan are not equipped with modern facilities, nevertheless a good

17. Curriculum for Primary Schools in Pakistan, op. cit., p.17.

deal can be done if the teachers are well trained in modern methods and if they possess an experimental creative attitude. Table .4. shows that the quality of teachers in the primary schools of East Pakistan is far from satisfactory. The teachers' methods are mostly traditional. They are teacher and subject matter centered, depending largely on the textbooks and memorization, while the role of the pupils is almost entirely passive.

The majority of the primary schools do not have sufficient accommodation, furniture and teaching aids. The chalkboard is the only teaching aid in many primary schools.¹⁸ The district education offices have laid down a scheme for supplying the schools with furniture and teaching aids such as chalkboards, charts, maps, etc. but the progress of this scheme is very limited in some districts.

The teachers are busy with their domestic affairs and other side-businesses they undertake to supplement their earnings. To some teachers, teaching is the secondary occupation, agriculture or some other non-agricultural occupation being the primary one. So the majority of teachers do not spend their whole time in educational planning for their schools, classes, and the subjects they teach.

18. The teachers' answers support this statement. See Chapter V.

The modern method of teaching and the application of the Activity Program, Project Method, Group-discussion, and Care of individual differences - for the retarded, the normal, and the gifted, demand the ingenuity of teachers and much of their time and energy. Yet the majority of them do not have that much professional competence¹⁹ and are not willing to spare their whole time.

In spite of these facts there are some better teachers who do a good job of teaching with sincerity. Some newly trained young teachers use some modern techniques and methods of teaching. But since the supervisory program in the modern sense has not yet been introduced in Pakistan the teachers do not have constant guidance and suggestions in the application of the newly developed techniques in teaching.

The System of Evaluation and Promotion

The general nature of evaluation in the primary schools of Pakistan is still traditional. Mastery of the contents is tested through two examinations during the year and one annual examination at the end. The co-curricular activities are not taken into consideration for the purpose of evaluation. The modern principle of evaluation aims at measuring the extent of development of the child as a total personality, and the extent to which the educational objectives have been

19. See Table 4, page 45.

achieved. This principle is lacking in the evaluation system in Pakistani schools.

In Pakistan "with the introduction of age-grouping in the primary classes, classification by only formal attainments has to give place to a more scientific evaluation. Hitherto the system of promotion was rigidly based on the results of the annual examination, which encouraged cramming and thus distorted the purpose of the curriculum."²⁰ This view of the Curriculum Committee has been shared by others concerned with primary education. The system now tends to undergo a gradual change.

In order to discover and encourage the gifted children, a Talent Scheme Primary Scholarship Examination is held by the educational authority at the end of class V for selected gifted students. Each of the four divisions of East Pakistan conducts such examinations separately. The examination is held at the Thana headquarters under the supervision of the respective Thana Education Officers, although the question papers are prepared by the Divisional Education Directorates. This is a competitive examination for the gifted, and scholarships are awarded in order of merit based on the results of the examination.

A transfer certificate with the marks secured in the

20. Curriculum for Primary Schools in Pakistan, op. cit., p.12.

annual examination of class V is the only entrance requirement for admission to the first grade of the secondary schools, i.e. class VI. Some of the urban secondary schools administer an admission test and eliminate a portion of candidates on the basis of availability of accommodation and the results of the admission-test.

In the primary schools the general practice is to retain the failing students in the grade for another year, but this practice is not rigid at present. When the parents insist on promoting their children the teachers usually comply with the request .

Teachers' Qualifications Training and Salary

The minimum qualifications and training required for appointment as a primary school teacher and the scale of pay for teachers in the primary schools have undergone several changes in East Pakistan. At present Matriculation or its equivalent is the minimum qualification for appointment to a primary school. This is also the minimum requirement for admission into the primary teachers' training institutes which give 'Certificate in Education' after one years' successful training.

As a legacy of the previous condition, the primary schools of East Pakistan have some unqualified teachers who have neither an academic background, nor professional train-

ing. The number of these teachers is small. The few teachers of this category are reaching the retiring age soon. After a few years, it is expected, the schools will not have such teachers.

Table 4 gives a picture of the quality and quantity of teachers in the primary school of East Pakistan during 1963-64. It shows that during 1963-64, only 28% of the teachers had both the educational background and at least one year's training in teachers' training institutions; 31% had only the training and not the educational background; and 28% only educational background but not the training; the remaining 13% had neither the training nor the educational background.

This is a gloomy picture of the quality of the existing teaching staff in the primary schools of East Pakistan. The Commission on National Education of 1959 stated emphatically that the success of educational reforms depends on the recruitment of men and women of the highest abilities to the teaching profession at all levels, because no system of education is better than its teachers.²³

To improve the quality of the teaching staff the government is giving preference to the trained Matriculates at the time of appointment and compelling the untrained Matriculate

23. Report of the Commission on National Education, p. 265.

TABLE 4

NUMBER AND QUALIFICATION OF TEACHERS IN PRIMARY SCHOOLS OF EAST PAKISTAN DURING 1963-64²¹

Basic qualification	Trained		Untrained		Total
	Serving in boys' school	Serving in girls' school	Serving in boys' schools	Serving in girls' school	
Bachelor's Degree	6	-	-	-	6
Intermediate or Higher Secondary Certificate	366	16	287	6	675
Matriculate	24,699	156	21,779	1,448	48,082
Non-Matriculate	27,967	471	4,299	1,052	33,789
Kamil ²²	19	5	72	10	106
Fazil ²²	1,288	14	2,579	133	4,014
Alim ²²	-	-	76	1	77
Sanskrit-Title	-	-	2	-	2
Others	102	61	4,250	1,163	5,576
Total	54,447	723	33,344	3,813	92,327
Total Trained	55,170		Total Untrained		37,157

21. Khan, p. 42.

22. Kamil, Fazil, and Alim are those who pass the public examinations of the traditional Madrasah Education in Pakistan at the end of the 12th, 10th, and 8th grades respectively. A student has to study in a few grades, at least, in the primary schools before he enters a madrasah.

teachers to have one year's training from the primary training institutes with full pay during the training period.

Salary Scales of Teachers

The pay scales of primary teachers in East Pakistan were very low and unattractive in comparison with those of other services. As a result, persons with high caliber did not join this profession.

The government has accepted in principle that the teachers should receive a scale of salary consistent with their qualifications, functions, responsibilities and status in national life. The Government of East Pakistan was alive to the magnitude of the problems and increased the pay scales of primary teachers thrice after the publication of the Commission's report in 1959, first in 1962, then in 1963 and again in 1965. Table 5 shows the present scales of pay compared to the previous ones.

The discussion shows that the growth and development of education in Pakistan underwent many changes during the different political regimes. Although mass education in Indo-Pakistan received official recognition for the first time in 1854, little significant development took place in Bengal until the enactment of the Bengal (Rural) Primary education Act, 1930. The major part of Bengal is the present East Pakistan.

The East Pakistan Government has been trying to expand

PAY SCALES OF PRIMARY TEACHERS IN EAST PAKISTAN 24

Category of Teachers

Pay scale with effect from

Category of Teachers	April 1, 1957		July 1, 1962		July 1, 1963		July 1, 1965*
	Model	Non-Model	Model	Non-Model	Model	Non-Model	
Head Teacher (Trained Matriculate and above)	Rs. 40 (fixed) plus D.A. of Rs. 5.50 and C.A. of Rs. 20	Rs. 40 (fixed) plus D.A. of Rs. 15 plus C.A. of Rs. 20	Rs. 40 (fixed) plus D.A. of Rs. 15 plus C.A. of Rs. 20	Rs. 40 (fixed) plus D.A. of Rs. 15 plus C.A. of Rs. 20	60-1-80 plus C.A. of Rs. 10	60-1-80 plus C.A. of Rs. 10	100-1-110-2-130***
Assistant Teacher (Trained Matriculate)	40-1-50 plus D.A. of Rs. 5.50	"	"	"	60-1-80	60-1-80	80-1-90-2-110
Assistant Teacher (Untrained Matriculate)	30-1-45 plus D.A. of Rs. 5.50	30-1-45 plus D.A. of Rs. 15	Rs. 31 (fixed) plus D.A. of Rs. 15	Rs. 31 (fixed) plus D.A. of Rs. 15	50-1-75	50-1-75	60-1-70-2-90
Assistant Teacher (Trained non-Matriculate)	"	"	30-1-45 plus D.A. of Rs. 10	Rs. 31 (fixed) plus D.A. of Rs. 10	45-1-70	45-1-70	55-1-60-2-80
Others (untrained non-Matriculate)	—	24.50 plus D.A. of Rs. 5.50	—	24.50 plus D.A. of Rs. 5.50	—	Rs. 35 (fixed)	Rs. 45 (fixed)

*The distinction between Model and non-Model primary schools is to be withdrawn with the introduction of the revised pay scale effective from July 1, 1965. The revised scales were announced by the Governor of East Pakistan at a Press Conference and reported in the "Morning News" and the "Pakistani Observer" Dacca, dated, August 21, 1965.

**The charge allowance (C.A.) for untrained Matriculate head teachers in Model primary schools effective from July 1, 1963 to June 30, 1965 was Rs. 10 per month.

***Rs. 80-1-90-2-110 for untrained matriculate head teachers.

42

24. Ibid., p. 42.

25. A thana consists of several unions. Each union had one primary school with better qualified teachers and better equipments known as the model primary school.

26. All primary schools other than the model ones were called the non-model primary schools. From July, 1965, the distinction between the model and non-model primary schools was removed.

education both quantitatively and qualitatively. But primary education still has many problems which hinder educational progress. The problem of retardation and dropping out is one of many such problems. The extent of wastage due to this problem is shown in the following chapter.

CHAPTER IV

A GENERAL PICTURE ABOUT RETARDATION AND DROPOUTS

It was stated in Chapter I that the retardation and dropping out of children pose a serious problem in the attempt to realize universal primary education, and in achieving permanent literacy in East Pakistan. A general picture about retardation and dropouts based on statistical sources will help the reader to understand the intensity of the problem. To present such a picture the writer collected the figures of enrollment in all primary classes for the whole of East Pakistan for the years 1947-48 to 1966-67. These figures are presented in Table 6.

The writer designed three other tables based on Table 6 to show the percentages of the children enrolled in class I continuing through different classes, and the percentages of children promoted from each class to the next higher class, for boys and girls separately, and combined, for the years from 1951-52 to 1966-67.

Until January, 1952, the primary schools of East Pakistan had only 4 classes after which most of the students would discontinue their schooling. When, in 1951-52, class V was added in all primary schools, the enrollment in that class sharply increased as will be seen in Table 6. The year

TABLE 6
(9)

ENROLMENT OF BOYS AT THE PRIMARY STAGE IN EAST PAKISTAN¹

Year	Class I	Class II	Class III	Class IV	Class V	Total
1947-48	11,65,473	4,02,385	2,67,444	1,86,054	88,952	21,10,308
1948-49	11,71,141	4,02,661	2,75,224	1,98,288	79,312	21,26,626
1949-50	10,58,281	3,79,810	2,66,296	1,99,583	80,598	19,84,568
1950-51	10,96,714	4,05,117	2,64,414	1,98,169	84,104	20,48,518
1951-52	10,64,943	3,94,005	2,62,205	1,84,792	1,21,468	20,27,413
1952-53	11,18,793	4,09,813	2,64,413	1,76,951	1,33,163	21,03,133
1953-54	10,81,277	4,12,030	2,61,921	1,90,854	1,43,592	20,89,674
1954-55	10,02,387	4,13,089	2,69,711	1,98,496	1,48,404	20,32,087
1955-56	9,75,451	4,47,388	2,69,798	1,99,846	1,45,857	20,38,340
1956-57	10,26,842	4,13,544	2,76,126	2,07,502	1,58,859	20,82,873
1957-58	9,96,974	4,17,798	2,95,953	2,27,272	1,78,064	21,16,061
1958-59	10,55,592	4,53,215	3,04,451	2,33,554	1,89,246	22,36,058
1959-60	11,86,553	4,87,573	3,00,302	2,37,177	1,93,529	24,05,134
1960-61	12,09,727	4,93,546	3,22,730	2,53,705	2,01,120	24,80,828
1961-62	12,08,829	5,33,095	3,49,058	2,67,819	2,09,477	25,68,278
1962-63	12,26,895	5,85,036	3,65,362	2,97,365	2,40,292	27,14,950
1963-64	11,71,317	5,83,999	4,04,183	3,42,356	2,69,329	27,71,184
1964-65	11,76,376	5,91,758	4,16,312	3,86,600	3,30,665	29,01,711
1965-66	10,75,277	6,19,232	4,99,979	4,13,997	3,66,113	29,74,598
1966-67	11,71,981	6,64,396	5,54,922	4,30,569	3,59,753	31,81,621

ENROLMENT OF GIRLS AT THE PRIMARY STAGE IN EAST PAKISTAN¹

Year	Class I	Class II	Class III	Class IV	Class V	Total
1947-48	4,16,347	1,20,561	65,369	37,914	6,220	6,46,411
1948-49	4,37,584	1,15,533	65,615	37,323	6,430	6,62,485
1949-50	3,75,796	1,10,744	63,375	37,771	6,133	5,93,819
1950-51	2,90,832	98,959	59,013	36,218	5,766	4,90,788
1951-52	3,91,248	1,18,058	71,437	40,415	17,164	6,38,322
1952-53	4,39,154	1,22,278	69,855	44,045	23,740	6,99,072
1953-54	4,15,361	1,30,035	78,445	48,017	25,612	6,97,470
1954-55	4,04,268	1,29,693	79,867	51,767	31,095	6,96,690
1955-56	4,13,120	1,53,893	83,699	52,394	32,593	7,35,699
1956-67	4,33,181	1,50,700	88,444	56,664	35,392	7,64,381
1957-58	4,22,165	1,56,304	98,222	67,090	42,643	7,86,424
1958-59	4,73,192	1,65,768	95,663	64,582	43,675	8,42,880
1959-60	4,77,684	1,71,211	1,06,066	71,382	45,532	8,71,875
1960-61	5,34,294	1,95,231	1,11,769	67,066	46,119	9,54,479
1961-62	5,10,794	2,03,588	1,19,747	75,170	49,152	9,58,451
1962-63	5,35,886	2,16,155	1,23,128	79,777	57,153	10,12,099
1963-64	5,70,813	2,45,400	1,64,071	1,19,675	83,735	11,83,694
1964-65	5,48,098	2,61,319	1,92,037	1,48,035	1,07,314	12,56,803
1965-66	5,57,582	2,83,721	2,07,958	1,51,884	1,08,349	13,09,494
1966-67	5,77,547	3,12,806	2,28,901	1,76,429	1,29,066	14,24,749

1. A.H.M. Karim, ed. The East Pakistan Education Week, 1968 (a brochure),
The Documentation Committee, E.P. Education Week, 1968, p. 9.

1951-52 may be considered a turning point in the history of primary education in East Pakistan; hence in this study the dropout problem has been viewed from that year. The increment in the number of pupils from 1947-48 to 1966-67 has been shown in a graph in appendix F.

Explanation of Table 7 - This Table has been designed to show the number of pupils who continued from year to year and class to class in all the primary schools of East Pakistan from 1951-52 to 1966-67. In each row the number of pupils in each class for all East Pakistan has been given, and in the last column the total number of pupils of all primary classes for each year is shown. The numbers of students from classes II to V have two other figures above and below them. The upper figure is the percentage of pupils of class I of that sequence. In 1957-58, for example, there were 293,462 pupils in class IV. The figure above this number: 20.93, means that the number 293,462 represents 20.93 per cent of the pupils of class I of that sequence i.e. of the year 1954-55. Again, there were 232,921 pupils in class V in 1958-59. This represents 16.56 per cent (the figure above the number 232,921) of the pupils of class I of that sequence i.e. of 1954-55.

The figure below the number of pupils of each class represents the percentage of pupils of that class who have remained from the preceding class of the previous year. For example, the figure, 80.74, below the number of pupils of

class IV of 1957-58 represents the percentage remaining of the pupils of class III of 1956-57 which was 364,570.

The extreme right-hand column shows the total number of pupils of each year. The figure below the total number is the percentage of increase in the pupil population over the previous year.

The Table can be read three ways: horizontally, vertically and obliquely. Read horizontally it gives the number of pupils in each class in any one year. Read vertically it reveals the gradual increase in the number of pupils in any one class for the years up to 1966-67. Read obliquely it shows the gradual decrease in the number of pupils of class I of any year during their school career of five years. Thus, of the 1,496,638 pupils who were in class I in 1953-54 only (reading obliquely) 542,782 i.e. 36.27% remained in class II in 1954-55; 353,497 i.e. 23.62% of the first graders and 65.13% of the second graders remained in class III in 1955-56; and 264,166 i.e. 17.65% of the first graders and 74.73% of the third graders remained in class IV in 1956-57; and finally, 220,707 i.e. 14.75% of the first graders and 83.55% of the fourth graders remained in the fifth class in 1957-58. Of course these subsequent figures included those who were repeating these grades. The actual number of the survivors of the first graders was something less than shown in the figures, but that cannot be identified since no figure of the repeaters is available.

The Extent of Elimination (Repeaters and Dropouts): -

When the reader studies Table 7 he will find that

1951-52	1456191	36.90	23.27	14.00	8.76	2665735
		512063	333642	225207	138632		4.98
		36.90	66.59	69.63	59.15	
1952-53	1557947	36.54	24.09	15.41	9.75	2802205
		532091	334268	220996	156903		5.12
		36.54	65.28	66.24	69.67	
1953-54	1496638	34.79	23.37	17.22	11.80	2787144
		542065	340366	238871	169204		-5.53
		34.79	63.97	71.46	76.56	
1954-55	1406655	36.27	22.44	17.19	12.94	2728777
		542782	349578	250263	179499		-2.08
		36.27	64.49	73.53	75.14	
1955-56	1388571	42.75	23.62	16.19	12.25	2774039
		601281	353497	252240	178450		1.66
		42.75	65.13	72.16	71.30	
1956-57	1460023	40.63	25.92	17.65	12.47	2847254
		564244	364570	264166	194251		2.64
		40.63	60.63	74.73	77.01	
1957-58	1419139	39.32	28.39	20.93	14.75	2902485
		574102	394175	294362	220707		1.94
		39.32	69.86	80.74	83.55	
1958-59	1528784	43.62	27.40	21.47	16.56	3078938
		618983	400114	298136	232921		6.08
		43.62	69.69	75.64	79.13	
1959-60	1664237	43.09	28.63	21.13	17.22	3277009
		658784	406368	308559	239061		6.43
		43.09	65.65	77.12	80.19	
1960-61	1744021	41.39	28.42	22.60	16.93	3435307
		688777	434499	320771	247239	
		41.39	65.95	78.94	80.13	
1961-62	1719623	42.24	28.17	22.44	18.22	3526729
		736683	468805	342989	258629		2.66
		42.24	68.06	78.94	80.63	
1962-63	1762781	46.59	28.01	22.66	19.46	3727049
		801191	488490	377142	297445		5.68
		46.59	66.31	80.45	86.72	
1963-64	1742130	47.05	33.05	26.49	21.21	3954878
		829399	568254	462031	353064		6.11
		47.05	70.93	94.58	93.62	
1964-65	1724474	48.97	34.51	31.09	25.11	4158514
		853077	608349	534635	437979		5.15
		48.97	73.35	94.08	94.79	
1965-66	1632859	52.36	40.64	32.10	27.59	4284092
		902953	707937	565881	474462		3.02
		52.36	82.99	93.02	88.75	
1966-67	1749528	59.85	45.45	34.84	27.73	4606370
		977202	783823	606998	488819		7.52
		59.85	86.81	85.74	86.38	

TABLE 7

CHILDREN ENROLLED IN CLASS I AND CONTINUING THROUGH DIFFERENT CLASSES

the pupils entering class I in any one year decrease in number to a minimum extent during their school career through classes from II to V. Only a small fraction of the original number reach the last primary class. If the reader takes the number of pupils who entered class I in any one year and follows them up to class V from the Table in the downward slanting direction, he will find the number and percentage of these students continuing through different classes.

Table 7 shows that there were 1,744,021 pupils in class I in 1960-61 of whom 42.24% came to class II in 1961-62, 28.01% to class III in 1962-63, 26.49% to class IV in 1963-64, and 25.11%, to class V in 1964-65. The reader must consider the fact that the 437,979 pupils who constitute 25.11% of the original 1,744,021 pupils of class I do not all belong to the original group of pupils of class I of 1960-61. Rather this group of 437,979 pupils of class V consists of some who were repeating classes II, III, IV, and V and joined this group coming originally from class I of 1960-61. Therefore, it may be said that although the number of pupils in class V has been shown in percentage in relation to the number of pupils of class I of the sequence, the actual percentage of the pupils in class V coming from the original group of pupils of class I is less than the figure shown in the Table, 25.11% in the case of 1964-65.

It follows from the above premise that less than 25

out of every 100 pupils of class I in 1960-61 reached class V in 1964-65. In other words, more than 75 percent of the first graders of 1960-61 failed to reach class V without repeating classes.

The percentages of pupils of class V so calculated in different years reveal the tremendous elimination of pupils in the primary schools and the immense waste of energy, effort and money in the educational system of East Pakistan. The Table shows that the highest amount of elimination is between the first and second grades; it was 57.25% in 1955-56, 56.38% in 1958-59, again 57.76% in 1961-62. After that, the situation improved a bit - 53.41% in 1962-63, 51.03% in 1964-65 and finally, 40.15% in 1966-67.

The Table further shows that the rates of pupils promoted from class II to III, III to IV and IV to V are higher as compared with the rate of pupils promoted from class I to II in any year. This fact leads the reader to believe that a good number of pupils of class I in any one year consist of the repeaters who tend ^{to}/swell the first grade figures.

This large number of repeaters who failed to pass to class II is due presumably to three main reasons: firstly, the teaching in class I is not effective and life in the class is unpleasant for children; secondly, the average children are not quite ready to undertake reading and arithmetic effectively at the age of 5, and because of the first reason, i.e.

ineffective teaching, this lack of readiness cannot be overcome; and finally, many children are first enrolled in class I even before the age of 5. Fourteen percent of the responding teachers reported having children below 5 in class I in their schools.² The number of such children may be small, because there is a standing directive from the Director of Public Instruction to all primary schools not to register a child below the prescribed age for class I which is presently 5+ in Pakistan. This directive cannot be strictly observed by all primary schools owing to the insistence of the parents and also due to the non-existence of kindergartens or pre-primary schools in the rural areas.

As a result, the schools have to take a hide and seek policy. They sometimes do not refuse the underaged children seeking admission in class I, but do not register them in the school record, and only the number of formally registered pupils is reported to the Government whenever called for.

This practice very much affects the efficiency of teaching of the schools. Teachers are appointed on the basis of the number of students in a school. When the reported number of students is less than the actual number in class I, the school gets less teachers than actually required with the consequent ineffective teaching in class I.

2. See question 8 in part I of the teachers' questionnaire.

To avoid such a problem, the schools sometimes register underaged children recording their age higher with consequent failure of these children to pass to class II due to the lack of readiness.

The wastage between the second and the third classes is also very large. Until 1962-63, about one-third of the pupils of class II were eliminated. The amount of elimination from class III to IV and from IV to V is almost equal; it is about 15% for the year 1966-67.

Improvement in the Rate of Elimination

Table 7 shows a great improvement in the reduction of the rate of elimination between 1951-52 and 1966-67. In 1951-52, there were 138,632 students in class V who formed only 8.76% of the first graders of the sequence. This percentage rose to 27.73 in 1966-67, i.e. more than thrice as many survivors. This improvement can be shown in another way. In 1951-52, the total number of pupils was 2,665,735 with 1,456,191 pupils in class I. In 1966-67, the total number of pupils increased to 4,606,370 and the number of pupils of class I to 1,749,528. This means that there was about 73% increase in the total number, while only 20% in the enrollment in class I. This difference indicates that the improvement in the schools' holding power was much greater than that in the enrollment in class I.

When without any purposeful attempts, there was such an improvement, it is expected that the rate of elimination can be

reduced to a considerable extent within a short period of time if a serious drive is made by all concerned for this purpose.

Comparison of the Elimination Among Boys and Girls

Tables 8 and 9 show the number of boys and girls respectively enrolled in class I and continued through different classes. These two Tables give the same kind of information as Table 7. The ways of interpretation are the same for all these three Tables.

Table 8 shows that the number of boys who entered class I was almost static from 1951-52 to 1958-59 with slight increase and decrease in some years. From 1959-60 up to 1962-63, there was an increase after which there was a decline. In spite of this fact, the number of boys continuing through different classes gradually increased during these years.

In the case of girls, as Table 9 shows, both enrolled in class I and continuing through higher classes were constantly increasing from 1955-56 before which there was a decrease in 1953-54 and 1954-55.

There is an important point to note here. Although the rate of elimination is higher among the girls than the boys, the rate of improvement in the elimination situation is much higher among the girls than the boys. In 1951-52, for example, the fifth grade boys formed 10.42% of those who were in the first grade in 1947-48, while in the case of girls this percentage was 4.12. In 1966-67, the percentage of the boys who survived in class V rose to from 10.42% to 29.32% and of the girls from 4.12% to 24.08%. This means that the improvement

1951-52	1064943	35.93	24.78	15.78	10.42	2027413
		394005	262205	184792	121468	
1952-53	1118793	38.48	24.11	16.72	11.37	2103133
		409813	264413	176951	133163		3.73
1953-54	1081277	36.83	24.59	17.40	13.57	2089674
		412030	261921	190854	143592		-63
1954-55	1002387	38.20	24.11	18.64	13.53	2032087
		413089	269711	198496	148404		-2.75
1955-56	975451	44.63	24.95	17.86	13.70	2038340
		447388	269798	199846	145857		.31
1956-57	1026842	42.40	27.55	19.19	14.20	2082873
		413544	276126	207502	158859		2.18
1957-58	996974	40.69	30.34	22.67	16.47	2116061
		417798	295953	227272	178064	
1958-59	1055592	45.46	29.65	23.94	18.88	2236058
		453215	304451	233554	189246		5.67
1959-60	1186553	46.19	30.12	23.10	19.84	2405134
		487573	300302	237177	193529		7.56
1960-61	1209727	41.59	30.57	25.45	19.59	2480828
		493546	322730	253705	201120		3.15
1961-62	1208829	44.07	29.42	25.37	21.01	2568278
		533095	349058	267819	209477		3.53
1962-63	1226895	48.40	30.20	25.06	22.76	2714950
		585036	365362	297365	240292		5.71
1963-64	1171317	47.60	33.44	28.30	22.70	2771184
		583999	404183	342356	269329		2.07
1964-65	1176376	50.52	33.93	31.98	27.33	2901711
		591758	416312	386600	330665		4.71
1965-66	1075277	52.64	42.69	33.74	30.29	2974598
		619232	499979	413997	366113		2.51
1966-67	1171981	61.79	47.17	36.76	29.32	3181621
		664396	554922	430569	359753		6.96

TABLE 8
BOYS ENROLLED IN CLASS I AND CONTINUING THROUGH DEFERENT CLASSES

was about three times in the case of boys and six times in the case of girls.

A considerable improvement took place in the enrollment of girls in class I during the period under review. While the increase in the first grade from 1951-52 to 1966-67 was only 10% among the boys, it was nearly 48% among the girls. The increase in other classes and also in the total number of pupils is quite encouraging among both boys and girls. In the fifth grade the increase ~~it~~ was 114% among the boys as compared to 10% in the first grade and 652% among the girls as compared to 48% in the first grade, and in the total number 57% among the boys while 123% among the girls. This leads us to conclude that more children are staying on in school since the increase in the final class and the total number is much higher than the increase in the first grade enrollment in almost all years under review.

The Average Schooling of an East Pakistan Child

In spite of a great improvement in the elimination situation, there is still a large amount of elimination of pupils from the primary schools of East Pakistan as revealed in the above Tables. This fact raises a very interesting and significant point, viz, what is the average schooling of the East Pakistani child who enters the school? To have an answer to this question we have to follow a group of pupils from class I in any one year up to class V. There were, for example,

1,762,781 pupils in class I in 1962-63 of whom 829,399 were continuing in class II in the next year. The remaining pupils may be considered to have received one year's schooling. In this way, of these pupils of class II of 1963-64, 608,349 came to class III in 1964-65, the remaining pupils may be considered to have received two years' schooling. In the same process the following calculation has been developed:³

Of the 1,762,781 children who entered class I in 1962-63

1,762,781 - 829,399 = 933,382	had x 1 year's schooling = 933,382
829,399 - 608,349 = 221,050	had x 2 years' schooling = 442,100
608,349 - 565,881 = 42,648	Had x 3 years' schooling = 127,944
565,881 - 488,819 = 77,062	had x 4 years' schooling = 308,248
children in class V = <u>488,819</u>	had x 5 years' schooling = <u>2,444,095</u>
1,762,961	4,255,769

$4,255,769 \div 1,762,961 = 2.41$ grades on the average

The majority of East Pakistani children of school age, about 55%, do not enter the school. Those who entered the schools in 1962-63 got on the average only 2.41 grades of schooling during the five years of schooling. It may be pointed out here that some of these children who entered the schools in 1962-63 were still repeating some grades before class V

3. The process has been adapted from Matta Akrawi, Curriculum Construction in the Public Primary Schools of Iraq (a doctorate thesis) (New York: Columbia University, 1942), p.164.

and would have schooling of a few grades more. Considering their cases it can be assumed that the worked out average will rise up to an estimated length of schooling of 3.0 grades at the best. This gives a very poor show of the education of an East Pakistani child.

The Extent of Repetition of Grades and the Dropping out of Children:-

Neither the District Education Offices, nor the Provisional Education Directorate keeps records of the number of repeating students. It is assumed that in all cases of elimination, some pupils repeat the failing grades, while others drop out of school.

Except for the primary schools attached to the secondary schools and for the better primary schools (which are not larger in number), the common primary schools, though they keep records of admission and attendance of pupils, do not keep records for repeating and dropping out children.

The writer distributed 35 forms so designed as to elicit the information regarding the number of promoted, repeating and dropping out children among the 35 randomly selected primary schools of the Noakhali district. Only 3 of these schools responded.

Then the writer selected some 25 best primary schools of one of the thanas of the Noakhali district, namely Lakshmipur

from which the writer comes. The writer's elder brother, Mohammad Abdur Rob who happens to be a primary school teacher, visited each of these 25 selected primary schools and secured from the school records the number of children promoted, repeating and dropping out classwise and sex-wise for the years, 1964 to 1968. The information so gathered has been presented for both boys and girls combined, and also separately in Tables 10, 11, and 12 respectively.

Table 10 shows that in 1964 in class I there were 1,347 new entrants (row 1) and 403 repeaters (row 2) making the total of 1,750 (row 3). Of these 1,750, 1,206 were promoted to class II in 1965 (row 1 under class II) and 363 were repeating class I (row 2 under class I of 1965). Therefore, out of the 1,750 first graders of 1964, 1,569 ($1,206 + 363 = 1,569$) were still in schools and the remaining 181 ($1,750 - 1,569 = 181$) were considered to be the dropouts from class I of 1964. Following the same procedure the writer calculated the number of dropouts for from classes I to IV for the years shown in the Table. Below the dropout figure is the percentage of the total number of pupils in the relevant class.

Table 10 shows that there are 883 children in class V in this current year, 1968, and 4 years ago, in 1964, there were 1,750 children in class I of whom this 883 represents 50.45%. But in Table 7 the number of children of class V of 1966-67 represents only 27.73% of these in class I of that sequence, 1962-63, for the whole of East Pakistan. This great difference

TABLE 10

STATEMENT OF REPEATERS AND DROPOUTS - BOYS AND GIRLS YEARS, 1964-1968
LAKHSHMIPUR THANA

1964	Class I	II	III	IV	V	Total	% of Total
Promoted	1,347	1,106	969	817	597	4,836	
Repeaters	403	243	176	137	118	1,077	18.21
Total	1,750	1,349	1,145	954	715	5,913	
Dropouts	181 (10.34%)	103 (7.63%)	97 (8.47%)	138 (14.46%)			10.22
1965	Promoted	1,389	1,206	922	716	5,284	
Repeater	363	195	126	100	80	864	14.05
Total	1,752	1,401	1,177	1,022	796	6,148	
Dropouts	194 (11.07%)	123 (9.49%)	130 (11.04%)	129 (12.52%)			11.03
1966	Promoted	1,309	1,214	1,089	916	5,312	
Repeaters	344	189	131	109	64	837	13.61
Total	1,658	1,403	1,220	1,025	848	6,149	
Dropouts	170 (11.70%)	170 (12.12%)	149 (12.21%)	233 (22.73%)			11.94
1967	Promoted	1,395	1,192	1,070	930	5,382	
Repeaters	272	163	141	89	91	759	12.36
Total	1,670	1,355	1,211	1,019	886	6,141	
Repeaters	175 (10.48%)	156 (11.51%)	140 (11.56%)	136 (13.34%)			14.22
1968	Promoted	1,371	1,198	1,043	931	5,331	
Repeaters	297	156	140	94	95	782	12.79
Total	1,668	1,354	1,183	1,025	883	6,113	

1968: Class V

No. of pupils who previously repeated once	-	244
" " " " " twice	-	147
" " " " " thrice or more	-	66
Total		<u>457</u>

is due to the fact that the figures shown in Tables 10, 11, and 12 were taken from the selected best schools. The overall picture of elimination of children from the primary schools of the Noakhali district is worse than that of the province. In 1966-67 there were 16,810 children in class V of all primary schools of Noakhali. This number represents only 19.07% of the 61,345 children of class I of all primary schools of the district in 1962-63, while 27.73% of the children of class I of all primary schools of East Pakistan of the same year came to class V in 1966-67. Therefore, the 50.45% of the Table 10 should not make the reader too optimistic about the overall picture of the Noakhali district.

Now, of the 883 fifth graders of 1968 in Table 10, 95 are repeating this grade. Of the 788 new entrants of this class, 244 previously repeated one grade, 147 two, and 66 three or more grades. This makes the total number of children who previously repeated to be 457. Therefore, $788 - 457 = 331$ belong to the original group of 1,750 children of class I of 1964. This makes the percentage of the non-repeaters out of the whole group of 1,750 to be 18.23. When out of 50.45% only 18.23%, roughly one-third, are the regular survivors, it can be assumed that, of the 27.73% (class V of 1966-67 in Table 7) in the case of the whole of East Pakistan about 10.0% to 15.0% may be considered to be the regular survivors from the

first grade. This suggests the need for an extensive study in the promotion practices and the causes of failures in the primary schools of East Pakistan.

The figures of the repeating and dropping out children as shown in Table 10 (rows 2 and 4 respectively all years except for the 4th row of 1968) present the magnitude of these two elements of the problem of wastage in primary education. The number of the repeaters is higher than that of the dropouts in most of the classes. The extreme right-hand columns of Tables 10, 11, and 12 show in percentage the number of repeaters for all five classes and the number of dropouts for the first four classes of one year in relation to the total number of pupils for five and four classes respectively. It is observed that in all years the percentage of the repeaters is higher than that of the dropouts.

This column shows an important feature that the percentages of the repeaters were constantly decreasing. In Table 10, 18.21% of the total number of pupils of 1964 were the repeaters. This percentage came down to 12.79 in 1968. A similar improvement is observed in Tables 11 and 12, among both boys and girls separately.

Although the percentages of the repeaters decreased as shown in Tables 10, 11, and 12, the percentages of the dropouts had a tendency to increase. The percentages of the repeaters have been calculated here on the basis of one year's

TABLE 11

STATEMENT OF REPEATERS AND DROPOUTS - BOYS YEARS, 1964 TO 1968

Year	Class I	II	III	IV	V	Total	% of Total
1964	Promoted	919	788	692	599	419	3,417
	Repeaters	291	160	103	77	74	705
	Total	1,210	946	795	676	493	4,122
	Droputs	108	70	58	84		9,40
		(8.93%)	(7.40%)	(7.30%)	(12.42%)		
1965	1.	1,004	859	749	653	525	3,790
	2.	243	129	84	67	50	573
	3.	1,247	988	833	720	575	4,363
	4.	129	84	85	79		10.01
		(10.34%)	(8.50%)	(10.20%)	(11.00%)		
1966	1.	942	883	772	662	571	3,830
	2.	235	132	86	70	40	564
	3.	1,177	1,015	858	732	612	4,392
	4.	119	118	89	85		10.34
		(10.11%)	(10.64%)	(10.37%)	(10.23%)		
1967	1.	960	869	800	681	593	3,903
	2.	189	97	88	54	52	480
	3.	1,149	966	888	735	645	4,383
	4.	118	118	103	87		11.37
		(9.66%)	(12.22%)	(11.60%)	(12.00%)		
1968	1.	946	841	740	700	591	3,818
	2.	197	108	85	57	60	507
	3.	1,143	949	825	757	651	4,325

TABLE 12

STATEMENT OF REPEATERS AND DROPOUTS - GIRLS YEARS, 1964-1968

Year		Class I	II	III	IV	V	Total	% of Total
1964	Promoted	428	318	277	218	178	1,419	
	Repeaters	112	83	73	60	44	372	20.77
	Total	540	401	350	278	222	1,791	
	Dropouts	73	33	39	54			13.78
		(13.52%)	(8.22%)	(11.15%)	(19.42%)			
1965	Promoted	385	347	302	269	191	1,494	
	Repeaters	120	66	42	33	30	291	16.35
	Total	505	413	344	302	221	1,785	
	Dropouts	65	39	45	60			13.82
		(12.87%)	(9.44%)	(13.09%)	(19.86%)			
1966	Promoted	367	331	317	254	213	1,482	
	Repeaters	109	57	45	39	23	273	15.55
	Total	476	388	362	293	236	1,755	
	Dropouts	65	52	60	56			15.15
		(11.55%)	(13.40%)	(16.55%)	(19.11%)			
1967	Promoted	435	325	270	249	202	1,479	
	Repeaters	86	66	53	35	39	279	16.04
	Total	521	389	323	284	241	1,758	
	Dropouts	64	38	37	53			13.38
		(12.28%)	(9.76%)	(11.45%)	(19.66%)			
1968	Promoted	425	357	303	231	197	1,513	
	Repeaters	100	48	55	37	35	275	15.38
	Total	525	405	358	268	232	1,788	

repetition; the children are sometimes required to repeat more than one grade and one grade more than once during their school career as revealed from the information presented below Table 10. This makes the problem of repeating more serious and complicated.

The kinds of information in Table 10 are separately presented in Tables 11 and 12 for boys and girls respectively. As found in these Tables, the enrollment figures for girls are much smaller, even less than a half, than those for boys. Again, the percentage of dropouts and repeaters is higher among girls than among boys. The following comparison shows the difference:

The Percentage of Dropouts and Repeaters - Boys and Girls.

Year	Girls		Boys		Difference	
	Dropouts	Repeaters	Dropouts	Repeaters	Dropouts	Repeaters
1964	13.78	20.77	9.40	16.86	4.38	3.91
1965	13.82	16.35	10.01	13.38	3.81	2.97
1966	15.15	15.55	10.34	12.64	2.51	2.91
1967	13.38	16.04	11.37	10.95	2.43	6.09
1968		15.38		11.72		3.66

The above calculation shows that the percentage of girls both dropping out and repeating is higher than that of boys. It is interesting to note that, so long the dropout problem was prominent, but the above discussion shows that the problem of repeating is more prominent than the problem of dropping out of children.

CHAPTER V

RESULTS OF THE QUESTIONNAIRES TO THE TEACHERS, PARENTS, AND THE GOVERNMENT OFFICERS

In Chapter IV the extent of elimination of children from the primary schools was described. In this Chapter an attempt will be made to show what features in the system might cause greater or less elimination. In order to discover these features and suggest remedies for them three sets of questionnaires were distributed among teachers, parents, and officers in the Education Department as stated in Chapter I.

The questionnaires for the teachers and the parents framed by Mr. Selim¹ for his study on the same problem have been used in this study with slight modifications and with the intention of comparing the results of the two studies. The questionnaire for the officers in the Education Department of the Government of East Pakistan was designed by the present author to discover their impressions and opinions about the problem under study. All the three sets of questionnaires are included in the appendices.

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ANSWERS TO THE QUESTIONS ADDRESSED TO THE TEACHERS

Part I

Characteristics of the Teachers and the Schools

The 150 teacher-subjects represent the same number of schools of the Noakhali district most of which are rural primary schools. In East Pakistan about 95% of the people live in the rural areas, and most of the primary schools are in these areas.

Of the 150 teachers, only one is female. Their ages, years of teaching experience, qualifications and positions in the schools are shown in the following Tables:

TABLE 13

AGES OF THE 150 TEACHERS IN THE SAMPLE

TABLE 14

YEARS OF TEACHING EXPERIENCE

Age in Years	No. of Teachers	Percent-age	Experience in Years	No. of Teachers	Percent-age
21-25	15	10	1-5	15	10
26-30	21	14	6-10	30	20
31-35	21	14	11-15	36	24
36-40	30	20	16-20	15	10
41-45	15	10	21-25	27	18
46-50	15	10	26-30	15	10
51-55	21	14	31-35	6	4
56-60	9	6	36-40	3	2
61-65	3	2	41-45	3	2
N = 150			N = 150		
Mean = 40.3			Mean = 16.7		

A teacher retires from the service at the age of 60. But in some cases it takes one or two years to prepare the papers for the payment of gratuity to the retiring teacher; during this period he may be allowed to serve under special consideration. Table 13 shows that there are 3 teachers aged above 60 in the sample of 150 teachers. These teachers have been teaching in the schools for more than 40 years.

TABLE 15
QUALIFICATIONS AND POSITIONS OF THE RESPONDING TEACHERS

Qualification	Number of Teachers		
	Headteacher	Asst. Teacher	Total
A. <u>Trained Teachers</u>			
1. Matriculation with one year's training	80	16	96
2. Final Madrasah with one years training	9	6	15
3. Under-Matriculation with one years training	29	6	30
B. <u>Untrained Teachers</u>			
1. Matriculation	3	6	9
2. Under-Matriculation	-	-	-
Total	116	34	150

Table 15 presents a pretty good picture about the quality of the teachers, but it should be noted that the head teachers were given the liberty to fill out the questionnaires themselves or to get them filled in by the assistant teachers of the schools. It seems that most headteachers

(116 out of 150) preferred to fill out the questionnaire themselves instead of passing it on to a teacher to fill. Those who got it filled in by the assistant teachers seemed to have preferred the trained ones. The results above, therefore, give a better picture than is actually the case. The reader should compare this Table with Table 4. to have a true picture of the quality of the primary school teachers of East Pakistan.

Table 16 shows that 44% of the schools in the sample have between three or four teachers. The average for the 150 schools is 4.6 teachers. Yet all schools are 5-class primary schools. As reported by the teachers, 90% of these schools operate in two shifts as desired by the Government and 10% in one shift contrary to the Government orders. All of the one-shift schools are in the first two categories having less than 200 pupils and having 3 or 4 teachers. These schools have a very small number of pupils in classes IV and V, hence the two classes, perhaps, are taught combined by one teacher. But still in the case of a three-teacher school, the remaining two teachers have to take care of the other three classes (I - III). This results in ineffective teaching since the teachers are not properly trained in the techniques and skills to teach more than one grade simultaneously.

The Table further shows that in the smaller schools the teacher-pupil ratio is also smaller, even much smaller

TABLE 16

THE SIZE OF SCHOOLS AND THEIR CLASSES, NUMBER OF TEACHERS
AND THE TEACHER - STUDENT RATIO

No. of Pupils per school	No. of Schools	No. of Teachers	Average Teacher per sch.	Class					Total of Pupils	Teacher-Pupil Ratio
				I	II	III	IV	V		
Less than 100	9	27	3.0	409	193	118	77	69	866	1:32
100 - 199	57	201	3.7	2934	1993	1632	1320	840	8718	1:43
200 - 299	51	243	4.8	4034	2833	2268	1787	1521	12443	1:51
300 - 399	21	123	5.8	1968	1367	1399	946	752	6432	1:51
400 - 499	12	102	8.5	1503	1222	1031	876	642	5274	1:51
Total =	150	696	4.6	10848	7607	6448	5006	2824	32733	1:47

than the provincial average ratio.

As will be seen in Table 17 below the range of students per class is too large. One thing is certain that larger schools have a large number of students in all classes, and also the holding power of these schools is greater than the smaller ones.

One favorable element for the larger schools is that they have a greater number of pupils in their upper classes than in the smaller schools. This justifies one teacher for one class and they can divide the classes into as many sections as there are teachers when these schools operate in two shifts.

TABLE 17

CLASS-SIZE, RANGE AND AVERAGE NUMBER OF STUDENTS PER CLASS IN THE SCHOOLS OF THE SAMPLE

<u>Classes</u>	<u>No. of Students</u>	<u>Class-Size</u>	<u>Range</u>	<u>Average</u>
I	10,848	26 - 152	127	72.3
II	7,607	13 - 105	83	51.1
III	6,448	16 - 95	80	42.9
IV	5,006	6 - 90	85	33.5
V	2,824	3 - 70	68	18.8

The schools having more than 4 teachers and running in two shifts divide the larger classes into sections. This brings down the teacher-student ratio in the class sections, but because of the bisection of the whole school hour the

total hours of teaching per class per week are reduced to half of those prescribed by the curriculum. So, the syllabus remains unfinished or is finished with a speed at which the pupils are unable to proceed.

TABLE 18
DIFFERENCE IN AGES IN THE PRIMARY CLASSES OF
THE SAMPLING SCHOOLS

	<u>Class I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>
Highest age in years	11	13	15	17	18
Lowest age in years	<u>4</u>	<u>5</u>	<u>6</u>	<u>8</u>	<u>9</u>
Difference	7	8	9	9	9

The usual ages for classes I. to V are 5+ to 9+. Table 18 shows that there are some over-age pupils in all classes, and under-age pupils in classes I, II and III. As reported by the teachers, out of the 150 sampling schools 3 have some 11-year old pupils and 9 have some 10-year old pupils in class I. These pupils will be 14 and 13 respectively when they reach class V in due course. If any of them have to repeat some grades they will be more over-aged for their classes. As revealed in Table 18, there are some 15, 17 and 18-year olds in classes III, IV and V respectively. This state of affairs may continue for the next few years, as the Table indicates. It will be seen in Tables 20 and 22 (rank 14) that both teachers and parents consider the age-difference

in the same class to be one of the causes of dropping out of children.

The physical environment of the schools gives a poor show. The following table shows the percentage of the schools having some of the essential elements in a school environment.

TABLE 19

PERCENTAGE OF THE SCHOOLS HAVING OR NOT HAVING SOME OF THE FACILITIES FOR THE STUDENTS

I t e m s	P.C. of the schools having them (YES)	P.C. of the schools not having them (NO)
a) Separate Room for each class	42	58
b) Playground	90	10
c) Drinking Water	72	28
d) Arrangement for Prayer	54	46
e) Urinal	40	60
f) Latrine	32	68
g) Health Clinic or First Aid	2	98

The East Pakistan Government has set up 38 school health clinics almost all of which are in the urban areas. Although in the Noakhali district from which the sample has been drawn there is one school health clinic, 98% of the subjects do not enjoy the benefits of this clinic. Sixty eight percent

of the sample schools do not have latrines and 60% do not have urinals. This indicates the negligence of health and sanitation in the schools.

It is to be noted that 58% of the schools do not have separate rooms for each class. Except for the small schools where one teacher has to teach more than one class at a time this is not a congenial atmosphere for teaching the young children whose attention is easily distracted by the activities going on in the adjacent classes.

The teachers were asked about the use of teaching aids. The blackboard is the only teaching aid which 96% of teachers use daily, while the others use it only occasionally. Maps are used daily in 30% of the schools, while 50% of the schools have no maps. Pictures are seldom used, 3% use them daily, 5% weekly, 10% fortnightly, while 75% of the schools do not have them. The same is true of the use of models which are not to be found in 85% of the schools. No use is made of audio-visual aids, since they are non-existent in the schools. Of the 150 teachers only 4% reported that they sometimes took their students out on field trips.

From ancient times, caning has been the usual form of punishment meted to students to which the common guardians did not object. In recent times, the teachers' training institutions and the inspectors have been prohibiting the use of

the cane, except in special situations. Some parents also object to severe caning to their children. So, caning is discouraged by all concerned. Yet the teachers cannot spare the cane. Some old teachers still believe in the ancient proverb current in Indo-Pakistan as well as in the old-time West, "Spare the rod and spoil the child."

Among the sample teachers, 30% report that they often use the cane in their classes, 66% seldom use it, and 4% do not use it at all. Other forms of physical punishment imposed by the teachers are slapping, squeezing the ears, keeping the students standing or kneeling down for a long time, etc.

Under the new curriculum, repetition of grades by the failing students is discouraged. The curriculum suggests the age-group promotion. The sample schools compell some students to repeat the same grade due to failure in the final examinations. The percentages of the repeaters out of the total number of students in each school extend from 0 (zero) to 40 with a mean of 10.4, as reported by the teachers. At this yearly average of repeating only 645 pupils would reach the fifth year out of the thousand pupils entering the first class five years earlier. This is on the basis of repeating alone, not counting the pupils that drop out of school altogether.

The teachers were asked to note the frequency of the visits made by the local education officer during the last year. According to them 19% of the schools were not visited at all, 34% were visited once, 30% twice, 7% thrice, 6% four times and 4% six times.

A thana education officer is expected to visit each and every school under his supervision at least once a year. He has to visit some schools more than once when there are complaints from the community or the teaching staff relating to some school matters, or where the school building is under construction in the government's development scheme. In both these cases the T.E.O. acts as an inspector or inquirer. He seldom visits the schools for contributing directly to the improvement of the teachers' knowledge of teaching and the teaching-learning methods.

He seldom gives demonstration lessons in the schools he visits. No demonstration lesson was given by the T.E.O. in 87% of the sample schools. Only 4% of the teachers reported that the T.E.O. had given demonstrations in their schools once, 7% reported demonstrations twice, and 2% thrice times.

While the T.E.O.'s of the Noakhali district visited 81% of the schools represented in this study at least once during the last one year (October, 1966 to September, 1967), they, in all, gave demonstrations at least once in only 13% of these schools. There are 13 T.E.O.'s for 1225 primary

schools of the 13 thanas of this district with the average of about 94 schools under one T.E.O. The information about their visits to and demonstration lessons in schools leads one to believe that the role played by them in the improvement of instruction is very small.

Part II

Ratings of the Given Probable Causes by the Teachers

In this part of the questionnaire, 21 probable causes of dropping out of children from the primary schools of East Pakistan were provided. The teachers were asked to rate them assigning 3 points to the causes which they consider to be among the factors of greatest influence in causing children to drop out of schools, 2 points to those exercising moderate influence, 1 point to those of weak influence and 0 (zero) to the insignificant factors. The points assigned by the teachers to different given probable causes are shown in Table 20.

Analysis of Table 20

From the analysis of Table 20 it appears that poverty is, according to the teachers, the most influential cause of dropping out of children from the schools. Factors like the necessity of children's work for the family which was given second importance, limited scope for further education for the poor (12th in rank), lack of medical care (9th in rank),

TABLE 20

POINTS ASSIGNED BY THE TEACHERS TO THE GIVEN PROBABLE CAUSES
ARRANGED IN RANK - ORDER

C A U S E S	Points				Grand Total	Rank
	3	2	1	0		
Parents financial inability	102	306	66	9	381	1
Children's earning a livelihood	90	270	72	24	366	2
Indifference of parents	66	198	108	24	330	3
Lack of extra-curricular activities	75	225	84	18	327	4
Traditional methods of Teaching	75	225	60	27	312	5
Early marriage of girls	66	198	78	30	306	6
Objection to girls' coming outside the family	39	117	126	39	282	7
Children considered old enough for work	24	72	132	48	252	8
Disease and death	33	99	126	36	241	9
Undesirable peer-group influence	31	93	114	27	234	10
School at a long distance	27	81	108	42	231	11
Limited scope for further education	9	27	150	30	207	12
Children's frustration due to failure in exam.	24	72	60	72	204	13
Age difference in class	12	36	66	69	171	14
Parents' objection to forced repeating of grades	15	45	48	51	144	15.5
Children's dislike for strict control in school	9	27	54	63	144	15.5
Parents' assumption of children's blunt memory	3	9	78	42	129	17.5
Childrens fear of punishment in school	24	72	36	21	129	17.5
Unfavorable notion to the educated children	6	18	24	45	87	19
Impractical curriculum	3	9	12	33	54	20
Bad relations of teachers with parents	3	9	18	21	48	21

etc. also come wholly or partly under the perview of the poverty factor.

The teachers give third importance to the indifference of the parents while they put in fourth and fifth places such school-centered causes as lack of extra-curricular activities and traditional methods of teaching respectively. They attach low importance to other school-centered causes such as children's frustration due to school failure, dislike for strict school discipline, and fear of punishment.

For the girls, early marriage is an important cause for dropping out; even before marriage, parents object to the girls' coming out of the family since they insist on the observation of purdah, i.e. the veiling system.

The statement that the existing curriculum for primary education is not of any help to the children, is considered by 3 teachers to be one of the most important causes for dropping out, while 6 consider it to be a moderate, and 33 consider it to be a weak cause.

Similarly, 'bad relations of teachers with parents' is not considered a cause by 117 teachers, while it is considered to be one of the most important causes by 3 teachers, and moderately important by 9 teachers. This item has been assigned the least point by the teachers.

Other Causes Not Mentioned in the Questionnaire

The teachers were requested to state if they knew any other reasons for the dropping out of children. Most of the teachers tried to blame the guardians and the government for it.

Many teachers vaguely stated some factors which come under poverty and/or indifference of the parents, but in different words. Some teachers stated, for example, that the parents did not inquire about their children's attendance at school. Rather than the children preparing class lessons at home, the parents seem to be glad when the children do the house-hold work and ignore the school work.

Some teachers mentioned the frequent and continued absence of the children from the school as an important reason for dropping out. This is rather a symptom of the potential dropping out, than a cause of it. The direct reason must be sought at home or at school.

Some teachers mentioned that during harvest times the parents engaged the children in harvesting work which they could do even without the children's help. As a result, some of these students become underachievers and when promoted to the next higher classes, they cannot cope with the class requirements and then drop out.

The teachers are very critical of the government's policy regarding the teaching-learning situation. They agree

that a portion of the dropouts can be retained in school if the teaching-learning situation can be improved, but this, in their opinion, is not presently possible because of the low salary and consequent low calibre of the teachers, bad condition of school buildings, lack of school furniture, and non-existence of audio-visual aids.

ANSWERS TO THE QUESTIONS ADDRESSED TO THE PARENTS

Part I

Characteristics of the Parents in the Sample

The 100 parents in the sample of this study represent 100 primary school areas of the Noakhali district chosen at random. They are parents whose children dropped out of the schools before reaching class V.

Out of 175 parents to whom the questionnaire was sent 75 did not reply. This non-response may be attributed to the fact that most of them are illiterate and/or indifferent. It is believed that some of the parents who responded might have sought help from other persons around them in filling out the questionnaire, even though it was translated in Bengali, and printed clearly.

In part I of the questionnaire the parents were asked to report their sex, age, occupation, average annual income, number of people in the family, number of children of primary school age, number attending the primary school and number

of dropouts with reasons for dropping out.

All the parents who responded were males, 60% of whom belong to the age group of 36-50, 32% to the age group of 51-65, and 8% to the group of 31-35. Each parent has a minimum of 3 and maximum of 18 members in the family with an average of 9. The other kind of information is shown in the following table.

TABLE 21

REPORTED OCCUPATION, AVERAGE ANNUAL INCOME AND THE CORRESPONDING NUMBER OF CHILDREN WITHIN THE PRIMARY SCHOOL AGE GROUP BOTH IN SCHOOL AND DROPPED OUT

<u>Occupation</u>	<u>Agri- cul- ture</u>	<u>Day labor</u>	<u>Agri. & shop- keeping</u>	<u>Mill & Factory work</u>	<u>Teach- ing in Pry.Sch.</u>	<u>Gold- smithy</u>	<u>Hair- dress- ing</u>
No. of parents	45	18	10	13	6	2	5
Av. annual income in Rupees ²	900	400	700	570	800	550	600
No. of pry.school age children	103	40	28	26	18	6	13
No. of dropouts	75	37	19	20	9	4	6
P.C. of dropouts	72.4	92.5	67.9	76.9	50.0	66.7	46.2

Table 21 shows that the agricultural class has the highest (Rs. 900.00) and the labor class the lowest annual income

2. Rupees 4.76 = 1 U.S. dollar.

(Rs. 400.00). The lowest income group, the day labor group, has the highest rate of dropouts (92.5%) in the sample of 100 parents. The reverse, however, is not true. The agriculture group, though having the highest income, has the third highest percentage of dropouts (72.4%). This may be an indication of indifference to the education of their children. When a barber, a goldsmith and a teacher earning less than a farmer of the sample can keep their children in school, a farmer too should keep his children in school if the economic condition alone is considered. Of course, the income of the agricultural parents in the sample varies from Rs. 400.00 to Rs. 1,400.00 with an average of Rs. 900.00. The below-average group had a larger number of dropouts which raised the percentage to 72.4.

Parents of other occupations might have some land, but farming is not the main source of their income. The parents of the sample may have had the notion that they might be blamed in this study for their children's withdrawal on economic grounds. It may, therefore, be assumed that some of these parents recorded the minimal possible amount as their annual income to justify the previous withdrawals of their children from the primary schools. The parents were requested to state the reasons for the withdrawal of their children before completing class V. Some of these parents cited poverty as the most important reason, although many of them blamed the schools to be partly, in some cases wholly, responsible for the with-

drawal of their children from the school. In the case of girls, marriage or marriagable age were cited with all other reasons.

It is interesting to note that 6 primary school teachers in the sample of the parents had 18 children of primary school age, half of whom dropped out without completing the 5 years' schooling because of poverty. The overall causes of their children's dropping out as stated by them are somewhat similar to those given in part II of the questionnaire, but none of these parents confessed their indifference to the education of their children. However, they stated some other factors which have no direct similarity to the cause factors given in the questionnaire. These are as follows:

1. There is no one in many families to coach the children at home. The lessons assigned by the teachers in school are too difficult for the children to prepare by themselves without being coached privately, while the financial condition of many parents does not allow them to engage a private tutor. Being unable to follow the class teaching, the children lose interest in school and begin to absent themselves from the school and ultimately drop out.
2. The teachers do not teach the children with sincerity. They come to school late for taking rest at noon while they work at home during the morning; and they break the school early to resume their work at home in the afternoon. By this practice, the children's education suffers. So, it is better for them to learn the profession of their parents and begin earning a livelihood in order to help the poor parents as soon as possible.
3. The neighboring primary school does not have good fencing, roof, etc. Hence the students sometimes have to sit under the leaky roof wet with rain water.

Children become disgusted with the school environment and begin to remain absent with ultimate dropping out.

4. Some children are promoted to the classes for which they are not academically prepared. The teachers give exercises on sums in fraction while the students cannot independently do the sums in multiplication and division. In this situation, the children have to withdraw from the schools to escape the continuous punishment for not being able to prepare the lessons and do the exercises.
5. The school insists the students' purchasing many books other than those prescribed by the Textbook Board. All parents do not have enough money to purchase more than the necessary books. Rather they cannot provide the children with necessary clothings for which the children crave from time to time.
6. Some parents serve at a place far away from home. The children have to manage the farming at home; they cannot both attend the school and do the farming.
7. As girls grow up they are required to help their mothers in domestic work.

PART II

RATINGS OF THE GIVEN PROBABLE CAUSES BY THE PARENTS COMPARED WITH THOSE BY THE TEACHERS.

If the reader compares Table 20 with Table 22, the ratings of the teachers and of parents respectively, he will find some points of similarities; but there are some interesting points of difference too.

There are similarities between the opinions of both groups regarding the poverty-factors such as financial inability, necessity for children's earning a livelihood, limited scope for further education, etc.; social factors like early

POINTS ASSIGNED BY THE PARENTS TO THE GIVEN PROBABLE CAUSES
ARRANGED IN RANK - ORDER

C A U S E S	3			2			1			0			Grand Total	Rank
	Points	Total	Points	Total	Points	Total	Points	Total	Points	Total				
Parents' financial inability	55	165	32	64	7	6	236	1						
Traditional methods of teaching	57	171	28	56	8	7	235	2						
Children's frustration due to failure in the exams.	45	135	30	60	16	9	211	3						
Children's earning a livelihood	40	120	25	50	27	8	197	4						
Objection to girls' coming outside the family	30	90	35	70	26	9	186	5						
Lack of extra-curricular activities	37	111	21	42	15	27	178	6						
Early marriage of girls	40	120	27	54	13	20	177	7						
Indifference of parents	30	90	31	62	22	27	174	8						
Children considered old enough for work	15	45	44	88	33	8	166	9						
Disease and Death	30	90	29	58	15	26	163	10						
School at a long distance	27	81	23	46	32	18	159	11						
Limited scope for further education	14	42	28	56	26	32	124	12						
Children's dislike for strict control in school	11	33	31	62	18	40	113	13						
Age difference in a class	10	30	31	62	19	40	111	14						
Children's fear for punishment	20	60	15	30	17	48	107	15						
Parents' assumption of children's blunt memory	11	33	22	44	28	39	105	16						
Parents' objection to children's forced repeating of grades	10	30	15	30	35	40	95	17						
Undesirable peer-group influence	5	15	17	34	30	47	79	18						
Parents unfavorable notion to the educated children	7	21	8	16	35	50	72	19						
Impractical curriculum	3	9	15	30	25	57	64	20						
Teachers' bad relations with parents	3	9	6	12	15	76	36	21						

marriage of girls, purdah system, parents' feeling that education makes the children dislike household work, teachers' relations with parents, etc. and such school-centered factors as students' dislike for school, lack of extra-curricular activities, age difference in class, existing curriculum, etc. Comparing the ranks of these factors in the two Tables (Nos.20 and 22), the reader may identify their respective places in importance.

One interesting point of difference is that the teachers put 'the indifference of parents' in the 3rd place while the parents put it in the 8th place. Another difference is that the parents give 2nd and 3rd importance to the traditional methods of teaching and children's frustration due to failure in examinations respectively, while the teachers put them in the 5th and 13th places.

According to the parents both poverty and lack of children's interest due to the traditional methods of teaching are almost equally responsible, the former being the 1st and the latter 2nd with only one point of difference. These differences in the opinions of the parents and teachers lead the reader to conclude that both groups are trying to blame each other for the dropping out of a large number of children.

There is one curious point in the rating of parents (Table 22) who assigned 211 points to the cause, 'children's

frustration due to school failure', putting it in the 3rd place while, they assigned only 95 points to the 'parents objection to the children's forced repeating of grades', which put it in the 17th place.

The parents believe that due to school failures children become frustrated and become potential dropouts, yet the parents themselves do not strongly object to the children's repeating the grades. Some parents feel that a student should not be promoted until he becomes academically capable to cope with the requirements of the next higher class.

It appears from their ratings that both teachers and parents do not consider the age difference to be a very important cause for dropping out (rank 14 in Tables 20 and 22), while the modern psychologists and the educationists hold the opposite view. This difference may be attributed to the different social and cultural patterns and also lack of compulsion for all children to enter school at the same age in East Pakistan.

The relations between the teachers and the parents, are not bad. This item was assigned the lowest point by both teachers and parents. Therefore, it can be concluded that there are favorable scopes for further improvement of the relations between them.

The parents were requested to suggest some measures to

prevent the dropping out of children. Their suggestions have greater emphasis on the school centered factors. These will be discussed in the concluding Chapter, "Suggestions and Conclusions".

ANSWERS TO THE QUESTIONS ADDRESSED TO THE OFFICERS

The writer distributed among officers of the Education Department a questionnaire designed to discover the extent of their awareness of the problem of retardation and dropping out, the measures they are taking about it, and their opinions about possible solutions to the problem. The text of the questionnaire is given in Appendix C.

The officers were chosen from the provincial, district and thana levels. Their names and/or positions are given in Appendix G. Out of 25, only 10 officers replied. It is disappointing to note that the District Inspector of Schools of Noakhali from which the samples of this study have been taken, the Sub-Divisional Education Officer, Noakhali Sadar, and eight of ^{the}/_{nine} Thana Education Officers of the Sadar sub-division did not reply. On the other hand, three of the four Thana Education Officers of the Feni sub-division replied.

Characteristics of the Responding Officers

The Thana Education Officers: - The ages of the responding officers in all levels range from 27 to 58 years. Of the four T.E.O.'s, one is 53 years old having 29 years' service

experience, the other three are 27, 28, and 30 years old with experience of 1, 3, and 6 years respectively. All of them have a few years of teaching experience in the private secondary schools and one in the government primary training institute.

The Sub-Divisional Education Officer: - There are two sub-divisions in the Noakhali district, Feni and Sadar. Only the S.D.E.O. of Feni responded. His age is 47 years with 19 years' experience as T.E.O. and S.D.E.O.

The District Officers: - There are two district level education officers in each district, the district education officer who is mainly responsible for secondary education and the district inspector of schools who is responsible for primary education of the district. The three responding district level officers, one D.E.O. and two D.I.'s of Schools, belong to the age group of 53 - 55 and have service experience of 23 to 30 years. All started from the thana level and through the sub-division level were promoted to the district level. Two of them have teaching experience in secondary schools.

The Provincial Officers: - Of the two responding provincial officers one is 58 having 32 years' experience and the other is 53 having 27 years' experience. Both started from the thana level and served in different capacities as assistant teacher of secondary school, superintendent of primary training institute, headmaster of a secondary school, district education officer,

secretary of the Board of Intermediate and Secondary Education, etc. The first of them is presently the Special Officer for Primary Education, East Pakistan and the other is the Deputy Assistant D.P.I. (Planning), East Pakistan.

ANSWERS TO THE QUESTIONS ADDRESSED TO THE OFFICERS

Question 6 of the questionnaire inquires about the rate of dropping out in primary education within the respondent's jurisdiction. By this time the reader knows that the rate of dropping out for the whole province was 72.27%³, for the Noakhali district it was 80.13%⁴ in 1966-67. The two provincial officers reported the provincial rate almost correctly. The others gave their rough estimation which ranges from 60% to 80%. From the answers of the T.E.O.'s it appears that they are not quite aware of the dropout situation. The rate of elimination is almost the same in both Noakhali and Chittagong Hill-Tracts. It is about 80% as compared to the provincial average, 72%.

The officers were asked to point out within how many years the existing rate of dropping out could be reduced by 50%. The responses varied from 3-5 years to 'more than 10 years'. Of the 10 responding officers, 5 thought that it could be so reduced within 3-5 years; both provincial officers, one D.I.S., one S.D.E.O. and one T.E.O. were of this opinion.

3. See Table 7 in Chapter IV.

4. See p. 17.

They were requested to describe the steps they were taking to minimize the rate of dropping out. The responses of the T.E.O.'s who are directly associated with the primary schools and responsible for the supervision of instruction in them, and the response of the District Education Officer of Noakhali are disappointing. The district inspectors of Chittagon Hill-Tract and Comilla and the two provincial officers enumerated almost similar direct measures they were taking such as, replacement of unqualified teachers, provisions for training of untrained teachers and in-service refresher training for trained ones, strengthening the inspecting officers for effective supervision, cooperation of parents and guardians with teachers, etc. The other officers reported taking one or two steps the sum of which presents somewhat a good step forward, but all of these are not taken by each of them. These are: wholesale promotion from lower classes, effective teaching in class I dividing it into sections, seeking the cooperation of guardians, arranging guardians' meetings, etc.

The officers were requested to suggest ways for immediate implementation for reducing the rate of dropping out and were also requested to enumerate their long term suggestions. The suggestions offered by them are overlapping in respect of short and long term bases. What one considers to be a short term suggestion another considers a long term one. However, their suggestions in both categories are as follows:

1. Academic and Administrative:

- a) Better teaching should be ensured in schools with special attention to the lower classes where the rate of dropping out is higher.
- b) Adequate arrangements for training untrained teachers and refresher training for trained teachers should be made, ^{and} ~~the~~ unqualified teachers replaced.
- c) The teacher-student ratio should not exceed 1:40.
- d) The T.E.O. should supervise the teaching in schools every now and then, and he should give demonstration lessons in the schools.
- e) The existing thanas should be divided into several circles with 60 schools in each circle under one circle education officer.
- f) These education officers should be provided with adequate touring facilities.
- g) The school buildings should be well-built and adequate teaching aids should be supplied in all schools.
- h) The education officers should be free from extra-departmental work.
- i) The education officers should be specially trained in primary education and the problems thereof.

2. Social:

- a) Parents and guardians should be made aware of the effects of wastage in primary education.

- b) The adult education program should be given more emphasis.
- c) Primary education should be made compulsory with provisions for helping the poor children with textbooks, school supplies and, in the case of extreme poverty, with clothes and allowance for food.
- d) Communication in the rural areas should be improved.
- e) Schools should be established in the unschooled areas.
- f) There should be organized a teacher-guardian council in each school.

All the responding officers emphatically stated that the education officers should be made free from the extra-departmental work. The number of schools under one area education officer as suggested by the officers varies from 50 to 80. In East Pakistan each T.E.O. has on the average about 96 primary schools under his supervision, and in some cases the number exceeds 200. In the Begamgonj thana of the Noakhali district, for example, there are about 250 primary schools.

The officers were asked how the T.E.O.'s could^{ld} effectively contribute to the improvement of the prevailing situation of dropouts in East Pakistan (question 12). The following steps were recommended by them:

- a) effective supervision by visiting each school at least once every three months, arranging demonstration lessons during these visits and making every effort to insure better teaching;

- b) arrangement of meeting of the parents and the community in the school premises to seek their cooperation;
- c) appointment of suitable teachers and adoption of measures to ensure that teachers are punctual in their attendance and work in the school in a dedicated spirit;
- d) organization of workshops for the teachers within their respective jurisdictions in order to bring home to the teachers the new methods and techniques of teaching.

In question 13, they were asked whether the existing salary scales for primary schoolteachers should be increased. Of the responding officers 70% gave their opinion in favor of increment, while others suggested its postponement till the end of the current Five Year-Plan period i.e. June, 1970.

In response to question 14, all agreed that the compulsory primary education should be introduced, but 20% of them were in favor of delaying it until the problem of accommodation and training of teachers was solved, and that of course, as early as possible.

Regarding the revision of the existing curricula of primary education 20% of them were in favor of overall revision of the curricula, 40% said that the curricula for some subjects such as, social studies and arts and crafts might be revised now to suit the local needs, while the remaining officers thought the existing curricula suitable for East Pakistani children and might be revised after a few years.

In the Kotwali thana of the Comilla district the 'feeder school' system is under experiment. Under this system, one-teacher schools have been established in the villages centering in the village mosques where there are no primary schools. These one-teacher schools, are feeding the full-fledged primary schools. The officers were asked to give their opinion about the introduction of the feeder school system throughout East Pakistan. Some T.E.O.'s were not aware of this system, other officers favored it if necessary resources were available.

CHAPTER VI

COMPARISON OF THE FINDINGS OF THIS STUDY WITH THOSE OF THE STUDY OF MR. SELIM

A Decade of Reforms and Development

Mr. Selim conducted his study during the year 1958, and submitted his thesis in February, 1959. In October 1958 there was a bloodless revolution in Pakistan under the leadership of Mohammad Ayub Khan. Since then, changes have been taking place in the political, social and economic spheres of Pakistani life. One of the greatest achievements of the revolutionary government is that it has brought political stability in the country, a fact which facilitated the adoption and execution of various developmental schemes. During the present regime, comparatively more attention has been given to education than during the previous regimes. The number of schools has increased, the salaries of the teachers raised, and grants have been given to selected schools for construction of school buildings on a permanent basis. This trend in the development of education is still in progress.

Rural communications have been improved to a considerable extent even though there is scope for further development. New roads have been constructed and old ones have been developed. The improvement of rural communications facilitates the going to school of children of distant villages.

Under these improved conditions it is expected that a similar improvement will take place in the primary schools' enrollment and holding power, and in the quality of education. Due to the government's more favorable attitude towards educational problems, some improvement has taken place in the field of education during the last decade. In this chapter some specific findings of this study will be discussed in comparison with those existing about 10 years ago as found by Selim in his study on the same problem.

The Holding Power of Schools: - The holding power of schools has somewhat increased during the last decade. Out of one hundred children of class I in 1952-53, about 12 reached class V in 1956-57. This figure increased to 28 in 1966-67 with an average annual increment of 1.6% over the period of 10 years.

Further, it is found that 60.68% of the first graders of 1955-56 did not come to the second grade in 1956-57. This rate of wastage in class I decreased to 40.15% in 1966-67 which means about 2% average annual improvement.

Age and Teaching Experience of the Teachers in the Sample:¹-

The age range of the teachers in Selim's sample varied from 22 to 52 years with a mean of 34.9, while in the present study it varies from 21 to 65 years with a mean age of 40.3 years. There is a variation of mean experience of the teachers

1. See Tables 13 and 14 in this study and 2 and 4 in Selim's study.

in the sample of both studies, 10.7 years in the former and 16.7 in the latter.

Qualifications and Positions of the Teachers in the Sample:²-

In both studies, the qualifications and positions of the responding teachers show a better picture than the overall picture of the whole province. In Selim's study, only 10 out of 65 teachers were untrained. Of the remaining 55, 31 were trained matriculates, and 24 were trained non-matriculates. In the present study, only 9 out of 150 teachers were untrained matriculates, 101 were trained matriculates or bearer of certificates equivalent to matriculation, and 30 were trained non-matriculates. In neither study is there any teacher who is untrained non-matriculate.

The pictures presented by both studies suggest two alternative conclusions: (i) either the quality of teachers in these two districts, Faridpur and Noakhali, is better than that of those of all East Pakistan, or (ii) the pictures in these studies are distorted ones. Probably the latter is more correct since in both these studies an overwhelming majority of teachers were the headteachers who were usually better qualified than the other teachers. So, the picture may not be truly representative.

Salaries of Teachers: - The salary scales for the teachers

2. See Table 15 in this study and 3 in Selim's study.

of primary schools in East Pakistan have been shown in Table 5. During the period from April 1, 1957 to July 1, 1965, the pay scales were revised 4 times. The pay of trained and untrained matriculate assistant teachers has almost been doubled during this time, but still the teachers are ill-paid.

Rating of Probable Causes of Dropping out by Teachers:³- In Salim's study, most teachers considered the "parents' indifference" to be the strongest cause and their financial inability to be of second importance followed by factors like objection to co-education, family circumstances, transportation difficulties, etc. In the present study, poverty factors topped the list of causes and indifference came after. Parents' objection to co-education was not cited as a cause. Transportation problem was only a moderate cause.

There are reasons for such differences. Firstly, during these years, parents have been taking more and more interest in the education of their children. For many of those who do not send their children to school, poverty is, perhaps, the strongest reason. The parents' objection to co-education has shifted to girls' coming out of the family without veil.

Because of the establishment of new schools in the unschooled areas and the improvement of the communication facilities, the difficulty of children's getting to and from school has been decreased.

3. See Table 20 in this study and 6 in Selim's study.

The sampling teachers in the present study seem to be better aware of the need for the extra-curricular activities and children's interests in the teaching-learning situations, since these factors have been given more importance by them than by those in Selim's study. In both studies, however, the teachers seem to be inclined to give secondary importance to the school-centered causes which may bring reflections upon them.

Death and disease, peer-group influence, limited scope for further education, etc. received moderate importance in both studies. Because of the revision of the curriculum in 1960, it is now an insignificant cause for dropping out of children, while it was considered a moderate cause previously.

Characteristics of Parents and the Number of their Dropping out Children:⁴-

In the previous study unlike the present one, the sample of parents was not limited to parents having drop-out children. The former sample consisted of 5 professors and 6 medical practitioners whose annual income was very high. None of their children dropped out of school. There were also 3 secondary schoolteachers in the sample of parents, only one of whose seven children dropped out. In the present study, the sample of parents is limited to those having drop-out children. Consequently, their group-average income is not

4. See Table 21 in this study and Table 8 in Selim's study.

as high as that of the sample in Selim's study.

In the present study, the average annual income of the group of parents ranges from Rs. 400 for the day laborer-group to Rs. 900 for the farmer-group, while in the previous study it ranged from Rs. 387.5 for the day laborer-group to Rs. 6800 for the businessman-group. In both studies, there exists some correlation between the income of the parents and the proportion of withdrawals of their children from school. In both, the lower income-groups have the higher proportion of withdrawals of their children, and the reverse is true of the previous study, but not of the present one. Farmers having the highest average annual income (Rs. 900) in the present study would be expected to have the lowest rate of drop-outs. In fact, 72.4% of their children dropped out compared with 50% of the children of primary schoolteachers, whose income is the second highest (Rs. 800) in the sample and compared with 40.6% of the children of barbers whose annual income is Rs.600.

It can be concluded that the correlation between the parents' income and the preparation of withdrawals of children is almost perfect in the previous study, but imperfect in the present one. In the previous study poverty alone would seem to be the strongest influencing factor, but in the present one there are other factors which need to be considered along with poverty. The parents' ratings of the probable causes of dropping out in this study support this interpretation. The

"traditional methods of teaching" is second to poverty with only one point's difference in the parents ratings.

The Ratings of the Probable Causes by the Parents:⁵- In the combined opinion of the parents in Selim's study indifference of the parents was the most influential factor after which is the place of poverty-factors, followed by such social factors as objection to co-education, peer-group influence, transportation difficulties, disease, etc. The school-centered causes, e.g. impractical curriculum, traditional methods of teaching, strict school discipline, lack of extracurricular activities, age differences etc. were in the fourth category in order of importance.

It was observed that the parents having the lowest average annual income had the highest rate of dropouts, while the parents' ratings do not support this correlation. This discrepancy may be explained by the fact that the opinions of the parents having higher incomes and no drop-outs strongly influenced the ratings. It is likely that the wealthy people do not or cannot always understand the miseries of the destitute.

In the present study, the poverty-factors and the school-factors are almost equally influential, the former being in the first and the latter in the second place with a difference of only one point. The social factors and the indifference

5. See ²²Table 22 in this study and 9 in Selim's study.

of the parents are considered to be of third importance.

On the whole, in both studies, poverty factors are the most influential causes. After that there is a shift of emphasis. In Mr. Selim's study, social factors prevailed upon the school-factors, while in the present study the opposite is true. This should not lead the reader to think that during the last decade the social factors improved much at the cost of school-factors. Rather, some improvements have taken place in both fields. This emphasis on school-factors in the present study indicates the awareness of the people of the defects in the schools, which is, no doubt, a good sign. Similar shift of emphasis is observed in the case of the U.S.A., namely that the previous U.S. studies emphasized the social factors, while the recent ones emphasized the school-factors as the causes of the dropping out of children.

The circumstances in East Pakistan both in school and society are still so deplorable that a comparison of these with those in the U.S.A. is not justified. But one thing can be concluded that the trend in East Pakistan is towards the progress and improvement. The immediate necessity is to increase the speed of progress.

The Suggestions Made by Mr. Selim

Mr. Selim put forward some recommendations on the following issues:-

1. Compulsory primary education
2. Curriculum changes and the teachers
3. Extra-curricular activities
4. Promotion practices
5. School vacations and holidays
6. Child labor laws
7. Parent-teacher co-operation
8. Adult education

The present author does not agree with Selim that "the first measure toward improving the rate of retention in the primary schools in East Pakistan should be the reintroduction of compulsory education for all the children between six and eleven years of age all through East Pakistan.⁶" Although it is true that the compulsory education was the most influential factor in bringing down the rate of school-dropouts in the countries where this rate is now reduced to a negligible extent, in the case of East Pakistan it was necessary to postpone the scheme of compulsory primary education for some years in order to prepare the ground for its introduction. The present author's views on this issue have been stated in Chapter VII under the same heading.

Curriculum Changes and the Teachers: - The old curriculum has been revised to suit the changed conditions and to meet

6. M. Selim, "Dropouts from the Primary Schools of East Pakistan" (an unpublished M.A. thesis in the Department of Education, A.U.B., 1959), p. 70.

the demands of society. The quality of teachers is being improved. Selim did not consider it feasible to increase the salaries of teachers. It has been stated that the Government revised the scales of pay for the primary schoolteachers three times during the period of 10 years since Selim had made his study. The present author has suggested a further increment in the teachers' salary to allow them a pay comparable to that of other government employees with comparable qualifications.

School Vacations and Holidays: - Selim rightly suggested that "The uniform system of vacation for all primary schools in the province should be changed. The period and time of the long vacations should be determined by the schools themselves according to the local conditions."⁷ Presently the district education office prepares the list of vacations and holidays for all schools in the district. The present author has reiterated what Selim suggested on this issue.

Promotion Practices: - As observed in Tables 10, 11 and 12, the percentage of repeating students is decreasing gradually. But Selim's suggestion for age group promotion, which is what the Commission on National Education also recommended, is yet to be implemented by the schools.

It is felt that there has not been any improvement regarding Selim's other suggestions, such as, the extra-curricular

7. Ibid., p. 79.

activities, the child labor laws, the parent-teacher cooperation and adult education. Further suggestions on these and many other issues have been made in this study in Chapter VII.

CHAPTER VII

RECOMMENDATIONS AND CONCLUSIONS

As revealed in this study the reasons for the students failure in the promotion examination and for their dropping out of school are manifold and interrelated. These may be viewed as home-, community-, and school-centered. In order to remedy the situation in East Pakistan with a view to reap the maximum results from the expenditure on education, the large amount of wastage in primary education must be checked. To achieve this purpose some measures and plans of action will be suggested in this concluding chapter. These should be viewed as short-term and long-term goals which might be striven for over a shorter or a longer period of time as the case requires.

Helping the Poor Parents

Financial inability of the parents seems to be one of the main causes of dropping out of children from primary schools. The Government cannot change the economic conditions of the people overnight, but a great deal can be done by reducing the cost of education for the masses. The following measures are suggested for this purpose:

1. The price of the textbooks should be reduced without affecting their quality. The East Pakistan School Textbook

Board should have a goal to supply free textbooks to all primary school children. Until this becomes feasible, arrangements should be made to provide the extremely poor children with textbooks and other school supplies free of charge.

2. School health clinics should be established at the local unions with provisions for free treatment of the school children.

3. A program for nutritious mid-day tiffin should be introduced in the primary schools.

4. Each primary school should create a Poor Students' Fund with donations from the generous people of the community. The possibility of collecting fitra and zakat in this fund may be considered. Textbooks, school supplies such as pen, paper, ink, slate, pencil, etc. and if the fund allows, the medical treatment until the school health clinic is established, should be secured for the needy students from this fund.

5. Education up to the eighth class should be made free. Presently, the poor parents cannot hope to send their children to the secondary schools due to poverty. As a result, they do not care to keep their children up to the end of primary school. The parents in general might be encouraged to keep their children in school if they are allowed free tuition up to the eighth class.

Since the Government has decided to make education

compulsory up to class VIII by 1980 for boys and 1985 for girls, it is time for the Government to make education free up to that class.

6. The families which cannot dispense with children's work for their maintenance should be allowed an education allowance by the Government.

7. A system of free boarding schools should be established to take care of the education of orphans and the children of destitute parents.

Change in the Promotion Practices

Retarded students develop into potential dropouts. Their poor parents find it difficult to bear their burden twice or more in the same class. The schools should make all arrangements for the students' regular progress every year. The current system of emphasising the promotion examination should be changed. "Research on the results of non-promotion has raised serious doubts about the effectiveness of repeating a pupil for a second year in a grade as a way of helping him to meet a grade standard."¹ Age group promotion practice in primary classes has proved useful in the advanced countries. The East Pakistani primary schools should adopt this practice.

Statistics of Repeaters

Schools should include in their monthly reports the

1. C.B. Stedler, Teaching in the Elementary School (New York: Harcourt, Brace and World Inc., 1958), p. 516.

number of repeaters, class by class. The provincial authorities in publishing their annual statistical report on education should include the total number of repeaters in each class throughout the Province. As we have shown in Chapter IV this will enable them to calculate the actual dropouts from school as distinct from the repeaters.

Continued Absence of Children

The teachers should inquire about the reasons for any continued absence of students, persuade the parents to send their children to school regularly, thereby preventing their retardation in class.

School Vacations and Holidays

Because of a heavy pressure of work in the field, the agricultural parents sometimes ask the children to work in the field instead of going to school, some teachers also remain busy with the agricultural work during plantation and harvest times. Therefore, the school vacations should be adjusted according to the needs and circumstances of the community.

In many Islamic countries, such as Iraq, Syria, Jordan and U.A.R. school attendance continues throughout Ramadan, but the school day is usually shortened. The possibility or advisability/^{of} such a practice in East Pakistan should be studied by the education authorities.

Ensuring Effective Teaching

After the poverty factors, school-centered causes seem to be responsible for the retardation and dropping out of a great number of students. When schools perform their responsibilities properly, they are in a better position to help the students to succeed in their studies, thereby reducing the rate of dropping out considerably. All respondents in this study emphasized the importance of effective teaching in schools. The following steps may improve the quality of teachers and thereby increase the effectiveness of teaching:

1. The candidates having the Intermediate in Education certificate should be preferred for appointment as head-teachers.

2. All untrained matriculate teachers should be compelled to get the training within the shortest possible period not exceeding five years. By this time the untrained non-matriculate teachers should be replaced by the trained matriculates.

3. While admitting the trainees, the primary training institutes (P.T.I.) should emphasize the quality of the candidates. Only those showing aptitude to be good teachers should be selected for training.

4. Care should be taken for the individual differences in classes so that each student can progress at his own ability and interests. Special care should be given to the first and second classes where the amount of wastage is larger.

5. The headteachers should be able to supervise the classroom teaching of his colleagues. The local education officer should often arrange conferences of the headteachers where they may discuss common problems of teaching and supervision and find out the ways to their solution.

6. The education officer should visit every school at least three times a year. During such visits he should see all teachers teaching in different situations. He should give demonstration lessons from which the teachers would benefit a great deal.

7. Besides the long period refresher training courses for the trained teachers, short training courses, workshops, etc. should be organized for the teachers.

8. The recommendation of the Commission regarding the assessment of the teachers' work should be put into action immediately. "This assessment should be specific and comprehensive and include evaluation of his (teacher's) class success, his community relations, his eagerness to experiment, his extra-curricular activities and use of local materials."²

9. Nearly all schools do not have the required furniture and teaching aids. The Government should expedite the execution of the scheme for supplying these to all primary schools. The T.E.O. should meet the members of the community in formal meetings to convince them to pay for such equipment

2. Report of the Commission of 1959, p. 178.

as will supplement the government grants for the purpose. The teachers should themselves prepare as far as possible such aids as maps, charts, pictures, models, etc. In the arts and crafts classes they should guide and encourage the students to prepare things from locally available materials that may be used as aids in other classes.

10. In order to put the present curriculum into effective practice, the two-shift system should be removed with the exception of the large schools having an accomodation problem. The teachers should be trained in the skills and techniques to teach more than one class simultaneously when necessary.

Making the School Attractive to Students

Young children do not like to go to school unless it is attractive to them. In spite of their dislike sometimes they have to go to school due to pressure from the guardians. If the school environment is not so congenial as to attract the children, school attendance will not improve. In East Pakistan, the psychological and physical atmosphere of the school should be so improved as to attract the young minds and develop a love for the school in them. Keeping this principle in mind the following suggestions are offered:

Improving the Teacher-Student Relationship

The teachers should create a home-like school atmosphere by improving their relations with students. They should

individually know all their students with their family backgrounds and problems. Many of their students are ill-fed and ill-treated at home because of their parents' poverty. They have worries and problems which may lead them sometimes to behave abnormally in school. Teachers should be affectionate and sympathetic to them; instead of punishing, they should counsel them and try to solve their problems. This will help the students to adjust in and out of school

Avoiding Corporal Punishment

Corporal punishment is humiliating. It adversely affects the personality of children. It may turn them into extreme submissiveness or arrogance, either of which is not desirable for these growing personalities. Corporal punishment must not be imposed except in times of extreme necessity when it should be decided by the combined opinion of the teachers. This punishment should be inflicted by the headteacher alone.

Facilities for Extra-curricular Activities

The school must provide enough scope for extra-curricular and recreational activities to break the monotony of scholastic work. These will make the school attractive to the children.

Some teachers reported that their school playgrounds were being cultivated by the donors. As a result, the students had no facilities for games and sports. Besides, some schools do not have a playground. The district education

offices should take steps so that all primary schools may have playgrounds. Every year intra-school and inter-school annual sports competitions should be held. In the annual prize distribution ceremony a sufficient number of prizes should be awarded to the students for superior scholastic work, good conduct, regular attendance and for extra-curricular activities.

Sanitary Facilities:- Many schools do not have sanitary facilities and arrangement for drinking water. Water-borne diseases are very common in East Pakistan. The school environment should serve as a model to the society in this respect. Young children face problems in schools due to lack of these facilities. The Government and the community should take care of these problems.

Transportation Facilities:- Transportation facilities should be improved, so that the children face the least difficulty in getting to and from school.

Close Relations Between the School and Community

The school cannot effectively carry out its program without the cooperation of the members of the community which the school serves. In order to establish a better relationship between them the following suggestions are offered:

The Parent-Teacher Relationship:- In a country where most of the parents are illiterate, it is the responsibility of the teachers to take the initiative in establishing a good

relationship with parents and to induce them to be interested in the education of their children, By establishing good human relations, teachers can change the outlook of the illiterate parents, solve many of their problems, playing the roles of both a resource and a catalyst.³

The Parent-Teacher Council:- Each school should have a parent-teacher council which would meet regularly at intervals to discuss the problems of the school and its program. The teachers should try to bring as many community people as possible close to the school to secure their cooperation in solving school problems and improving the children's attendance.

Besides the meetings of the parent-teacher council, the school should invite on various occasions the parents to the school to have face-to-face communication. It is of great importance to mitigate any problem of the school and of instruction. In the parent-teacher meetings, the teachers should encourage the parents to express their views about the school, their children and education for them. "The parents know something about their children that the school should, but cannot know,"⁴ The parent-teacher meetings will bring far reaching results if the teachers can organize them well.

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3. Ronald Lippitt, The Dynamics of Planned Change (New York: Harcourt, Brace & World Inc., 1958), pp. 63-64.
 4. Alice Meil, Changing the Curriculum: A Social Process (New York: Appleton-Century Crafts, Inc., 1946), p. 120.

Teachers' Visit to the Community:- The teachers should divide the whole school area into units and each teacher should take the responsibility of visiting one or more units from time to time to see how the students work and conduct themselves at home. Most of the responding parents suggested such visits by the teachers. During these visits, the teachers should discuss with the parents the education of their children, the facilities for study that are allowed to them at home, and suggest feasible means for bettering the situation.

Compulsory Primary Education

Without making primary education compulsory for all children up to a certain age no country could guarantee universal education and permanent literacy. The Commission of 1959 suggested compulsory primary education for all Pakistani children by 1970, but considering the pre-requisites for the compulsory education law, the Government of East Pakistan decided to delay it until 1975. This author feels that no further postponement should occur in this scheme, and that before enforcing compulsion, care should be taken to counteract the influence of the poverty factors as suggested earlier in this chapter.

Establishment of New Primary Training Institutes

When the compulsory primary education law is enforced, the number of teachers will have to be almost doubled. In order to meet the demands of the situation, the Government should immediately create new Primary Training Institutes

and expand the existing ones, particularly in areas where the number of untrained teachers is large. For this purpose a survey of the capacity and scope for expansion of the existing P.T.I.'s should be made.

Making the Teaching Profession Attractive

It is said that no system of education is better than its teachers. Unfortunately, the quality of the teachers of primary schools of East Pakistan is far from satisfactory.⁵ Unattractive service conditions are mainly responsible for this gloomy situation. In order to remedy this situation, some suggestions are given below:

Increment in Salaries:- Due to the low scale of salaries, the bright and energetic young people do not enter the teaching profession; those who do, take the job of teaching as a secondary source of income, engaging themselves in some other earning business and neglecting their teaching duties.

An overwhelming majority of the respondents in this study suggested the increment of the salaries of teachers. It is strongly felt that the teachers should be allowed a scale of pay not lower than that of the employees in other departments of the Government services having similar or comparable qualifications. A training allowance should be allowed to the trained teachers above their basic pay.

5. See Table 4.

Provident Fund and Other Facilities:- Like other government employees, teachers should be allowed the benefit of the provident fund and medical allowance.

It is a pity that poor teachers cannot give education to their children due to poverty, while they teach other parents' children. A quota should be reserved for the children of teachers in all scholarship examinations.

Prestige of Teachers:- To raise the prestige of teachers in the public eye some planned steps should be taken by the Government. The Teachers' Associations at the union, thana and district levels may be formally consulted in the important decision-making matters affecting their respective areas of jurisdictions. This will make the teachers more aware of the social problems, deepen their understanding of reality and raise their prestige and position in the public eye.

Some of the highest officials of the state and the province should meet representatives of the teachers formally and discuss with them the problems of education and other related social problems. This will give the teachers a sense of dignity and responsibility and will raise their morale and status.

Teachers' Responsibility in Achieving Due Status:- The teachers will improve their status and deserve the respect of the community by their honesty, sincerity and the regular discharge of their duties. It is often complained by the parents that

the teachers come to school late, leave it early, and do not teach the children properly. An even more serious complaint is that some teachers record their presence in the register without working in schools. Such practices must be stopped.

Improvement in the Supervisory Program

A system of effective supervision is of the utmost importance for improving the efficiency of teachers. The existing system of supervision of the primary schools of East Pakistan is far from satisfactory.⁵ The following are some of the essential measures recommended for the improvement of the supervisory program.

Strengthening the Supervisory Staff:-

In East Pakistan, each Thana Education Officer has to supervise about 100 primary schools having about 400 teachers on the average. It is practically impossible for him to do justice to his supervisory functions in such a situation.

As the Commission of 1959 states:

The task of a supervisor is to raise the quality of the work in the classroom, and this he can do only by bringing new ideas, encouraging initiative and directing the whole of his attention to content rather than the external machinery of education.⁶

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5. The interested readers may read "An Investigation into the Problems of Supervision in the Primary Schools of East Pakistan," an unpublished M.A. thesis (1968) at the A.U.B. by Md. Mawla Baksha.
 6. Report of the Commission on National Education, p. 324.

To enable the local education officers to do their supervisory functions effectively, the number of schools under their supervision should be sharply reduced. Supervisors should be appointed on the basis of the number of teachers, and one supervisor should not have more than 200 teachers under his supervision in the present situation. This number should be further reduced gradually. In other advanced countries one supervisor has roughly 50 to 100 teachers. East Pakistan should aim at reaching this limit as soon as possible.

Improving the Service Conditions of the Supervisors:- When the number of schools under one supervisor is reduced, the present thanas will be divided into several circles or units. These supervisors should be provided with office-space, residence and secretarial help. They should devote their time mostly to supervisory functions leaving the electrical jobs to the clerk. Adequate touring facilities should be allowed to them.

Extra-departmental Work:- The supervisors should not be required to do extra-departmental work as at present. They should have sufficient time to improve their professional skill and knowledge by reading books and journals and bringing the result of their reading to the attention of teachers in order to improve instruction in schools.

Training of the Supervisors:- The courses in the teachers' training colleges, except in the Teachers' Training College, Mymensingh, do not emphasize primary education. Since a candidate with a B.Ed. degree from any teachers' training college is eligible for appointment as a T.E.O., it is likely that all of them are not aware of the problems of primary education. They lack the training in both administration and supervision since these are not stressed in the B.Ed. courses; yet they are essential for the successful discharge of their duties.

It is, therefore, suggested that the education officers, or the supervisors, as they may be called, should be given an in-service training prior to their regular posting. The training should emphasize supervision, methods of teaching primary children, and the problems of primary education in East Pakistan. They should be sent to the Education Extension Center for a short course refresher training after the lapse of every 3 years. Such training courses may also be conveniently arranged in the teachers training colleges during the long vacations.

Pre-Primary and Primary Schools for All Areas

The author appreciates the Government's plan that all areas of East Pakistan will have their primary schools by 1970. But in view of the large wastage in the first two classes, it is suggested that one-teacher pre-primary schools should be

created in every village. The village mosque or the outhouse of a wealthy man in the village may be used for this purpose. The surrounding pre-primary schools would feed the regular primary school situated in a central village.

Expansion of the Primary Schools

As many primary schools as possible should include a sixth class. Some central primary schools in every union should be expanded as a step towards making education up to the eighth class free and compulsory by 1980, as decided by the Government.

Guidance and Counseling Service

In the advanced countries, U.S.A. for example, the guidance and counseling service plays a great role in reducing the rate of dropping out of children from school and their repeating of grades. It is recommended that a well developed course in counseling should be introduced in all primary training institutes, so that the teachers may counsel their students. The teachers with the cooperation of the parents may protect the pupils from undesirable peer-group influences which are considered a cause of dropping out. The Department of Guidance and Counseling of the Institute of Education and Research, University of Dacca, has been preparing the personnels and cumulative records for guidance and counseling purposes. The Government should establish a full-fledged counseling service throughout East Pakistan.

Adult Education Program

Since about 79% of the people of East Pakistan are illiterate, the necessity of adult education cannot be over-emphasized. As Adam Curle says:

It should be emphasized that if there were a heavy investment in formal education, from which returns come but slowly, there should be no neglect of the adults who would for many years be the country's main producers. By increasing their productivity, it might be possible, indirectly, to finance the expansion of schooling.⁷

Through this program the indifference of the parents to the education of their children can be effectively remedied, bad effects of early marriage among the illiterate people can be better explained and cured.

Suggestion for Further Research

This study gives rise to an impression that probably the repeating of grades by students is a more serious element in the problem of wastage of primary education in East Pakistan than the dropping out of children. It is therefore suggested that thorough investigations should be made into the causes of failure, promotion practices, teaching and supervision practices, school and home environment of students. These aspects could not be dealt with thoroughly in this study because of various limitations and the lack of time.

7. Curle, Op. Cit., p. 145.

Financing the Suggested Plans

It is a fact that the suggestions made in this study have some financial implications. Without adequate funds no plan for reform and improvement can be successfully carried out.

In the advanced countries of the world at the early stages a large part of educational costs was borne by the local community. Gradually more and more responsibility was accepted by the government. Now education is one of the most important responsibilities of the States.

The Commission on National Education suggested that the educational cost in Pakistan should be shared by the community, the provincial and the Central Governments. This is the practice now in Pakistan. The Commission's suggestion for providing the school buildings, and equipment by the community did not succeed due to poverty and ignorance / ^{of} the masses. The rich and generous people give preference to secondary schools and colleges most of which in East Pakistan are privately managed and dependent upon tuition fees and donations.

In the present state of primary education some governmental action for financing it is necessary in East Pakistan. Since direct participation by the local community is not encouraging, the Government has to find other means of finance. In this connection what Muhammad Ali Jinnah said in 1912 in

favor of introducing compulsory primary education still holds good:

If you have money, you will get teachers; if you have money, you will get school buildings. The real point is whether you have got the money or not. ... Now, Sir, this is a very, very old story that you have no money, and all I can say is this— Find the money! Find the money! Find the money!

... I ask the Government, I say find the money, if necessary, tax the people. But I shall be told that the people are already taxed... My answer is that it is the duty of every civilized Government to educate the masses, and if you have to face unpopularity, if you have to face a certain amount of danger, face it boldly in the name of duty.⁸

The provincial Government realizes an education cess on land revenue. This cess, the rate of income tax and amusement tax may be increased in order to meet the additional expenditure. Further, the Government should pay a considerable proportion of its budget toward educational expenses. The industrialists should be required to spend a proportion of their income on education.

The Central Government's financial contribution to the East Pakistan Government is often not paid on time. As a result, a considerable amount of unspent money has to be surrendered at the close of every financial year. The Central Government should expedite the necessary formalities to

8. Quaid-i-Azam M.A. Jinnah, in a speech delivered in the Imperial Legislative Council in support of a private bill brought by Mr. Gopal Krishna Gokhale (1866-1915) seeking permission for introduction of compulsory schooling by local bodies, April, 1912, quoted by Khan, Op. Cit., p. 36.

transfer East Pakistan's quota as early as possible, so that the province may utilize the entire amount every year.

"On the average Pakistan has been spending about 2.5 percent of its National Income on education during the recent years."⁹ In an education conference of the Asian countries in Karachi in 1960 under the auspices of UNESCO, it was suggested that these countries should spend 6 percent of the National Income on education. Pakistan should reach this target of expenditure as soon as possible.

9. W.M. Zaki, "Educational Finance", Pakistan Quarterly, Op. Cit., p. 20.

Conclusion

This study shows that the problem of retardation and dropouts is not isolated. As it is related to many other social problems, its solution has to be sought out by all quarters. The suggestions and plans of action as given in the foregoing pages, if rightly approached, will go a long way to solve the problem under discussion. The Government is going to introduce the compulsory primary education from 1975, but it must be remembered that if the other reasons for children's withdrawal from the school are not taken well care of compulsion in itself will not be enough to bring the desired results. An attack on all fronts will have to be made by all the agencies concerned with education and social welfare. A joint and cooperative effort by the parents, community people, teachers, administrators and the State is indispensable to improve the present state of affairs in the primary education of East Pakistan.

APPENDIX A

QUESTIONNAIRE FOR THE PARENTS OF THE PRIMARY SCHOOL CHILDREN
WHO DROPPED OUT FROM THE SCHOOL.
(English Translation from the Original Bengali)

Dear Sir,

The East Pakistan Government has made primary education free for all children. The recent figures show that out of one hundred children enrolled in grade I, only 25 reach up to the 5th grade in due time. A few of the remaining 75 are expected to be repeating some grades, while the vast majority of them are the dropouts. If this situation does not improve immediately the progress in education and development of the country will be retarded seriously.

I am doing a research paper on the problem of Retardation and Dropping out in primary education in East Pakistan. The purpose of this study is to discover the factors contributing to this problem, and to make suggestions for the improvement of the situation. Your free and frank opinions will be very helpful in the achievement of this purpose. Please reply to the following questions sincerely. Your name will not be identified in this study, hence you need not write your name on the question paper.

A self-addressed and duly stamped envelope is attached herewith to facilitate your direct mailing.

Yours sincerely,

M. Huq

Part I

1. Sex _____ 2. Age _____ 3. Occupation _____
4. Annual income Rs. _____ 5. No. of the members of your family _____
6. No. of your children aged between 5+ and 10+ : Son ___ daughter ___
7. No. of your children attending primary school: Son ___ daughter ___
8. No. of your children who have dropped out from the school before grade V: Son _____ daughter _____
9. Give the reasons for their dropping out:
 - 1)
 - 2)
 - 3)
 - 4)
 - 5)

Part II

Some possible causes of dropouts of the children from the primary schools in East Pakistan are listed below. Please rate them according to the following instruction/

Instruction:

Each statement has one box. Please give three points in the box if you consider the statement to be one of the most important causes of dropping out. If you consider it to be a moderate cause, give 2 (two) points. If you consider it to be a weak cause, give 1 (one) point. If you do not consider it to be a cause, give 0 (zero).

Put Points On
This Column

1. Some parents are too poor to continue to defray the educational expenses of their children - such as books, papers, pencil, etc.
2. Some parents feel that their children are old enough to do the household work.
3. Some children are compelled by family circumstances - such as poverty, to earn for the family.
4. Some parents feel that the present type of primary education is not helpful for their children.
5. Some parents are simply indifferent to the education of their children.
6. Some parents feel that their children are dull and hence will not be able to go through the secondary schools.
7. Some parents feel that their children will not be able to go through the secondary & high education because of their poverty, even though the children have the requisite merit.
8. Some parents feel that children will hate to do the domestic work if educated.
9. Some parents do not object to co-education in the primary school, but they do not like their daughters to be on the way to and back from school without a veil.

-
10. Some parents want their children to leave the school because they have been asked to repeat the same grade.
-
11. Some parents withdraw their children from a school because of a quarrel or a bad relation with teacher in that school.
-
12. The present method of teaching sometimes disregards the children's interest and the children become bored.
-
13. Failure of examination and consequent repetition of the same grade causes frustration among the children.
-
14. Children are afraid of punishment and withdraw from the school.
-
15. Due to strict discipline some students withdraw from the school.
-
16. If any child is much older than his other classmates, he feels ashamed to attend the class with younger children.
-
17. All schools do not provide facilities for extra-curricular and recreational activities.
-
18. Some students become associated with delinquent peer groups in the locality.
-
19. The school being at a long distance getting to and from school is sometimes difficult.
-

20. Early marriage of girls causes discontinuation of school-attendance.

21. Diseases cause irregular attendance and consequent failure in the examination.

22. Please list below if you know any other causes of dropping out from the primary schools, and rate them as per above process.

Part III

Please suggest some specific ways and means through which the percentage of dropouts can be minimised.

APPENDIX B

QUESTIONNAIRE TO TEACHERS OF PRIMARY SCHOOLS OF
NOAKHALI, EAST PAKISTAN

The forward is the same as to the parents' questionnaire

Part I

1. Sex : Male _____ Female _____; Age _____
2. No. of years of teaching experience _____
3. Academic and professional qualification _____
4. Position in the school _____
5. No. of teachers in the school _____
6. No. of students in the school:

Class I _____

Class II _____

Class III _____

Class IV _____

Class V _____

Total: _____

7. Variation in age range of the students

	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
Highest age	_____	_____	_____	_____	_____
Lowest age	_____	_____	_____	_____	_____

8. Does each class have a separate room? Yes _____ No _____

9. Does the school have the following:

Tick One

- | | | | | |
|---|-----|-----|-----|-----|
| a) Play ground | Yes | ___ | No | ___ |
| b) Arrangement for drinking water | Yes | ___ | No. | ___ |
| c) Arrangement for saying midday prayer | Yes | ___ | No. | ___ |
| d) Latrine and urinal | Yes | ___ | No | ___ |
| e) Health service or first-aid arrangements | Yes | ___ | No | ___ |

10. Does the school operate at one shift or two shifts? one, two,

11. Check the frequency of your use of the following teaching aids. If the school does not possess them tick in the last column.

	<u>Every Day</u>	<u>Weekly</u>	<u>Fortnightly</u>	<u>Monthly</u>	<u>Not at all</u>	<u>The school does not possess it</u>
Black board	_____	_____	_____	_____	_____	_____
Map	_____	_____	_____	_____	_____	_____
Picture	_____	_____	_____	_____	_____	_____
Film	_____	_____	_____	_____	_____	_____
Filmstrips	_____	_____	_____	_____	_____	_____
Slides	_____	_____	_____	_____	_____	_____
Models	_____	_____	_____	_____	_____	_____
Radio	_____	_____	_____	_____	_____	_____
Demonstration	_____	_____	_____	_____	_____	_____
Fields trips	_____	_____	_____	_____	_____	_____

12. How often do you find caning necessary in your classes?

- a) Every day (in any class)
- b) More than once a week
- c) Once a week
- d) Twice a month
- e) Once a month
- f) Very rare
- g) Never

(Tick in the appropriate box)

13. What other forms of physical punishment do you sometimes use?
14. On the average, about what percentage of students are retained in the same class as a result of their failure in the examination for promotion to the next class?
15. How many times did the Thana Education Officer visit your school during the last one year?
16. How many times has he given demonstration lessons during this period? _____ times/ nil _____.

Part II

(Similar to that of the parents' questionnaire, Part II)

Part III

Please suggest some ways and means through which the percentage of dropouts can be minimised.

APPENDIX C

QUESTIONNAIRES FOR THE OFFICERS IN THE EDUCATION DEPARTMENT
GOVERNMENT OF EAST PAKISTAN

Sir,

The problem of dropouts in primary education in East Pakistan is seriously affecting the educational system of the country. I am doing a research work on this problem in partial fulfillment of the requirements for my M.A. degree in Education in the American University of Beirut.

The purposes of this study are to discover the factors contributing to the dropping out of children from the primary schools of East Pakistan, and to make proper suggestions for improvement of the situation.

Your opinions about the problem will be very helpful. Please answer to the following questions sincerely and return the sheets to me as early as possible, but before September 15, 1967. A self-addressed envelope is enclosed herewith to facilitate your early mailing.

Thanking you very much.

Sincerely yours,

M. Huq

1. Your name _____
2. Designation _____
3. Age _____
4. Years of service experience _____
5. Positions held during these years _____
6. The percentage of dropouts in primary education within your jurisdiction _____
7. What steps are you taking to reduce this percentage ?

8. Within how many years can this rate be reduced by 50% ?

Please tick one of the following:

- (a) 2 years or less _____, (b) 3-5 years _____, (c) 6-8 years _____
(d) 8-10 years _____, (e) more than 10 years _____.

9. What measures do you suggest for immediate implementation of this purpose?

10. What are your long-term suggestions?

11. In East Pakistan, each T.E.O. has to supervise about 100 primary schools. He cannot visit every school once a year in all cases due to other non-educational responsibilities vested in him. What are your suggestions for improving the instruction of primary schools?

12. How can the T.E.O.'s effectively contribute to the improvement of the prevailing situation of dropouts?

13. Do you suggest the increment of the primary schoolteachers' salaries?

14. What is your opinion about the following:

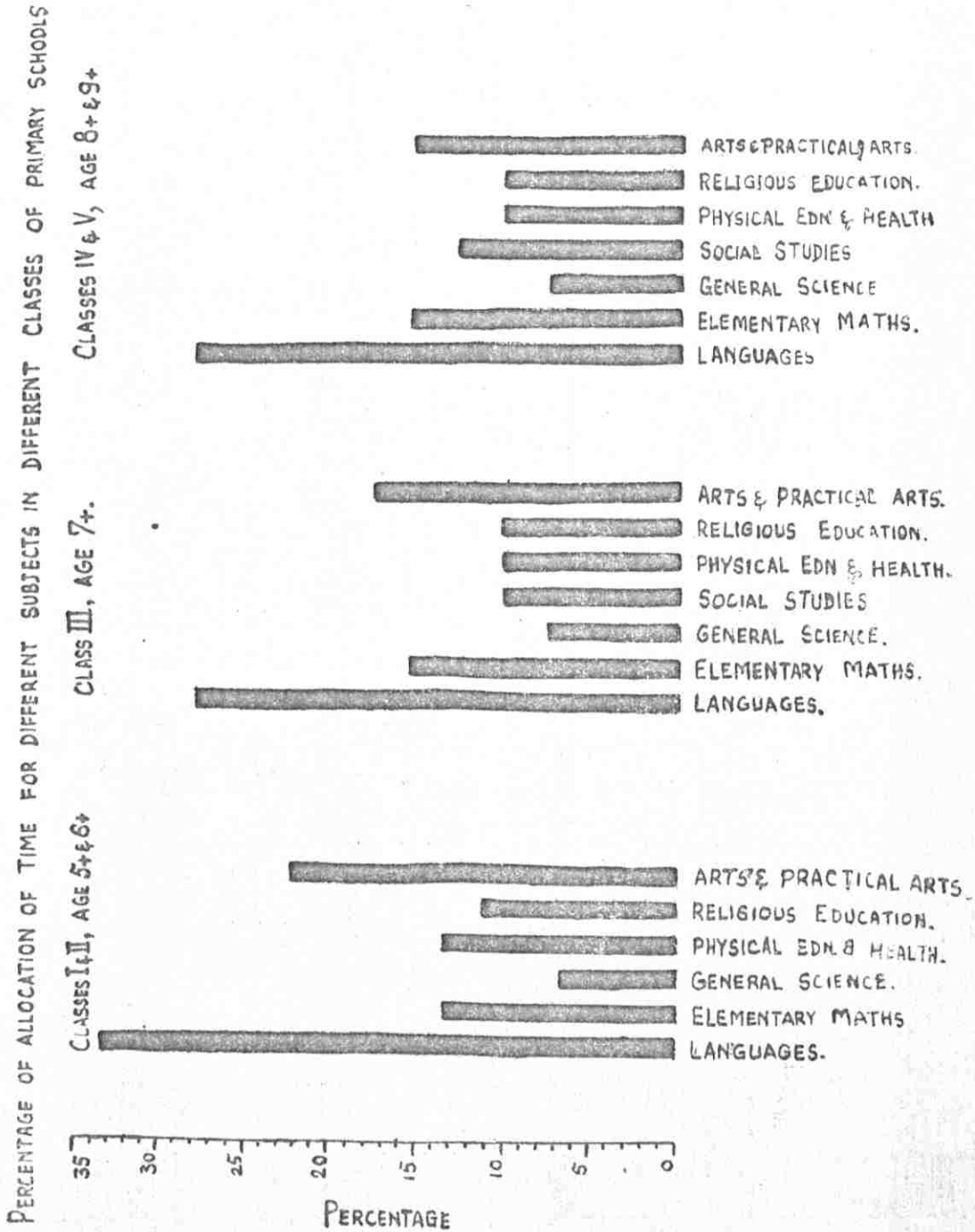
- a) introduction of compulsory primary education
- b) revision of the existing curricula of primary education
- c) feeder school system as is being experimented in the Kotwali thana of the Comilla district?

APPENDIX D

PERCENTAGE OF ALLOCATION OF TIME FOR DIFFERENT SUBJECTS IN DIFFERENT PRIMARY CLASSES

157

APPENDIX II



Source: Curriculum for Primary Schools in Pakistan, 1960, op. cit., p. 157.

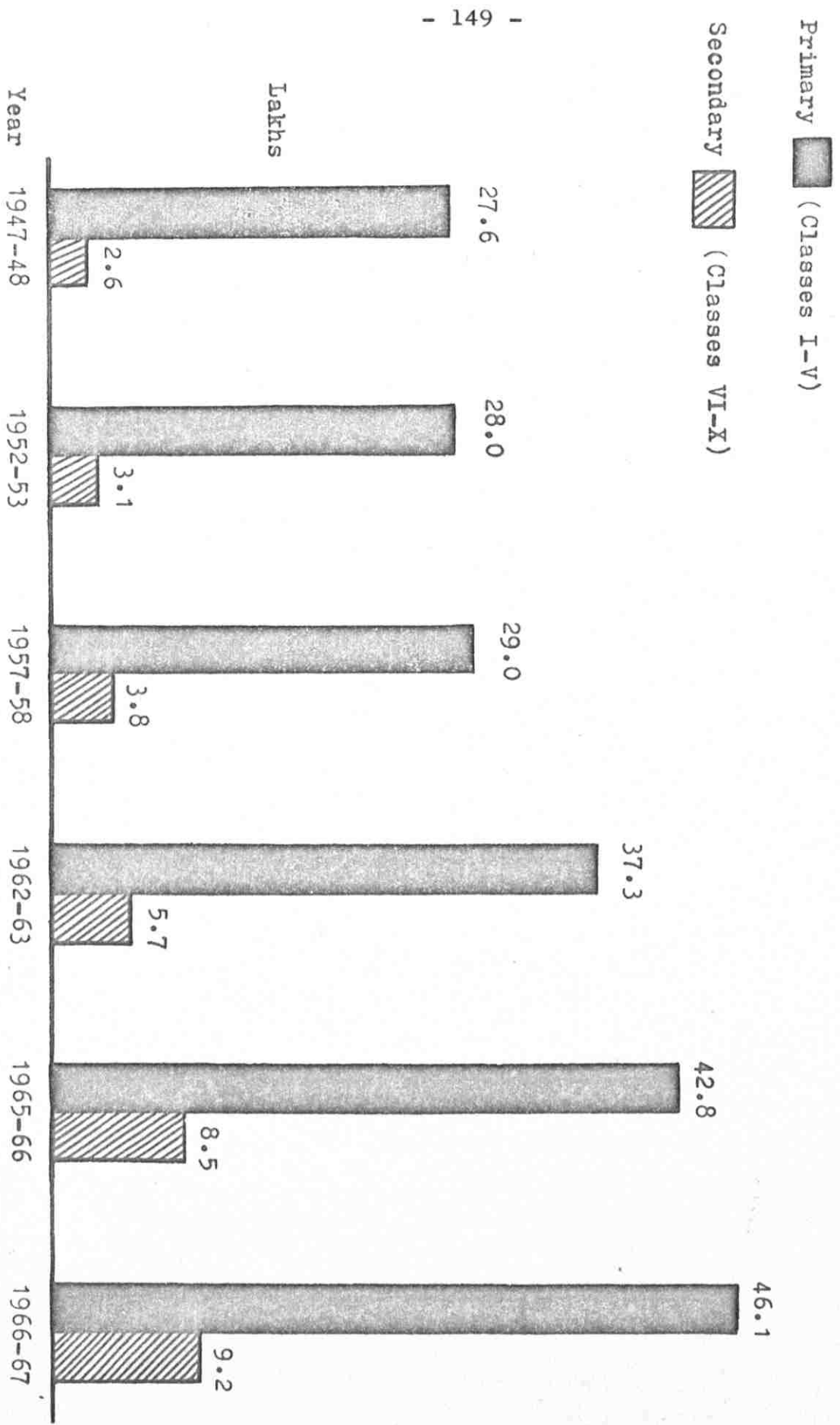
Number and Percentage of Periods for Each Subject Per Week in the Primary Schools.

APPENDIX E

Subjects	Classes I & II Age 5 + and 6+					Class III Age 7 +			Classes IV & V Age 8 and 9				
	No. of Periods of 30 minutes per week 45	No. of hours per week	Percentage of total time	No. of hours per year 844.5	No. of Periods of 40 minutes per week 39	No. of hours per week 26	Percentage of total time	No. of hours per year 976	No. of Periods of 40 minutes per week 39	No. of hours per week 26	Percentage of total time	No. of hours per year 976	
1. Language ...	15	7.5	33.3	282	11	7.33	28	275.3	11	7.33	28	275.66	
2. Elementary Mathematics ...	6	3	13.3	112.5	6	4	15.4	150	6	4	15.4	150	
3. General Science ...	3	1.5	6.6	56	3	2	7.7	75.3	3	2	7.7	75	
4. Social Studies ...	...	...	...	...	4	2.66	10.2	99.3	5	3.33	12.8	125.33
5. Physical Education (including Health).	6	3	13.3	112.5	4	2.66	10.2	100.6	4	2.66	10.2	100	
6. Religious Education...	5	2.5	11.1	94	4	2.66	10.2	100.6	4	2.66	10.2	100.66	
7. Art & Practical Arts.	10	5	22.2	187.5	7	4.66	17.9	174.6	6	4	15.3	149.33	
	45	22.5	99.8	844.5	39	25.97 or 26	99.6 or 100	975.7	39	25.98 or 26	99.6	675.98	

Source: Ibid., p. 170.

APPENDIX F
TOTAL ENROLMENT OF PUPILS AT THE PRIMARY AND SECONDARY STAGES IN EAST PAKISTAN
(Figures in Lakhs)



(Source: East Pakistan Education Week 1968 on cit p 12)

APPENDIX G

THE NAMES WITH DESIGNATIONS OF THE RESPONDING OFFICERS

	Name	Designation
<u>Provincial Level:</u>	1. Mr. A.A.Khan Majlish	Special Officer for Primary Educ. E.P.
	2. Mr. Q.A. Bari	Dy. Asstt. D.P.I. (Planning).E.P.
<u>District Level:</u>	1. Mr. T. Hussain	District Education Officer, Noakhali
	2. Mr. M. Ali	District Inspector of Schools. Comilla
	3. Mr. S.M.S. Huq	- Do - Chittagong Hill-Tracts
<u>Sub-division Level:</u>	1. Mr. J. Ahmed	Sub-divisional Edu. Officer, Feni, Noakhali.
<u>Thana Level:</u> (Feni Sub-division):	1. Mr. Atiqur Rahman	T.E.O., Parshuram.
	2. Mr. Md. Idris	T.E.O., Senbagh,
	3. Mr. Md. Nuruzzaman	T.E.O., Chagal naiya.
(Sadar Sub-division):	4. Mr. M.A. Monaf	T.E.O., Raipur

The Following Officers Did Not Reply:

1. Director of Public Instruction, East Pakistan
2. Assistant Director for Primary Education, East Pakistan
3. District Inspector of Schools, Chittagong
4. - Do - , Sylhet
5. - Do - , Noakhali
6. Sub-Divisional Educ. Officer, Noakhali Sadar
- 7-14. Eight out of nine T.E.O.'s of the Sadar Sub-Division of Noakhali
15. One out of four T.E.O.'s of the Feni Sub-Division of Noakhali.

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