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DROPOUTS FROM THE PRIMARY SCHOOLS  
OF EAST PAKISTAN

By  
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SCHOOL DROPOUTS: PAKISTAN

SELIM

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Mohammad Selim

## ABSTRACT

The present study is concerned with the dropouts from the primary schools of East Pakistan. Primary education as it exists today in East Pakistan, presents numerous difficult problems. One of the most difficult of these concerns the large number of children between six and eleven years of age who prematurely drop out of school. It is indeed regrettable that about 89% of the pupils who enter the first grade of the primary school fall by the way-side before reaching the fifth grade. This rate has been almost constant from 1947-48 to 1956-57, the first ten years of Pakistan's independence.

Education for all the people is a desideratum in a country like Pakistan which has chosen democracy as her way of life. This demands education for the children as the first responsibility of the nation. In this task primary schooling provides the indispensable base for the entire sequence of higher education from which will come leadership in all walks of life. The large number of dropouts is thus not only an immense waste of money and effort, but also adversely affects the entire system of education in the province and inescapably leads to the retardation of national progress.

This study is an attempt to investigate the problem, to find

the factors contributing to this large number of dropouts and to put forward some suggestions for the improvement of the situation. To this end the study is based on available published data, a review of pertinent literature, two sets of questionnaires -- one for parents of primary school children and the other for teachers in primary schools -- and on the writer's own experience with conditions in East Pakistan.

The study identifies many factors contributing to primary school dropouts. They are often so interwoven that it is hardly possible to separate one from the other. The extreme poverty, the overwhelming illiteracy and indifference of the parents, the unhealthful living conditions in the society, the age-old social prejudices, the epidemics and diseases, the transportation difficulties and the forced repetition of grades by many of the children, are principal factors which contribute to the dropouts from the primary schools of East Pakistan. To add to these unfortunate conditions, the over-academic and verbal type of curriculum and the traditional methods of teaching fail to make any appreciable connection with the needs or interests of the learners or their parents.

The large number of dropouts can and must be reduced if the next generation is to realize even a reasonable fraction of its potentialities. The evidence from the study lends support to its practical recommendations, among which are: the introduction of province-wide compulsory

education, the improvement of the curriculum and the teaching methods, the extension of facilities for extracurricular activities, changes in class promotion practices and school vacations, and stress on parent-teacher cooperation and adult education.

None of the recommendations made is felt to be unrealistic from a financial point of view — in fact several of them clearly lead to reduced rather than increased costs per pupil. But all of them depend on careful planning, patient endeavour and missionary zeal on the part of the leaders — the officials, the teachers and the educated section of the people. It is sincerely hoped that this study may help to influence many such leaders. If it is successful in doing so, it is confidently felt that the percentage of primary school dropouts in East Pakistan will be sharply reduced.

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## CHAPTER I

### INTRODUCTION

#### THE PROBLEM

##### Statement of the Problem

It is since the comparatively recent emergence of Pakistan as an independent nation that she has had the full responsibility for conducting her own educational affairs. Among the many tasks which faced Pakistan after the attainment of her independence, and which she still faces today, one of the most stupendous is the reconstruction and expansion of her system of education. Education for all of the people is a desideratum in a country like Pakistan which has chosen democracy as her way of life. In a democracy there must be widespread education permeating the life of the community. This demands education for children as the first responsibility of the nation, and here primary schooling plays the most important role. There is no doubt that the future of the country will greatly depend on the type of education which is given to the oncoming generation. It is on the foundation of the primary schooling that the training of the future generations is largely based. Primary education is essential to the nation as a base

for the entire structure of secondary and higher education from which will come leadership in all walks of life and support for technical development in agriculture and industries. Thus it is only realistic that special emphasis should be placed on primary education.

Primary education, as it exists today in East Pakistan, presents numerous difficult problems. One of the most difficult is the large number of children between six and eleven years of age who prematurely drop out of school. This problem requires immediate attention. It is indeed regrettable that about 89% of the pupils who enter the first grade of the primary school fall by the wayside before reaching the fifth grade. This rate has been almost constant from 1947-1948 through 1956-1957, the first ten years of independence. The enrolment of pupils in grade I in 1947-1948 was 1,581,820, but the number continuing in each grade fell steeply until only 138,632 were to be found in grade V in 1951-1952. Similarly, the enrolment in grade I in 1952-1953 was 1,557,947 which dwindled to 194,251 in grade V in 1956-1957.<sup>1</sup> The curves in Figure 1 show the steep decline of the enrolments, and demonstrate that this decline was not limited only to the chaotic five years immediately following partition, as is sometimes erroneously thought.

The present study is concerned with this large number of drop-outs of children from the primary schools in East Pakistan. It is an

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Data collected from the Directorate of Education, Government of East Pakistan. Complete enrolment details from this same source may be found in Appendix E.

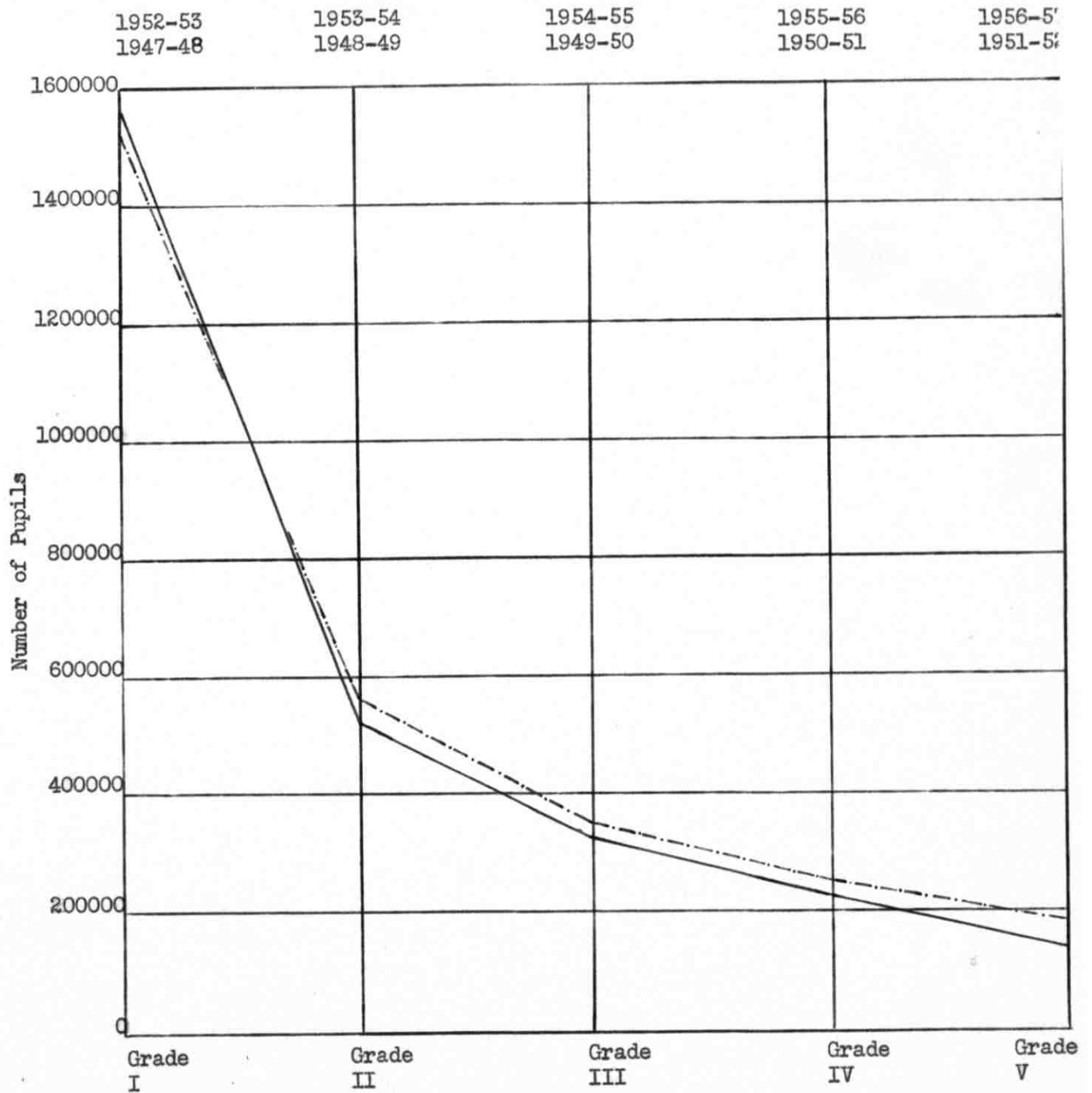


FIGURE I  
Enrolment in the Primary Grades of East Pakistan

1947-48 to 1951-52 (—)  
1952-53 to 1956-57 (---)

attempt to investigate the problem, to find the factors contributing to this large number of dropouts and to put forward a few suggestions for the improvement of the situation.

### Importance of the Problem

In selecting a topic for study it is felt necessary to know its importance and the need for its study. This knowledge determines the nature and length of the study. The problem of dropouts of children from the primary schools in East Pakistan is important in numerous ways, and invites immediate attention of the educated minds of the province. The importance of several aspects of the problem may be summarised as follows:

Wasted Effort: It is evident that the great bulk of the primary school children in East Pakistan give up their studies and leave the school even before reaching the fifth grade. About two-thirds of the pupils leave the school before reaching the second grade. Permanent literacy cannot be ensured unless a pupil stays in a school for at least four years. So the design to ensure functional literacy and to inculcate a sense of moral and civic responsibility that may help the children to function in the society with reasonable efficiency, cannot materialise. The one or two-year period of their stay in the school is thus a great waste not only of their own efforts but also of the efforts of their teachers as well.

Wasted Money: There is no doubt that Pakistan has a limited

economy and the amount spent on education is very low in comparison with what is spent in many other countries. Under the constitution education is a provincial subject. In East Pakistan it is the shortage of funds which is obstructing education more than any other factor. The amount allocated to the educational budget is limited not only by the size of the provincial budget, but also by the demand for funds in other fields. When the available funds are so limited, it is imperative for all concerned to see that the maximum possible utility is made of what is available. But since most of the primary school children give up their studies without gaining any benefit of permanent literacy, the lion's share of the money spent on primary education is wasted. It involves a huge waste of money not only on the part of the government, but also on the part of the parents who have to spend money on books, clothing, equipment and transportation for their children.

Effect on Higher Education: The educational system of a country is like a chain and the different stages of education such as primary, secondary and university are the different inter-related links of the chain. Weakness in any of these links equally affects the other. The large number of dropouts of children in the primary schools has a very adverse effect on the higher education of the province. Primary schools are the feeding institutions for the secondary schools. As a river cannot be sweeping on the plain unless it gets enough supply of water from its catchment area on the hill, so the higher education of a country cannot fully develop unless it gets an adequate supply of students from the base, and primary schooling is this base. Education is a continuous process from the cradle to the end of life, but the



education of a child in a formal sense begins in the primary school. It cannot be started abruptly from the secondary level. But as a result of the large number of dropouts in the primary level, the enrolment in the secondary level and onward is also getting thinner and thinner, and ultimately the output of the educated mind, which is at present the country's dire need, is insignificant.

Retardation of National Progress: The progress of a country is closely related to the education of her people. Education has been a condition requisite for human survival since primitive society. In the past societies, whether they were monarchical or oligarchic or priestly, there was a sharply defined hierarchy and decisions were taken by a comparatively few. It was, therefore, possible for the society to function and even progress if education did not reach all the people. Today the position is entirely different. The decisions still remain in the hands of a few, but these few derive their power and authority from the acquiescence, if not the willing consent of the many.<sup>2</sup>

Modern conditions have made the need for both general and specialized education more urgent than ever before. This era is an era of profound social and cultural changes. Science has broadened our horizon of experience. To initiate any substantial changes in East Pakistan, the first pressing need is the education of her people.

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<sup>2</sup>  
Humayun Kabir , Education in New India (London, George Allen and Unwin Ltd., 1956), p. 75.

Any changes in the modern form of agriculture, industry, or commerce demands a good general education for the people.

It is said that there is no country which is intrinsically rich or poor: it is what the people make of the available resources that is crucial. A country like Japan which is not rich in mineral resources is one of the most highly industrialized countries of the world through the efforts of her people. On the other hand there are vast areas in tropical Asia and Africa which, in spite of immense natural wealth, are poor.<sup>3</sup>

Thus it is on the education of the people that the social and economic progress of the province heavily depends. The large number of dropouts of children in the primary stage is a great handicap for the entire educational system of the province. This circumstance, in the long run, results in the retardation and stagnation of national progress. The importance of education as the first condition for the progress of Pakistan was clearly envisioned by the father of Pakistani Nation, Muhammad Ali Jinnah, when in the first educational conference of the country in November 1947, he emphatically stated:

The importance of education and the right type of education cannot be over emphasised. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make a real, speedy and substantial progress we must earnestly tackle this question and bring our educational policy and programme on the lines suited to the genius of the people, consonant with our history and culture and having regard to modern conditions and vast developments that have taken

place all over the world. There is no doubt that the future of our State will and must greatly depend on the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build our future economic life and to see that our people take to science, commerce, trade and, particularly, well planned industries. We should not forget that we have to compete 4 with the world which is moving very fast in this direction.

### Methods of Study

The present study is comprised of: (i) a survey of the socio-economic conditions in East Pakistan pertinent to dropouts of children from the primary schools; (ii) a survey of pertinent factors in the present system of primary education in East Pakistan; (iii) analysis of the factors contributing to dropouts of children from the primary schools in East Pakistan: classification of the factors and the establishment of their relative importance; and (iv) on the basis of these reviews, analyses and experiences, a few practical suggestions are made to help improve the situation.

To this end the study is based on: (i) review of available pertinent literature; (ii) collection of data from the government and other relevant sources and (iii) questionnaires. Two types of questionnaires have been used — one for the teachers of primary schools and

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Quoted by Government of Pakistan Planning Board, The First Five Year Plan, 1955-60 (Karachi, The Manager of Publications, 1956), p. 400.

the other for the parents of primary school children in East Pakistan. In all sixty-five questionnaires for teachers and forty-five for parents were sent to East Pakistan and 100 per cent replies have been received. The purpose of using the questionnaires was primarily to collect facts and opinions, which could not have been otherwise obtained, from parents and teachers relating to the dropouts of primary school children.

### Delimitations

Scope of Study: The large number of dropouts of children from the schools is a problem of grave concern in both the wings of Pakistan. The two wings are widely separated by more than one thousand miles and possess diverse characteristics, both physical and cultural. Consequently the system of education in one differs widely from that in the other. Because of these differences it does not seem feasible to consider the problem in the perspective of both in one study. This study is, therefore, limited to East Pakistan.

Again, in East Pakistan the problem is as acute in primary schools as it is at the secondary level. But the nature of the problem in the two stages is different. Because of this difference and the limited time, the study is confined to the field of primary education alone.

Limitations in the Method of Research: The present study is the first of its kind in East Pakistan, but a comprehensive treatment

of the subject is not possible in this study for various reasons. The study was carried out at the American University of Beirut, some three thousand miles away from East Pakistan. In the course of the study it became another problem to procure necessary data and information from East Pakistan because of the long physical distance and of the very scanty educational research so far done in East Pakistan.

To supplement this, some questionnaires were sent to East Pakistan, but even then, there was the difficulty in administering them to the teachers. Many of the primary teachers feared filling in the questionnaire in their own handwritings, and many of the parents did not even know how to write. In these cases the man who administered the questionnaires had to fill in the questionnaires himself as they dictated.

Lastly, a fully comprehensive study of this type would require time and resources far beyond what are available for the present study.

## CHAPTER II

### A VIEW OF THE SOCIO-ECONOMIC CONDITIONS PERTINENT TO DROPOUTS FROM THE PRIMARY SCHOOLS OF EAST PAKISTAN

Education may be broadly defined as a process of growth of an individual in order to be a better and more efficient member of the society in which he lives. Education, though in this sense an individual need, is nevertheless a social need. It is through education that an individual acquires the social values. Again, it is through the education of its members that a society perpetuates itself. The nature of education in any society, its aims, curriculum and methods are determined by the prevailing needs and interests of that society, keeping the individuals in the foreground and the society in the background. So to examine any general problem of education in a society, it is felt necessary to examine it in the prospective of that society. In East Pakistan the impact of the socio-economic conditions of the people is tremendous towards the retardation of the educational advancement in the province. Extreme poverty, high rate of illiteracy, low life expectancy, traditional outlook — these are a few of the many which are directly or indirectly arresting educational progress. The following account will throw some light on the socio-economic conditions

in East Pakistan.

## ECONOMIC CONDITIONS

### Occupations and Income

The geography of a country plays an important role in determining the occupations of her people. About three-fourths of the Undivided Bengal which now constitutes East Pakistan, is a deltaic region lying between latitudes  $20^{\circ}45''$  N. and  $26^{\circ}36''$  N. and between longitudes  $38^{\circ}$  E. and  $92^{\circ}30''$  E. A network of rivers with many tributaries and canals combine to make East Pakistan an alluvial plain with frequent floods. The seasonal visit of the monsoon pours upon it at least adequate rains. But the area is sadly deficient in mineral resources. In fact, no mineral resources are being extracted at the present.

As a result of these conditions an economy has naturally developed based almost entirely on agriculture. Of the total civil force, which includes unpaid family helpers, 83.2 per cent are directly or indirectly engaged in agriculture, while only 16.8 per cent are engaged in non-agricultural operations. <sup>5</sup> Though agriculture is thus the occupation of most of the people, it is not as well developed as in

some Western European countries such as Denmark and Holland. It is still characterised by primitive implements, dependence on the capricious monsoon and surrender to the occasional ravages of floods. The farmers have very little idea about modern scientific methods of agriculture. As a natural consequence, the productivity of the lands is diminishing and the output of crops is becoming uncertain rendering scarcity and poverty the two perennial problems to them.

The conditions of the landless agricultural labourers which constitute 14% of the total agricultural labourers are the most deplorable. What must be emphasised is the extremely precarious nature of the work of a landless labourer. He is seldom sure in the morning whether he will earn enough during the day to procure meals for himself and his family. The landless agricultural labourer is generally the largest casualty in famines and natural disaster. This class of persons is always on the margin of subsistence possessing hardly any reserve power.<sup>6</sup>

Next to agriculture, cottage industries occupy an important position in the economy of the province. Nearly 996 thousand persons were reported as being engaged in these industries.<sup>7</sup> Among the more important cottage industries may be mentioned: cotton weaving, (molasses) making, matting, fishing net making, boat building, oil

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<sup>6</sup>  
Ibid., pp. 47-48.

<sup>7</sup>  
Ibid., p. 55.



extraction and processing, bidi making, pottery, agricultural smithy and iron implement making. There was a time when the cottage industries were sufficient to meet the demand of the province both in quantity and quality. Today, the position is different. With the introduction of the large scale modern industries and the imports of foreign goods the cottage industries have been hard hit. But still they retain considerable importance and those engaged in any of these industries are economically better off than the average agricultural labourers.

Business is almost the monopoly of a certain section of the people and it tends to continue through the generations. The business men constitute a class by themselves. They are generally the rich people and enjoy a high status in the society. Of course, there are people who carry on very small scale business such as dealing in vegetables, betels and cigarettes, certain food stuffs, etcetera. Some of them are poor and can hardly manage to make both ends meet.

Fascination for the 'white collar' jobs in the government offices as well as in the private organizations is highest among the educated section of the people. Except for the high officials, the salary of an ordinary government servant is hardly sufficient to maintain a family of three or four members. But a post in a government office gives its holder a position in the society. Moreover, the security, old age pension and some other facilities are greatly counted upon. In consideration of the qualifications and the importance of the tasks they perform, the teachers are, of all the departments, the most

ill paid. The average monthly pay of a primary school teacher in compulsory schools is 44 rupees and in non-compulsory schools 24 rupees. <sup>8</sup>

Industries in the modern sense still play a relatively insignificant role in the life of the people. In the three decades immediately preceding the partition of Bengal a considerable amount of industrialization took place in the Undivided Bengal which, however, by-passed the region now forming East Pakistan. Since partition the dearth was acutely felt and efforts were being made by the government and private enterprise toward the industrial development in the area. As an outcome, a few big and many small industries have grown up. But the achievement is still low and the number of the people working in the industries is relatively very small.

It is important to note that in industries the average daily wage of a worker comes to Rs. 2.33. As compared with this, the average daily income of a landless agricultural labourer is Rs. 1.38. <sup>9</sup> Moreover, in some cases, industrial workers get the benefit of many other facilities such as housing accommodation, free medical treatment, free education for the children, bonuses, etcetera. The higher wage and the facilities of the industrial employment have resulted in keen competition among the labourers in seeking employment in the industries and

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East Pakistan Educational Reforms Commission, Report of the Educational Reforms Commission, East Pakistan: 1957, Part II (Dacca, Chief Minister's Secretariat, 1957), p. 2.

9

Husain, op.cit., p. 141.

factories. In these days a trend is being noticed among the rural agricultural labourers and the young children to migrate to cities and towns to try their luck.

With the growth of urbanization a few more profitable occupations are being thrown open to the workers. The most important of them are rickshaw and motor driving. Driving rickshaws and motors form the occupation of a goodly number of people. Besides, many children of school going age come from the villages to towns and engage in domestic services.

#### Child Labour Laws

Under the Employment of Children Act 1938 and the East Bengal Factories Rule 1953, no child who has not completed his twelfth year can be employed in a factory and no child over twelve or an adolescent can work unless he has been granted a certificate of fitness by a surgeon. While at work he shall carry a token giving reference to his certificate of fitness.

In practice there are exceptions. "... in two factories at least it was found that children less than twelve were working and in the case of one a boy aged ten actually came up on the sample list of the workers drawn for interviews." <sup>10</sup> Apart from regular employment,

as stated by Husain, there is no doubt that in many cases the children come to assist their adult relations working in the factories in an unauthorised way. According to the ILO Labour Survey Mission in Pakistan a large number of boys from seven to fifteen are to be found in a number of factories on piece work and in some cases they perform tasks in excess of their reasonable physical capacities.

Under the factories Act 1934 (as amended up to 1952) all factories employing over twenty persons and using power have to be registered. Thus a great number of small factories employing less than twenty persons are left unregistered and no account of the substantial labour force working in these establishments is taken. It is in these unregistered small factories that one will find a great number of children working.

#### Opportunities for Employment

East Pakistan is one of the most thickly populated areas of the world with a population density of 781 per square mile.<sup>11</sup> The employment of the teeming millions is one of the most critical problems that faces the province today. The developments in all the fields are still at a low ebb due to the scarcity of resources consequently opportunities for employment of the people are limited. A young graduate who might have spent the last reserve of his parents for his studies may be found

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East Pakistan Educational Reforms Commission, op.cit., p. 1.

floundering about helplessly for a job. Competition for any job is becoming very keen. The position of the science and technical students and skilled labourers and of those who are good students, is to a great extent secured. For the illiterate and the unskilled labourers the problem is more acute and critical. This is producing a vicious effect on the social life. This may be regarded as a cause for the increasing dissention among the people, delinquencies, and crimes and the increasing beggary.

To sum up, the average economic conditions in East Pakistan are low. This is clearly reflected in the low standard of living of the people. The per capita income of the people of Pakistan is hardly over 250 rupees per annum. This is among the lowest national incomes of the world. As against this the per capita national income of Turkey in 1952 was 560 rupees, of the United Kingdom 2,500 rupees and of the United States of America 6,230 rupees.

## SOCIAL CONDITIONS

### Literacy and Education

As regards the education of the people, East Pakistan presents a lamentable picture. The extent of illiteracy is so high that to

write anything about education, causes one to think first of illiteracy. According to the census report of 1951, the rate of illiteracy in the province is 84%.<sup>13</sup> To put it in another way, of all the people only 16% are literate including those who can only read and write Bengali. The rate of functional literacy will be much lower than 16%. Literacy among women is not even half of that among the men.

Most of the educated people live in the towns and generally have little contact with the rural people. The villagers who constitute the great majority of the East Pakistani people live, in fact, in the darkness of illiteracy and the problems of life to them are many and acute. In the society the two classes — the educated few and the illiterate masses — can be easily identified by their respective ways of living and by the positions they hold in the society. The educated sections enjoy a higher social status and have a comparatively better standard of living. They generally possess a sense of superiority and the social intercourses between the two sections are not fluid and easy. This is clearly reflected when Stanley Maron states:

In a land of overwhelming illiteracy, education is one of the most important factors in determining social status. The infinitely small group of foreign trained graduates are the major articulate social and political elite. They are also the leading modernists. Between them and the masses of the peasants is a gap which comparatively few national leaders have learned to bridge.<sup>14</sup>

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East Pakistan Educational Reforms Commission, op.cit., p.1.

14

Stanley Maron, ed. Pakistan: Society and Culture (New Haven, Human Relations Area Files, 1957), p. 14.

## Religion

Religion is inseparably integrated in the life of the people of East Pakistan. Of the different religions Islam and Hinduism come first. According to the census report of 1951, 76.8% of the people are Muslim, 22% Hindu, and the rest 1.2% Christian, Budhist, etcetera.<sup>15</sup> Feelings for one's own religion are very high. In the past this has culminated in the bloody communal riots between the Muslims and the Hindus. The two religions are quite distinct from each other and have determined for their adherents two different ways of life, though they live in close proximity under the same geographical conditions. The Christians, though relatively very few, have more adapted to western or modern customs.

The masses hold a fatalistic attitude of religion in the sense that what God has planned for them must happen. Many of the phenomena for which they find no ready-made answer, or which apparently appear to be beyond their control, are attributed to the will of God, and they resign in a state of helplessness. To take an example, birth is generally considered to be the will of God and the control of birth is regarded as an antireligious and sinful act.

## Health

Health is the greatest asset one can possess. It constitutes

an indispensable factor in the happiness of men and women. Their efficiency as productive members of the community depends upon it, and the richness of their social and family life is affected by it. Good health is essential to the efficiency of modern industrialisation, to the realization of the broader aims of education, and to the strength and prosperity of the nation.

Health has been an age-long problem for the whole of the Indo-Pakistan subcontinent. The standards of health in densely populated East Pakistan are inevitably low. The average life expectancy which is around thirty years <sup>16</sup> will speak of the whole problem. Inadequate nutrition, unsanitary conditions, insufficient medical facilities, and meagre parental care all contribute to the prevalence of ill health, epidemics, and the high rate of infant mortality. Malaria, cholera, pox, dysentery, various types of fever, take a heavy toll of life though most of them are preventable. In the villages health and diseases are still attributed to destiny. Even the outbreak of epidemics in a serious form is considered to be associated with some evil spirit or some Hindu goddess and the people will be seen performing special prayers and the spiritual rites to prevent it.

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According to Statistical Yearbook:1956 prepared by the Statistical Office of the United Nations, New York, life expectancies for the males and females of India were 32.48 and 31.66 years respectively during 1941-1950. These data are probably applicable also to the people of East Pakistan.



### Family Relationships

Life in East Pakistan is predominantly a village life. The village life centres around the family which throughout the ages has proved a highly stable social unit. The family is patriarchal in character, and its members consist of the father, his wife, their children, and usually a number of dependents. In towns the family is more nuclear in pattern.

Recurring wants and unhealthful conditions of living make family life in the villages miserable, and at times intolerable. Quarrels among the different members of the family on domestic affairs are frequent, and sometimes rise so high as to end in serious feuds. The individual aspiration of a member often comes into clash with the interest of the family and in many cases he cannot rise above the narrow interest of the family.

The early marriage of the girls except in the cases of a few educated families is commonly prevalent. The practice of early marriage when the girls are not mature for marital life, is responsible for many an unhappy marital life and the resulting divorces. Moreover, they become mothers of two or three children at a very early age, and due to poverty and lack of experience they fail to take the proper care of their own health and that of the children. As a result, the young mothers and the children lose their vitality, and this is probably an important cause for a high rate of mother and infant mortality in the region. In the case of a mother's death the lot of the children becomes

miserable in the hands of their step-mother and this is a most unhappy picture of a family.

#### Attitude Toward Change

The Indo-Pakistan subcontinent had been regarded from time immemorial as the land of riches, and East Pakistan, being a part of it was not an exception. Until the beginning of the Second World War, when the tide of the modern technological change had not reached the common life in East Pakistan, the necessities of life were cheap, and the wants of the people were few and simple. They were apparently happy and contented with their inert life, and did not feel the need for bringing about any change in it. Then the inhuman sufferings of the war followed by the intoxicating waves of national independence provided them with a new horizon of experiences, and a different outlook about their life.

There is no denying the fact that even today the villages are moribund and the peasants who are the backbone of the country live without present satisfaction or future hope. In many cases they are not even conscious that their conditions could be improved. But it is also a fact that with the achievement of power by the people, the growth of industries, and the spread of education, there has been a corresponding change in their attitude. They find the present conditions of life different, and this has been acting as a force on them causing adaptation to the changed circumstances. There is also the growing recognition that the age-old belief in destiny, and the

lack of education are the causes of their poverty and miseries.

Today tractors are being used in the field, men and women are working together in the factories, even the most illiterate and traditional parents are sending their children to school — these are indicative of the fact that the people are ready to accept the change in their traditional and inert life if they can understand the significance of the outcome.

## CHAPTER III

### A SHORT STUDY OF PERTINENT FACTORS IN THE PRESENT SYSTEM OF PRIMARY EDUCATION IN EAST PAKISTAN

The educational system of a society in all of its phases — primary, secondary, and university — is itself an integrated whole. Any change in one part of it affects the others. The large number of dropouts of children is not an isolated problem in the system of primary education in East Pakistan. A study of the problem involves many other factors in the primary education without which the study becomes unfeasible. The following account will give a short view of the pertinent factors in the present system of primary education in East Pakistan.

#### THE AIMS OF PRIMARY EDUCATION

The formulation of well defined aims lies at the very beginning of an educational programme. Education is not a haphazard enterprise. It is important for all concerned in an educational programme to know where they are going, what they are endeavouring to do, and whether

they are heading for a right or wrong destination. If the basic aims are not known at the outset, it leads to corresponding confusion in the other phases of the programme.

We hear of confusion and inconsistency in the system of primary education in East Pakistan. They follow largely from the lack of proper co-ordination between the aims and the practical ways and means by which these aims are to be attained. It cannot be totally ruled out that the interests and aspirations of a country ruled by a foreign power are largely sacrificed to those of the ruling class. During the foreign rule for about two hundred years the aims of primary education in East Pakistan could not crystalize in consonance with the history, culture and the needs of the people of the land. As a matter of fact, the aims of primary education were regarded as a preparation for the secondary schools with an ultimate aim to produce officers for administration.

Since the beginning of independence there has been a train of changes in the social, political, and economic fields. The educational thinkers of the province have been working on remodeling the primary education in a way suitable to the needs and aspirations of the people. The Notification of the East Pakistan Education Directorate, 1951 was the first to put in some changes in the curriculum, syllabus and time tables. In this notification the aims of primary education were not specifically laid down. But the aims were implied when the functions of the curriculum were defined as: physical development; mental and emotional growth; social and moral training; preparation for everyday life.

In 1957 the Government of East Pakistan appointed an educational reforms commission of some prominent educationists of the province in order to examine the present system of education and to put forward suggestions for its necessary modification. The aims of primary education as seen by this commission were precisely the same as were laid down in the notification of the Education Directorate. Neither in the notification of the Education Directorate nor in the report of the Educational Reforms Commission were the aims sufficiently elaborated. However, the aims seen by them appear to be sound in theory if they are interpreted as follows:

#### Physical Development

An essential step toward the improvement of health is to spread through health education knowledge about the causes of disease and measures for its prevention. If the next generation is to be healthier than the present one, there must be emphasis on health education and training for the children right from the very beginning of their school life. School life is filled with many opportunities for health teaching. Throughout the day children are exposed to many situations which may influence how they feel, what they understand and how they act in respect to their own health and that of others. A school that neglects the instruction and training of its pupils in the getting and the maintaining of health has no true vision of its real function in the society.

### Emotional and Mental Growth

Physical well-being characterized by the absence of disease or defects in the smooth performance of bodily functions is not enough to meet the crises of life. Of course physical health is fundamental, but there exists also the need for emotional stability and social adaptability. The period of primary schooling constitutes the formative years of the children and the school must provide experiences and activities for the development of their intellectual abilities for the correct formulation of their habits and attitudes. These are necessary to help develop critical thinking, appreciations, and adjustments to social relationships.

### Social and Moral Training

A most fundamental responsibility of a citizen is to be understood and to understand the other members of the society. The children as the future citizens of a democratic country must be so trained that they acquire a proper sense of social and moral values, realize the basic purposes of the cultural and religious groups to which they belong and behave in such a way as might make themselves and others around them happy. With this end in view, the children have to be trained to develop such qualities as co-operation, brotherhood, tolerance, courtesy and a deep regard for equality and justice.

### Preparation for Everyday Life

"In the primary schools no undue emphasis should be placed on

the direct preparation for the child's future life. Fullest develop-  
 ment of the child in his present stage of life should be the aim."<sup>17</sup>  
 Instead of teaching ideals through books and teachers children should  
 be provided with experiences which are associated with their real life  
 situation. The children should achieve skills for communication, easy  
 mathematical calculations, skills for home management, knowledge about  
 the means of earning a livelihood, and so on.

### COMPULSORY EDUCATION LAWS

#### Areas of Compulsory Education

During the last three decades of the British rule attempts were made to improve the status of primary education in Indo-Pakistan. Before gaining any spectacular improvement, the Second World War affected the primary schools very adversely. Most of the qualified teachers left their ill-paid jobs in the schools when they had got more attractive ones created by the war. Due to extreme preoccupation with the war the government also failed to pay the necessary attention to the matter. However, ever since the beginning of independence the importance of the situation was fully realized by the central and the provincial governments. The various provinces adopted the scheme for the introduction of compulsory primary education in each province.

In 1951 East Pakistan introduced a compulsory education law on



a ten year scheme. Under this law the school age for compulsion was six to eleven years. In the beginning one suitable union (the smallest administrative unit) in each thana was selected for the purpose. Most of the teachers in these schools were trained. Their pay which was provided by the government was much increased. By 1957 the scheme covered a little over one fifth of the province.

#### Enrolment and Attendance of Pupils

Primary education is free of direct charges for all the children throughout the province and admission to school is open to all children without any regard for their social distinctions. The children have to provide their own books, transportation and other incidental expenses.

The control of attendance in the compulsory areas was vested in the local attendance committee with the headmaster as the secretary. The local union advisory committee was placed under the supervision and guidance of the sub-inspector or assistant sub-inspector of schools. The attendance committee was ordinarily appointed by the union board for one year. The union advisory committee was required to take annually a census of all children of school going age. The duties of enforcing attendance were entrusted to the union advisory committee and the school attendance committee both of which included representatives of the local people. The penalty for the first two offences was a fine not exceeding Rs. 5 and on the third and subsequent offences the penalty may extend to Rs 50.

The system no doubt appears to be sound in concept. In practice there was a serious lag. The non-official members of the attendance committee were indifferent to their duties and sometimes the local circumstances forced them to be so. The village politics were a considerable hindrance to the proper working of the attendance committee. The headmaster, as the secretary of the attendance committee, did not have sufficient influence over the members so as to adopt any coercive measures against the offenders.

Under these circumstances the anticipated result was not attained. However, the success achieved was not unremarkable. This is clearly revealed in a comparison between the level of enrolment in the province as a whole and the level of enrolment in the compulsory areas. To follow the report of the East Pakistan Educational Reforms Commission 1957, the percentage of enrolment on the provincial level was little over fifty in 1957 whereas, that in the compulsory areas was <sup>19</sup> seventy in 1954.

In 1957 all the district school boards which controlled the primary schools outside the compulsory areas were abolished, and all the primary schools were brought under the direct control of the provincial government. At the same time the existing system of compulsory education was also done away with and in its stead one school in each union has been converted to a 'model school' with

better trained teachers and better equipment.

## THE PRESENT CURRICULUM

### Nature of the Curriculum

Curriculum being the students' avenue of approach to knowledge is a matter of prime importance in an educational programme. The basal framework of instruction is the curriculum. "Without a curriculum, the school is in precisely the same situation as is a builder who bids on a project without plans and specifications and proceeds to erect with no better guidance." <sup>20</sup> In systematic and effective instruction, the plans and specifications for meeting the needs of the learners are provided in the curriculum.

Speaking in terms of Pakistan, the system of primary education is decentralized, but within the province it is strictly centralized. The system of primary education is uniform all over East Pakistan and is administered and controlled by the provincial government. The curriculum and the time table are made by the Director of Public Instruction in advance for the whole of the province. As a rule, all the primary schools are required to follow them in toto. But there are some flexibilities in certain circumstances.

Schools giving emphasis on activity methods, cannot, of course rigidly follow the prescribed time table or the syllabus. Such and other variations in curriculum, syllabuses and the time allocated to each subject as may be allowed by the District Inspector of Schools subject to a report to the Director of Public Instruction, who may if necessary issue direction in such matters from time to time.<sup>21</sup>

### Contents of the Curriculum

The contents of the curriculum are the one and same for all the schools without paying any regard to the local differences. The curriculum and the time allotted to each subject are presented in Table I.

TABLE I  
PRIMARY CURRICULUM AND HOURS PER SUBJECT PER WEEK<sup>22</sup>

S U B J E C T	C L A S S				
	I	II	III	IV	V
Mother tongue, reading and writing	6½	7	7	6	6
Arithmetic	3	3	3	3	3
Social studies (History, Geography, Civics)	-	1	1½	1½	1½
Elements of Science (including health care)	1	1	1	1	1
Urdu <sup>23</sup>	-	-	-	1	1
Religious instruction	-	1½	1½	1½	1½
Physical training and Music	2	2	2	2	2
Arts and Crafts	2	2	2	2	2
	14½	17½	18	18	18

<sup>21</sup>

Director of Public Instruction, op.cit., p. 3.

<sup>22</sup>

Extracted from Huq, op.cit., p. 53.

<sup>23</sup>

Urdu has now been replaced by English.

Table I reveals that there is no room for individual choice. The major emphasis is given to language and arithmetic. As a matter of fact, the children have to learn two more languages — English and Arabic — in addition to their mother tongue. Though the teaching of Arabic is not specifically provided in the provisions of the curriculum, the children are required to learn it in order to be able to read the Holy Qur'an. Most of the teachers and the parents regard the primary level as preparatory to secondary schools. So the subjects such as arts and crafts and music, which are not required in secondary schools, are very often neglected.

#### THE PRESENT METHODS OF TEACHING

Teaching is a great art. The effectiveness of a curriculum obviously lies in the teacher who interprets it and makes it functional. There is no doubt that the nature of a curriculum in a large measure determines the methods of teaching. But it is also true that a bad curriculum becomes a good one in the hands of an expert teacher, whereas a good curriculum may become a bad one in the hands of an inexperienced teacher.

In the primary schools of East Pakistan the conventional methods of teaching through textbooks are mostly followed by the teachers. According to the report of the East Pakistan Educational Reforms Commission 1957, 46,003 out of a total of 67,775 teachers are trained. The dearth of trained teachers is a handicap for effective teaching.

Even then, those who are newly trained and are familiar with curriculum development around the children's experience in practice follow the traditional methods popular with the other teachers and the parents. Emphasis is placed on rote memorization by the children without giving them opportunities for creative activity. The teachers present the lessons and the children try to memorize them irrespective of whether they get the meaning or not. Of the sixty-five teachers asked in the questionnaire, not all even use black board, a few use maps and only two use some materials other than chalk board and map as their teaching aids. This fact alone throws some light on the nature of the teaching situation. Thus, the active participation of the children, which forms the core of the modern art of teaching is not encouraged and teaching becomes a one way process only for the teachers.

Discipline in the class is a characteristic of an efficient teaching situation. As reported by the teachers in the questionnaire physical punishment such as caning, standing upon the bench are in vogue, though not very frequently used.

The teachers alone should not be blamed for this state of affairs. The schools can hardly provide the teachers with necessary equipment. Even so, under the circumstances the teachers fail to make the best of what is available. They are so inadequately paid that although it is a breach of professional ethics, they are forced to engage in some other work to subsidize their income. Consequently their energies and interests are divided and sometimes it happens

that their interests in teaching as a profession becomes secondary.

#### THE PRESENT SYSTEM OF EVALUATION

Evaluation may be broadly defined as "the process whereby the values inherent in an event are determined."<sup>24</sup> The worth of an educational program is evaluated in terms of the anticipated outcome — the changes it produces on the educands. The changes do not only refer to their amount but also to their desirability, the changes that are conducive to the development of the child as a total personality. In this sense, evaluation in a school designates a more comprehensive measurement than is implied in conventional tests and examinations.

Unfortunately this broader concept of evaluation is rarely realized by the teachers and the parents in East Pakistan. The general technique of evaluation is the giving of examinations to the children. Formal examinations are taken in each school twice or thrice a year. Major emphasis is placed on the results of the annual examination which largely determines their eligibility for promotion to the next classes. It has been found from a study of sixty-five primary schools in East Pakistan that an average of about 26% of the children are retained in the same class as a result of their failures in the examinations. Such a huge amount of retention in the primary schools is uncommon in most other countries. So the preparation of the children centres around the

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Robert M.W. Trasers, Educational Measurement (New York, The Macmillan Company, 1955), p. 6.

examinations. This practice denies the participation of the children in many other important aspects of school life, and deprives them of the real interest of education.

## FACILITIES FOR THE CHILDREN

### School Buildings and Equipment

The conditions of primary school buildings in East Pakistan are generally very poor. A few schools attached to training institutions and in towns present a somewhat better picture. Excepting the schools attached to the training institutions and the old district board schools, they are all gifts from the public of the vicinity and many of them are attached to the dwelling houses of the donors. So in many cases their locations are not central for the purposes of the village or villages to be served. The villages which require a school, but have no donors of means are at a great disadvantage. The children of these villages have to walk relatively long distances for their schooling.

The school buildings, excepting a few in the town, are usually tin sheds with low muddy plinth and bamboo walls. The floors in many schools are damp and become worse during the rainy season. The situation is further aggravated by the inundation by the frequent floods.

The equipment of an ordinary primary school is even more modest



than its building. It consists of a few chairs and tables for the teachers and benches for the children. In some schools which cannot provide benches for all the children, mats and low desks are used in the lower classes. The teaching aids that an average school has are: one black board in each class and maps of Pakistan, province, district and thana.<sup>25</sup> Very few schools have any library worthy of the name.

### Sanitation and Medical Services

As many of the school buildings were originally built for other purposes and later converted to schools, they lack from the sanitary point of view. The lighting is usually bad, the rooms are congested and the benches and desks are unhygienic. As known from the results of the questionnaire, many schools have to depend for their water supply on ponds and wells outside of the school grounds so that neither clean nor fresh water is available in many cases. The common drinking cups are still in use. The doors and windows of the school houses are never screened. The toilet facilities are generally a disgrace and a menace to the community. To add to all these unfortunate circumstances, the people in the communities are usually conservative and in little sympathy with hygiene and sanitation.

For practical purpose, there is still no arrangement for medical inspection and treatment or for supplying milk or meals in

the primary schools. As a normal case, the children are vaccinated against small pox and cholera once a year. There are some schools in the remote areas where the children do not even get this minimum benefit in time.

#### Sports and Games and Cultural Activities

Like many other things the facilities for sports and games are also meagre. Even all the schools do not have a play-ground for the children. A school without facilities for physical and cultural activities is an educational deformity. Though the curriculum emphasises the physical and cultural activities, the children are in fact seldom encouraged to develop the corporate life of the school. The teachers and parents in most cases seem to be reluctant about this important phase of education. However, the popular recreations for the children outside their schools are some country games such as, hadudu, daribandha, bonchi, etcetera, which involve no costs and equipment.

The town schools present a somewhat different picture in this respect, because both the parents and the teachers are more conscious of the need and the situation is more favourable. In these schools football is the most popular of all the games. Annual sports are held with competition among different schools and prizes are awarded. The children are also encouraged to organize and take part in different social functions.

## CHAPTER IV

### FACTORS CONTRIBUTING TO DROPOUTS FROM THE PRIMARY SCHOOLS OF EAST PAKISTAN: THE RESULTS OF QUESTIONNAIRES SUBMITTED TO PRIMARY SCHOOL TEACHERS AND PARENTS OF PRIMARY SCHOOL CHILDREN IN EAST PAKISTAN

The present chapter deals with the factors contributing to the dropouts of children from the primary schools in East Pakistan. To this end, as mentioned in Chapter I, two types of questionnaires have been used — one for the primary school teachers and the other for the parents of primary school children in East Pakistan. The questionnaires were prepared at the American University of Beirut, and were phrased in English. After the approval of the Department of Education and of the Dean of the Faculties of Arts and Science, they were mailed to a relative in East Pakistan along with a copy of the Bengali translation. He administered the questionnaires to the teachers and the parents.

#### RESULTS OF THE QUESTIONNAIRE TO TEACHERS

##### Characteristics of Teachers

Of the sixty-five teachers in the sample not more than one

teacher was selected from each school. In other words, they represent sixty-five different schools. Most of these schools are located in rural areas. It will not be out of place to mention here that only 200.72 square miles out of 54,137 square miles of East Pakistan constitute urban areas.<sup>26</sup> The rest constitutes the rural areas. The following tables show the characteristics of the teachers in the sample.

TABLE II  
AGES OF THE 65 TEACHERS IN THE SAMPLE

Years of Age	21-25	26-30	31-35	36-40	41-45	46-50	51-55	Mean
Number of Teachers	1	21	17	17	8	0	1	34.9

The age range of the teachers in the sample varies from 22 years to 52 years with a mean age of 34.9 years. But the age range of 84.6% of the teachers is between 26 and 40 years.

TABLE III  
ACADEMIC QUALIFICATIONS OF THE 65 TEACHERS IN THE SAMPLE

Academic Qualifications	Matriculate <sup>27</sup>	Non-matric <sup>28</sup> Trained	Matric Trained <sup>29</sup>
Number of Teachers	10	24	31

<sup>26</sup>East Pakistan Educational Reforms Commission, op.cit., p.1.

<sup>27</sup>Matriculate teachers are those teachers who possess only the Matriculation Certificate i.e. secondary school leaving certificate.

<sup>28</sup>Non-matric trained teachers are those teachers who do not

Table III shows that of the teachers selected ten are matriculates, twenty-four non-matric trained, and thirty-one matric trained. About half of the teachers in the sample are the best trained teachers.

TABLE IV  
TEACHING EXPERIENCE OF THE 65 TEACHERS IN THE SAMPLE

Year of experience	1-5	6-10	11-15	16-20	21-25	26-30	Mean
Number of teachers	10	29	19	5	0	2	10.7

The range of the teaching experience of the teachers in the sample varies from two years to twenty-six years with a mean of 10.7 years. The teaching experience of 74.6% of the teachers ranges from six to fifteen years.

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possess a Matriculation Certificate, but do possess one year primary teacher training from a teacher training institution.

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By matric trained is meant those teachers who have both a Matriculation Certificate and one year of primary teacher training. This group of teachers constitute the best trained teachers in the primary schools of East Pakistan.

TABLE V

## SCHOOL POSITIONS HELD BY THE 65 TEACHERS IN THE SAMPLE

Position Held in School	Headmaster <sup>30</sup>	Asst. Headmaster <sup>31</sup>	Asst. Teacher <sup>32</sup>
Number of Teachers	55	3	7

It is revealed in Table V that the teachers in the sample represent 55 headmasters, 3 assistant headmasters and 7 assistant teachers. There is a hierarchy in the position of the teachers of the primary schools in East Pakistan — headmaster, assistant headmaster and assistant teacher. Their salaries are determined not only by their academic qualifications, but also by the positions they hold in the school.

30

Headmaster is also called 'Head Teacher'. Apart from the function of regular teaching, the headmaster is the administrative head of the school.

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After the headmaster, the assistant headmaster holds the next lower position in the school. In addition to his regular teaching, he takes the responsibilities of the headmaster in case of the latter's absence.

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The teachers other than the headmasters and the assistant headmasters are regarded as the assistant teachers. They are also regarded as the 3rd teacher, 4th teacher and so on. A school may have one or more assistant teachers depending on the number of students. The assistant teachers are regular teachers of the school as are the headmaster and the assistant headmaster. Their function is regular teaching except as otherwise directed in special circumstances.

Results of the Opinion Questions for Teachers

In question No. 16, seventeen probable causes of dropouts of children from the primary schools were stated. Each statement had six alternatives against it as follows:

- (i) causes a very large proportion of the dropouts
- (ii) causes a large proportion of the dropouts
- (iii) causes a moderate proportion of the dropouts
- (iv) causes only a small proportion of the dropouts
- (v) causes almost none of the dropouts
- (vi) causes none of the dropouts

For each statement each teacher was asked to check the one of the six alternatives which he thought was applicable in the case of dropouts from his school. The probable causes stated in the question are:

- (a) Some parents are unable to continue to defray the educational expenses of their children.
- (b) Some parents feel that their children are old enough to work for the family.
- (c) Family circumstances sometimes arise so that the family cannot afford to continue to dispense with the labour of the children, even when they are quite young.
- (d) Some parents feel that the over-academic and excessively verbal type of education is not sufficiently related to the future life of the children.
- (e) Some parents are indifferent to the education of their children.

- (f) As the scope and facilities for higher education are limited, some parents come to feel that the primary education of their children is useless.
- (g) Some parents want their children to discontinue studies because they have been asked to repeat the same grade.
- (h) Some parents object to girls sitting with boys in the upper primary classes.
- (i) The traditional method of teaching sometimes disregards the children's needs and interests and causes them to lose interest.
- (j) Failure in examination and the consequent repetition of a grade sometimes causes frustration in the children.
- (k) Children are sometimes afraid of physical punishment.
- (l) Some children do not feel happy under the strict discipline of the school.
- (m) As there is a great variation of age range in the same class, the older children feel ashamed of reading with the younger children.
- (n) Sometimes facilities for sports and games and other recreational activities for the children are very meagre.
- (o) Some children become associated with their delinquent peer-group in the locality.
- (p) Getting to and from school is sometimes very difficult for the children.
- (q) Children sometimes suffer from diseases.

The responses of the teacher to the question are given in Table VI.



TABLE VI

OPINION RESPONSES OF THE SAMPLE OF TEACHERS ON THE RELATIVE IMPORTANCE OF VARIOUS POSSIBLE CAUSES OF DROPOUTS FROM THE PRIMARY SCHOOLS OF EAST PAKISTAN<sup>33</sup>

CAUSES OF DROPOUTS	Number of Responses Assignable to Causes								Significance Level
	Strong +				Weak -				
	Very Large	Large	Moderate	Total	Only Small	Almost None	None	Total	
(a) Parents financial inability	2	14	31	47	16	1	1	18	.01+
(b) Children considered old enough for work	1	8	26	35	26	3	1	30	
(c) Family circumstances require children's work		3	31	34	29	2		31	
(d) Parents' feeling that education is impractical		5	10	15	12	28	10	50	.01-
(e) Indifference of parents		32	21	53	9	3		12	.01+
(f) Limited opportunities for higher education	1	1	7	9	7	9	40	56	.01-
(g) Parents' objection to children's repeating grade		1	9	10	34	20	1	55	.01-
(h) Parents' objection to co-education		8	29	37	25	2	1	28	
(i) Loss of children's interest due to traditional teaching		6	16	22	27	15	1	43	.05
(j) Children's frustration at failure in promotion examination	1	1	12	14	30	19	2	51	.01-
(k) Children's fear of physical punishment			1	1	2	11	51		.01-
(l) Children's dislike of strict school discipline			1	1	15	28	21	64	.01-
(m) Children's feeling of being too far above average class age			2	2	9	33	21	63	.01-
(n) Children's feeling that extra curricular work is inadequate		2	20	22	33	5	5	43	.05
(o) Children's undesirable peer-group associations			18	18	32	15	2		.01-
(p) Transportation difficulties		3	24	27	14	17	7	38	
(q) Diseases		10	12	22	29	12	2	43	.05

<sup>33</sup>The responses of the teachers have been divided into sides — 'strong (+)' and 'weak (-)'. The level of significance in the extreme right column has been determined by the sign test for testing the significance of a proportion deviation from .5.

As revealed in Table VI, factor (a) (viz., some parents are unable to continue to defray the educational expenses of their children) and factor (e) (viz., some parents are indifferent to the education of their children) appear to be very significant causes for dropouts in the combined opinions of the teachers. The disproportion in favour of these factors as causes of dropouts is significantly different from chance expectation at the .01 level of significance.<sup>34</sup> It can be concluded that the teachers regard these two factors as strongly contributing to the dropouts of children from the primary schools in East Pakistan.

From Table VI, the factors (d), (f), (g), (j), (k), (l), (m), and (o) are also significant at the .01 level. Factors (i), (n), and (q) are significant at the .05 level i.e., there are only five chances in a hundred that the difference between the 'strong' side and the 'weak' side could have happened through chance factors in sampling. The opinions of the teachers on these factors are biased toward the 'weak' side. Particularly with regard to the factor (k) (viz., children are sometimes afraid of physical punishment), 51 out of 65 teachers do not regard it as a cause for any dropouts at all. Similarly, 40 out of 65 teachers do not regard factor (f) (viz., as the scope and facilities for higher education are limited some parents come to feel that the primary education of their children is useless) as a cause for any dropouts at all. It can, therefore, be concluded that in the opinions of the teachers these factors are not among those

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<sup>34</sup> This means that a disproportion of this size would occur by chance in a sample from a group where opinion is actually 50-50 only once in 100 samples of this size.

primarily responsible for the dropouts of children from the primary schools in East Pakistan.

Next with regard to the factors (b), (c), (h), and (p) the table shows that the opinions of the teachers balance almost equally on the 'strong' side and the 'weak' side. Thus the differences in the responses of the teachers between the 'weak' and the 'strong' sides could rather easily have arisen through mere chance factors in sampling.

In question No. 17 each teacher was asked to state the reasons for the recent dropping out of three children from his school. From the answers of these teachers the reasons for the withdrawal of 189 children were received.

The reasons given by the teachers are not all specific. A few teachers, for example, have written 'domestic troubles' as the reason for the dropouts of some children. The phrase 'domestic troubles' appears to be a little ambiguous. It means many things to many people. But in the light of the conditions prevalent in East Pakistan, 'domestic troubles' in the villages usually are: unhealthful living conditions; want of proper diets and rest; ill treatment by parents; quarrels among different members of the family; etcetera.

As reported by the teachers, one cause was not always entirely responsible for the dropout of a child. In some cases two causes, in other cases three or even more causes were jointly responsible for the dropout of a child. But in most cases (139) only one reason for the

dropout of each child has been mentioned by the teachers. Apparently this seems to be a little unusual, but the causes have been so framed that they imply the inclusion of many other factors in one cause. For example, only 'poverty of the parents' has been mentioned as the single cause of dropouts of quite a goodly number of children. 'Poverty of the parents' may include parents' inability to defray the educational expenses of the children; the family's need for the income of the children; poor health of the children due to lack of nutritious diets, and so on. Experience suggests that the word 'poverty' as used in East Pakistan in relation to the education of children may mean any one of these things. In some cases the causes were specifically mentioned such as, "the widowed mother required the services of the boy", etc.

The reasons given by the teachers for the dropouts of the entire group of 189 children have been divided into categories and tabulated in Table VII. Table VII shows that according to the report of the teachers, illiteracy and indifference of the parents, poverty, lack in the curriculum, failure in examinations and consequent repetition of grades alone or in conjunction with other factors, were the primary causes of the dropouts of 189 children from their school. That the parents are illiterate and indifferent to the education of their children has been specifically recorded by the teachers as associated with the cause of the withdrawal of 45 children. Apart from their specific statements, there are also many other causes such as, undesirable peer-group association, which in varied degrees also involve the indifference of the parents.

TABLE VII  
REASONS GIVEN BY 65 TEACHERS FOR RECENT  
DROPOUTS OF 189 CHILDREN

Reasons for Dropouts	Number of Children	
1. Illiteracy and indifference of parents	45	
2. Poverty of parents	36	
3. Lack in curriculum	29	
(a) Impractical education		11
(b) Heavy syllabus		9
(c) Lack of extra-curricular activities		9
4. Problems of girls' education	23	
(a) Parents objection to co-education		9
(b) Early marriage of girls		8
(c) Girls' uneasiness about sitting with boys		6
5. Failure in examinations	22	
6. Undesirable peer-group association	19	
7. Difficulty in getting to and from school	18	
8. Diseases	16	
9. Domestic troubles	15	
10. Lack of children's interest in studies	10	
11. Children's entrance into economic activity	8	
12. Disciplinary problems	6	
(a) General strict discipline of school		3
(b) Fear of physical punishment		3
13. Age of children far above class level	1	
14. The Qur'an is not taught	1	

Poverty of the parents, in one way or the other, has been mentioned by the teachers as contributing to the withdrawals of 36 children from their schools. This seems to be quite natural in East Pakistan where a large section of the people can hardly manage to procure two meals a day.

As revealed in Table VII deficiencies in the curriculum in its different phases were in no way an insignificant factor contributing to the dropouts of the children. As stated by the teachers, lacks in the curriculum contributed to 30 dropouts out of 189. That agriculture is not taught in the primary schools was mentioned by the teachers as the only cause of 6 dropouts.

Undesirable peer-group association, transportation difficulties, and disease, as they appear in the table, also contributed significantly to the dropouts of some of the 189 children in the sample. It is interesting to observe that out of a total of 189 children, 23 girls dropped out of school primarily because of social prejudices such as objection to co-education, early marriage of the girls, and so on.

In question No. 18, each teacher was asked to write if he knew of any causes of dropouts from the primary schools in East Pakistan other than those mentioned in question No. 17. Only 13 out of the 65 teachers mentioned some causes. Of these 13 teachers 6 mentioned poverty, inefficient teaching, verbal education and disease which are already included in question No. 17. But 7 teachers mentioned the

heavy syllabus as a cause for dropouts from the primary schools in East Pakistan. A heavy syllabus as a cause for dropouts was not specifically incorporated in question No. 17.

## RESULTS OF THE QUESTIONNAIRE TO PARENTS

### Characteristics of Parents

The 45 parents in the sample represent different occupations in East Pakistan. In questions No. 2, 3, 5, 7 and 8 respectively each parent was asked to report his or her occupation, yearly income, number of children of primary school age, number of children, if any, who have dropped out of school and the reasons for these dropouts. Table VIII shows the occupations, incomes and the corresponding dropouts of the children as reported by the parents.

Table VIII shows some connection between the occupations and incomes of the parents and the proportion of the withdrawals of their children from school. As reported in the table the income of the day labourers is the lowest and the percentage of dropouts among the children of this class of people was the highest. Out of a total of 17 children of primary school age, 14 i.e., 82.2% withdrew from school. The reasons given by most of the parents for these dropouts was their poverty which was manifested in different ways — inability to defray educational expenses, family's need for their services, unhealthful living conditions, illness, etcetera.

TABLE VIII  
 REPORTED OCCUPATIONS, AVERAGE YEARLY INCOME AND THE  
 CORRESPONDING DROPOUTS OF CHILDREN OF THE 45 PARENTS  
 IN THE SAMPLE

Occupation	Agri- culture	Day La- bourer	Skilled Labour- er	Service	Pro- fessor of Degree College	Second- ary School Teacher	Law & Medical Practi- tioner	Busi- ness
Number of Parents	11	8	1	6	5	3	6	5
Average yearly income	1416.2	387.5	1200	1952.5	3920	1486.6	4833.3	6800
Number of primary school age children	25	17	1	11	10	7	14	13
Number of dropouts	14	14	1	2	0	1	0	2
% of dropouts	56	82.2	100	18.2	0	14.3	0	15.4



The situation among the children of the agricultural class is also regrettable. As revealed in Table VIII, out of 25 children 14, i.e., 56% withdrew. The agriculture class in the table includes both those who have lands of their own and those who have no lands of their own but work in others' fields. The percentage of dropouts among the children of the landless agricultural class was higher than that among the children of the land owner agricultural class. The reasons given by these parents for the dropouts of their children are precisely the same as in the cases of the day labourer.

The one skilled labourer in the sample was a carpenter. His only son was withdrawn from the school because he felt that the education which was given to his son was impractical and he preferred his son to join his occupation.

As revealed in Table VIII, the proportion of the dropouts among the children of the educated and high earning parents such as professors, school teachers, government servants, law and medical practitioners, business men was relatively low. In the cases of 55 children of these classes of people, less than 10% withdrew from school, whereas the general average percentage of dropouts in East Pakistan as a whole is nearly 90 . As reported by the parents of the 5 withdrawn children 3 were girls and the parents reported that they did not like their daughters to study with the boys in the upper

primary classes. The remaining two were withdrawn because their mother, though she was in a government service, was earning only 50 rupees a month and it was not possible for her to maintain their educational expenses.

#### Results of the Opinion Questions for Parents

In question No. 9 each parent was asked the same question as was asked to the teachers in question No. 16 viz., seventeen probable causes of dropouts of children from the primary schools were stated. Each statement had six alternatives against it. For each statement each parent was asked to check the one of the six alternatives which represents his or her opinion. The responses of the parents to the above question are given in Table IX.

According to the responses of the parents of primary school children in East Pakistan, as revealed in Table IX, the factor (c) (viz., family circumstances sometimes arise so that the family cannot afford to continue to dispense with the labour of the children, even when they are quite young), and the factor (e) (viz., some parents are indifferent to the education of their children) are significant at the .01 level. It may be noted here that in the responses of the teachers factor (c) did not come out as a significant cause for the dropouts. The opinions of the teachers were split on this factor. But factor (e) came out as significant at the +.01 level also in the opinions of the teachers as in the present case. Factors (a) (viz., some parents are unable to continue to defray the educational expenses of their children),

TABLE IX

OPINION RESPONSES OF THE SAMPLE OF PARENTS ON THE RELATIVE IMPORTANCE OF VARIOUS POSSIBLE CAUSES OF DROPOUTS FROM THE PRIMARY SCHOOLS OF EAST PAKISTAN

CAUSES OF DROPOUTS	Number of Responses Assignable to Causes							Significance Level	
	Strong +				Weak -				
	Very large	Large	Moderate	Total	Only Small	Almost None	None		Total
(a) Parents financial inability	1	15	14	30	12		3	15	.05+
(b) Children considered old enough for work		7	20	27	17	1		18	
(c) Family circumstances require children's work		8	24	32	13			13	.01+
(d) Parents' feeling that education is impractical		4	13	17	17	9	2	28	
(e) Indifference of parents	3	19	15	37	3	1	4	8	.01+
(f) Limited opportunities for higher education			3	3	12	17	13	42	.01-
(g) Parents' objection to children's repeating grade		7	15	22	16	7		23	
(h) Parents' objection to co-education	2	17	12	31	13	1		14	.05+
(i) Loss of children's interest due to traditional teaching		4	14	18	13	9	5	27	
(j) Children's frustration at failure in promotion examination	1	3	17	21	21	2	1	24	
(k) Children's fear of physical punishment			6	6	6	15	18	39	.01-
(l) Children's dislike of strict school discipline		1	4	5	22	16	2	40	.01-
(m) Children's feeling of being too far above average class age		1	3	4	9	26	6	41	.01-
(n) Children's feeling that extra curricular work is inadequate		3	4	7	13	21	4	38	.01-
(o) Children's undesirable peer-group associations	1	7	20	28	14	13		17	
(p) Transportation difficulties		5	20	25	16	3	1	20	
(q) Diseases		9	18	27	16	2		18	

and factor (h) (viz., some parents object to girls sitting with boys in the upper primary classes) are significant at the .05 level. As the responses of the parents weigh heavier on the 'strong' side, this leads to the conclusion that in the opinion of the parents these factors are primarily responsible for the dropouts of children from the primary schools in East Pakistan.

The table shows that in the opinion of the parents the factors (f), (k), (l), (m), (n), are significant at the .01 level. Particularly with regard to (k) (viz., children are sometimes afraid of physical punishment), 18 out of 45 teachers do not regard it as a cause for any dropouts at all. It may be the right occasion to compare that 51 out of 65 teachers did not also regard (k) as a cause for any dropouts at all. The responses of the parents are more biased toward the 'weak' side. Hence, in the opinion of the parents factors (d), (f), (k), (l), (m), (n) are not among those primarily responsible for the dropouts of children from the primary schools in East Pakistan.

With regard to factors (b), (d), (g), (i), (j), (o), (p), (q), the table does not reveal any significant difference in the opinions of the parents between the 'strong' side and the 'weak' side. The difference in the responses of the teachers between the 'strong' side and the 'weak' side could rather easily have arisen by mere chance. This is an evidence of split opinions of the teachers on the causes in relation to the extent of dropouts from the primary schools in East Pakistan.

In question No. 10 each parent was asked to state if he or she knew of any causes of dropouts other than those mentioned in question No. 9. Out of the 45 parents, 18 have mentioned some causes which are included in question No. 9. Five parents have specifically noted that the teachers are not dutiful and that they do not take proper care of the children. A few parents have also mentioned that the teachers are not qualified. Two parents added the early marriage of the girls and the heavy syllabus as the two causes for dropouts of children from the primary schools in East Pakistan.

#### COMPARISON OF TEACHERS' AND PARENTS' OPINION RESPONSES

The opinion responses of the teachers and the parents on the relative importance of various possible causes of dropouts from the primary schools in East Pakistan have been compared by the chi square technique. On five issues the teachers and the parents have shown significant differences in their biases. For each of the following issues the proportion of the parents who believe that these are strong factors in causing dropouts is significantly greater <sup>36</sup> than the proportion of the teachers:

##### Dropouts Attributed To:

- (c) Family circumstances requiring children's work.

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All these differences are significant at the .01 level except the difference for item (c) which is significant at the .05 level.

- (g) Parents' objection to children's repeating grades.
- (j) Children's frustration at failure in promotion examinations.
- (o) Children's undesirable peer-group associations.
- (q) Diseases.

These data will be referred to in the following chapter to support several inferences and recommendations.

#### CLASSIFICATION AND ANALYSIS OF THE FACTORS

In the preceding pages of this chapter the results of the questionnaires to the teachers of the primary schools and to the parents of primary school children have been analysed and the causes of dropouts, as revealed from these questionnaires have been presented in different ways. This section deals with a systematic consolidation and classification of these causes. But the causes are so interwoven with each other that it is practically impossible to treat one to the exclusion of the others. However, in the light of the results of the questionnaires, and of the knowledge about the conditions in East Pakistan, the factors contributing to the dropouts of children from the primary schools in East Pakistan may be broadly classified in the following three categories:

- (i) Dropouts due to family reactions
- (ii) Dropouts due to pupils' reaction
- (iii) Dropouts due to other factors

### Dropouts due to Family Reactions

The phrase family reactions signifies the attitudes and actions of the adults in the family with regard to the education of the children and how these attitudes and actions contribute to the withdrawal of the children from the schools. The family, particularly the parents, occupies the key position in guiding the children during the period of their primary schooling. It is evident that in the opinions of the teacher and the parents in East Pakistan the indifference and poverty of the parents constitute a great hindrance to the education of their children, and these two factors alone are primarily responsible for a great proportion of the dropouts. The parents are mostly illiterate and fail to understand the value of education for their children. They try to explain things in the light of their own experiences. Without being properly guided and encouraged by the parents the children tend to indulge in undesirable activities, become irregular in attendance, and prematurely withdraw from the school.

Sometimes, in spite of their conscious feeling, the parents cannot help the situation due to their extreme poverty. Even the education of a child who is doing very well in the school may be discontinued. Many parents do not only fail to continue to defray the educational expenses of their children, but also demand the addition of the children's income for the family. The sending of children to school on the part of such parents means a great sacrifice, and in most cases they fail to make this sacrifice. As a result, the children enter into economic activities even when they are quite young. The over-academic

and verbal type of education is regarded by many parents as a preparation for higher studies. Many parents can neither wait for the remote benefit nor can they provide the children with the facilities for higher education. This increases the indifference of the parents to the primary education of their children. "What is the use of sending my child to school?" — becomes the question in the minds of many a parent. This is rather a natural question on the part of the parents who have been getting along in their lives without any formal education. But the nature of the primary education which is being imparted to the children fails to impress such people as a satisfactory answer to their challenge.

Then, the repetition of the grades by the children which was associated with 22 dropouts out of a total of 189 affects the parents in various ways. Some parents regard the repetition as wastage and do not want the retarded children to continue their studies any further. Some parents are led to think that children who repeat grades are not fit for studies and should be withdrawn. Again, there are some parents who withdraw their children from the school in a state of helplessness in the sense that with the threat of constant grade repetitions they cannot foresee being able to bear the educational expenses or to dispense with the services of these children.

Social prejudices, as they appear in the responses of the teachers and the parents, are a significant factor in causing the dropouts of girls from the primary schools. It has not yet been possible for the parents to rise above the old traditions and customs



of the society. The average number of girls for the last ten years is only about 30% of the total number of the children who registered in the first grade of the primary school.<sup>37</sup> Even so quite a goodly number of them are withdrawn prematurely from school in order that they may marry. As stated earlier, early marriage of girls even when many of them are on the border line between puberty and adolescence, is a commonly accepted preference among parents in the villages. Of course, economic factors also work hand in hand with social customs in this affair. The sooner a girl is given in marriage, the sooner her parents feel relieved of the financial burden of her care.

Apart from early marriage, the social customs do not easily permit the parents to allow their daughters to study with the boys in the same class even before adolescence. This attitude is more prominent among those who are religious minded. They do not only restrain their own daughters from going to school, but also try to exert influence on others to keep them from sending their daughters to co-educational schools. The girls are also so influenced that from an early age they learn to develop strong 'we feeling' and 'they feeling' as regards girls and boys respectively, and they become so conscious of this feeling that some of them withdraw from school only because they feel uneasy about sitting with boys.

### Dropouts due to Pupils' Reactions

The adverse reactions of the children toward the school and education also express themselves in numerous ways. As previously mentioned, they are: lack of guidance at home, lack of interest in studies due to traditional methods of teaching, feeling of unhappiness under the school discipline, feeling of frustration as a result of failure in promotion examinations, undesirable peer-group associations, etcetera. The combined effects of these factors are undoubtedly responsible for a substantial number of dropouts from the primary schools in East Pakistan.

Modern theories of education have tended to shift the emphasis from the subject matter to the child and capitalize on the needs and interests of the child as the central theme in the educational process. But in East Pakistan most families and primary schools do not pay due regard to the needs and interests of the children. The children spend a greater part of their time at home and the miserable conditions in the home of many children make their lives miserable, too. A child who is hungry at home or is suffering under the ill treatment of his step-mother or step-father, cannot be expected to behave properly at school. In East Pakistan the living conditions in general are so poor and the parents are so illiterate that the children do not find an atmosphere in their homes conducive to their studies. The fathers spend most of the day in work outside the homes and the poor mothers at home cannot take the proper care of the children. The children read their lessons in their own way and when they like. When they are

confronted with difficulties in their studies, there is seldom any one at hand who can help them. So they stop and engage in activities other than studies. The mothers do not usually interfere with children's activities unless they must demand help with domestic affairs. Thus they tend to grow virtually in their own way.

The children who act in such a way at home, find altogether a different situation in their schools. The traditional discipline becomes a problem for them and they find it difficult to adjust to the situation. Though the discipline of the school did not appear from the opinions of both the teachers and the parents to be among the more potent causes of dropouts from the primary schools in East Pakistan, it is a fact that many children who cannot prepare their lessons at home are seen not daring to go to school for fear of punishment. They leave their homes for school, but fritter away their time on the way with their peer-group. In a situation, where there is almost no body to take serious notice of this fact and to remedy it, this is an important factor leading to the withdrawal of many children from the school.

The over-academic and verbal type of education, heavy syllabus, traditional methods of teaching and examinations do not only make the parents become indifferent to the education of their children, but also cause a serious lack in the interest and motivation of the children, leading many of them finally to withdraw from the school. As extreme importance is placed on the rote memorization without relating the teaching situation to practical life situations of the children,

learning does not become meaningful to them. The learning of three languages at a time (two of them **rarely** used outside the school) besides other subject matters becomes what may only be called pure drudgery.

Examinations may be regarded as an ordeal for the children. The nature of the situation may be better understood from the fact that children are seen **taking special blessings** from their parents and relatives on the day they go to take the examination. A great percentage of failures in the promotion examinations and the consequent repetition of the grades sometimes accompanied by physical punishment both at home and at school create a severe frustration in many young children, and they begin to develop hatred for their school and studies. This fact alone is responsible for a considerable amount of dropouts from the primary schools in East Pakistan. The findings of the questionnaires give additional support to this statement.

Then, provisions for sports and games and other recreational activities are important. The absence or the meagre presence of these activities has not been regarded by the teachers and the parents as an important cause for dropouts, but it cannot be denied that it makes the school life of the children more dull and cheerless.

Thus being unguided at home and cheerless at school, the children try to find opportunities for the expression of their lives in ways meaningful to them, and they become more and more inclined toward the association with their peer-group in the locality. It may

be recalled that the 'undesirable peer-group association' was given as a cause of 19 recent dropouts out of a total of 189. In the rural areas the number of children attending primary schools forms a distinct minority group among the total number of school-age children in the locality. It becomes hardly possible for the minority group of the school going children to overcome the influence of their non-school going colleagues. The excessive association of the school going children with the non-school going children not only encourages the proportion of truancy and the ultimate withdrawal of many from the school, but also initiates many children into activities which are neither desirable for them nor for their society. To cite an example, most of the children in the villages acquire the habit of smoking before they are ten years old.

#### Dropouts due to Other Factors

Getting to and from the school is a big problem for many primary school children in East Pakistan. Excepting a very few schools in the cities, no school takes the responsibility of transportation for the children. On the average about  $2\frac{1}{2}$  villages have one primary school, but as mentioned before, they are not centrally located. As a result a child may have to walk more than two miles or cross a river to get to and from his school. To walk two miles in the hot summer without any umbrella over his head and in chill winter without any woolen clothes to wrap his body or a pair of shoes to cover his feet, constitutes a real hardship for a child.

During the rainy season the problem becomes a hazard to the young children, particularly in the southern districts. The northern districts which are away from the sea and have fewer rivers and canals present a comparatively better picture. The southern districts are mostly submerged under water and the homes and villages look like multitudes of isolated islands in a green sea. The roads become impassable and the only way for the children to go to school is by rowing boats themselves. The task becomes so difficult and sometimes so menacing that neither the children nor the parents would consider going to school. Due to the above causes many children remain absent from the school for quite a long time or become so irregular in their attendance that it ultimately leads to their withdrawal from the school.

Last, but not least, is the problem of health of the primary school children in East Pakistan. Many lives are prematurely lost and many people needlessly incapacitated because of the ravages of epidemics and diseases like cholera, small pox, malaria, dysentery, etcetera, most of which are preventable. Children, being the members of the same community are not immune to these diseases. Cholera and small pox are the most dangerous and frequent of all the epidemics. Primary school children are ignorant about the seriousness of the epidemic for their personal safety, and each year a large number of these children fall victim to them. Malarial fever is the next health hazard to the children. There are very few children in the villages who have not suffered from the disease one or more times. Lack of balanced diets and ignorance about proper eating habits cause dysentery and diarrhoea

to become common among the children.

Lack of interest in studies, irregular attendance, and the ultimately many dropouts from the school are some of the results of the children's continual suffering from diseases which are essentially preventable.

## CHAPTER V

### RECOMMENDATIONS AND CONCLUSION

The large number of premature withdrawals of children from the primary schools in East Pakistan no doubt adversely affects the entire system of education in the province and inescapably leads to the retardation of national progress. The large number of dropouts can and must be reduced in order to insure a healthy growth of the next generation and to accelerate the national progress. In East Pakistan, where the resources are limited, the parents extremely poor and illiterate, and the teachers neither well trained nor sufficient in number, an overnight improvement of the situation cannot be expected.

During the last eleven years no improvement in the rate of retention in the primary schools in East Pakistan has been evidenced, but it cannot be denied that there has been a growing recognition of the importance of education among the masses. What is most needed today is careful planning and patient endeavour on the part of the educational leaders in co-operation with the people in general. This study may help to influence many such leaders and if it is successful in doing so, it is confidently felt that the percentage of dropouts will be sharply reduced. With this conviction in mind a few suggestions



are made in the following pages. None of the suggestions made is felt to be unrealistic from the financial point of view — indeed several of them clearly lead to reduced rather than increased costs per pupil.

## RECOMMENDATIONS

### Reintroduction of Compulsory Education

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. Compulsory education has been the most common and effective means of bringing the children to and retaining them in school in all the countries where the present rate of dropouts from the primary schools is insignificant. As pointed out previously, in the compulsory areas in East Pakistan, too, there was a marked improvement in the rate of attendance even though the attendance law was not properly enforced.

The introduction of the scheme only in black and white will not suffice for what it is designed. Contrary to what happened in the past, the attendance law should be strictly enforced. The members of the attendance committee should be selected from among people who are influential in the locality and are really interested in education. The law providing fines for defaulters should not only remain on paper, but also should be consistently applied. The payment of fines on the part

of the parents for not sending their children to school will act as a shock to their inert indifference. But one should not be led to think that only a police measure or penalty can make the scheme a success. The educational officers, the attendance committee, the teachers and the literate section of the people should all come not only with the authority, but also with a missionary zeal and try to establish a good rapport between themselves and the masses. They should be ingenious in persuading and helping the parents in every possible way to send and retain their children in school.

The implementation of the scheme all over the province gives rise to some other problems of difficulty. Of these the most prominent are the dearth of school buildings and teachers and the necessary funds. It is due mostly to the paucity of funds for constructing school buildings and procuring teachers, that compulsory education has been recently withdrawn from the province. But this should not be regarded as an invincible barrier to the solution of the problem.

The existing school buildings are sufficient to accommodate one half of the total primary school age children in the province. The introduction of a compulsory attendance law cannot be expected to cause all the children to attend school in one year. Probably this has never been possible in any country. The rate of attendance will increase gradually and the accommodations in the existing schools will also be expanded or new schools established gradually without involving a heavy government expenditure at one time.

In the past, the people in the compulsory education areas paid extra taxes to help maintain the schools. A similar tax may be introduced all over the province on the principle of progressive taxation. For the time being some schools may be used on double shifts. Moreover, every two or three villages have some wealthy people. These people have made gifts in the past and they may also be expected to do so in the present. About 60 colleges, 1,500 secondary schools, 1,800 madrasahs and 25,000 primary schools (excepting the pay of primary teachers) are being maintained in all phases by private enterprise with a meagre grant from the government. This fact indicates that if the people are rightly persuaded and if the leaders can instill faith in themselves, the dearth of school buildings need not stand in the way of compulsory primary education in East Pakistan.

The present teacher-pupil ratio in the primary schools of East Pakistan is about 1:40.<sup>38</sup> If the attendance of the children becomes compulsory, the number of teachers will have to be correspondingly increased. To maintain the 1:40 ratio the number of teachers required for all the children of primary school age will come to about 125,000, whereas the existing number of teachers is about 68,000. Here again the 59,000 additional teachers will not have to be employed all at once. Each year about 3200 teachers are being trained for the primary schools. Some untrained teachers may also be employed at present. Moreover, the

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Computed from the data presented in East Pakistan Educational Reforms Commission, op.cit., pp. 1-2.

teacher-pupil ratio may be increased from 1:40 to 1:50. This will save the appointment of 25,000 new teachers. The appointment of the untrained teachers and the increment of the teacher-pupil ratio may affect the efficiency of teaching, but in view of the conditions in East Pakistan, one cannot expect all things to be ideal at the start.

Now, what is most difficult is not the dearth of teachers, but the **recurring** expenses of their salaries. But if education is given the same priority as is given to defence, industrialization and increase of food production, the paucity of funds may also be overcome. The employment of about 33,000 teachers and the recurring expenses for their salaries appear at first sight to be too great a burden for the government at the present stage. But all of the teachers are not going to be appointed at the same time. With the increase in the number of teachers, the budget for education will also be gradually increased.

The government should also tap some new resources. For example, the fare of railway tickets could be increased by one anna per one rupee; the people would most probably not object to paying this increase for the improvement of education. Many colleges and schools in East Pakistan have been getting subsidies from a reasonable increase in the fare of motor launch tickets and cinema tickets. The cinema halls and the service motor launches are all owned by private companies. The central government could hand over the additional amount from the railway tickets to the provincial governments exclusively for primary education.

Moreover, the conditions are changing. The country is now coming

in contact with other countries, getting financial and other aid and developing her own resources. Some difficulties cannot be avoided in the beginning, but every thing will be all right in a few years through the concerted effort of the people.

### Curriculum Changes and Teachers

Curriculum changes are the centre of concern for many of those interested in attacking the problem of dropouts in the United States of America. In school the children are mostly concerned with the curriculum and the ways in which it is presented to them. The over-academic and verbal type of curriculum in the primary schools in East Pakistan meets the need of only the minority which goes to secondary schools. In order to help the retention of the children in the schools, the curriculum and the methods of teaching should be reoriented. The curriculum and the methods of teaching should recognize the needs and interests of the children, their individual differences in intelligence and aptitudes, their mental and psychological health and emotional stability, their social, economic and cultural backgrounds.

With the above principles in view the primary school curriculum in East Pakistan should place special emphasis on vocational training such as arts and crafts, and agriculture. Foreign language such as English, should be eliminated. Teaching of health should also be emphasised with particular regard for its practical side. It may be recalled that the proportion of parents who believe that diseases are a strong factor in causing dropouts is significantly greater than the

proportion of the teachers. It is reasonable to believe that the responses of the parents on this issue are more realistic than those of the teachers because they are in a better position to know the impact of diseases on the children. So the schools or teachers should not only recognize that the number of dropouts caused by diseases is greater than what they estimate, but should also adopt an effective program for the teaching of health to the children. Most of the diseases which cause children to withdraw from school are preventable and the schools, through effective health teaching, can do an immeasurable service for the children in improving and maintaining their health. The school can and should take care of the regular smallpox and cholera vaccinations of the children and the government should try to extend additional health services to primary schools. The addition of a systematic study of practical health problems to the curriculum will be meaningful not only to the children, but also to the parents. This in truth will help the retention of children in school.

A great part of the burden for making the curriculum effective and for decreasing the number of dropouts eventually gets back to the teachers. The teachers in the primary schools in East Pakistan must give up their conventional way of teaching and must capitalize on the activity programme in order to make the situation meaningful to the children. The teachers ought to know the pupils as individuals, give them personal recognition and counsel them on their personal problems. The teachers, particularly the primary school teachers in East Pakistan, cannot be all things to all pupils at all times, but certainly they ought to do every thing in their power to eliminate the dissatisfaction

of the children in their school and out of school life.

The poor pay, more than any other factor, is the worst stumbling block to the efficient discharge of the duties of the primary school teachers in East Pakistan. It is hardly possible for the government at this stage to sufficiently increase the pay of the teachers. But instead of increasing their pay directly there are some other good means of helping the teachers and enhancing their status in society. For example, the primary teachers may be supplied with rations on a subsidized rate as is done for policemen; they may be allowed to serve the schools in their own villages, <sup>39</sup> they may be issued free passes for travelling and movies within the province and so on. The implementation of these suggestions will not only create a new zeal in those who are in the service, but will also attract better people to the profession of teaching.

#### Extracurricular Activities

As an important measure to increase the rate of retention in the primary schools in East Pakistan, the schools should provide sufficient facilities for the extracurricular activities of the children. Games and sports and other cultural activities of interest to children should be encouraged. All the children ought to have the available

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In East Pakistan a primary school teacher, other than the headmaster, is not allowed to serve the school in his own village on the assumption that his work in the school may be hampered.

experiences which will help them to overcome the feeling of insecurity and boredom in the school and the undesirable influence of their non-school going peer-groups in the localities. It is a fact that many schools cannot afford to carry out such a program. It is evident that the proportion of parents who regarded undesirable peer-group associations as a strong cause for dropouts is significantly greater than that of the teachers. It indicates that a school's effort to develop extracurricular facilities as a measure to minimise children's undesirable peer-group associations is likely to receive support from the parents. It is not expected that all the schools should provide all the children with all the facilities. What is urged is that all schools should try to explore every possible way and make the best of what is available.

#### Changes in Promotion Practices

Another very important step toward reducing the rate of dropouts from the primary schools in East Pakistan should be to bring about a drastic change in the ways and means by which the children's progress is evaluated in the school. The system of conventional examinations followed by consequent failures and repetitions of a goodly percentage of the children should be done away with.

The fact that the parents object to children's repetition of grades and that repetitions of grades create frustration in the children is not sufficiently realized by the teachers. The questionnaires revealed that the proportion of the parents who believed that these are strong



factors in causing dropouts is significantly greater than the proportion of the teachers. It is the parents who have to bear the burden of the childrens' repetitions of grades. The schools or the teachers should realize that the promotion practices they are following adversely affect the parents and the children and that they should be improved.

The decision as to whether a child should be promoted or retained is not easy to make, because so much is at stake. It is probably the most difficult decision a teacher must face.

But one thing is certain — the evidence from the research studies is overwhelmingly in favour of promoting the pupil rather than requiring him to repeat the grade. ... research on the results of non promotion has raised serious doubts about the effectiveness of repeating a pupil for second year in a grade as a way of helping him to meet a grade standard.<sup>40</sup>

In view of these facts the primary teachers in East Pakistan should not decide the promotion or retention of the children merely by the results of the promotion examination. Before deciding the fates of the children they must evaluate the effectiveness of their own teaching. If the teachers can make the curriculum meaningful to the children, the percentage of failure will no doubt go down. Of course, there will be some slow learners in each class and the teachers should

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G. B. Stendler, Teaching in the Elementary School (New York, Harcourt, Brace and Company, 1958), p. 516. For the review of the research the author has referred to W. S. Elsbree, Pupil Progress in Elementary School (New York, Teachers College, Columbia University, 1943).

treat these learners according to the convenience of the situations. But where possible they should avoid the stereotyped and traditional "easy way out" decision: having the children repeat grades. The reduction in the number of grade repetitions will, on one hand, avoid the adverse effects of repeating grades on the children's motivation to learn, and on the other hand will lighten the financial burden on the parents, thereby contributing substantially to the retention of children in the school.

#### School Vacations and Holidays

In order to encourage attendance and retention of the children in the school, some changes should be made in the present practice of vacations and holidays in the primary schools in East Pakistan. The uniform system of vacation for all the primary schools in the province should be changed. The total days of vacations and holidays and the important holidays such as Independence Day, Birth Day of Muhammad Ali Jinnah, Religious Festival Days, etcetera, should be the same for all the schools. But the period and time of the long vacations should be determined by the schools themselves according to the local conditions provided the total number of days of vacation does not exceed the limit prescribed by the Education Directorate. The schools in the southern districts may be kept closed during the heavy raining season when getting to and from school becomes extremely difficult and sometimes menacing to the children. To compensate for this the schools can easily be kept open during Ramadan. The children of the primary schools generally do not participate in fasting. As for the teachers they may

be expected to work as the people do in government offices and other organizations.

Again, the attendance of the children of the upper two classes may be exempted from the school during the harvest time of the locality so that they can help their parents in harvesting.

With the adoption of these measures the difficulties of the children in attending schools and pressure from their families for their work at the cost of their school attendance will be minimised to a considerable extent.

#### Child Labour Laws

The laws forbidding the employment of the children in any factories or mills should be strictly enforced. The employment of the children in the families should be encouraged, provided the children are given leisure to attend their schools. From this the children and the parents are expected to benefit in such a way as might help the retention of the children in the schools. The children thus employed will be able to contribute a portion of their income to their families. They will get better guidance under their master to make good use of their leisure. They will also learn to understand the dignity of labour.

Though not exactly in the same way as mentioned above, many children of primary and secondary schools in East Pakistan, who are

far away from the school or whose parents cannot afford to defray their educational expenses, live free of charges with some generous families in the towns and villages. These children, though they are not appointed to serve the family, still cannot but do so in times of need. The families not only provide the children with the free board and lodging, but also help them with clothes, books, etcetera, from time to time. The good will of such people should be encouraged and sought out as far as possible.

#### Parent-Teacher Co-operation

The importance of close co-operation between the teachers and the parents as a measure for checking the dropouts from the primary schools in East Pakistan cannot be over emphasised. The primary school teachers are in an advantageous position to come in contact with the parents and should try not only to impress upon them the importance of retaining their wards in the school, but also counsel and guide them with regard to the problems of the children. When both the teachers and the parents, as found from the questionnaires agree that the indifference and illiteracy of the parents constitute one of the most important causes of dropouts, co-operation between the parents and the teachers should not be difficult to establish, provided that some initiative is taken by the teachers or the school administrators.

To promote the public interest in the schools, the schools may be used under the initiative of the teachers for the conduct of village-wide activities such as instruction, welfare work, sports and recreation

for the entire village. To recognize and encourage the extra services of the teachers, the Union Advisory Committee may give the teachers lump sum help from time to time. In this way, education of the children will not remain an isolated activity, but will be woven into the fabric of village life.

### Adult Education

The improvement in the rate of retention in the primary schools in East Pakistan seems impossible without the amelioration of the socio-economic conditions of the people. The questionnaire data revealed that both the teachers and the parents regard poverty, illiteracy and indifference of the parents as the most important of all the factors contributing to dropouts from the primary schools in East Pakistan. In this respect a vigorous campaign of adult education is indispensable. But the objectives of adult education should be enlarged so as to include not only instruction for literacy, but also the education and welfare of the grown up people in other aspects in order to make them intelligent citizens, and efficient workers.

The 1952 report of the UNESCO Fundamental Education Mission to Pakistan defined the problem correctly when it pointed out that adult education must be related to the problems people face in their own communities and particularly to their economic problems. <sup>41</sup> So the people

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Government of Pakistan Five Year Plan, op.cit., p. 454.

should be taught to improve crafts and modes of production so that they can achieve economic betterment. They should be taught the rudiments of hygiene so that their domestic lives may be happy and prosperous. They should also be taught to develop a critical attitude in their lives, to harmonise with their environment and to make the best of the conditions in which they subsist.

It can be hoped with a fair degree of conviction that with the achievement of the above objectives of adult education in East Pakistan, the rate of attendance and retention in the primary schools will also grow steadily.

#### CONCLUSION

To conclude, the achievement is still far short in all aspects. Judged against the record of other countries in comparable circumstances, and within a comparable period, East Pakistan has no cause for shame, but it cannot be forgotten that the progress of the country greatly depends on the education of the oncoming generation. So to insure the healthy growth of the next generation and to accelerate national progress the large number of primary school dropouts in East Pakistan must be reduced.

APPENDIX A

QUESTIONNAIRE FOR TEACHERS OF PRIMARY SCHOOLS IN  
EAST PAKISTAN

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Your help is solicited by Muhammad Selim, a Pakistani student at the American University of Beirut, for a piece of research work which is in partial fulfilment of the requirements for the Master's Degree in Education. The purpose of this study is to discover the causes of dropouts of the children from the primary schools of East Pakistan. This study, it is hoped, will help to improve the situation.

Your name is not required, since no person will be identified in this study. However, if you care to have your name included in the appendix, write it here: \_\_\_\_\_.

1. Sex: \_\_\_\_\_ . Age: \_\_\_\_\_ .
2. Number of years of teaching experience: \_\_\_\_\_ years.
3. Degrees held: \_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_ .
4. Position held in the school: \_\_\_\_\_ .
5. Total number of teachers in the school: \_\_\_\_\_ .
6. Total number of students in the school: \_\_\_\_\_ .
7. Number of students in  
Class I \_\_\_\_\_ . Class II \_\_\_\_\_ . Class III \_\_\_\_\_ .  
Class IV \_\_\_\_\_ . Class V \_\_\_\_\_ .

## 8. Variation in age range of the children:

	Class I.	Class II	Class III	Class IV	Class V
Highest age:	_____	_____	_____	_____	_____
Lowest age:	_____	_____	_____	_____	_____

9. Is it an one-room school or does each class have a separate room? \_\_\_\_\_.

10. Does the school have

- |   |     |    |            |
|---|-----|----|------------|
| a. Play ground?   | Yes | No | (Tick one) |
| b. Arrangement for drinking water on the school premises? | Yes | No | (Tick one) |
| c. Medical services?                                      | Yes | No | (Tick one) |

11. At what time does the school begin daily? \_\_\_\_\_.

12. Check (✓) the frequency of your use of the following audio-visual materials.

	Every day	At least once a week	Not over once a month	Not at all
a. Black board.	_____	_____	_____	_____
b. Map.	_____	_____	_____	_____
c. Picture	_____	_____	_____	_____
d. Film	_____	_____	_____	_____
e. Filmstrip.	_____	_____	_____	_____
f. Slides.	_____	_____	_____	_____
g. Models.	_____	_____	_____	_____
h. Radio	_____	_____	_____	_____
i. Demonstration	_____	_____	_____	_____



j. Field-trip \_\_\_\_\_

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

(Underline one)

More than once a week.

About once a week.

About twice a week.

About twice a month.

Almost never.

Never.

14. What other physical punishments do you sometimes use?

a.

b.

c.

15. 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? \_\_\_\_\_%

16. Some probable causes of dropouts of children from the primary schools of East Pakistan are listed below. Each statement has six boxes against it. For each statement please tick (✓) the one of these boxes, which you think is applicable in the case of dropouts from your school:

(a) Some parents are unable to continue to defray the educational expenses of their children. This fact

causes a very large proportion of the dropouts.

" " large " " " " .

- " " moderate " " " " .
- " " only a small " " " " .
- " " almost none of the dropouts.
- " " none of the dropouts.

(b) Some parents feel that their children are old enough to work for the family. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " " only a small " " " " .
- " " almost none of the dropouts.
- " " none of the dropouts.

(c) Family circumstances sometimes arise so that the family cannot afford to continue to dispense with the labour of the children, even when they are quite young. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " " only a small " " " " .
- " " almost none of the dropouts.
- " " none of the dropouts.

(d) Some parents feel that the over-academic and excessively verbal type of education is not sufficiently related to the future life of their children. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " " only a small " " " " .
- " " almost none of the dropouts.
- " " none of the dropouts.

(e) Some parents are indifferent to the education of their children. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " only a small " " " " .
- " almost none of the dropouts.
- " none of the dropouts.

(f) As the scope and facilities for higher education are limited, some parents come to feel that the primary education of their children is useless. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " only a small " " " " .
- " almost none of the dropouts.
- " none of the dropouts.

(g) Some parents want their children to discontinue studies because they have been asked to repeat the same grade. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " only a small " " " " .
- " almost none of the dropouts.
- " none of the dropouts.

(h) Some parents object to girls sitting with boys in the upper primary classes. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " only a small " " " " .
- " almost none of the dropouts.
- " none of the dropouts.

(i) The traditional method of teaching sometimes disregards the children's needs and interests and causes them to lose interest. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " only a small " " " " .
- " almost none of the dropouts.
- " none of the dropouts.

(j) Failure in examination and the consequent repetition of a grade sometimes causes frustration in the children. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " only a small " " " " .
- " almost none of the dropouts.
- " none of the dropouts.

(k) Children are sometimes afraid of physical punishment. This fact

- causes a very large proportion of the dropouts.  
 " " large " " " " .  
 " " moderate " " " " .  
 " only a small " " " " .  
 " almost none of the dropouts.  
 " none of the dropouts.

(l) Sometimes children do not feel happy under the strict discipline of the school. This fact

- causes a very large proportion of the dropouts.  
 " " large " " " " .  
 " " moderate " " " " .  
 " only a small " " " " .  
 " almost none of the dropouts.  
 " none of the dropouts.

(m) As there is sometimes a great variation of age range in the same class, the older children feel ashamed of reading with the younger children. This fact

- causes a very large proportion of the dropouts.  
 " " large " " " " .  
 " " moderate " " " " .  
 " only a small " " " " .  
 " almost none of the dropouts.  
 " none of the dropouts.

(n) Sometimes facilities for sports and games and other recreational activities for the children are very meagre. This fact

- causes a very large proportion of the dropouts.  
 " " large " " " " .  
 " " moderate " " " " .  
 " only a small " " " " .  
 " almost none of the dropouts.  
 " none of the dropouts.

(o) Some children become associated with their delinquent peer-group in the locality. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " only a small " " " " .
- " almost none of the dropouts.
- " none of the dropouts.

(p) Getting to and from school is sometimes very difficult for the children. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " only a small " " " " .
- " almost none of the dropouts.
- " none of the dropouts.

(q) Children sometimes suffer from diseases. This fact

- causes a very large proportion of the dropouts.
- " " large " " " " .
- " " moderate " " " " .
- " only a small " " " " .
- " almost none of the dropouts.
- " none of the dropouts.

17. Please give the reasons for the last three dropouts from your school

(1)

(2)

(3)

18. If you know of any other causes of dropouts from the primary schools, please list them below.

APPENDIX B

QUESTIONNAIRE FOR PARENTS OF PRIMARY SCHOOL CHILDREN IN  
EAST PAKISTAN

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Your help is solicited by Muhammad Selim, a Pakistani student at the American University of Beirut, for a piece of research which is in partial fulfilment of the requirements for the Master's Degree in Education. The purpose of this study is to discover the causes of dropouts of the children from the primary schools of East Pakistan. This study, it is hoped, will help to improve the situation.

Your name is not required, since no person will be identified in this study. However, if you care to have your name included in the appendix write it here: \_\_\_\_\_.

1. Sex: \_\_\_\_\_ Age: \_\_\_\_\_.
2. Occupation: \_\_\_\_\_.
3. Annual income: Rs. \_\_\_\_\_.
4. Number of the members of your family: \_\_\_\_\_.
5. Number of children of primary school age: \_\_\_\_\_.
6. Number of children attending primary school: \_\_\_\_\_.
7. Number of children, if any, who have dropped from school during their primary education: \_\_\_\_\_.
8. Please give the reasons for dropouts, if any, of your children. (If more than one child has dropped out, write the reasons for each dropout separately.)



9. Some possible causes of dropouts of children from the primary schools<sup>42</sup> in East Pakistan are listed below. Each statement has six boxes against it. For each statement please tick (✓) the one of these six boxes which represents your opinion:

10. If you know of any other causes for dropouts from the primary schools, please list them below.

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42

The possible causes in this question are the same as in Q. No. 16, Appendix A. See back Q. No. 16, Appendix A.

APPENDIX C

NAMES OF THE TEACHERS WHO RESPONDED  
TO THE QUESTIONNAIRE

Abdul Ali	Manaranjan Sarker
Abdul Aziz	Md. Abdul Ali
A.B.M. Habibur Rahman	Md. Abdul Aziz Mia
Abdul Gaffur Jamader	Md. Abdul Hakim Khan
Abdul Gaffur Khan	Md. Abdul Latif Mia
Abdul Ghani	Md. Abdul Wahab Mia
Abdul Hamid	Md. Aftabuddin Mia
Abdul Hamid Khan	Md. Arshed Ali Mia
Abdul Hashem	Md. Chand Baksha
Abdul Jabbar Mia	Md. Hussain Ali
Abdul Karim	Md. Hussain Bepari
Abdul Majid Majumder	Md. Ibrahim Howlader
Abdul Majid Talukder	Md. Kalimullah
Abdul Malek Molla	Md. Nesaruddin Howlader
Abdul Mannan Molla	Md. Ratan Sikder
Abdul Matin Mia	Md. Shafiuddin Molla
Abdur Rahman Mia	Md. Taleb Ali Mia
Abdur Rahman Mia	Mir Shahabuddin
Abdur Rashid Mia	Mizanur Rahman
Abdur Rob Khan	Mominuddin Ahmed
Abdus Satter Howlader	Moslemuddin Mia
Amjad Ali	Muzharul Islam
Anisuddin Ahmed	Nirranjan Banerjee
Ansaruddin Ahmed	Nurmohammad Matbar
Anwaruddin Ahmed	Shahadat Hussain
Asoke Kumar Pal	Sreenath Baidya
Atahar Ali Sikder	Sultan Hussain Mia
Binod Chandra Dhungi	Syed Ali Khan
Debendra Nath Baidya	
Ekram Ali	
Erfanuddin	
Harekrishna Talukder	
Jalaluddin Ahmed	
Kalikrishna Bain	
Kazi Easin Ali	
Khondker Abdur Rezzaque	
Madhusudhan <b>Bhattacharjee</b>	

APPENDIX D

NAMES OF THE PARENTS WHO RESPONDED  
43  
TO THE QUESTIONNAIRE

A. A. Jamal	Amiruddin Matubbar
Abdul Aziz	Anjad Hussain Khan
Abdul Hakim	Amulya Sutradhar
Abdul Jabbar	Anwara Khatun
Abdul Jabbar Howlader	Arshed Ali Matubbar
Abdul Khaleque Jamader	A. Satter
Abdul Majid	Ashraf Ali Matubbar
Abdur Rahman Howlader	Daliluddin Ahmed
Abdus Samad	Giasuddin Ahmed
Abdus Sattar	Gopal Chandra Dey
Aber Khan	Jabed Ali Sarder
Abul Hussain	Jobeda Khatun
Abu Taher	Kader Khan
Aftabuddin Ahmed	Khondker Ahmed Ali
A. Hakim	Kshirode Behari Kaviraj
A. Majid	Md. Abdur Rashid
A. Mannan	Mosleuddin Ahmed
A. Matin	Motaharuddin Ahmed
Aminuddin Jamader	Nagendra Nath
	Salahuddin Ahmed

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43

This list does not include the names of all the parents who responded to the questionnaire. Some parents did not give their names.

APPENDIX E

ENROLMENT IN THE PRIMARY SCHOOLS OF EAST PAKISTAN  
<sup>43</sup>  
 1947-48 to 1956-57

1947-48

CLASS	I	II	III	IV	V
MALE	1,165,473	402,385	267,444	186,054	88,952
FEMALE	416,347	120,561	65,369	37,914	6,220
TOTAL	<u>1,581,820</u>	<u>522,946</u>	<u>332,813</u>	<u>223,968</u>	<u>95,175</u>

1948-49

CLASS	I	II	III	IV	V
MALE	1,171,141	402,661	275,224	198,288	79,312
FEMALE	437,584	115,533	65,615	37,323	6,430
TOTAL	<u>1,608,725</u>	<u>518,194</u>	<u>340,839</u>	<u>235,611</u>	<u>85,742</u>

1949-50

CLASS	I	II	III	IV	V
MALE	1,058,281	379,810	266,296	199,583	80,598
FEMALE	375,796	110,744	63,375	37,771	6,133
TOTAL	<u>1,434,077</u>	<u>490,554</u>	<u>329,671</u>	<u>237,354</u>	<u>86,731</u>

43

Data procured from the Directorate of Education, Government of East Pakistan, Dacca.

1950-51

CLASS	I	II	III	IV	V
MALE	1,096,714	405,117	264,414	198,169	96,451
FEMALE	<u>290,832</u>	<u>98,959</u>	<u>59,013</u>	<u>36,218</u>	<u>5,766</u>
TOTAL	<u>1,387,546</u>	<u>504,076</u>	<u>323,427</u>	<u>234,387</u>	<u>102,217</u>

1951-52

CLASS	I	II	III	IV	V
MALE	1,064,943	394,005	262,205	184,792	121,468
FEMALE	<u>391,248</u>	<u>118,058</u>	<u>71,437</u>	<u>40,415</u>	<u>17,164</u>
TOTAL	<u>1,456,191</u>	<u>512,063</u>	<u>333,642</u>	<u>225,207</u>	<u>138,632</u>

1952-53

CLASS	I	II	III	IV	V
MALE	1,118,793	409,813	264,413	176,951	133,163
FEMALE	<u>439,154</u>	<u>122,278</u>	<u>69,855</u>	<u>44,045</u>	<u>23,740</u>
TOTAL	<u>1,557,947</u>	<u>532,091</u>	<u>334,268</u>	<u>220,996</u>	<u>156,903</u>

1953-54

CLASS	I	II	III	IV	V
MALE	1,081,277	412,030	261,921	190,854	143,592
FEMALE	<u>415,361</u>	<u>130,035</u>	<u>78,445</u>	<u>48,017</u>	<u>25,612</u>
TOTAL	<u>1,496,638</u>	<u>542,065</u>	<u>340,366</u>	<u>238,871</u>	<u>169,204</u>

1954-55

CLASS	I	II	III	IV	V
MALE	1,002,387	413,089	269,711	198,496	148,404
FEMALE	<u>404,268</u>	<u>129,698</u>	<u>79,867</u>	<u>51,767</u>	<u>31,095</u>
TOTAL	<u>1,406,655</u>	<u>542,787</u>	<u>349,578</u>	<u>250,263</u>	<u>179,499</u>

1955-56

CLASS	I	II	III	IV	V
MALE	975,451	447,388	269,798	199,846	145,857
FEMALE	<u>413,120</u>	<u>153,893</u>	<u>83,699</u>	<u>52,394</u>	<u>32,593</u>
TOTAL	1,388,571	601,281	353,497	252,240	178,450

1956-57

CLASS	I	II	III	IV	V
MALE	1,026,842	413,544	276,126	207,502	158,859
FEMALE	<u>433,181</u>	<u>150,700</u>	<u>88,444</u>	<u>56,664</u>	<u>35,392</u>
TOTAL	1,460,023	564,244	364,570	264,166	194,251

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