

Literacy and Educational Attainment Levels in Pakistan: 1951-1973

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The role of education as a necessary means of meeting the shortages of trained personnel and manpower requirements as well as a factor in increasing productivity and economic growth rates, is of fundamental importance to the developing countries [14, p.13], and has greatly reinforced the need for educational planning as an integral part of development plans [17, p.612].

Education is recognized as a factor of prime importance in the Fifth Five-Year Development Plan of Pakistan. While high priority has been assigned to primary education and vocational and technical training, qualitative improvement has also been emphasized for the secondary and higher levels of education [8, p.147]. Although proportion of literates has increased substantially during the past thirty years; Pakistan like other developing countries, still has predominantly illiterate population.

In the present study an attempt has been made to assess the literacy status of the country quantitatively. The qualitative aspects which are equally important for educational development, shall be studied in a subsequent paper. With the aim to review the educational progress on the basis of the number of literate and illiterate persons, levels of education attained and the extent of participation of children in schools, the broad objectives of this study are as follows:

To undertake comparisons of literacy rates in the three censuses of 1951, 1961 and 1972, after adjusting for the differences in the definition of literacy in different censuses.

To examine the urban-rural and male-female disparities in rates of literacy and educational levels in order to indicate progress achieved over time.

To estimate the enrolment ratios and non-schooling gaps in relation

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with population growth and inter-link them with the progress of literacy and educational attainment over time.

The data for this study have been obtained from the three censuses of 1951, 1961 and 1972, supplemented by a more detailed information on education provided by the Housing, Economic and Demographic (HED) Survey of 1973, and by the Labour Force Surveys for the years 1968-1969, 1971-1972 and 1974-1975.

DEFINITIONS OF LITERACY

The definition of literacy varies from country to country and from one source of data to another, within a country. Thus, difficulties are involved in the comparison of literacy estimates internationally as well as within the country from different sources of data. For purposes of international comparison, the UNESCO Committee recommended a uniform criterion of literacy in terms of the "ability both to read with understanding and to write a short statement on every-day life in any language" [18, p.21]. A person who cannot read and write a short and simple statement on his every-day life with understanding is considered illiterate. Hence a person who is capable of reading and writing only figures and his name should be considered illiterate [16, p.158].

If data on literacy and education are gathered for use in policy-making and planning either for economic and social development in general or for educational development, information not merely on ability to read and write with understanding but also on levels and skills of persons is required. In 1961, the UNESCO Committee of Experts devised a new definition of literacy by recommending that "a person is literate when he has acquired the essential knowledge and skill which enables him to engage in all those activities in which literacy is required for effective functioning in his group or community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and community development."¹

The definition of literacy as used in different censuses and surveys in Pakistan varied both in contents and in the minimum age limit for literates. Therefore, to have a meaningful comparison of literacy rates overtime, it is necessary to point out the differences in definitions of literacy used in the three censuses and the surveys. According to the 1951 census, literates were those persons who could read a clear print in any language [4, p. 8-1]. Thus persons who could read only the Holy Quran were also considered as literates in the 1951 census. In the 1961 census such persons were not classified as literates unless they could read any language with understanding. Thus in the 1961 census persons who were able to read with understanding a simple letter or a short statement on every-day life in any language were considered as literates [5, p. iv-1]. This definition included those persons as literates who had both the ability to read and write and the ability to read only with understanding. For both the 1951 and the 1961 censuses, five years was the minimum age for which data on literacy were provided.

A notable improvement in the definition of literacy was made in the 1972 census. Those persons who had the ability to read with understanding and to

¹Definition agreed upon by the UNESCO Committee of Experts on literacy in its meeting in Paris in June, 1962 [16 p. 158].

were considered as literates [6a, p. 25]. The same criterion was used to collect information in the HED survey of 1973. However, following the UNESCO recommendations, the 1972 census and the HED Survey of 1973 provided tabulated data on literacy for persons aged 10 years and over.

An overview of the definitions of literacy used in the different censuses and the surveys shows that in the 1951 census, literates included those children who were in the first two or three years of schooling and had attained a bare minimum level of learning and could hardly read as well as write with understanding. The 1961 census also provided literacy information for population aged 5 years and over and for those who could read only (with understanding) and those who could read as well as write. In order to assess literacy levels as determined by different definitions, a comparison of literacy rates overtime and between different sources of data, is provided in the following section.

LITERACY RATES UNDER DIFFERENT DEFINITIONS

Based on the definition of 1951 census, the literacy rate in Pakistan (formerly West Pakistan) was 18.9 percent for population aged 5 and over while it was 16.3 percent according to the 1961 criterion. But these rates are not directly comparable because of the difference in the definitions of literacy. In order to make these rates comparable, one way is to adjust the 1961 figure using the 1951 criterion of literacy. This can be done by including the Holy Quran readers in the group of literates. By doing so the number of literates is raised from 5.4 million to 9.3 million and the literacy percentage increases from 16.3 to 28.2 in 1961, much above the reported literacy rate of 1951. But as has been mentioned earlier the use of the 1951 census criterion implies that many persons who according to the current UNESCO definition, could not be considered as literates were included among the literates. Therefore, while raising the figures of literacy in 1961 by applying the 1951 criterion makes the comparison between the two census figures possible, it does not show the true picture with regards to the level of literacy.

A more meaningful way to make a comparison between the 1951 and 1961 literacy rates would be to adjust the 1951 literates according to the 1961 criterion of literacy, which includes the ability to read with understanding. [2, p. 70]. Unfortunately, it is not possible to exclude those who could read without understanding from the total literates of 1951, so that the remainder (able to read with understanding) could be compared with the 1961 literates. However, one possibility is to assume that the majority of the Holy Quran readers as reported in the 1951 census could read it without understanding. Thus by excluding the number of the Holy Quran readers from the 1951 literate group,² literacy percentage in 1951 declines from 18.9 to 6.7 which is also much lower than the reported literacy level of 16.3 percent in 1961. This shows that the assumption that the majority of the Holy Quran readers reported in the 1951 census could read without understanding is not entirely valid.

The third and probably the most appropriate way to indicate the progress of literacy would be to adjust the 1951 and the 1961 census figures to the 1972

²The approximate number of only the Holy Quran readers as reported in the 1951 census is 3.3 million out of the total literates of 5.1 million [4, p. 8-6].

criterion of literacy which is comparable with the current international standards of literacy. The 1951 census does not give separate information for those who are able to read and write while the 1961 census provides such information. In order to compare 1951 census figures with the 1972 criterion of literacy, the number of formally educated persons as given in the 1951 census (for population aged 10 and over) are taken as total literates under the assumption that they have the ability to read and write.³ As a result thereof literacy rates of 13.2 percent for 1951 and 14.4 percent for 1961 are obtained and these when compared with the reported rate of 21.7 percent for 1972 make more sense. The comparison of literacy rates adjusted for three different definitions of literacy have been shown in Table 1.

Table 1 indicates that adjusted according to the 1972 definition, literacy rates in Pakistan show a gradual improvement overtime, but still more than three-fourths of the population was illiterate in 1972. Not only the progress in case of females from 8.6 percent in 1951 to only 11.6 percent in 1972 was slower but also their levels of literacy were considerably lower.

In order to see the changing trends in literacy, corresponding estimates provided by the Labour Force Surveys for the years 1968-1969, 1971-1972, 1974-1975 and the HED Survey of 1973 have been compared with the census figures of 1961 and 1972. The literacy rates of the Labour Force Surveys (LFS) are comparable with the census figures because the minimum qualification for the classification of literates in the LFS was "the ability to read with understanding" [11, p. ix; 12, ix; 13, p. xviii]. Table 2 gives a comparative picture of the literacy rates in urban and rural areas of Pakistan for the years 1961, 1968-1969, 1971-1972, 1973 and 1974-1975 and indicates that there has been a gradual and consistent increase in levels of literacy since 1961.

In reviewing the over-all literacy rates of Pakistan in Table 2, it is noted that there is a discrepancy in the rates of the 1972 census and the HED Survey of 1973 which was undertaken to supplement the information of the 1972 census. The 1972 literacy figures are lower by 5 percentage-points from the HED Survey figure of 1973 and by 2 percentage-points from the Labour Force Survey (LFS) estimates of 1971-1972 whereas the comparison between the literacy rates of HED Survey for 1973 and LFS for 1974-1975 in Table 2 suggests that the 1973 literacy rates are very close and comparable to those for 1974-1975. Reasons for the lower literacy rates in the 1972 census could be explained in terms of under-estimation of literates, over-estimation of the denominator, or both. Moreover, such discrepancy could also be attributed to sampling or no-sampling errors. However, the problem needs to be investigated further.

Tables 1 and 2 suggest more improvement in the literacy of males from 1951 (17.0 percent) to 1974-1975 (38.3 percent) while females' literacy level increased from 8.6 percent in 1951 to only 13.1 percent in 1974-1975. The progress in the literacy level of males was about four times greater than that of females over a period of 25 years. The situation was worse in rural areas

³The number of educated persons in 1951 for population 10 and over is 3,001,976 as reported in the 1961 census of Pakistan. [5, p. iv-89].

Table 1
Literacy Rates Adjusted for Different Definitions of Literacy Used in Censuses of Pakistan, 1951, 1961 and 1972

Definitions of Literacy	Sex	Population												
		1951					1961					1972		
		3	4	5	6	7	8	9	10	11	Number	Percent	Number	Percent
1951	BS	26,793,631	32,984,654	53,048,396	5,084,559	18.9	9,307,554	28.2	—	—	—	—	—	—
Definition ^a (for ages 5+)	M	14,552,660	17,867,526	28,668,321	3,289,760	22.6	5,412,094	30.3	—	—	—	—	—	—
	F	12,240,971	15,117,128	24,380,075	1,794,799	14.7	3,895,460	25.8	—	—	—	—	—	—
1961	BS	26,793,631	32,984,654	53,048,396	3,507,924 ^d	13.1	5,380,308	16.3	—	—	—	—	—	—
Definition ^b (for ages 5+)	M	14,552,660	17,867,526	28,668,321	2,463,937	16.9	4,260,586	23.8	—	—	—	—	—	—
	F	12,240,971	15,117,128	24,380,075	1,043,987	8.5	1,119,722	7.4	—	—	—	—	—	—
1972	BS	22,712,391	26,129,939	42,916,910	3,001,976 ^e	13.2	4,878,866	18.4	9,318,772	21.7	—	—	—	—
Definition ^c (for ages 10+)	M	12,396,206	14,411,941	23,351,460	2,110,678	17.0	3,883,656	26.9	7,044,595	30.2	—	—	—	—
	F	10,316,185	12,100,998	19,565,450	891,298	8.6	665,210	8.2	224,177	11.6	—	—	—	—

Source: [4, p. 77; 5, p. iv-1; 7, Table 7; 6a p. 25].

^aThe 1951 definition of literacy included those as literates "who could read a clear print in any language".

^bThe 1961 definition of literacy categorized those persons as literates "who were able to read a simple letter, in any language, with understanding". (The information was obtained for population aged 5 and over).

^cThe 1972 definition for literacy included those as literates "who were able to read and write in some language with understanding". The information was obtained for population aged 10 and above.

^dThe number of total educated persons in 1951 (those who have passed at least Grade 1 at schools) are taken as total literates according to the 1961 criterion of literacy because the 1951 census does not provide separate information for those who are able to read with understanding and write.

^eThe number of total educated persons in 1951 (for ages 10 and above) are compared with the literates of 1972 census and are assumed to be able to read and write.

Table 2
Literacy Rates by Sex For Population 10 years and Over by Urban and Rural Areas in Pakistan, 1961, 1968-1969, 1971-1972, 1973 and 1974-1975

Area	1961 (Census)			1968-1969 (Labour Force Survey)			1971-1972 (Labour Force Survey)		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
	2	3	4	5	6	7	8	9	10
Total	18.4	27.0	8.2	21.5	33.2	8.5	23.5	35.7	9.9
Rural	12.2	19.8	3.6	14.9	25.6	3.2	16.6	28.3	3.8
Urban	36.7	46.8	23.3	40.9	54.8	24.9	44.9	58.3	29.3

Area	1972 (Census)			1973 (HED Survey)			1974-1975 (Labour Force Survey)		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
	11	12	13	14	15	16	17	18	19
Total	21.7	30.2	11.6	26.7	37.8	13.4	26.6	38.3	13.1
Rural	14.3	22.6	4.7	19.2	30.2	6.0	17.5	28.9	4.6
Urban	41.5	49.9	30.9	46.1	57.3	32.5	47.7	60.1	33.4

Source: [5, p. iv-56; 6, pp. 6-17; 7, Table 7; 11, p. 4; 12, p. 4; 13, pp. 21-26].

where only 4.6 percent of females were literate as compared to 28.9 percent of males in 1974-1975. This suggests the need for having more educational facilities as well as adult literacy programmes for females in rural areas where more than two-third of the total population of Pakistan is living.

After discussing the progress overtime, it would be worthwhile to look at more meaningful and refined measures of literacy. The criterion of functional literacy which includes proficiency in reading, writing and arithmetic, may be regarded as more effective or functional in a country's development process. Therefore, in applying the criterion of functional literacy, all literates with less than five years of schooling are excluded from the total literates [1, p. 429]. All those who have completed at least five years of schooling (primary and above) are taken as functional literates for 1951, 1961 and 1973 in Table 3.⁴ The comparison of functional literacy rates over the years 1951-1973 indicates an improvement from less than 10 percent in 1951 to over 20 percent in 1973. The improvement in the functional literacy of males has been larger than that of females as was the case observed in terms of comparisons of simple literacy levels.

Table 3

Percentage Distribution of Functional Literates^a in Population Aged 10 years and Above Pakistan, 1951, 1961 and 1973^b

Sex	1951		1961		1973	
	Number	Percent	Number	Percent	Number	Percent
Both Sexes	2,090,071	9.2	2,969,103	11.2	9,043,752	21.3
Male	1,614,986	13.0	2,476,415	17.2	7,072,862	30.5
Female	475,085	4.6	492,688	4.1	1,970,890	10.3

Source: [4, pp. 9-21; 5, p. iv-108; 6, p. 6].

^aLiterates with five years or more of schooling.

^bThe 1973 HED data used because 1972 census does not provide information on completed years of schooling.

Literacy Rates by Age-Groups

As mentioned earlier, the 1951 and the 1961 censuses collected data on literacy for persons aged 5 years and over when the concept of literacy was confined to the criterion of reading only while the 1972 census and HED Survey of 1973 provided literacy information for population aged 10 years and over when the "ability to write" was also included in the definition of literacy. The minimum age of 10 years for literates in the 1972 census was used as it was consistent with the UNESCO convention.

Table 4 provides literacy rates by age and sex for 1961, 1972 and 1973. It may be noted that among the age-specific literacy rates for 1961, the age group of 5-9 years shows the lowest literacy level. From amongst the other age

⁴The functional literacy rates are calculated for population 10 years and above, because the usual age of completing five years of schooling is ten years in Pakistan.

Table 4
Literacy Rates by Age and Sex in Urban and Rural Areas for Pakistan, 1961, 1972 and 1973

Age Group	1961 (Census)			1972 (Census)			1973 (HED Survey)		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
All Ages (10+)	18.4	27.0	8.2	21.7	30.2	11.6	26.7	37.8	13.4
5-9	7.6	10.9	4.1	24.8	31.4	16.4	39.3	51.2	24.3
10-14	28.2	38.7	15.2	32.2	42.0	20.3	39.0	51.1	23.1
15-19	26.9	38.4	13.2	28.4	40.3	15.7	33.1	47.3	16.6
20-24	23.4	34.9	10.3	17.3	25.5	7.6	18.7	28.4	7.2
25+	13.3	20.1	5.1						
					All Areas				
All Ages (10+)	12.2	19.8	3.6	14.3	22.6	4.7	19.2	30.2	6.0
5-9	5.4	8.6	1.7	17.1	24.8	7.1	30.4	44.3	12.4
10-14	21.0	32.4	6.9	22.5	33.9	8.7	29.3	43.4	10.4
15-19	19.7	31.6	5.9	18.8	31.1	6.2	23.8	38.8	6.8
20-24	15.1	25.3	4.5	11.1	18.2	2.9	12.8	21.1	3.0
25+	8.2	13.4	2.2						
					Rural				
All Ages (10+)	36.7	46.8	23.3	41.5	49.9	30.9	46.1	57.3	32.5
5-9	15.9	19.0	12.4	44.6	49.3	39.6	60.8	68.6	51.5
10-14	47.7	56.6	37.3	54.6	61.5	46.6	60.7	69.2	50.3
15-19	46.2	55.9	38.8	50.1	60.1	38.6	54.3	66.0	39.9
20-24	43.3	55.0	26.7	35.3	45.4	21.9	35.3	48.4	19.2
25+	29.9	40.2	15.6						
					Urban				

Source: [5, p. iv-56; 6, p. 6; 7, Table 7].

groups, the literacy percentages were the highest in the 10-14 age group both in the 1961 census and the 1973 survey. The rates decrease gradually with increasing age which also indicates the lower number of students pursuing higher education. Table 4 also shows that lower female literacy rates exist in each age group, but the largest discrepancies are observed for the age groups of 15-19 and 20-24 years, which correspond to the periods of college and university education. The very low literacy rates of females at these ages is associated with inadequate opportunities for higher education and early marriage of females.

Component of Informal Education in Pakistan

One of the notable features of the literacy statistics is the large size of informally educated persons in the total literate group. In 1961, about 11 percent of male literates and 20 percent of female literates were informally educated. But according to the HED survey of 1973, the proportion of informally educated persons has declined to only 1.1 percent in case of males and 2.9 percent in case of females.⁵ The efforts to learn reading and writing through informal arrangements in 1961 was a great achievement but the quality and level of performance in such cases may be lower because many of those who had learnt to read some simple phrases about one or two decades ago were likely to have lost that proficiency with the lapse of time, if they had no occasion to use or improve their skills in reading or writing. This fact is more obvious in case of females in the 1961 census (see Figure 1). This percentage declined in 1973 probably because of the improvement in the definition of literacy in terms of age and the ability to read and write with understanding. If the literates without formal schooling are excluded from the total literate group, the literacy rate declines to 16.3 percent from 18.4 percent in 1961 and to 26.3 percent from 26.7 percent in 1973 (for population aged 10 years and over).

Urban-Rural Differentials in Literacy

The 1961 census data show that about 22 percent of the population living in urban areas had a literacy rate of 33.0 percent while the rural population being 78 percent of the total population, had only 10.9 percent as literates among those aged 5 and over. The urban-rural differentials in literacy rates are more conspicuous among females. For males in the 1961 census, the literacy percentage was 42.2 in urban areas against 17.5 percent in rural areas. For females the corresponding percentage ranged from 21.2 in urban localities to only 3.2 in rural areas. Table 4 indicates that female literacy rate in urban areas was about six times greater than the corresponding rate in rural areas in the 1961 as well as in the 1972 census (23.3 against 3.6 in 1961 and 30.9 against 4.7 in 1972) and about five times greater according to HED Survey of 1973 (32.5 against 6.0) for population 10 and over. Male literacy rates also indicate similar urban-rural differentials but the gap between urban-rural literacy of females is greater. The widest urban-rural differentials exist in the ages of 20 years and above for males whereas females have the largest disparity in the age-groups of 10-14 and 15-19 years. The lower literacy rates for females in rural areas can be explained in terms of the non-availability of schools and teachers, past achievements of females in education, inability of the parents to

⁵The 1972 census data do not provide the number of informally educated persons separately.

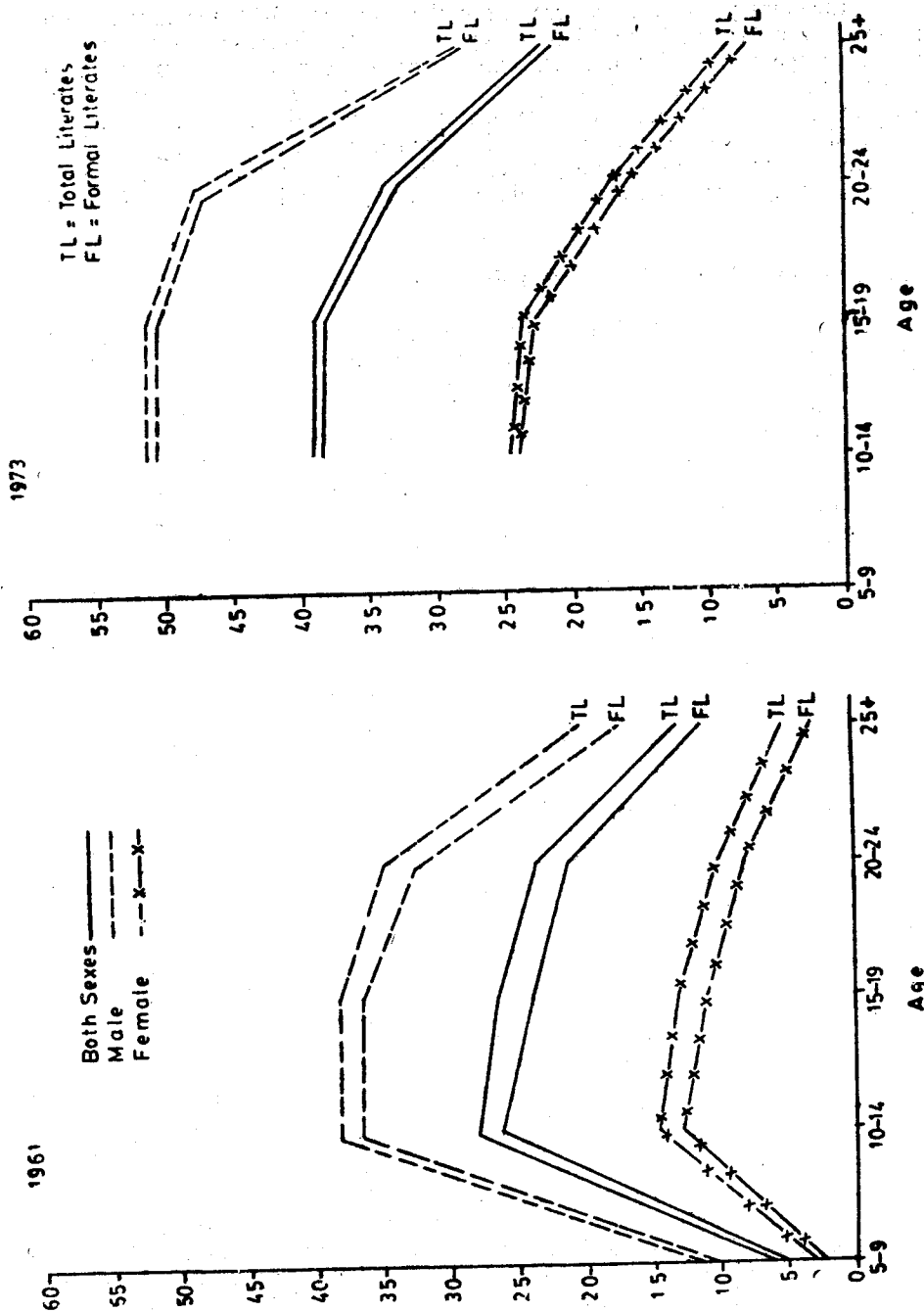


Figure 1
 Age-Specific Literacy Rates in Pakistan 1961 and 1973

send their daughters to schools, negative attitudes towards female education and marriage. The higher percentage of literacy in urban areas can be attributed to the existence of more and better educational facilities and the usual tendency of educated rural males to migrate to urban areas to seek employment or for further educational pursuits mostly beyond the secondary level.

Another important aspect of urban and rural literacy levels is the large discrepancy between total and formal literates. It is observed from the 1961 census data that disparity between the total and formal literates was most prominent in rural areas (see Figure 2). This points to the fact that many of the persons reported themselves as literates who had never been to schools and must have learnt reading or writing with their own efforts. For example, out of the total literates in the 1961 census, the component of informally educated was 2.2 percent in the urban areas as compared to 11.8 percent in the rural areas. The corresponding percentages of such literates according to HED Survey of 1973 were 0.4 and 1.5 for the urban and rural areas respectively. This change besides the reporting differential can be explained by the increase in the number of educational institutions from 24,165 in 1960-1961, to 55,273 in 1972-1973 [3, Table 1].

LITERACY BY EDUCATIONAL LEVELS

Literacy rates by educational levels provide basis for making the most direct comparisons by age and sex over time. The 1951 census asked questions on the total number of years in school and the completed level of education without reference to the field of education. The 1961 census and the HED survey made an improvement in the data because the questions on school attendance and completed education were extended to the field of specialized education as well.⁶ The main differences between 1961 census and the 1973 HED Survey data in respect of the educational levels attained, lies in the classification of general and specialized education. The HED survey of 1973 classified all the Master degree holders in specialized education while the 1961 census reported such persons in general education.

Table 5 shows the number and the percentages of educated persons (literate persons who had acquired formal education and had passed at least grade I at schools) at different levels of education for the census years of 1951 and 1961 and for HED Survey of 1973. It is observed from Table 5 that the biggest improvement in terms of levels of education attained was in the primary and middle grades where the percentage of literate males increased from 10.9 in 1951 to 20.3 in 1973 and from 4.2 to 7.0 for females. The progress in the matric and intermediate level of education was also encouraging where the percentage of educated males had risen from 1.6 in 1951 to 8.7 in 1973 and for females, from 0.4 to 2.9 for population of ages 10 and over. The percentage distribution of educated persons shows that in the 1951 census, out of the total formally educated persons, about 90 percent had progressed only upto primary and middle grades, about 8 percent fell under the category of matric and intermediate level and only 2.0 percent had attained the degree and the high degree level of education. The situation did not seem to have improved much by 1961 except for the matriculation and intermediate levels of education. However, the 1973 survey data showed a significant improvement at the matric

⁶The 1972 census has not yet released data on educational levels, so the comparison will be based on 1961 census and the HED survey of 1973.

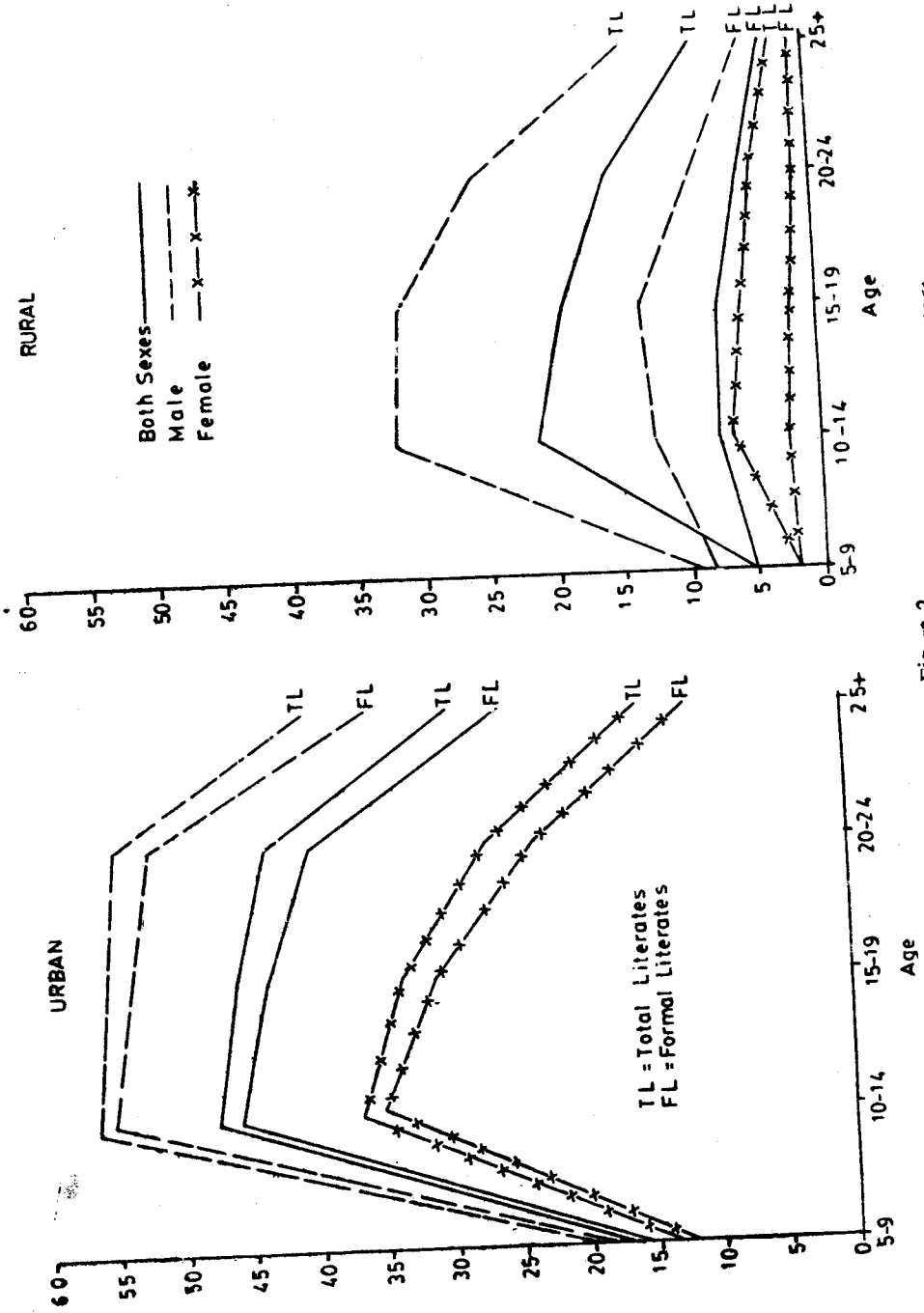


Figure 2
Age-Specific Literacy Rates in Urban and Rural Areas of Pakistan 1961

Table 5
 Percentage Distribution of Literate Persons (aged 10 years and Above) by Educational Levels in Pakistan, 1951, 1961 and 1973

Year	Sex	Total Literates ^a		Literate by Level of Education Attained										
		Number	Percent of Population	All Levels (Percent)	Below Primary			Primary and Middle						
					Number	Percent of Population Literates	Number	Percent of Population Literates	Number	Percent of Population Literates				
1	2	3	4	5	6	7	8	9	10	11				
1951 ^b	BS	3,001,976	13.2	100.0	911,905	4.0	30.4	1,792,719	7.8	59.7				
	M	2,110,678	17.3	100.0	494,692	4.0	23.5	1,361,429	10.9	64.5				
	F	891,298	8.6	100.0	416,212	4.0	46.7	431,290	4.2	48.4				
1961	BS	4,320,896	16.3	100.0	1,353,892	5.1	31.3	2,304,499	8.7	53.3				
	M	3,542,163	24.6	100.0	1,067,649	7.4	30.1	1,894,560	13.1	53.5				
	F	778,733	6.4	100.0	286,243	2.4	36.7	409,939	3.4	52.6				
1973	BS	11,142,492	26.3	100.0	2,111,107	5.0	18.9	6,044,820	14.3	54.2				
	M	8,661,008	37.3	100.0	1,518,150	6.9	18.9	4,704,733	20.3	54.3				
	F	2,481,404	12.9	100.0	512,957	2.7	20.7	1,340,087	7.0	53.9				

Continued—

Table 5—Contd.

Year	Sex	Matric and Intermediate			Degree and Above		
		Number	Percent of Population	Percent of Literates	Number	Percent of Population	Percent of Literates
		12	13	14	15	16	17
1951 ^b	BS	238,616	1.2	7.9	58,736	0.3	2.0
	M	201,091	1.6	9.5	52,466	0.4	2.5
	F	37,525	0.4	4.2	6,270	0.1	0.7
1961	BS	584,181	2.2	13.5	78,324	0.3	1.8
	M	511,434	3.5	14.4	68,520	0.5	1.9
	F	72,747	0.6	9.3	9,804	0.1	1.3
1973	BS	2,564,658	6.1	22.9	421,907	0.1	3.8
	M	2,015,951	8.7	23.2	342,254	1.5	3.9
	F	548,707	2.9	22.1	79,653	1.0	3.2

Source: [4, p. 9-21; 5, p. IV-108; 6, p.6].

^aLiterates in oriental education are excluded from total literates due to their insignificant number. Orientals include persons who have passed the higher standards in theology or/and oriental languages.

^bThe figures for 'Below Primary' level in 1951 should be read with caution because this number has been obtained by taking the difference between the total educated and those who have completed primary and above, as the 1951 census does not provide information for those who have attained the 'Below Primary' level of education. The number of total educated in 1951 (for population 10 and over) is 3,001,976 (as reported in 1961 census, Vol. I Table 29: P.IV-89), while those with primary and above are 2,090,071. The difference between the two is taken as literates at 'Below Primary' level of education.

and intermediate levels and a slight improvement at the degree and above level of education. For example, out of the total formal literates, about 23 percent had attained the matric and intermediate level of education in 1973 as compared to 7.9 percent in 1951 and 13.5 percent in 1961. Similarly, about 4 percent had progressed upto the degree and above level in 1973 as compared to about 2 percent in both 1951 and 1961. The improvement in educational levels attained in the year 1973 can be attributed to the availability of better educational facilities beyond matric level of education particularly in urban areas which shall be discussed later under urban-rural educational disparities. But in spite of such an improvement, it should be noted that about 74 percent of the total educated persons still had passed only the primary and middle grades in the year 1973. This means that about three-fourth of the total literates did not continue their education beyond primary and middle levels in 1973.

Male-Female Disparities in Educational Levels

Numerically, the total educated females were about one-fourth of the total male literates in the 1961 census and about one-third in the 1973 survey. A comparison of male-female educational attainment at different levels indicates that males had higher literacy rates than females almost at all levels of education. Similar male-female disparities were observed previously in case of total literacy rates where males showed four times bigger improvement in their literacy status as compared to females over the years 1951-1973. Such disparities are the largest at higher levels of education as only 0.6 percent of females had attained matric and intermediate level of education as compared to 3.5 percent of males in the 1961 census. Similarly, only 2.9 percent of females as compared with 8.7 percent of males reached this level of education in the year 1973 (see Table 5). At the degree and above levels of education, females were in negligible proportion when compared with males both in the 1961 census and the HED survey of 1973. But when we look at the progress achieved in educational levels over time, females showed the highest improvement at the matric and intermediate level of education where the percentage increased from 0.4 in 1951 to 2.9 in the year 1973. But, at all levels of education, females lagged much behind than males, the reasons for which have been discussed previously.

Urban-Rural Disparities in Educational Levels

The 1951 and 1961 censuses did not provide data on educational levels attained for urban and rural population while the 1973 HED Survey had such information. Table 6 gives the distribution of literates at different educational levels in urban and rural areas for the year 1973. The table indicates large urban-rural differentials almost at all levels of education, particularly in case of females. For example, only 3.1 percent of rural females had attained primary and middle grades as compared to 17.1 percent of urban females. Such disparities are indicated to be larger at higher educational levels. Males also show urban-rural differentials, but to a lesser extent when compared with such differentials for females. One of the reasons for higher levels of education attained for males in urban areas is that most of the rural males come to cities and towns for higher educational pursuits while females lack such opportunities.

In Table 6, the percentage distribution of total literates by educational levels indicates that about 50 percent of the of total literates had completed

Table 6
 Percentage Distribution of Literates (for Population aged 10 Years and Above) by Educational Levels in Urban and Rural Areas of Pakistan, 1973

Levels of Education	Urban						Rural					
	Percent of population			Percent of Literates			Percent of population			Percent of Literates		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
Total Literates	45.2	56.5	31.5	100.0	100.0	100.0	18.9	29.8	5.8	100.0	100.0	100.0
Below Primary	7.3	8.6	5.1	16.1	15.1	18.2	4.1	6.2	1.5	21.6	20.9	28.8
Primary and Middle	22.7	27.3	17.1	50.2	48.3	54.2	11.0	17.5	3.1	58.0	58.9	53.5
Matric and Intermediate	12.3	16.5	7.3	27.2	29.1	23.1	3.6	5.6	1.2	19.1	18.9	20.0
Degree and above	2.9	4.2	1.4	6.5	7.4	4.4	0.2	0.4	—	1.3	1.4	0.4

Source: [6, pp. 10-17].

the primary or middle grades, in both urban and rural areas and a small proportion had gone up to degree and above levels of education in the year 1973. The large urban-rural differentials observed for all levels of education may be explained in terms of the uneven distribution of educational facilities among the rural and urban areas and probably the lesser desire and willingness among the rural people to educate themselves and their children, because many of the male children had been put to parents assistance in their economic pursuits.

A further insight into the literacy differentials existing among the urban and the rural areas by age, sex and levels of education for the year 1973 is provided in Appendix Table 1. Similarly Appendix Tables 2 and 3 show the percentage distribution of literates by age and sex for the years 1961 and 1973, which indicate that the higher percentage of literates who had completed the "below primary grade" were in the age group of 10-14 and those with the completed grades of primary and middle fell in the age group of 15-19. These data also indicate a significant progress for literates at matriculation and above levels almost in all age groups. But on the whole, more than 50 percent of the total literates attained only the primary and middle level of education almost in all age-groups both in the 1961 census and the HED survey of 1973.

SCHOOL ATTENDANCE AND ENROLMENT

As the extent of enrolment of children in schools ultimately affects the literacy status of total population, it is worthwhile to look at the number of students by age, sex and completed levels of education to find out whether, those who were currently in schools, indicated the same trends and patterns as those observed in case of literates. The importance and relevance of information on school attendance and enrolment for the educationists and policy makers can hardly be doubted. Those involved in educational planning utilize the current enrolment statistics to indicate the trends in school participation and make projections for future enrolment in the school-age population. School enrolment, according to United Nations, is defined as "attendance at any regular educational institution, public or private, for a systematic instruction at any level of education during a well-defined and recent time period" [18, p.25]. The 1951 census provided information on students by broad age-groups of 5-9 and 10 and over, while the 1961 census gave such information by five years age groups. The HED survey of 1973 provided information on the number of students with highest grade passed by single years of age.⁷ According to 1951 census, only 1.7 million students were attending educational institutions as compared to 2.2 million given by the 1961 census. In 1973, the number of students increased to an estimated number of 6.3 million. Table 7 shows the estimated growth of students from 1951 to 1973 in the broad age-groups of 5-9 and 10 years and over.

As observed from Table 7, number of female students of ages 10 and over remarkably increased during 1961-1973 while there was a decline during 1951-1961 for females by 22.5 percent. A decline was also noticed in female literacy percentage from 8.6 percent to 8.2 percent, which can be attributed to age

⁷The 1972 census has not released data on the number of students and enrolment.

Table 7
Students and Their Proportions in Population of Pakistan by Age and Sex in 1951, 1961 and 1973, with Corresponding Percentage Increases Over These Years

Age	Sex	1951			1961			1973			Percentage Increase	
		Number	Percent of population	Number	Percent of population	Number	Percent of population	Number	Percent of population	1951-1961	1961-1973	
5+	BS	1,705,996	6.3	2,225,081	6.7	6,314,893	12.1	30.4	183.8			
	M	1,199,414	8.2	1,658,446	9.3	4,617,987	16.3	38.3	178.5			
	F	506,582	4.1	566,635	3.7	1,696,906	7.1	11.9	199.5			
5-9	BS	539,539	13.2	982,300	15.1	1,746,475	17.9	82.1	77.8			
	M	388,134	18.0	691,011	20.0	1,202,771	23.3	78.0	74.1			
	F	151,404	7.9	291,289	9.7	543,704	11.8	92.4	86.7			
10+	BS	1,166,458	5.1	1,242,781	4.7	4,568,418	10.8	6.5	267.6			
	M	811,280	6.5	967,435	6.7	3,415,216	14.7	19.2	253.0			
	F	355,178	3.4	275,346	2.3	1,153,202	6.0	-22.5	318.8			

Source: [4, p.9-2; 5, p.iv-66; 6, pp.24-26].

misreporting or coverage of females in the 1951 census. But the underlying cause for this variation needs to be clarified further.

Age-Specific Enrolment Rates

The general enrolment rate can be measured using the ages 5-34 as the arbitrary age range [10, p.317]. The enrolment rates for Pakistan are shown in Table 8 for age 5-24 years because there are very few students in the ages 25 and over. The enrolment ratio has increased from 13.1 in the 1961 census to 20.9 in 1973. Again males have shown better progress than females both in the urban and the rural areas. Female enrolment has improved remarkably only in urban areas from 1961 to 1973 but remains very low in rural areas. The higher pace of development in education of females in urban areas in conjunction with a low progress in rural areas tend to sustain the urban-rural differentials in female education.

Table 8

Enrolment Rates in Urban and Rural Areas for Pakistan, 1961 and 1973

	1961			1973		
	Total	Rural	Urban	Total	Rural	Urban
Both Sexes	13.1	9.6	23.3	20.9	14.9	35.8
Male	18.1	14.7	27.8	28.0	22.6	41.6
Female	7.3	3.8	17.4	12.0	5.5	29.1

Table 9 gives the enrolment rates by age and sex in urban and rural areas for the years 1961 and 1973 and indicates that most of the students are concentrated in the 10-14 age group which is normally the age for completing primary and middle level of education. The same situation was observed in case of literates who had the highest number and the percentage in the 10-14 age group. The possible explanation for a lower proportion of students in the 5-9 age group is the age misreporting of the children and late entries of students in schools particularly in rural areas. The enrolment ratios have risen remarkably for ages 15 and above in urban areas which indicate a likely future progress in higher education particularly in case of females; while the pace of progress is still low in rural areas. On the whole, students in urban areas are 2 to 3 times greater than in rural areas almost in all age groups.

The discussion so far on school-attendance and enrolment has been entirely based upon the census and the survey data. But there is another source of data on student enrolment by different levels of education in different years which is the statistics compiled by the Central Bureau of Education in Pakistan. The information in the censuses or HED Survey does not agree with the official records of the government since the census figures are based on the information reported by the head of household or some other individual.

Table 9

*Enrolment Rates by Age-Group and Sex in Urban and Rural Areas
for Pakistan, 1961 and 1973*

Age	1961			1973		
	Both Sexes	Male	Female	Both Sexes	Male	Female
All Areas						
5-9	15.2	20.0	9.7	17.9	23.3	11.8
10-14	23.2	32.2	12.5	34.6	45.8	20.4
15-19	9.2	14.0	3.5	18.0	24.6	9.3
20-24	0.6	1.0	0.2	6.2	8.7	3.3
25+	0.1	0.1	—	2.2	2.9	1.2
Urban						
5-9	26.6	31.2	21.4	32.8	36.8	28.3
10-14	41.4	50.0	31.2	55.1	63.2	45.5
15-19	19.4	25.4	11.8	32.2	39.1	23.7
20-24	1.9	2.6	0.9	12.2	16.0	7.6
25+	0.2	0.3	0.1	3.1	4.3	1.6
Rural						
5-9	11.9	16.8	6.2	12.5	18.6	5.8
10-14	16.8	25.8	5.5	26.1	38.8	9.5
15-19	5.4	9.6	0.5	11.7	18.4	2.6
20-24	0.1	2.5	0.1	3.6	5.3	1.6
25+	0.1	—	—	1.8	2.4	1.1

Source: [5, pp. iv-66, iv-68; 6, pp.27-32].

The data aside from enumerator's or response bias include information on students attending unrecognized educational institutions. The Education Departments collect data on students enrolled in the recognized institutions only. The disparity between the figures on enrolment in two sets of information was therefore not unexpected.

Table 10 gives the enrolment by levels of education as reported by the Bureau of Education for the three different years of 1970-1971, 1971-1972 and 1972-1973, in comparison with the HED Survey estimated figures for the year 1973. The table indicates that there is a discrepancy between the two sets of information almost at all levels of education. The figures regarding the primary level of education are not much different in two sources of information. For example, the number of total primary students in 1972-1973 is 4,442,779 (Education Bureau) as compared to 4,424,531 in HED Survey of 1973, with a difference of about 18 thousand of students. The discrepancy increases at secondary (grade VI to X) and university level of education. But strangely

Table 10

Enrolment by Levels of Education and Females as Percent of Total Students in Pakistan, 1970-1971, 1971-1972, 1972-1973 Education Bureau and 1973 HED Survey

Level of Education	1970-1971 (Education Bureau)		1971-1972 (Education Bureau)		1972-1973 (Education Bureau)		1973 ^a (HED Survey)					
	Both Sexes	Female Number Percent	Both Sexes	Female Number Percent	Both Sexes	Female Number Percent	Both Sexes	Female Number Percent				
1	2	3	4	5	6	7	8	9	10	11	12	13
1st Level (Primary: I-V)	3,992,721	1,058,618	26.5	4,115,470	1,113,588	27.0	4,442,779	1,214,403	27.3	4,424,531	1,222,553	27.6
2nd Level (Secondary VI-X)	1,324,421	258,123	19.4	1,382,248	280,580	20.3	1,414,310	269,929	19.1	1,232,498	276,788	22.4
3rd Level (Intermediate and Degree)	196,867	49,542	25.2	183,907	48,354	26.3	200,000	50,000	25.0	596,247	186,994	31.4
University (Higher Level ^b Degree)	57,280	9,150	16.0	58,479	9,743	16.7	59,896	9,896	16.5	56,340	9,513	16.9
All Levels	5,571,289	1,375,433	24.7	5,740,104	1,452,265	25.3	6,116,985	1,544,282	25.2	6,309,616	1,695,848	26.9

Source: [3, Table 2; 6, P. 6].

^aThe HED Survey figures exclude students pursuing oriental education.

^b2nd level includes high schools and secondary vocational institutions; university level includes degree obtained in professional colleges also

enough, students at the third level of education in 1973 (HED Survey) are about three times greater than those reported through registered official figures which remains as a puzzling question to those interested in knowing the true situation. One possible reason for this discrepancy could be that many students who had failed or had left college at this level without completing the grade, might have reported themselves as having passed that grade in the survey data. The other probable reasons could be the difference in the age-reporting of students in the two sets of figures, but it is difficult to explain more than fifty percent lag due to these factors alone. The statistical data of the two sources still need to be reconciled for the appraisal of the real position of enrolment at different levels of education in Pakistan which is beyond the scope of the present study.⁸

Educational Progression

Analysis of data on enrolment for determining educational progression provides basis for the extent to which population groups retain or continue schooling. School retention refers to the continuation of schooling from a particular grade or level of education to another. Dropping out of schools can be viewed as an obverse of school retention. Unfortunately, data on enrolment in censuses and surveys in Pakistan are very limited and related to a certain period or point in time, whereas measures of school retention are cohort measures and depend upon data on two or more closely spaced points in time. The UNESCO Regional Office for Education in Asia provides the most recent statistical information on education for different years which makes it possible to calculate the grade retention rates in Pakistan [15, pp.82, 95]. The data used in computing school retention rates are subject to certain limitations and must be used with caution so that the data for different time periods are comparable and relate to the same cohort of persons. On the basis of the information available through UNESCO on annual enrolment at each grade [15, pp.82, 95], retention rates are estimated up to matriculation level of education in Table 11 for Pakistan and compared with some other Asian countries.⁹

Grade retention rates may be expressed as $\frac{E_{t+1}^{g+1}}{E_t^g}$ where

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

E_{t+1}^{g+1} = enrolment in grade $g+1$ at time $t+1$ [10, p.321].

Table 11 indicates that less than one fourth of the students reach the secondary level of education (grades V to X) in Pakistan. The situation is worse in Bangladesh and Thailand but better off in some other Asian countries. The dropout rates seem to be more steep at the primary level of education (I-V) in Pakistan as well as for Bangladesh and India. In spite of all limitations and shortcomings of the enrolment statistics, these figures roughly indicate the

⁸The author plans to carry out an independent and more detailed study on student enrolment in which an effort will be made to understand the possible reasons for inconsistency of data from various sources.

⁹The retention ratios presented in table 11 are calculated by the "apparent cohort method", since the true cohort method requires very detailed and elaborate data which are not available for Pakistan. The method used in this study is an approximation since enrolment in grade I in a given year is followed up from year to year e.g., enrolment in grade I (1960); grade II (1961); grade III (1962); grade IV (1963) and so on [15, p.103].

Table 11
Retention Rates in Primary and Secondary School in Pakistan and Some Asian Countries, 1960-1969

Country	Year-wise Grade	I 1960	II 1961	III 1962	IV 1963	V 1964	VI 1965	VII 1966	VIII 1967	IX 1968	X 1969
Both Sexes											
Pakistan		100	77.6	65.3	58.9	55.8	42.6	38.4	34.0	24.1	23.9
Bangladesh		100	42.2	26.9	26.5	25.1	13.6	12.0	13.2	11.4	10.9
India		100	60.6	50.2	43.0	37.1	31.3	27.2	—	—	—
Iran		100	98.1	92.5	80.3	74.4	70.3	57.5	46.5	44.1	34.7
West Malaysia		100	99.4	98.4	95.8	90.2	—	56.3	52.9	52.1	26.9
Philippines		100	85.0	81.6	74.8	66.8	—	39.0	32.7	30.4	26.9
Thailand		100	70.9	63.8	54.5	13.5	11.9	10.7	9.0	8.5	8.3
Females											
Pakistan		100	76.5	71.6	48.9	53.6	48.2	42.6	33.4	23.7	22.7
Bangladesh		100	38.1	23.0	22.4	20.1	7.1	6.3	6.3	3.4	4.2
India		100	58.5	46.9	39.0	32.6	25.0	21.6	—	—	—
Iran		100	99.5	92.4	81.0	75.3	70.7	58.0	48.0	45.5	34.2
West Malaysia		100	99.2	97.3	92.7	85.2	75.9	46.2	44.4	44.7	23.6
Philippines		100	85.7	82.2	76.7	68.9	58.9	40.1	34.5	32.4	29.5
Thailand		100	71.6	64.7	55.9	11.8	10.3	9.2	7.6	7.3	7.2

Source: [15, pp. 82, 95].

Note: For details of these estimates, see footnote 9 in the text.

extent to which persons in a school system in one year progress to a higher grade in a later year. These estimates throw some light on one of the central problems of educational development in Pakistan in terms of educational wastage through dropping out of students in initial years of schooling.

CONCLUSIONS

An overall analysis of the progress of education since 1951 suggests that the country still ranks low among the literate nations of the world. In 1973, about one fourth of the population (10 and over) was reported as literate leaving behind 75 percent as illiterates.

Moreover, a large number of children do not have a thorough educational exposure as the low enrolment ratios are accompanied by large non-schooling gaps. One reason for the large urban-rural imbalances in the literacy rate is the uneven distribution of educational facilities and opportunities in different regions of the country.

Similar disparities in educational levels exist between males and females, for which the traditional negative factors against the education of females, particularly in the rural areas, were responsible. Moreover the family responsibilities, social taboos, relatively early marriage, lack of educational opportunities and inability of the parents to send their daughters to schools had been some of the factors contributing towards the lower levels of literacy and education of females.

For example, out of the total female population of 19.2 million (aged 10 and over) in 1973, only 2.6 million were reported as literates, being 13.4 percent of female population. As compared to that, about 9 million males were literate out of the total male population of 23.2 million (10 and over), giving a percentage of 37.8 in 1973. Although the literacy rates have been increasing gradually since 1951, the development in literacy should outpace the rapid population growth so that the absolute number of illiterates start decreasing.

Males have shown a better progress than females in literacy levels particularly in rural areas where the percentage of male literates increased from 19.8 in 1961 to 30.2 in 1973. On the contrary, female literacy level rose from 3.6 percent in 1961 to only 6.1 percent in 1973 for population 10 and over. The urban literacy rates are higher than rural rates both for males and females. For males, the urban literacy ratio increased from 46.8 percent in 1961 to 57.3 percent in 1973. For females the increase was almost of the same magnitude being 23.3 percent in 1961 and 32.5 percent in 1973. The rural literacy rate increased from 19.8 percent in 1961 to 30.2 percent in 1973 for males and on the other hand for females from 3.6 percent in 1961 to only 6.0 percent in 1973.

One finds similar widespread disparities among males and females in the attainment of different educational levels. Less than 5 percent of the total literates reach the higher or university level of education. About 50 to 55 percent of the total literates complete only the primary or middle level of education. One thing which needs to be noticed in the educational progress of the country is the high percentage of female literates who had completed the matric and intermediate level of education in 1973. Out of the total female literates, only

9.3 percent had attained this level in 1961 and this percentage rose to 22.1 in 1973 which is very close to male percentage of 23.2 percent. But the proportion of females as a percent of total population still remained negligible at the university level of education.

An important feature which emerges is that the literacy rates have been highest in the 10-14 age group, both for males and females and then decline gradually by age. There are two basic explanation for this. First, the late entries of students in schools and second, the high drop-out rate among children in the initial years of schooling.

So far as school attendance is concerned, enrolment ratio was 13.1 in 1961 as compared to 20.9 in 1973 (for school-age population of 5-24 years). The distribution of students in urban and rural areas shows large discrepancies as the number and percentages of urban students are two to three times greater than rural students almost in all age groups and at all levels of education. Although the enrolment in schools has increased over time, the gross number of illiterates is still increasing which calls for a much greater effort to nullify the effect of population growth rate, and also to eradicate illiteracy altogether.

The real progress in education would be in terms of the enrolment rate rising and the non-schooling gap falling, by maintaining low rates of drop-outs and increasing regular entries in schools. With low enrolment ratios and high rate of drop-out, the rate of growth of school-age population would obviously place pressure on the existing facilities with which the educational system would not easily or efficiently cope with.

The enrolment figures provided by the Bureau of Education and those by the HED Survey of 1973 are not absolutely comparable particularly at the third level of education.¹⁰ Further, comparisons between the two sources are limited because the Bureau of Education provides data by levels only and not by age. Annual enrolment on grades indicate high wastage rate and premature leavers from schools. For example, about 24 students reach the matriculation level of education out of every 100 students and about 50 percent of students drop-out in the primary level of education.

Given these conditions, three main problems are confronting schooling and education. First, the increase in population has been greater than the increment of literates which has resulted in the absolute increase of illiterates overtime. Second, the educational facilities have not been expanding at a pace which could cope with the increasing size of the school age population. Third, efforts made to remedy wastage and premature leaving of schools have not been adequate.

The results of this study suggest that efforts to increase educational opportunities should be accelerated so that progressively large proportions of the population become the recipients of educational facilities to improve human resources and skills. Efforts should also be made to provide vocational training

¹⁰While the educational statistics compiled by the Bureau of Education may suffer from a number of limitations, the HED Survey estimates are also subject to sampling and non-sampling errors, which would obviously result in the problem of comparability, between the two sources of information.

on the completion of the basic education in order to prepare students for practical activities particularly in the rural areas. Moreover, some measures should be taken to reduce the dropout rates to the minimum so that a large proportion of students is able to enter the job-oriented education.

Suggestions similar to the above have been made in the Fifth Five Year Plan (1978-1983) of the government of Pakistan. Recognizing that high illiteracy, a consequence of the neglect of basic education in the past, has greatly contributed to the retardation of economic and social development, it is proposed in the Fifth Plan to give highest priority to the primary education and vocational and technical training. In this connection, the government has proposed to earmark 33 percent of the development expenditure for primary education which is the highest allocation ever made. In order to remedy the problem of educational wastage, an essential feature of the plan is the reduction in the dropout rate from 50 percent to 40 percent [8, p.148]. This target, though modest, will require a substantial amount of effort on the part of the government by taking measures such as opening up of more educational institutions, making provision of well trained and qualified teachers, reforming the educational system and curricula for improving the qualitative aspect and giving a vocational and technical bias to the secondary education.

In connection with the efforts to increase the proportion of children in schools, the Fifth Plan aims at universal enrolment for primary school-age boys and 45 percent enrolment for school-age girls by the year 1986-1987. As the current enrolment ratios are 73 percent for boys and 33 percent for girls, these targets appear to be somewhat ambitious rather than modest. The achievement of such targets requires a very large investment of resources [9, p.437]. Nevertheless, the need for making special efforts for achieving the goal of universal primary education can not be denied.

In addition to male-female disparities, there are vast urban-rural and other spatial differentials in the literacy rates, the level of literacy and the enrolment ratios. The need for narrowing such gaps has neither been explicitly identified nor has been emphasized in the Fifth Plan. In view of the ecological, administrative and financial constraints, how educational facilities will be made accessible to poor masses living in rural and remote areas deserves special consideration of the planners.

Appendix Table 1(a)
 Percentage Distribution of Literates by Age and Sex at Different Educational Levels in
 Urban Areas of Pakistan, 1973

Age	Sex	Total Literates ^a		Literates by Level of Education Attained						
		Number	Percent of Population	Below Primary			Primary and Middle			
				(3)	(4)	(5)	(6)	(7)	(8)	(9)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Urban Areas										
10-14	BS	1,423,406	60.4	100.0	534,891	22.7	37.6	962,212	28.9	60.5
	M	871,410	68.4	100.0	325,745	25.5	37.4	530,114	41.6	60.8
	F	551,996	51.0	100.0	209,146	19.3	37.9	332,098	30.7	60.1
15-19	BS	1,019,150	60.2	100.0	82,799	4.9	8.1	564,496	33.3	55.4
	M	641,646	68.9	100.0	51,808	5.6	4.9	357,603	38.4	55.7
	F	377,504	49.6	100.0	30,991	4.1	0.2	206,890	27.2	54.8
20-24	BS	708,930	53.6	100.0	47,811	3.6	6.7	264,017	20.0	37.2
	M	477,195	65.5	100.0	31,578	4.3	6.6	172,513	23.7	36.1
	F	231,735	39.1	100.0	16,233	2.7	7.0	91,504	15.4	39.5
25+	BS	2,210,251	34.2	100.0	198,461	3.1	9.0	1,000,024	15.4	45.2
	M	1,687,936	47.4	100.0	148,095	4.1	8.6	717,440	20.1	42.5
	F	522,315	18.0	100.0	50,366	1.7	9.6	282,584	9.7	54.6
All Ages (10+)	BS	5,361,737	45.2	10.0	863,962	7.3	16.1	2,690,746	22.7	50.2
	M	3,678,187	56.5	100.0	557,226	8.6	15.1	1,777,670	27.3	48.3
	F	1,683,550	31.5	100.0	306,736	5.1	18.2	913,076	17.1	54.2

Continued—

Appendix Table 1(a)—Contd.

Age	Sex	Number (12)	Literates by Level of Education Attained			
			Matric and Intermediate		Degree and Above	
			Percent of Population (13)	Percent of Literates (14)	Number (15)	Percent of Population (16)
Urban Areas						
10-14	BS	26,303 ^b	1.1 ^b	1.8	—	—
	M	15,551	1.2	1.7	—	—
	F	10,752	1.0	1.9	—	—
15-19	BS	361,248	21.3	35.4	10,610 ^c	1.0
	M	227,367	24.4	35.4	4,868	0.8
	F	133,881	17.6	35.5	5,742	0.8
20-24	BS	311,699	23.6	43.9	85,403	6.5
	M	218,668	30.0	45.8	54,436	7.5
	F	93,031	15.7	40.1	30,967	5.2
25+	BS	761,740	11.7	34.5	250,026	3.9
	M	610,412	17.1	36.2	211,989	6.0
	F	151,328	5.2	20.0	38,037	1.3
All Ages (10+)	BS	1,460,990	12.3	27.2	346,039	2.9
	M	1,071,998	16.5	29.1	271,293	4.2
	F	388,992	7.3	23.1	74,746	1.4

Source: [6, pp. 10-17].

^aAll levels excludes' oriental education.^bMatriculates only.^cDegree in general education.

Appendix Table 1(b)

Percentage Distribution of Literates by Age and Sex at Different Educational Levels in Rural Areas of Pakistan, 1973

Age	Sex	Total Literates ^a		Literates by Level of Education Attained						
		Number	Percent of Population	Below Primary			Primary and Middle			
				(3)	(4)	(5)	(6)	(7)	(8)	(9)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Rural Areas										
10-14	BS	1,714,239	30.1	100.0	808,580	14.2	47.1	885,286	15.6	51.6
	M	1,413,616	44.0	100.0	655,764	20.4	64.4	741,212	23.1	52.4
	F	300,623	12.2	100.0	152,821	6.2	50.8	144,074	5.8	47.9
15-19	BS	1,107,227	29.0	100.0	125,152	3.3	11.3	766,769	20.1	69.2
	M	941,564	43.2	100.0	102,890	4.7	10.9	646,822	29.6	68.7
	F	165,663	10.2	100.0	22,262	1.4	13.4	119,947	7.4	72.3
20-24	BS	709,864	23.5	100.0	65,065	2.2	9.2	387,082	12.8	54.4
	M	616,305	38.6	100.0	55,682	3.5	9.0	336,610	21.1	54.6
	F	93,559	6.6	100.0	9,383	0.7	10.0	50,472	3.6	53.8
25+	BS	2,249,425	12.5	100.0	248,343	1.4	11.0	1,314,937	7.3	58.3
	M	2,011,416	20.8	100.0	226,588	2.3	11.2	1,202,419	12.4	59.8
	F	238,009	2.9	100.0	21,755	0.3	9.1	112,518	1.4	47.3
All Ages (10+)	BS	5,780,755	18.9	100.0	1,247,145	4.1	21.6	3,354,074	11.0	58.0
	M	4,982,901	29.8	100.0	1,040,924	6.2	20.9	2,927,063	17.5	58.7
	F	797,854	5.8	100.0	206,221	1.5	25.8	427,011	3.1	53.5

Continued—

Appendix Table 1(b)—Contd.

Age	Sex	Literates by Level of Education attained						
		Matric and Intermediate			Degree and Above			
		Number (12)	Percent of Population (13)	Percent of Literates (14)	Number (15)	Percent of Population (16)	Percent of Literates (17)	
Rural Areas								
10-14	BS	20,368 ^b	0.4	1.2	—	—	—	
	M	16,640	0.5	1.2	—	—	—	
	F	3,728	0.2	1.2	—	—	—	
15-19	BS	212,717	5.6	19.2	2,589 ^c	0.1	0.2	
	M	189,742	8.7	20.1	2,110	0.1	0.2	
	F	22,975	1.4	13.9	479	—	0.2	
20-24	BS	238,562	7.9	33.6	19,155	0.6	2.7	
	M	206,651	12.9	33.5	17,362	1.1	2.8	
	F	31,911	2.3	34.0	1,793	0.1	1.9	
25+	BS	632,021	3.5	28.0	54,124	0.3	2.4	
	M	530,920	5.5	26.4	51,489	0.5	2.6	
	F	101,101	1.2	42.5	2,635	—	1.1	
All Ages (10+)	BS	1,103,668	3.6	19.1	75,868	0.2	1.3	
	M	943,954	5.6	18.9	70,961	0.4	1.4	
	F	159,715	1.2	20.0	4,907	—	0.6	

Source: [6, pp. 10-17].

^aAll levels excludes' oriental education.^bMatriculates only.^cDegree in general education.

Appendix Table 2

Percentage Distribution of Literates by Age and Sex at Different Educational Levels in Pakistan, 1961

Age	Sex	Total Literates ^a		Literates by Level of Education Attained													
		Number	Percent of Population	All Levels (Percent)			Below Primary			Primary and Middle							
				Number	Percent of Population	Number	Percent of Population Literates	Number	Percent of Population Literates	Number	Percent of Population Literates	Number	Percent of Population Literates				
1	2	3	4	5	6	7	8	9	10	11							
5-9	BS	483,057	7.5	100.0	457,492	7.1	94.7	25,565 ^b	0.4								
	M	366,828	10.6	100.0	348,072	10.1	94.9	18,801	0.5								
	F	116,229	3.9	100.0	109,465	3.6	94.2	6,764	0.2								
10-14	BS	1,028,618	27.0	100.0	564,928	14.8	54.9	458,615	12.0								
	M	791,465	37.7	100.0	427,982	20.4	54.1	359,702	17.1								
	F	237,153	13.9	100.0	136,946	8.0	57.7	98,949	5.8								
15-19	BS	878,415	24.9	100.0	183,893	5.2	20.9	583,218	16.5								
	M	700,630	36.6	100.0	146,343	7.3	20.0	470,501	24.6								
	F	177,785	11.0	100.0	43,550	2.7	24.5	112,717	7.0								
20-24	BS	647,903	21.0	100.0	124,608	4.0	19.2	351,732	11.4								
	M	532,453	32.5	100.0	96,024	5.9	18.0	288,672	17.7								
	F	115,450	8.0	100.0	28,584	2.0	24.8	63,060	4.4								
25+	BS	1,765,960	11.0	100.0	480,463	3.0	27.2	910,898	5.7								
	M	1,517,615	17.3	100.0	403,300	4.0	26.2	775,685	8.9								
	F	248,345	3.3	100.0	77,163	1.1	31.1	135,213	1.8								
All Ages (5+)	BS	4,803,953	14.6	100.0	1,811,384	5.4	37.7	2,330,064	31.9								
	M	3,908,991	21.9	100.0	1,415,676	7.9	36.2	1,913,361	10.7								
	F	894,962	5.9	100.0	395,708	2.6	44.2	416,703	2.8								

Continued—

Appendix Table 2—Contd.

Age	Sex	Matric and Intermediate					Degree and Above				
		Number	Percent of Population	Percent of Literates	Number	Percent of Population	Number	Percent of Population	Percent of Literates		
		12	13	14	15	16	17				
5-9	BS	—	—	—	—	—	—	—	—	—	—
	M	—	—	—	—	—	—	—	—	—	—
	F	—	—	—	—	—	—	—	—	—	—
10-14	BS	5,039 ^c	0.1	0.5	—	—	—	—	—	—	—
	M	3,781	0.1	0.5	—	—	—	—	—	—	—
	F	1,258	0.1	0.5	—	—	—	—	—	—	—
15-19	BS	108,277	3.1	12.3	3,027 ^d	0.1	0.3	—	—	—	—
	M	87,618	4.6	12.5	2,168	0.1	0.3	—	—	—	—
	F	20,759	1.3	11.6	859	0.1	0.5	—	—	—	—
20-24	BS	155,791	5.1	24.0	15,772	0.5	2.4	—	—	—	—
	M	135,612	8.3	25.5	12,145	0.7	2.3	—	—	—	—
	F	20,179	1.4	17.5	3,627	0.3	3.1	—	—	—	—
25+	BS	315,074	2.0	17.8	59,525	0.4	3.4	—	—	—	—
	M	284,423	3.2	18.7	54,207	0.6	3.6	—	—	—	—
	F	30,651	0.4	12.3	5,318	0.1	2.1	—	—	—	—
All Ages (5+)	BS	584,181	1.8	12.2	78,324	0.2	1.6	—	—	—	—
	M	511,434	2.9	13.1	68,520	0.4	1.7	—	—	—	—
	F	72,747	0.5	8.1	9,804	0.1	1.1	—	—	—	—

Source: [5, p.IV-112].

^aAll levels excludes the literates in oriental education due to their insignificant number, primary only.^cMatriculates only.^dDegree holders only.

Appendix Table 3

Percentage Distribution of Literates by Age and Sex at Different Educational Levels in Pakistan, 1973

Age	Sex	Total Literates ^a		Literates by Level of Education Attained										
		Number	Percent of Population	Below Primary			Primary and Middle				9	10	11	
				Number	Percent of Population	Percent of Literates	Number	Percent of Population	Percent of Literates					
1		3	4	5	6	7	8	8	9	10	11			
10-14	BS	3,137,645	39.0	100.0	1,343,476	16.7	42.8	1,747,498	21.7	55.7				
	M	2,285,026	50.9	100.0	981,509	21.9	42.9	1,271,326	28.3	55.6				
	F	852,619	24.0	100.0	361,967	10.2	42.4	476,172	13.4	55.8				
15-19	BS	2,126,377	38.6	100.0	207,951	3.8	9.8	1,331,262	24.2	62.6				
	M	1,583,210	50.8	100.0	154,698	5.0	7.3	1,004,425	32.2	47.2				
	F	543,167	22.7	100.0	53,253	2.2	9.8	326,857	13.7	60.1				
20-24	BS	1,418,794	32.7	100.0	112,876	2.6	7.9	651,099	15.0	45.9				
	M	1,093,500	47.0	100.0	87,260	3.7	8.0	509,123	21.8	46.5				
	F	325,294	16.2	100.0	25,616	1.3	7.9	141,976	7.1	43.6				
25+	BS	4,459,676	18.2	100.0	446,804	1.8	10.0	2,314,961	9.4	51.8				
	M	3,699,352	27.9	100.0	374,683	2.8	10.1	1,919,859	14.5	51.8				
	F	760,324	6.8	100.0	72,121	0.6	9.5	395,102	3.5	51.9				
All Ages (10+)	BS	11,142,492	26.3	100.0	2,111,107	5.0	18.9	6,044,820	14.3	54.3				
	M	8,661,088	37.4	100.0	1,598,150	6.9	18.4	4,704,733	20.3	54.3				
	F	2,481,404	13.0	100.0	512,957	2.7	20.7	1,340,087	7.0	54.0				

Continued—

Appendix Table 3—Contd.

Age	Sex	Literates by Levels of Education Attained						
		Matric and Intermediate			Degree and Above			
		Number	Percent of Population	Percent of Literates	Number	Percent of Population	Percent of Literates	Percent of Literates
12	13	14	15	16	17	17		
10-14	BS	46,671 ^b	0.5	1.5	—	—	—	
	M	32,191	0.7	1.4	—	—	—	
	F	14,480	0.3	1.7	—	—	—	
15-19	BS	573,965	10.4	27.0	13,199 ^c	0.2	0.6	
	M	417,109	13.4	19.6	6,978	0.2	0.3	
	F	156,856	6.6	28.9	6,221	0.3	1.1	
20-24	BS	550,261	12.7	38.7	104,558	2.4	7.4	
	M	425,319	18.3	38.9	71,798	3.1	6.6	
	F	144,942	6.2	38.4	32,760	1.6	10.1	
25+	BS	1,393,761	5.6	31.2	304,150	1.2	6.8	
	M	1,141,332	8.6	30.8	263,478	2.0	7.1	
	F	252,429	2.3	33.1	40,672	0.4	5.3	
All Ages (10+)	BS	2,564,658	6.1	23.0	421,907	1.0	3.8	
	M	2,015,951	8.7	23.3	342,254	1.5	4.0	
	F	548,707	2.9	21.1	79,653	0.4	3.2	

Source: [6. pp. 6-9].

^aAll levels excludes the literates in oriental education due to their smaller number.^bMatriculates only.^cDegree holders only.

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