# STATISTICAL BULLETIN ANNUAL SCHOOL CENSUS 2010-11

SEMIS Reform Support Unit
Department of Education & Literacy
Government of Sindh

## Contents

# Disclaimer

The data in this Statistical Bulletin should not be reproduced without proper acknowledgement made to the source, nor should any of the data be altered. The data were captured through the Annual School Census (ASC) exercises from 2010-11, and the data verification and cleaning exercise performed to the Ministry's database. The statistics contained in this document is as at 31$^{st}$ Oct. 2010, which is the compilation data for the Annual School Census.

The data in this statistical bulletin are official statistics for the Ministry of Education. The Statistics in the Statistics Bulletin uses the Population Census Origination (PCO) official population projections.

Sindh Education Management Information Systems
Reform Support Unit
Department of Education and Literacy
Government of Sindh
Email for contact semis@googlegroups.com

# Introduction

The Honorable Education Minister and Education Secretary both are making efforts in regard to attain adequate literacy rate in Sindh. In the light of their valuable directives the education department is currently under taking a review of its existing system and is in the process of making effective and efficient polices.  It is highly expected that after implementation of these policies, education department would be able to attain its desired goal. The main ingredients for efficient policy making are availability of reliable and authentic information. It is very difficult to make any policies without factual information. Up-to-date information is backbone of any system. Fortunately, education department has one of its very active components for the collection of valuable information from all educational institutions of Sindh and then to provide this data to all concerned, which is Sindh Education Management Information System- SEMIS.

Since 1991, SEMIS have been conducting its Annual School Census. After a challenging and tough work consisting of ASC forms distribution, collection, cleaning, compiling and dissemination SEMIS prints its Annual Provincial Profile, which became base as a main source of data for Statistical Bulletin.

The Statistical Bulletin is an important part of the SEMIS. It provides accurate, timely, reliable and user friendly data of great importance. The bulletin provides statistics that guide policy decision-making. Moreover policy makers will also be assisted in resource mobilization and allocation. This bulletin includes data received in Annual School Census 2010 and includes educational levels: primary, middle, secondary and higher secondary. The report contains trends on a variety of key education indicators (prescribed by UNESCO) such as Education Provision, Access and Participation, Efficiency and Quality.

The Government of Sindh and its Development Partners i.e. World Bank, European Union, US Aid etc both have taken very keen interest in this activity. I would like to pay especial thanks to all for their co-operation in this very important activity, which is not only for SEMIS alone but also very useful to all those who need information time by time.

We wish to encourage all stake holders and cooperating partners to make the best use of this publication. Any suggestions and comments will be highly appreciated.

# About this Statistical Bulletin

This Statistical Bulletin is qualitative analysis based on the Provincial Profile and District Profiles published by Sindh Education Management Information System Department of Education & Literacy Government of Sindh after the Annual School Census 2010-11. This is the first time that Statistical Bulletin illustrates the data up to the level of districts. This book is divided into two main sections i.e. Province and Districts of Sindh. Before these two sections the Aggregate Figures of Annual School Census 2010-11 is mentioned that includes comparison with preceding year's data, Executive Summary of Annual School Census and Summary of Educational Indicators is provided to help the readers to grasp the matter quickly and efficiently.

The First Section elaborates the basic indicators of Sindh Province (Public Sector Excluding Government Colleges) i.e. Schools, Enrolments, Teachers, Repeaters, Classrooms etc are explained with the help of tables and graphs, and it is bifurcated on the basis of gender, level, classrooms, location and facilities. Later on in the first section the International educational indicators has been defined and discussed i.e. Gender Parity Index and Gross Enrolment Rates shows the access that population of Sindh is getting in the Educational System of Public sector. Then Promotion Rates, Repetition Rates and Dropout Rates represent the Efficiency of the Public Education system of Sindh. In the last part of the first section of Statistical Bulletin 2010-11, the quality of Public Sector education is discussed in which Student Teacher Ratio and Student Class Ratio is elaborated. The indicators are compared with previous years and, the top five and bottom five districts have also been mentioned in this bulletin. The overall Indicators of Districts are given in Annexure

The Second Section contains the Executive Statistical Bulletins of all Districts of Sindh separately. In Every District's Statistical Bulletin the summary containing the facts and figures and the educational indicators i.e. Gender Parity Index level Wise, Promotion Rate, Repetition Rate, Dropout Rate, Student Class Ratio and Student Teacher Ratio of that particular district.

# Message from Chief Program Manager
## Reform Support Unit

Dear Reader

This gives me pleasure and sense of achievement to present the Report on Statistical Bulletin on Annual School Census 2010-11 which was very much required for understanding dynamics in education sector.

Over the period of time, Education Department has been carrying out data collection, data compilation and dissemination. Now SEMIS has been taking leads by putting lots of efforts in the production of Statistical Bulletin on ASC 2010-11.

This report glances on the status of public institutions, enrolments and availability of teachers in public school system. It would be our great achievement if SEMIS make out case for further resource allocation for schools which are looking for resources.

I like to assure you that this system of production of Statistical Bulletin will be further strengthen and improved. I like to congratulate SEMIS Team under the leadership of DPM SEMIS who has made us realize the importance of Statistical Bulletin report and put concrete efforts in its production.

I hope that this report will help all of our policy makers and decision makers to understand the issues and challenges of education sector in Sindh.

Parvez Ahmed Seeher

Chief Programme Manager
Reform Support Unit
Education & Literacy Department
Government of Sindh

# Message from Deputy Program Manager
## SEMIS Reform Support Unit

Dear Reader

It gives SEMIS team tremendous pleasure on the presenting of Statistical Bulletin on Annual School Census 2010-11.

The Reliable and accurate data is essential for proper policy and decision making in the education sector. The Annual School Census should truly reflect all relevant information and indicators about the educational system, literacy, quality, mode of education curriculum, status of pupil enrolment, teachers' recruitments attendance and available facilities in the schools etc. This information is used by the planners/policy makers and the political leaders to make the right policy prioritization decisions.

Since 1991, SEMIS have been conducting its Annual School Census. After a challenging and tough work of ASC form distribution, collection, cleaning, compiling and dissemination of data to RSU, SERP, Stipend, Text Book, SMC ,TOP and other stake holders. In 1992 SEMIS was established as a separate wing under Department of Education. After the process of data merging, SEMIS prints its Annual Provincial Profile, which became the base and a main source of data for Statistical Bulletin.

There was overwhelming demand from all corners that there must be a narrative view on the data available with the Education Department as a result of its data collection exercise. All versions of provincial profiles only give hard view on enrolments, schools and teachers. There was no explanation available for the layman that what figures show which performance/growth.

Through this Statistical Bulletin, SEMIS is making efforts to illustrate the performance of educational institutions on statistics in the relevant context. There are challenges of Access, Quality and Governance in the education sector but efforts have been made to pin point the problems and deficiencies in the system so that policy makers can take in to account these hard realities while making effective policies.

Here I like to appreciate the great contributions of SEMIS while making this achievement possible and look forward that Statistical Bulletin may provide good step in right direction.

Ghulam Nabi Laghari

Deputy Program Manager
SEMIS
Reform Support Unit
Education & Literacy Department
Government of Sindh

# Acknowledgement

The information contained in this publication was collected from the Annul School Census (ASC) of 2010-11 that was conducted in Public Sector Schools.

Gratitude and thanks go to:

For further information and clarification, please contact,

semis@googlegroups.com

SEMIS, RSU

Department of Education and Literacy

Government of Sindh

*Written and Compiled by:*

**Abdul Jabbar Babar**
Provincial Statistical Coordinator
Sindh Education Management Information Systems
Reform Support Unit

# Executive Summary

## Annual School Census 2010-11

Annual School Census 2010-11 conducted throughout the Sindh province, started on 1$^{st}$ November 2010. Current line of information flow for elementary schools now set to HM → ADO → DO SEMIS → SEMIS-RSU. All the DO SEMIS have conducted the Pre-Census training workshops for schools HM in entire Sindh.

Data entry software, covering almost every data entry aspect, including data consistency checks, possible data values ranges check were provided to DO SEMIS along with the data dictionaries, installation packages and manuals.

## Number of Schools

Total schools count in School Census 2010-11 after compilation of data received from the districts stood as 48,914. Decrease from 49,605 in 2009-10 to 48,914 is seen because some schools were removed from the database on account of duplication[1] and non-existence[2]. *Level Wise* this is due to decrease in primary, middle and secondary levels but increase of 6.49 percent is seen in higher secondary schools. *Gender Wise* the number of schools have been decreased in female and mixed gender schools whereas no. of male schools has increased in 2010-11. *Location Wise* increase in rural and decrease in urban schools has been seen as compared to last year. *Medium Wise* increase in Urdu and Mixed medium schools and decrease in Sindhi and English has been seen when it is compared with the numbers of last year. While *Shift Wise* an increase is seen in afternoon shift schools and decrease in morning shift schools, according to the data reported in Annual School Census 2010-11. If number of the School buildings is analyzed, it is seen that *Ownership Wise* around 173 more schools came under the ownership of Government, however decrease is seen in the number of schools that are rented, in others ownership and are shelter less. If the *Condition* of Government school building is compared with last year that satisfactory conditioned buildings have decreased and, repairable and dangerous conditioned school buildings have been increased. However *Status Wise*, decrease is seen in functional and closed schools as compared with last year's figures. *Basic Facilities wise* more schools are facilitated with toilets, electricity and boundary wall than last year, while, lesser schools are having drinking water facility than last year.

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[1] Duplicate means same school issued a SEMIS Code twice
[2] School cease to function some year back and no more existed in the district records

## Teachers

In Annual Schools Census 2010-11 of Province of Sindh, the **total number of teachers** that are reported are 144,610, around 0.68 percent higher than the previous year. If the total number of teachers is bifurcated **level wise** increase is noticed in all levels. However, **gender wise** more male and female gender schools teachers are hired than last year.

## Enrollment

According to the reported numbers of 2010-11 in Annual School Census, the **total enrolment** of public sector schools reported in Province of Sindh is 4,402,993 that is around 1.92 percent less than last year's enrolment i.e. 4,489,209. **Level Wise,** middle and higher secondary level have reported more enrolment whereas primary and secondary level has reported lesser enrolment then last year. **Gender Wise,** decrease is seen in the enrolment of both male and female students. **Class Wise,** increased enrolment is seen in 7, 8, 9, 11 and 12 classes however the rest of the classes have shown decrease in enrolment as compared to last year. However, the reported data of ASC 2010-11 the **total repeaters** 122,084 that are around 1.87 percent higher than the last year, while class wise more repeaters are reported in all classes except class 1 and 2, which showed less repeaters than last year.

## Flood 2010

Among all other sectors, the education sector of Province of Sindh has been also suffered a lot due to heavy damages of Government primary, middle, secondary and higher secondary schools in entire Province of Sindh. Among the total reported public sector schools of Province of Sindh about 6,847 Schools got damaged completely, that constitutes around 14 percent of total Public sector schools of Sindh. Some schools buildings were totally collapsed while other are partially damaged in the shape of lost room walls, boundary walls, removal of roof due to windstorm, and land erosion etc. According to an initial assessment by Department of Education, District Education Officers, Assistant Educations Officers and Director Education Planning among the total damaged schools 42.86 percent are damaged due to floods, 33.32 percent are damaged due to IDP, 17.06 percent due to rains and 6.22 due to multiple of these. The detailed illustration of damages in educational sector in Province of Sindh is covered in this report province wise and district wise. The bifurcation has also been done gender and level wise as well.

# Key Educational Indicators

Following indicators have been taken from prescribed Educational indicators of UNESCO. The data which has been utilized to ascertain these ratios is solely based on Provincial Profile of Sind 2010-11 The higher secondary level's data (Gr. 11 and Gr.12) excludes the data of Government Colleges.

## ACCESS

Gender Parity Index (GPI= Divide the female value of a given indicator by that of the male)

Gender Parity Index (GPI Primary Gr. 1-5)    00.69

Gender Parity Index (GPI Middle Gr. 6-8)   00.99

Gender Parity Index (GPI Secondary Gr. 9-10)   00.70

*Gender Parity Index (GPI Higher Sec. Gr.11-12)   00.57

## PARTICIPATION

Gross Enrolment Rate (GER **=** total students enrolled in a given level of education / population of the same age group)

Gross Enrolment Rate (GER Gr. 1-5)   41%

Gross Enrolment Rate (GER Gr. 6-8)   19%

Gross Enrolment Rate (GER Gr. 9-10)   20%

*Gross Enrolment Rate (GER Gr. 11-12) 4%

## EFFICIENCY

Promotion Rate (PR =new enrolments in a given grade / the number of students from the same class enrolled in the preceding grade in the previous school year)

Promotion Rate (PR Primary Gr.1-5)   79%

Promotion Rate (PR Middle Gr.6-8)    81%

Promotion Rate (PR Secondary Gr.9-10)   90%

*Promotion Rate (PR Higher Sec. Gr.11-12)   62%

Repetition Rate (RR= number of repeaters in a given grade in school year / number of students in the same grade of the previous school year)

Repetition Rate (RR Primary Gr.1-5)    3%

Repetition Rate (RR Middle Gr.6-8)    2%

Repetition Rate (RR Secondary Gr.9-10) 1%

*Repetition Rate (RR Higher Sec. Gr.11-12)    2%

Dropout Rate (DR= subtract the sum of promotion rate and repetition rate from 100 in year)

Dropout Rate (DR Gr.1-2)    25%

Dropout Rate (DR Gr.2-3)    16%

Dropout Rate (DR Gr.3-4)    14%

Dropout Rate (DR Gr.4-5)    15%

Dropout Rate (DR Gr.5-6)    38%

## QUALITY

Student Teacher Ratio (STR= the total students enrolled at the specified level of education / the total Teachers at the same level)

Student Teacher Ratio (STR Gr. 1-5)    32

Student Teacher Ratio (STR Gr. 6-8)    24

Student Teacher Ratio (STR Gr. 9-10)   24

*Student Teacher Ratio (STR Gr. 11-12)    36

Student Class Ratio (SCR= the total students enrolled at the specified level of education / the total Teachers at the same level)

Student Class Ratio (SCR Gr. 1-5)     38

Student Class Ratio (SCR Gr. 6-8)    25

Student Class Ratio (SCR Gr. 9-10)    41

*Student Class Ratio (SCR Gr. 11-12)    68

* Excluding Colleges Data.

# Aggregate Figures of ASC 2010-11
## (Comparison with Previous Year)

|  | 2009-10 | 2009-11 | % Change | Increase/ Decrease |
|---|---|---|---|---|
|  |  |  |  |  |
| **Total Schools:** | **49,605** | **48,914** | **-1.39%** | **Decrease** |
|  |  |  |  |  |
| **Schools Level Wise:** |  |  |  |  |
| **Primary** | **45,044** | **44,522** | **-1.16%** | **Decrease** |
| **Middle** | **2,668** | **2,505** | **-6.11%** | **Decrease** |
| **Secondary** | **1,662** | **1,641** | **-1.26%** | **Decrease** |
| **Higher Secondary** | **231** | **246** | **6.49%** | **Increase** |
|  |  |  |  |  |
| **Schools Gender Wise:** |  |  |  |  |
| **Male** | **11,831** | **12,827** | **8.42%** | **Increase** |
| **Female** | **8,761** | **8,458** | **-3.46%** | **Decrease** |
| **Mixed** | **29,013** | **27,629** | **-4.77%** | **Decrease** |
|  |  |  |  |  |
| **Schools Location Wise** |  |  |  |  |
| **Urban** | **6,226** | **5,765** | **-7.40%** | **Decrease** |
| **Rural** | **43,379** | **43,149** | **-0.53%** | **Decrease** |
|  |  |  |  |  |
| **Schools Shift Wise** |  |  |  |  |
| **Morning** | **47,894** | **47,102** | **-1.65%** | **Decrease** |
| **Afternoon** | **1,711** | **1,812** | **5.90%** | **Increase** |
|  |  |  |  |  |
| **Schools Medium Wise** |  |  |  |  |
| **Urdu** | **3,961** | **4,188** | **5.73%** | **Increase** |
| **Sindhi** | **43,174** | **42,104** | **-2.48%** | **Decrease** |
| **English** | **166** | **162** | **-2.41%** | **Decrease** |
| **Mixed** | **2,304** | **2,460** | **6.77%** | **Increase** |

|  | 2009-10 | 2010-11 | % Change | Increase / Decrease |
|---|---|---|---|---|
|  |  |  |  |  |
| **Schools' Buildings Ownership Wise** |  |  |  |  |
| **Government Ownership** | **37,483** | **37,656** | **0.46%** | **Increase** |
| **Rental** | **250** | **206** | **-17.60%** | **Decrease** |
| **Other Ownership** | **1,231** | **845** | **-31.36%** | **Decrease** |
| **Shelter less** | **10,641** | **10,207** | **-4.08%** | **Decrease** |
|  |  |  |  |  |
| **Government Schools' Buildings Condition Wise** |  |  |  |  |
| **Satisfactory** | **13,684** | **11,970** | **-12.53%** | **Decrease** |
| **Repairable** | **18,521** | **19,545** | **5.53%** | **Increase** |
| **Dangerous** | **5,278** | **6,141** | **16.35%** | **Increase** |
|  |  |  |  |  |
| **Schools Status Wise** |  |  |  |  |
| **Functional** | **44,038** | **43,875** | **-0.37%** | **Decrease** |
| **Closed-Permanent** | **5,567** | **5,039** | **-9.48%** | **Decrease** |
|  |  |  |  |  |
| **No Of Schools Having Basic Facilities** |  |  |  |  |
| **Electricity** | **8,360** | **12,606** | **50.79%** | **Increase** |
| **Toilets** | **27,892** | **28,209** | **1.14%** | **Increase** |
| **Drinking Water** | **25,011** | **24,914** | **-0.39%** | **Decrease** |
| **Boundary Wall** | **25,560** | **26,832** | **4.98%** | **Increase** |
|  |  |  |  |  |
| **No Of Schools Having Advance Facilities** |  |  |  |  |
| **Laboratory** | **1,022** | **1,005** | **-1.66%** | **Decrease** |
| **Library** | **640** | **602** | **-5.94%** | **Decrease** |
| **Play Ground** | **14,990** | **12,130** | **-19.08%** | **Decrease** |
| **SMC** | **40,190** | **40,683** | **1.23%** | **Decrease** |
|  |  |  |  |  |

| | 2009-10 | 2010-11 | % Change | Increase/ Decrease |
|---|---|---|---|---|
| **Total Enrolment:** | **4,489,209** | **4,402,993** | **-1.92%** | **Decrease** |
| | | | | |
| **Enrolment Level Wise** | | | | |
| **Primary** | **3,402,391** | **3,291,974** | **-3.25%** | **Decrease** |
| **Middle** | **228,832** | **237,003** | **3.57%** | **Increase** |
| Secondary | 630,337 | 620,951 | -1.49% | Decrease |
| **Higher Secondary** | **227,649** | **253,065** | **11.16%** | **Increase** |
| | | | | |
| **Enrolment Gender Wise** | | | | |
| **Male** | **2,656,620** | **2,589,148** | **-2.54%** | **Decrease** |
| **Female** | **1,832,589** | **1,813,845** | **-1.02%** | **Decrease** |
| | | | | |
| **Enrolment Class Wise** | | | | |
| **Katchi (Nursery)** | **704,570** | **516,488** | **-26.69%** | **Decrease** |
| **Class 1** | **821,935** | **753,148** | **-8.37%** | **Decrease** |
| Class 2 | 588,703 | 586,288 | -0.41% | Decrease |
| **Class 3** | **512,691** | **490,130** | **-4.40%** | **Decrease** |
| Class 4 | 460,938 | 435,618 | -5.49% | Decrease |
| **Class 5** | **389,457** | **388,618** | **-0.22%** | **Decrease** |
| Class 6 | 240,083 | 238,806 | -0.53% | Decrease |
| **Class 7** | **207,340** | **222,872** | **7.49%** | **Increase** |
| Class 8 | 189,725 | 195,153 | 2.86% | Increase |
| **Class 9** | **167,976** | **173,164** | **3.09%** | **Increase** |
| Class 10 | 155,451 | 153,077 | -1.53% | Decrease |
| **Class 11** | **27,159** | **33,302** | **22.62%** | **Increase** |
| Class 12 | 23,181 | 28,412 | 22.57% | Increase |
| | | | | |
| **Total Teachers** | **143,634** | **144,610** | **0.68%** | **Increase** |
| | | | | |
| **Teachers Level Wise** | | | | |
| **Primary** | **101,944** | **102,061** | **0.11%** | **Increase** |
| **Middle** | **9,610** | **9,959** | **3.63%** | **Increase** |
| **Secondary** | **25,550** | **25,598** | **0.19%** | **Increase** |
| **Higher Secondary** | **6,530** | **6,992** | **7.08%** | **Increase** |
| | | | | |

| | 2009-10 | 2010-11 | % Change | Increase/ Decrease |
|---|---|---|---|---|
| **Teachers Gender Wise** | | | | |
| **Male** | **98,394** | **99,111** | **0.73%** | **Increase** |
| **Female** | **45,240** | **45,499** | **0.57%** | **Increase** |
| | | | | |
| **Teachers Qualification Wise** | | | | |
| **P.T.C** | **56,205** | **57,013** | **1.44%** | **Increase** |
| **C.T** | **13,064** | **13,272** | **1.59%** | **Increase** |
| **B. Ed** | **39,118** | **40,006** | **2.27%** | **Increase** |
| **M. Ed** | **22,387** | **23,097** | **3.17%** | **Increase** |
| **Other** | **4,051** | **4,014** | **-0.91%** | **Decrease** |
| **Untrained** | **5,526** | **3,513** | **-36.43%** | **Decrease** |
| | | | | |
| **Total Repeaters** | **119,845** | **122,084** | **1.87%** | **Increase** |
| | | | | |
| **Repeaters Class Wise** | | | | |
| **Class 1** | **54,247** | **51,402** | **-5.24%** | **Decrease** |
| **Class 2** | **22,654** | **21,882** | **-3.41%** | **Decrease** |
| **Class 3** | **14,929** | **15,466** | **3.60%** | **Increase** |
| **Class 4** | **9,855** | **10,992** | **11.54%** | **Increase** |
| **Class 5** | **5,551** | **6,483** | **16.79%** | **Increase** |
| **Class 6** | **3,847** | **4,933** | **28.23%** | **Increase** |
| **Class 7** | **3,082** | **3,781** | **22.68%** | **Increase** |
| **Class 8** | **2,514** | **2,901** | **15.39%** | **Increase** |
| **Class 9** | **1,447** | **1,749** | **20.87%** | **Increase** |
| **Class 10** | **1,268** | **1,606** | **26.66%** | **Increase** |
| **Class 11** | **205** | **469** | **128.78%** | **Increase** |
| **Class 12** | **246** | **420** | **70.73%** | **Increase** |
| | | | | |

# 1.0 Province of Sindh

## Glimpse on Statistical Figures of Public Sector Schools of Sindh (ASC 2010-11)

There are 48,914 educational institutions of public sector in Sindh with a total enrollment of 4,402,993 students.

**Gender Wise Enrollment and Teachers**

The total male enrollment is 2,589,148 (59%) while the total female enrollment is 1,813,845 (41%). Out of total 144,610 teachers 99,111 (69%) are male and 45,499 (31%) are female teachers.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**

    Total numbers of primary level schools that are reported are 44,522. The total enrollment at primary level is 3,291,974. Gender wise 1,942,476 (59%) are boys and 1,349,498 (41%) are girls. Total number of teachers at primary level, are 102,061 out of which 73,116 (72%) are male and 28,945 (28%) are female teachers

2.  **Middle (Grade 6-8):**

    There are total 2,505 middle schools reported. The total enrollment at middle stage is 237,003 of which 119,227 (50%) are boys' enrollment, whereas, the girls enrollment is 117,776 (50%). The total teachers at middle level are 9,959 out of which 5,782 (58%) are male, while, 4,177 (42%) are female.

3.  **Secondary(Grade 9-10):**

    There are total 1,641 secondary schools. The total enrollment at secondary level is 620,951 of which 366,074 (59%) is boys' enrollment whereas 254,877 (41%) is girls' enrollment. The total no. of teachers at secondary level is 25,598 out of which male teachers are 15,512 (61%) and female teachers are 10,086 (39%).

4.  **Higher Secondary (Grade 11-12):**

    There are total 246 higher secondary schools (excluding colleges). The total enrollment at higher secondary level is 253,065 out of which 161,371 (64%) are boys' enrollment and 91,694 (36%) are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 6,992 out of which 4,701 (67%) are male teachers and 2,291 (33%) are female teachers.

## 1.1 Enrolment

According to the reported data in 2010-11 in Educational Statistical Bulletin, total enrolment in Province of Sindh is 4,402,993 that are around 2 percent least then the last year 4,489,209. If this figure is compared with the last five years it is seen that the average increase in enrolment is around 1.41 percent, which is less than average increase in the total population. In the following sections the enrolment is bifurcated level, gender, location and class wise.

### 1.1.1 Enrolment Medium Wise

TABLE : SCHOOLS BY MEDIUM

| Medium | Enrolment | % of total |
|--------|-----------|------------|
| Urdu | 685,185 | 15.56% |
| Sindhi | 3,209,468 | 72.89% |
| English | 28,372 | 0.64% |
| Mixed | 479,968 | 10.90% |
| Total | 4,402,993 | |

FIGURE : SCHOOLS BY MEDIUM
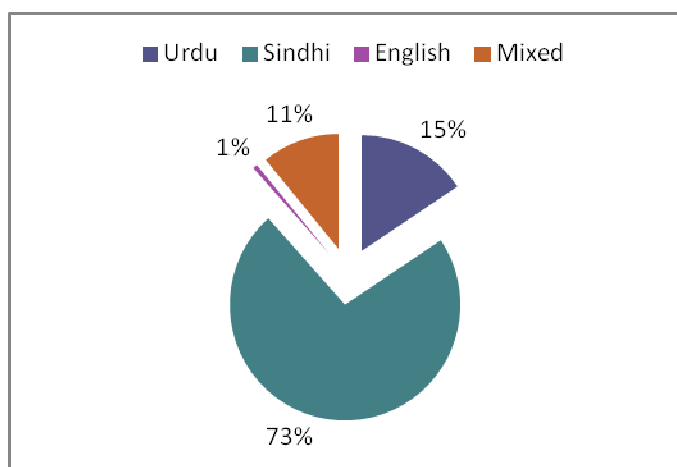


The above table shows the allocation of schools medium wise, as it is demonstrated in the above table and figure that around than 73 percent of enrolment are studying in Sindhi medium, whereas, only 0.64 percent schools are English medium. While 10.90 percent of schools are teaching in mixed languages namely Sindhi, Urdu and English.

## 1.1.2 Enrolment Level Wise

Level Wise, Schools teach at four levels primary, middle, secondary and higher secondary i.e. 1 to 5, 6 to 8, 9 to 10 and 11 to 12 respectively.

| Level Wise: | No of Enrolment | % of total |
|---|---|---|
| Primary | 3,291,974 | 74.77% |
| Middle | 237,003 | 5.38% |
| Secondary | 620,951 | 14.10% |
| Higher Sec. | 253,065 | 5.75% |
| Total | 4,402,993 | |
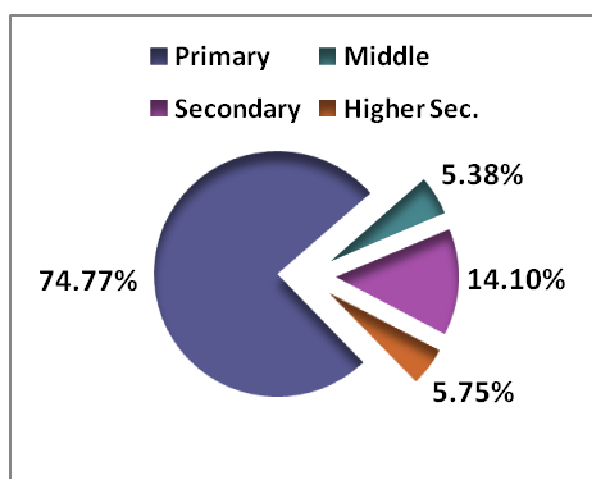


The above table and figure illustrates categorically classification of enrolment of 2010-11 School level wise. Around then three fourth reported enrolment has been in primary level i.e. 74.77 percent of the total enrolment of 2010-11. However the least enrolment among the total enrolment has been seen in middle level and higher secondary level i.e. 5.38% and 5.75% respectively.

**TABLE : ENROLMENTS OF YEAR 2008-09, 2009-10 AND 2010-11 LEVEL WISE**

| SCHOOL LEVEL | 2008-09 | 2009-10 | 2010-11 | % change ( 2007-08 Base Year) |
|---|---|---|---|---|
| PRIMARY | 3,326,734 | 3,402,391 | 3,291,974 | -1.04% |
| MIDDLE | 218,341 | 228,832 | 237,003 | 8.55% |
| SECONDARY | 586,583 | 630,337 | 620,951 | 5.86% |
| HIGHER SEC. | 209,316 | 227,649 | 253,065 | 20.90% |
| TOTAL | 4,340,974 | 4,489,209 | 4,402,993 | 1.43% |

The above table and figure demonstrates the comparisons of enrolments of year **2008-09, 2009-10 AND 2010-11 LEVEL WISE**. The total enrollment in primary level is 1.04 percent less than that of 2008-09. Otherwise middle, secondary and higher secondary levels have shown positive change in percentage when compared with 2008-09, i.e. 8.55 %, 5.86 % and 20.90 %. Higher Secondary level's enrolment has increases the most from 209,316 in 2008-09 to 253,065 in 2010-11**.**

## 1.1.3 Enrolment Gender Wise

TABLE: ENROLMENT IN 2010-11 GENDER WISE

FIGURE: ENROLMENT IN 2010-11 GENDER WISE

| Gender Wise | Enrolment | % of total |
|---|---|---|
| Male | 2,589,148 | 58.80% |
| Female | 1,813,845 | 41.20% |
| Total | 4,402,993 | |
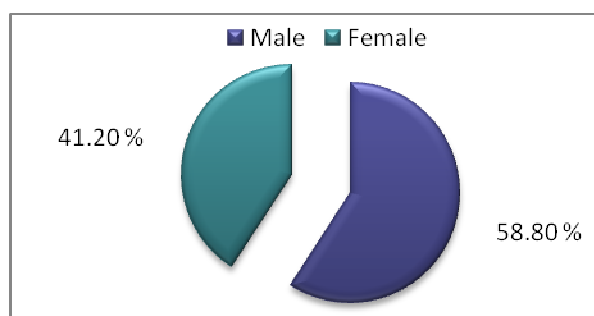


The above table and figure shows the classification of enrolment of 2010-11 gender wise. In the year 2010-11, male enrolment (58.80%) has been greater than that of female enrolment (41.20%) among the total enrolment.

TABLE : ENROLMENTS OF YEAR 2008-09, 2009-10 AND 2010-11 GENDER WISE

| Gender | 2008-09 | % of total | 2009-10 | % of total | 2010-11 | % of total |
|---|---|---|---|---|---|---|
| Male | 2,600,034 | 59.90% | 2,656,620 | 59.18% | 2,656,620 | 59.18% |
| Female | 1,740,940 | 40.10% | 1,832,589 | 40.82% | 1,832,589 | 40.82% |
| Total | 4,340,974 | 100.00% | 4,489,209 | 100.00% | 4,489,209 | 100.00% |

FIGURE: ENROLMENTS OF YEAR 2008-09, 2009-10 AND 2010-11 GENDER WISE
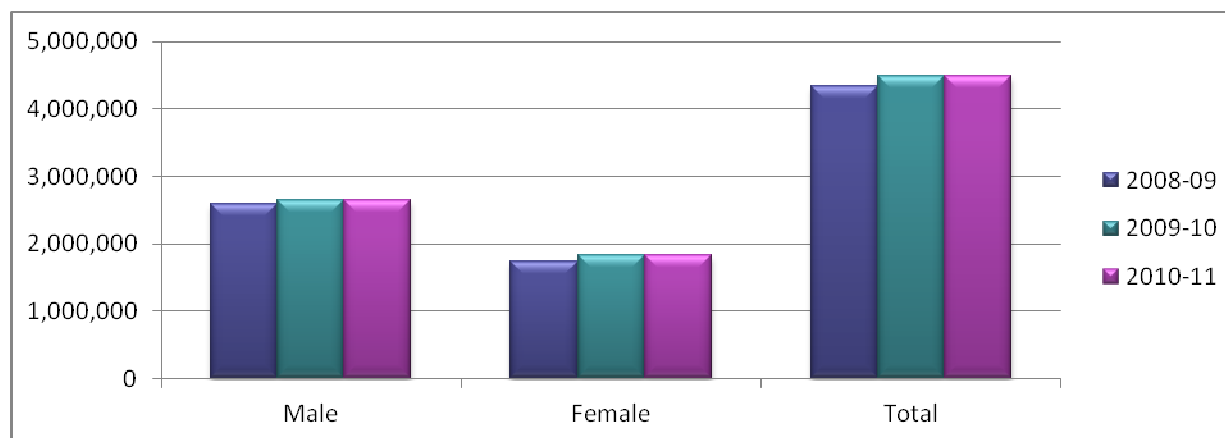


The table and figure above shows the comparative figures of enrolment of year **2008-09, 2009-10 and 2010-11** gender wise. A slight increase has been seen in the proportion of female enrolment among the total enrolment in the recent years. Meanwhile a gradual decrease has also been shown in the male enrolment of the said years.

## 1.1.4 Enrolment Class Wise

TABLE: ENROLMENT OF 2010-11 CLASS WISE

FIGURE:  ENROLMENT IN 2010-11 CLASS WISE

| Class Wise | Enrolment | % of total |
|---|---|---|
| Kachi (nursery) | 516,488 | 12.25% |
| Class 1 | 753,148 | 17.87% |
| Class 2 | 586,288 | 13.91% |
| Class 3 | 490,130 | 11.63% |
| Class 4 | 435,618 | 10.33% |
| Class 5 | 388,618 | 9.22% |
| Class 6 | 238,806 | 5.67% |
| Class 7 | 222,872 | 5.29% |
| Class 8 | 195,153 | 4.63% |
| Class 9 | 173,164 | 4.11% |
| Class 10 | 153,077 | 3.63% |
| Class 11 | 33,302 | 0.79% |
| Class 12 | 28,412 | 0.67% |
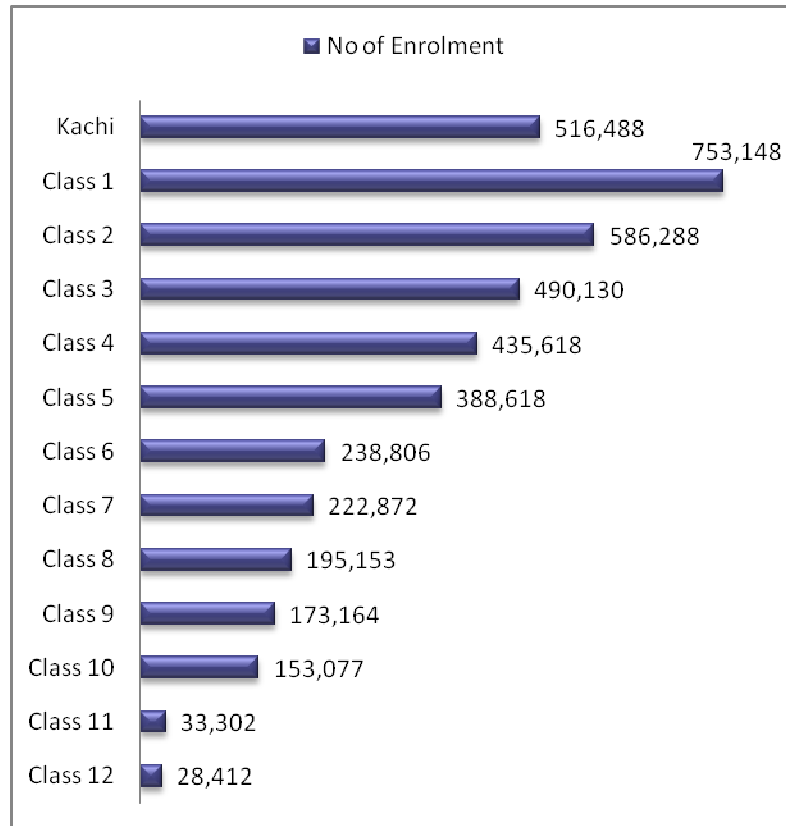
The above table demonstrates the enrolment of 2010-11 in proportion of class wise. 17.87 % of the total enrolment  is reported in Class 1, that is the highest as compared to others. Whereas the least percentage of overall enrolment is in Class 11 (0.79%) and Class 12 (0.67%).

TABLE : ENROLMENTS OF YEAR  2008-09, 2009-10 AND 2010-11 CLASS WISE

| Class | 2008-09 | 2009-10 | 2010-11 | % Change (2008-09 Base Year) |
|---|---|---|---|---|
| Kachi | 650,479 | 704,570 | 516,488 | -20.60% |
| Class 1 | 808,729 | 821,935 | 753,148 | -6.87% |
| Class 2 | 597,112 | 588,703 | 586,288 | -1.81% |
| Class 3 | 524,561 | 512,691 | 490,130 | -6.56% |
| Class 4 | 446,907 | 460,938 | 435,618 | -2.53% |
| Class 5 | 378,626 | 389,457 | 388,618 | 2.64% |
| Class 6 | 207,943 | 240,083 | 238,806 | 14.84% |
| Class 7 | 193,233 | 207,340 | 222,872 | 15.34% |
| Class 8 | 177,861 | 189,725 | 195,153 | 9.72% |
| Class 9 | 162,199 | 167,976 | 173,164 | 6.76% |
| Class 10 | 144,050 | 155,451 | 153,077 | 6.27% |
| Class 11 | 25,919 | 27,159 | 33,302 | 28.48% |
| Class 12 | 23,355 | 23,181 | 28,412 | 21.65% |
| Total Enrolment | 4,340,974 | 4,489,209 | 516,488 | -2.90% |

FIGURE : ENROLMENTS OF YEAR  2008-09, 2009-10 AND 2010-11 CLASS WISE
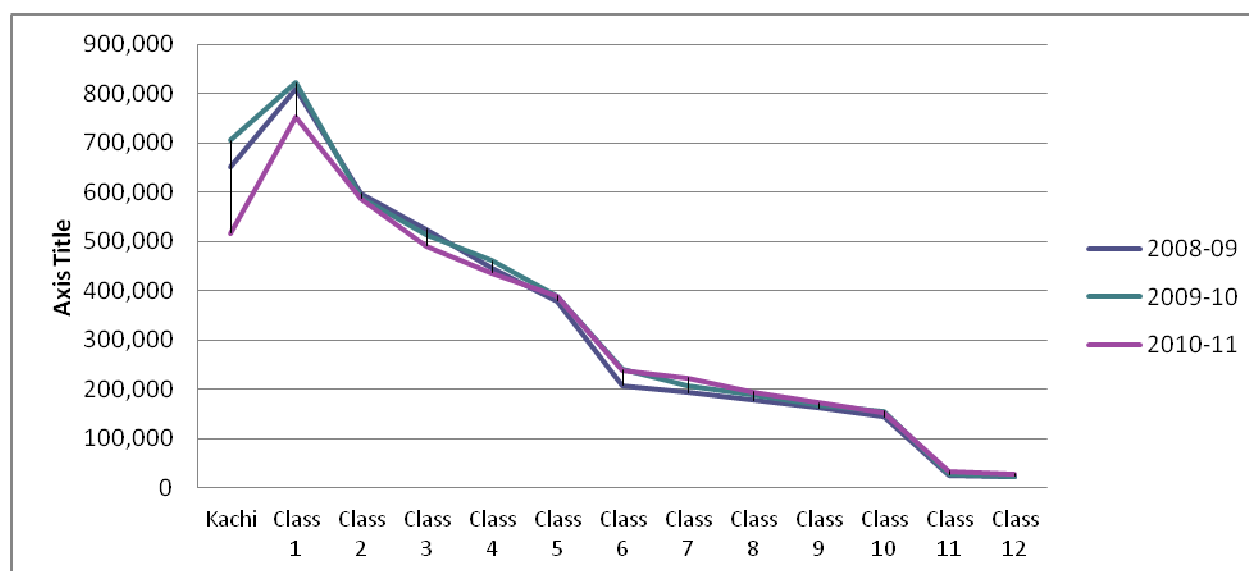


The above table shows the Comparative figures of Enrolment of year 2008-09, 2009-10 and 2010-11. The figures are given Class wise. The last colum ( in Table:1 ) illustrates the respective change between 2010-11 and 2008-09. As the toal enrolments of classes are compared the  Enrolment of Class 11 shows greater positive change of 28.48%. Where as the total enrolment of Class 1, 2, 3 and 4 shows negative change.

## 1.1.5 Repeaters

| Class | 2009-10 | 2010-11 | % Change (2008-09 Base year) |
|---|---|---|---|
| Class 1 | 54,247 | 51,402 | -5.24% |
| Class 2 | 22,654 | 21,882 | -3.41% |
| Class 3 | 14,929 | 15,466 | 3.60% |
| Class 4 | 9,855 | 10,992 | 11.54% |
| Class 5 | 5,551 | 6,483 | 16.79% |
| Class 6 | 3,847 | 4,933 | 28.23% |
| Class 7 | 3,082 | 3,781 | 22.68% |
| Class 8 | 2,514 | 2,901 | 15.39% |
| Class 9 | 1,447 | 1,749 | 20.87% |
| Class 10 | 1,268 | 1,606 | 26.66% |
| Class 11 | 205 | 469 | 128.78% |
| Class 12 | 246 | 420 | 70.73% |
| Total | 119,845 | 122,084 | 1.87% |
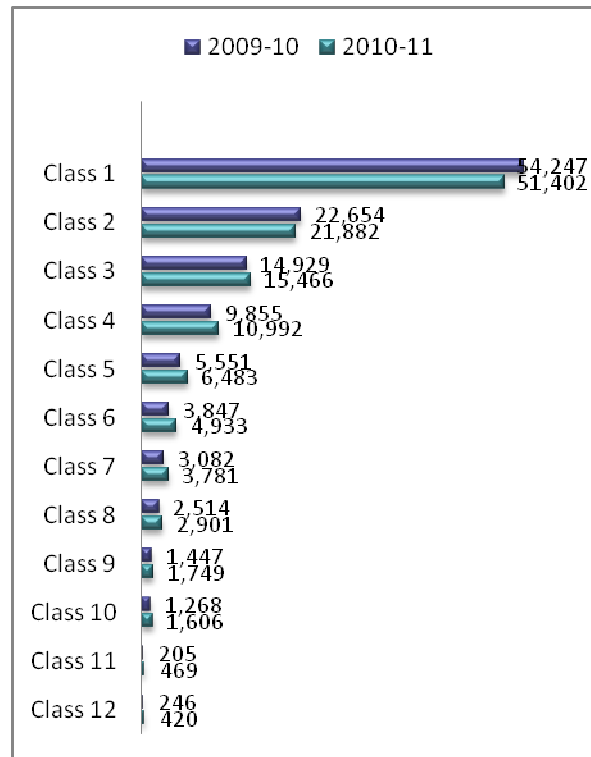


The above table shows the figures of repeaters of 2009-10 and 2010-11 class wise percentage change between the said years. The total number of repeaters reported in 2010-11 is 122,084 which are around 1.87% less than the total repeaters of 2009-10 (i.e. 119,845). The cause of this negative figure is because except Grade 1 and 2 all grades are showing increase in the number of repeaters when compared with the last year.

**TABLE : REPEATERS SCHOOL LEVEL WISE**          **FIGURE : REPEATERS LEVEL WISE**

| School Level | Total | % of total |
|---|---|---|
| Primary | 106225 | 87% |
| Middle | 11615 | 9% |
| Secondary | 3355 | 3% |
| Higher Sec. | 889 | 1% |
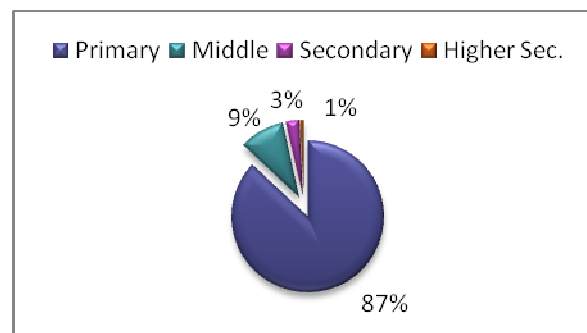


The above table and figure shows the bifurcation of repeaters of 2010-11 school level wise. Among the total repeaters primary level's percentage is the highest, having around 87% of total reported repeaters, while higher secondary level has reported the least percentage i.e. 1.95%.

**TABLE : REPEATERS GENDER WISE**

**FIGURE : REPEATERS GENDER WISE**

| Gender | Repeaters | % of total |
|--------|-----------|------------|
| Male | 73,026 | 59.82% |
| Female | 49,058 | 40.18% |
| Total | 122,084 | |
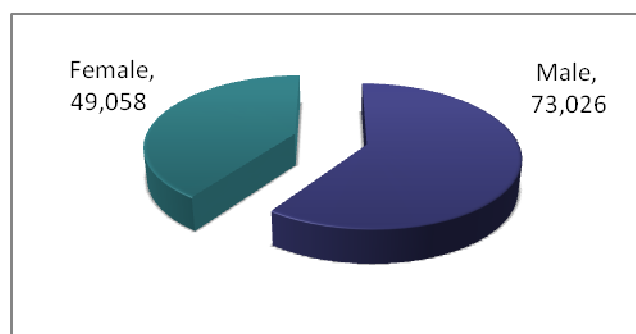


The above table and figure illustrates the total number of repeaters reported in the year 2010-11, gender wise. According to the table among the total repeaters, female repeaters are only 40.18%, however, male repeaters are more as they are 59.82% of total repeaters, around 3 percent less than last year.

**TABLE: REPEATERS PER ENROLMENT: LEVEL WISE**

| School Level | Enrolment | Repeaters | Repeaters/Enrolment |
|--------------|-----------|-----------|---------------------|
| Primary | 3,291,974 | 106,225 | 3.23% |
| Middle | 237,003 | 11,615 | 4.90% |
| Secondary | 620,951 | 3,355 | 0.54% |
| Higher Sec. | 253,065 | 889 | 0.35% |
| Total | 4,402,993 | 122,084 | 2.77% |

**FIGURE : REPEATERS PER ENROLMENT: LEVEL WISE**

The above table and figure illustrates the ratio of repeaters per enrolment in particular level, in the
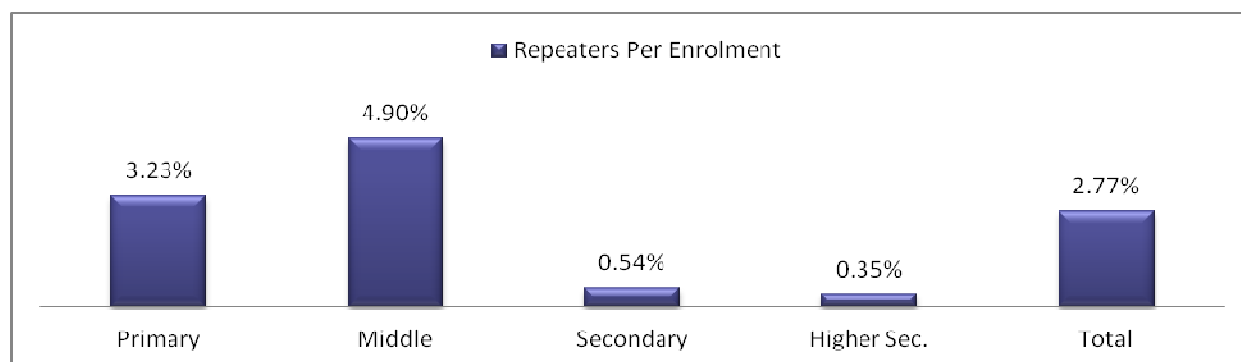


year 2010-11. Among the total enrolment in school levels, middle level has the greater percentage of repeaters as compared to other levels. Mean while higher secondary level has the least percentage of repeaters per enrolment.

## 1.2 Schools

According to the reported numbers of 2010-11 in Annual School Census, the **total number** of public sector schools reported in Sindh Province is 48,914 that is around 1.39 percent less than last year's figure i.e. 49,605. **Level Wise** this is due to decrease in primary, middle and secondary levels but increase of 6.49 percent is seen in higher secondary schools. **Gender Wise**. **Location**. **Medium Wise** increase in Urdu and Mixed medium schools and decrease in Sindhi and English has been seen when it is compared with the numbers of last year. While **Shift Wise** an increase is seen in afternoon shift schools and decrease in morning shift schools, according to the data reported in Annual School Census 2010-11. If number of the School buildings is analyzed, it is seen that **Ownership Wise** around 173 more schools came under the ownership of Government, however decrease is seen in the number of schools that are rented, in others ownership and are shelter less. If the **Condition** of Government school building is compared with last year that satisfactory conditioned buildings have decreased and, repairable and dangerous conditioned school buildings have been increased. However **Status Wise**, decrease is seen in functional and closed schools as compared with last year's figures. **Basic Facilities wise** more schools are facilitated with toilets, electricity and boundary wall than last year, while, lesser schools are having drinking water facility than last year.

Among the main indicators of Educations Schools is the most important as it illustrates that how much provision is given to the student so that they can get access to the education. Every school should have basic and advance facilities. The basic facilities include facility of drinking water, toilet, boundary wall and electricity. Whereas advance facilities include SMC, laboratory, play ground and library. The public sector schools are bifurcated in levels, genders

## 1.2.1 Schools Level Wise

According to the data reported in 2010-11. The total no of Schools are 48,914. Among which the highest percentage of schools is of primary level i.e. 91.02 percentage, whereas the higher secondary level schools only constitute 0.50 percent of total schools. The following table and figure shows the categorization of schools by the level. If the following figures are compared to that of previous year a decrease is seen in primary, middle and secondary levels but increase of 6.49 percent is observed in higher secondary schools.

| Level Wise: | No. of Schools | % of total |
|---|---|---|
| **Primary** | 44,522 | 91.02% |
| **Middle** | 2,505 | 5.12% |
| **Secondary** | 1,641 | 3.35% |
| **Higher Sec.** | 246 | 0.50% |
| **Total** | **48,914** | |
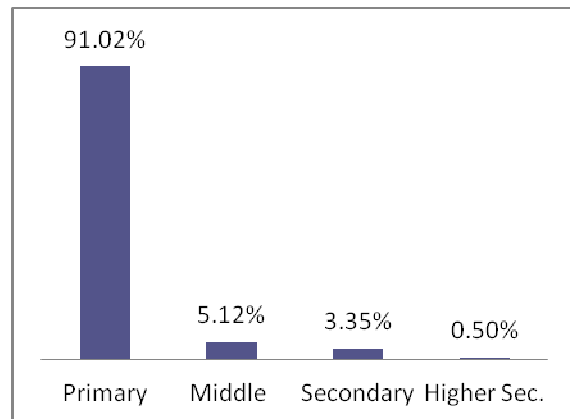
## 1.2.2 Schools Gender Wise

Gender wise the data of 2010-11 illustrates that, mixed gender schools constitutes more than 56 percentage of total school. While only around 17 percent of total schools are those of female gender. While comparing this data with the previous year it is noticed that the number of schools has been decreased in female and mixed gender schools whereas no. of male schools has increased in 2010-11

| Gender Wise: | No. of Schools | % of total |
|---|---|---|
| Male | 12,827 | 26.22% |
| Female | 8,458 | 17.29% |
| Mixed | 27,629 | 56.48% |
| Total | 48,914 | |
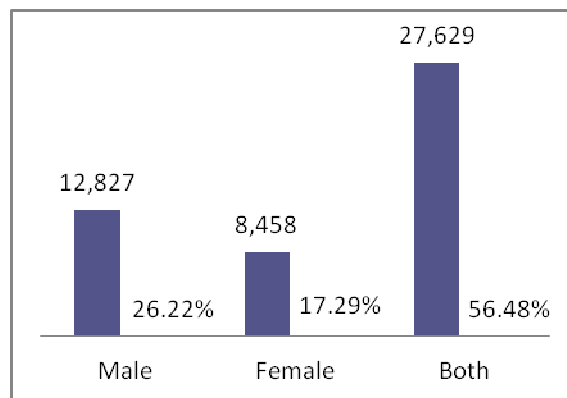


## 1.2.3 Schools Location Wise

Location wise the data of 2011 illustrates that, schools located in Urban Areas are 12.5 percent of total government schools of Sindh. However 85.45% of schools are located in rural areas of Sindh. When this data is compared with the data of last year it is noted that percentage of schools located in rural areas have increased, while, the percentage of urban schools among the total schools have decreased. The following table and figure exemplify the facts.

| Location Wise | No. of Schools | % of total |
|---|---|---|
| Urban | 5,765 | 11.79% |
| Rural | 43,149 | 88.21% |
| Total | 48,914 | |
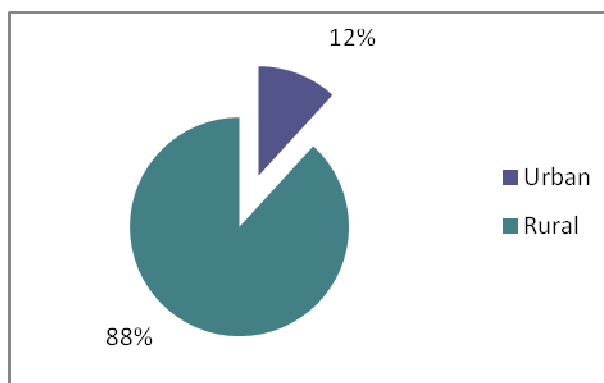
## 1.2.4 Schools Medium Wise

The above table shows the allocation of schools medium wise, as it is demonstrated in the above table and figure that more than  percent of schools are Sindhi medium, whereas, only percent schools are English medium. While percent of schools are teaching in mixed languages namely Sindhi, Urdu and English.

| Medium | No of Schools | % of total |
|--------|---------------|------------|
| Urdu | 4,188 | 8.56% |
| Sindhi | 42,104 | 86.08% |
| English | 162 | 0.33% |
| Mixed | 2,460 | 5.03% |
| Total | 48,914 | |
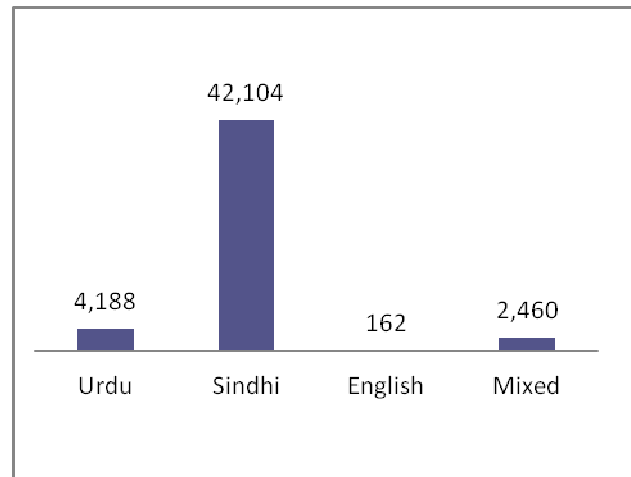


## 1.2.5 Schools Shift Wise

According to the data reported in Annual School Census 2010-11 around 96 percent of schools are of morning shift whereas only around 4 percent of schools are in afternoon shift.  When the data is compared with that of last year it is seen that percentage of afternoon shift schools has increased, whereas morning shift schools has decreased.

| Shift Wise | No of Schools | % of total |
|------------|---------------|------------|
| Morning | 47,102 | 96.30% |
| Afternoon | 1,812 | 3.70% |
| Total | 48,914 | |
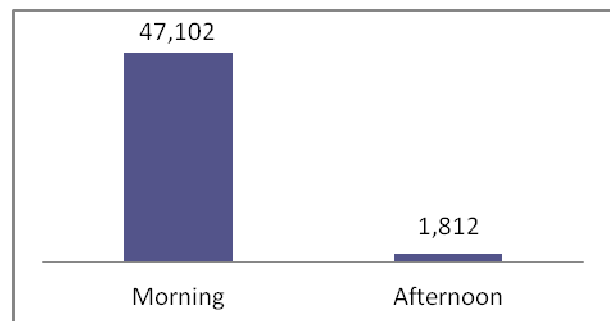
## 1.2.6 Schools Ownership Wise

In the reported data of Annual School Census 2010-11, around 77 percentage of Government schools buildings are owned by Government itself, while around 21 percent of school s are shelter less, however around 1.73 percent of school buildings come under other ownerships and 0.42 percent of buildings are rented. When the data of Annual School Census 2010-11 is compared with the data of last year it is noticed that around 173 more schools came under the ownership of Government, however decrease is seen in the number of schools that are rented, in others ownership and are shelter less.

| Building Ownership Wise | No of Schools | % of total Schools |
|---|---|---|
| Gov. Ownership | 37,656 | 76.98% |
| Rental | 206 | 0.42% |
| Other Ownership | 845 | 1.73% |
| Shelterless | 10,207 | 20.87% |
| **Total** | **48,914** | |
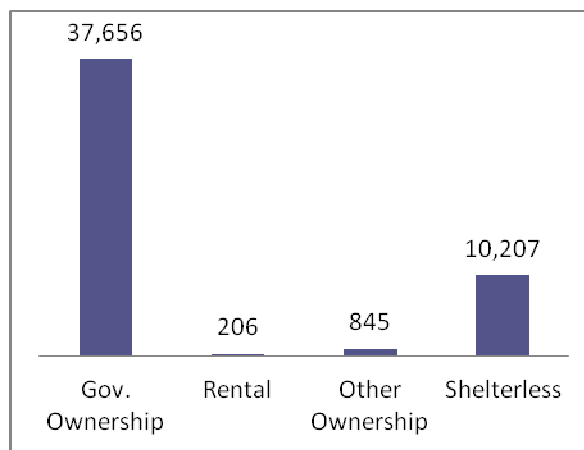


**TABLE : OWNERSHIP OF SCHOOL BUILDINGS LEVEL WISE**

| School Level | Other Ownership | Govt. Ownership | Rental | Shelter less (No building/No Info) | Total |
|---|---|---|---|---|---|
| Primary | 759 | 33,758 | 161 | 9,844 | 44,522 |
| Middle | 52 | 2072 | 21 | 360 | 2,505 |
| Secondary | 32 | 1582 | 24 | 3 | 1,641 |
| Higher Sec. | 2 | 244 | 0 | 0 | 246 |
| **Total** | **845** | **37,656** | **206** | **10,207** | 48,914 |

**Ownership of schools buildings, as reported in Annual School Census 2010-11, has been illustrated in the above table which is also categorized in the schools level wise. Among the total number of reported schools, i.e. 48,914, around 21 percent of schools are shelter less. While around 0.4 % of schools are rental and 2 % of schools are those school buildings which are owned by other then government. Mean while Government owned school buildings constitute 77% of total schools.**

TABLE : OWNERSHIP OF SCHOOL BUILDINGS GENDER WISE

| School Level | Other Ownership | Govt. Ownership | Rental | Shelter less(No building/No Info) | Total |
|---|---|---|---|---|---|
| **Male** | 189 | 9,879 | 67 | 2,692 | 12,827 |
| **Female** | 139 | 6,618 | 40 | 1,661 | 8,458 |
| **Mixed** | 517 | 21,159 | 99 | 5,854 | 27,629 |
| Total | **845** | **37,656** | **206** | **10,207** | **48,914** |

The tables above illustrates the number of schools under government and non government ownership with their present condition, gender and school level wise of 2010-11.

## 1.2.7 Government School Buildings Condition Wise

According to the Annual School Census 2010-11, more than half of the schools are in need of construction, where as only around 31 percent of schools are in satisfactory condition.

| Government Schools Building Condition Wise | No of Schools | % of total |
|---|---|---|
| **Satisfactory** | 11,970 | 31.79% |
| **Repairable** | 19,545 | 51.90% |
| **Dangerous** | 6,141 | 16.31% |
| **Total** | 37,656 | |
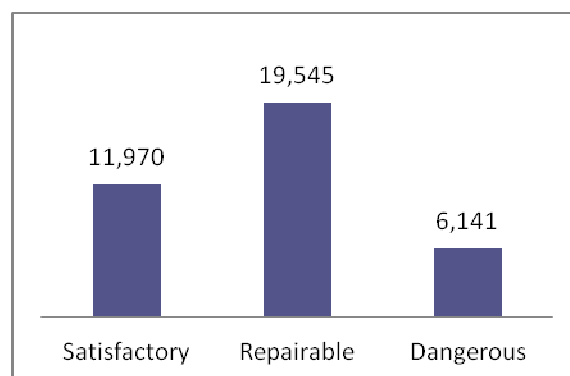


TABLE: CONDITION OF SCHOOL BUILDINGS UNDER GOVERNMENT OWNERSHIP GENDER WISE

| Condition of Government owned School Buildings | | | |
|---|---|---|---|
| Gender | Satisfactory | Repairable | Dangerous |
| **Male** | 3,044 | 5,218 | 1,617 |
| **Female** | 2,023 | 3,535 | 1060 |
| **Mixed** | 6,903 | 10,792 | 3,464 |
| **Total** | **11,970** | **19,545** | **6,141** |

Around 13 percent of school buildings are in dangerous condition among which more than half are of mixed gender, whereas around 40% of Government owned school buildings are in repairable condition. Accumulatively, around 53% of Government owned schools are in need of reconstruction.

TABLE: CONDITION OF SCHOOL BUILDING UNDER GOVERNMENT OWNERSHIP LEVEL WISE

| Condition of Government owned School Buildings | | | |
|---|---|---|---|
| School Level | Satisfactory | Repairable | Dangerous |
| Primary | 10,831 | 17,353 | 5,574 |
| Middle | 679 | 1,075 | 318 |
| Secondary | 409 | 962 | 211 |
| Higher Sec. | 51 | 155 | 38 |
| Total | 11,970 | 19,545 | 6,141 |

FIGURE: CONDITION OF SCHOOL BUILDINGS UNDER GOVERNMENT OWNERSHIP LEVEL WISE
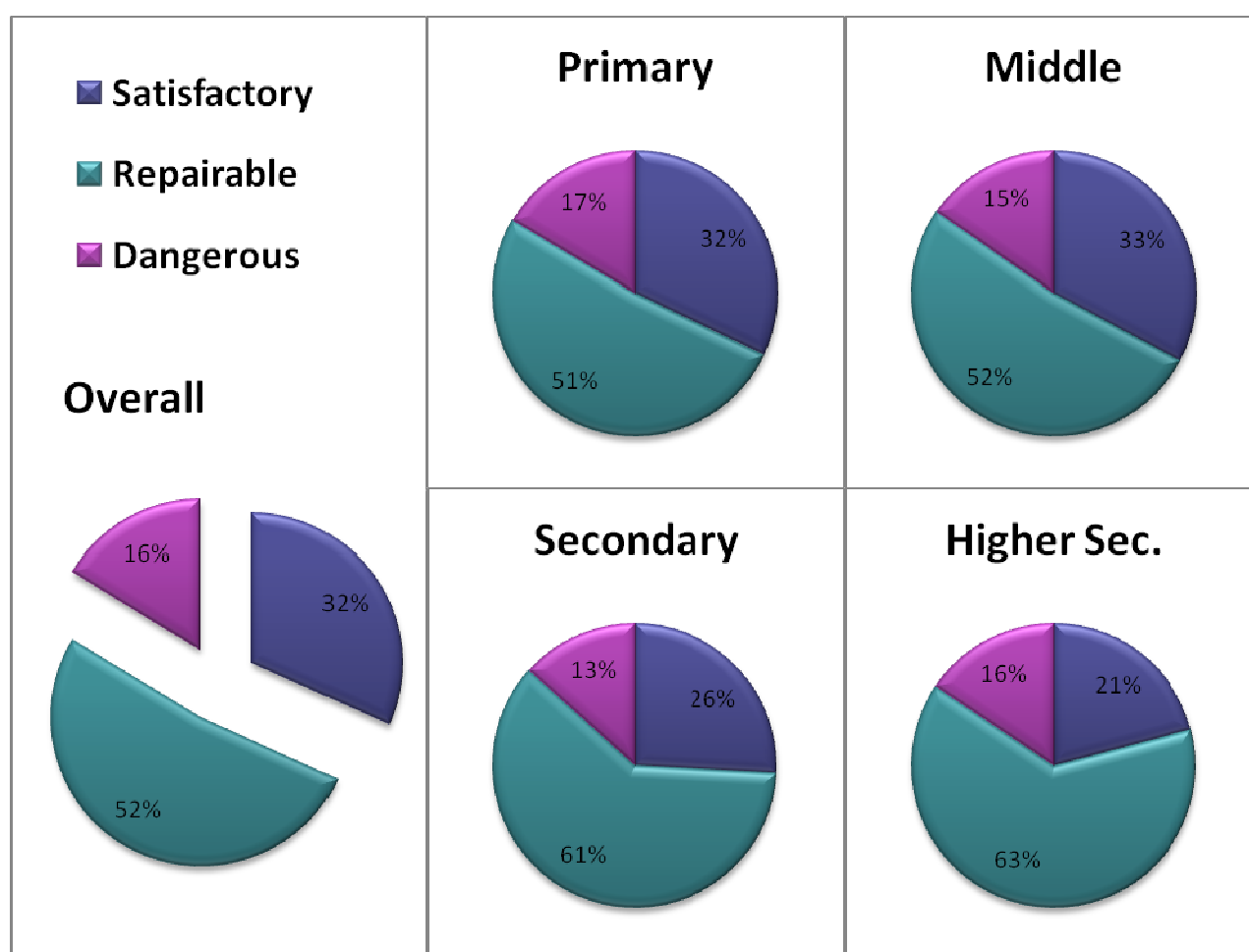


THE ABOVE TABLE AND FIGURE SHOWS THE CONDITION OF GOVERNMENT OWNED SCHOOL BUILDING LEVEL WISE. THE PERCENTAGE OF DANGEROUS CONDITION SCHOOLS ARE CONSIDERABLY SAME OF ALL SCHOOL LEVELS. MEANWHILE MORE THAN **48%** OF SCHOOLS ARE EITHER REPAIRABLE OR IN DANGEROUS CONDITION.

## 1.2.8 Schools Status Wise

According to data reported in 2010-11 the total functional schools are 44,038 (88.78%) whereas 5,567 (11.22%) are closed schools. Location Wise over 89 percent of closed schools are of rural regions while only 2 percent of closed schools belong to urban regions. As in the case of functional schools, around 13.6 percent of schools are in urban regions, however, 87 percent of functional schools are in rural regions.

If this data is further bifurcated level wise, it is seen that over 91 percent of functional schools are of primary level schools. However Gender Wise over 37 percent of closed schools are boys gender schools, 26 percent of closed schools are girls' schools and 36 percent of closed schools are of mixed gender. Whereas over 58 percent of functional schools are of mixed gender and 16 percent of functional schools are of female gender. The following tables and figures also explain the said information.

**TABLE : STATUS OF SCHOOLS REGION WISE**

| Region | Functional | % of total Functional Schools | Closed | % of total Closed Schools |
|--------|-----------|-------------------------------|--------|---------------------------|
| Urban  | 5,655     | 12.84%                        | 110    | 1.98%                     |
| Rural  | 38,220    | 86.79%                        | 4,929  | 88.54%                    |
| Total  | 44,038    |                               | 5,567  |                           |

**FIGURE : STATUS OF SCHOOLS REGION WISE**
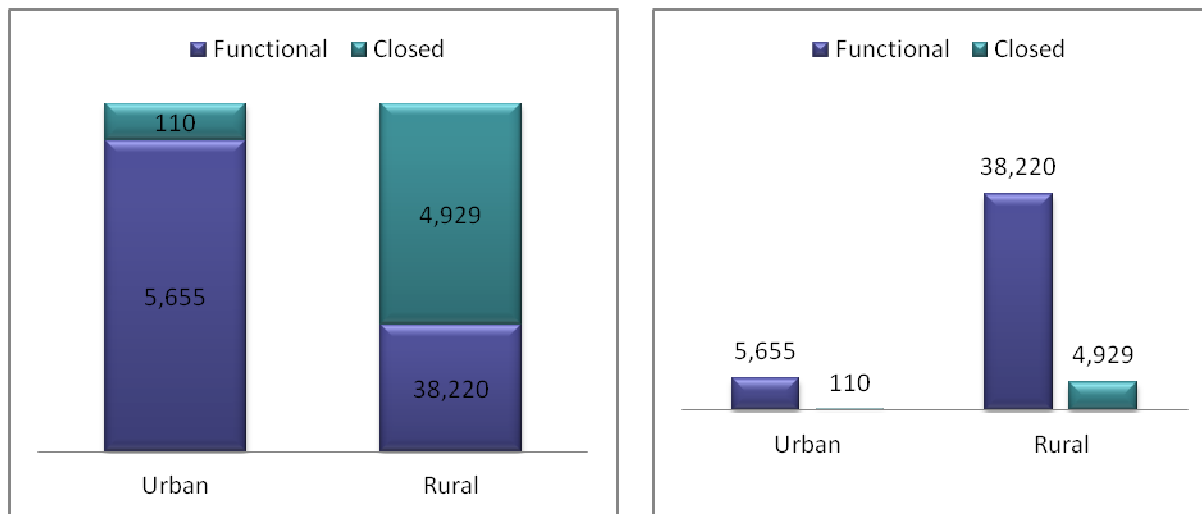


The above table and figures shows the exact number of schools by their status in rural and urban regions. More schools of rural region are non-functional as compared to urban region.

**TABLE : STATUS OF SCHOOL LEVEL WISE.**

| Level | Functional | % of total Functional Schools | Closed | % of total Closed Schools |
|---|---|---|---|---|
| Primary | 39,762 | 90.63% | 4,760 | 94.46% |
| Middle | 2,233 | 5.09% | 272 | 5.40% |
| Secondary | 1,634 | 3.72% | 7 | 0.14% |
| Higher Sec. | 246 | 0.56% | 0 | 0.00% |
| Total | 43,875 | | 5,039 | |

**FIGURE : STATUS OF SCHOOL LEVEL WISE.**
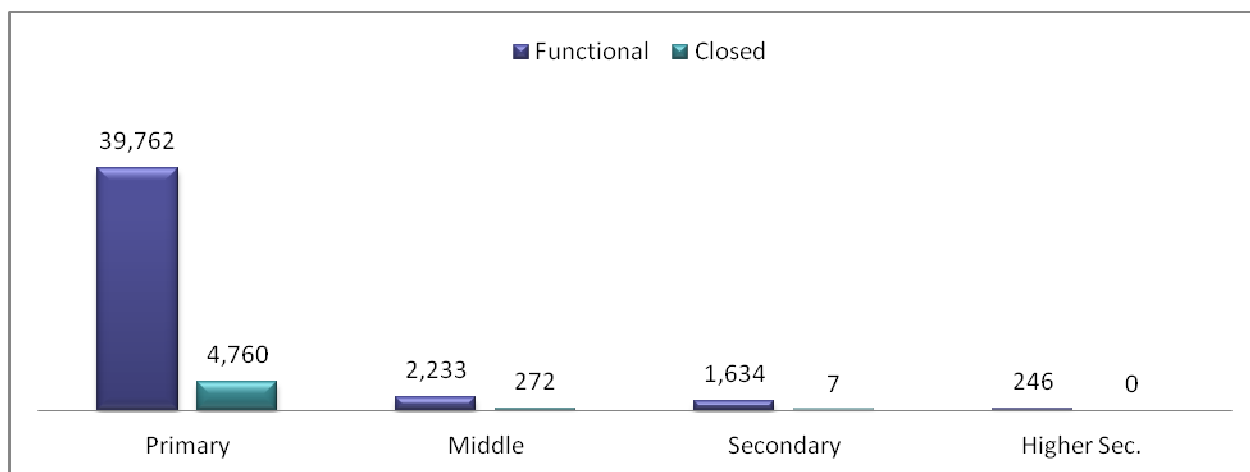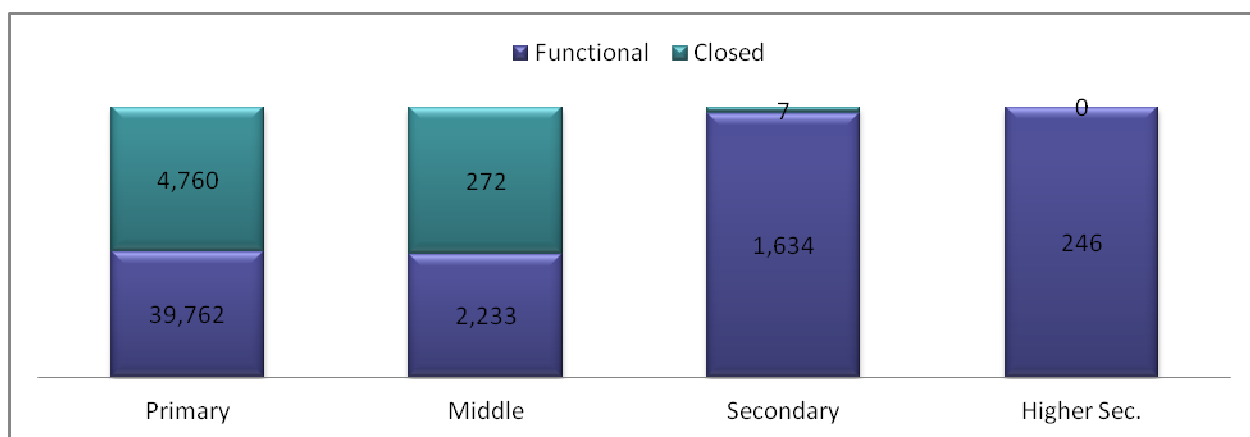




The above tables are figures illustrate the distribution of functional and closed schools school level wise. It is evident that Primary level schools have more non-functional schools than others.

**TABLE : STATUS OF SCHOOLS GENDER WISE**

| Gender | Functional | % of total Functional Schools | Closed | % of total Closed Schools |
|--------|-----------|-------------------------------|--------|---------------------------|
| Boys | 10,922 | 24.89% | 1,905 | 37.81% |
| Girls | 7,140 | 16.27% | 1,318 | 26.16% |
| Mixed | 25,813 | 58.83% | 1,816 | 36.04% |
| Total | 43,875 | | 5,039 | |

**FIGURE : STATUS OF SCHOOLS GENDER WISE**
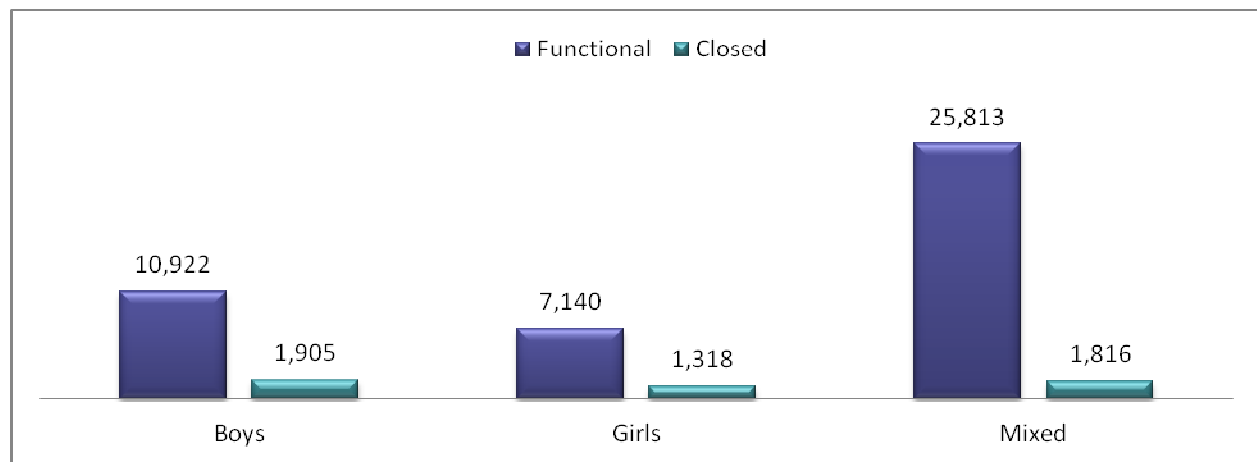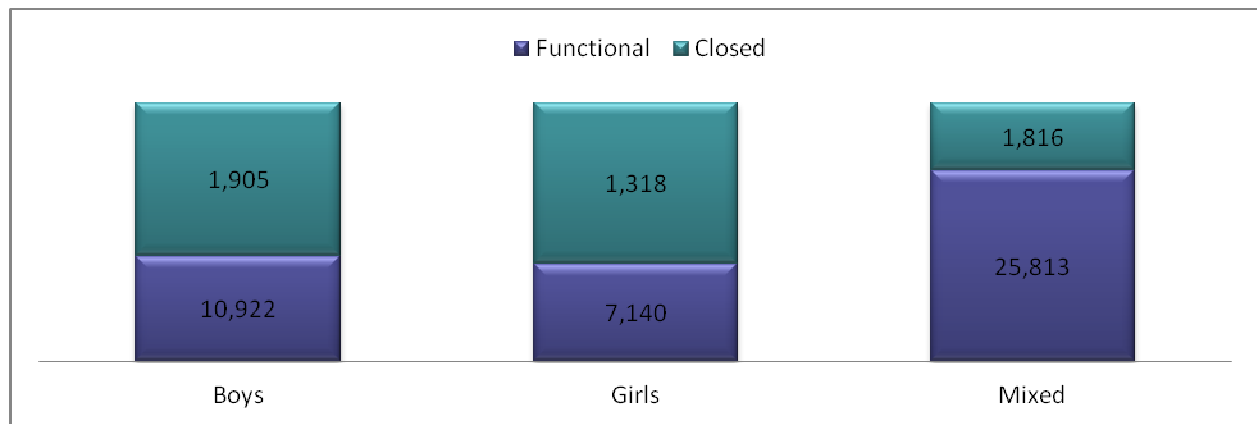




The above table and figures shows the status of schools level wise. It is evident that the girls' schools have more closed schools in proportion than others.

## 1.2.9 Shelterless Schools

TABLE : SHELTER LESS SCHOOLS AREA AND LEVEL WISE

| Level | Urban | % of total Urban | Rural | % of total Rural | Total |
|---|---|---|---|---|---|
| Primary | 179 | 92.27% | 9,665 | 96.52% | 9,844 |
| Middle | 14 | 7.22% | 346 | 3.46% | 360 |
| Secondary | 1 | 0.52% | 2 | 0.02% | 3 |
| Total | 194 | | 10,013 | | 10,207 |

FIGURE : SHELTER LESS SCHOOLS AREA AND LEVEL WISE
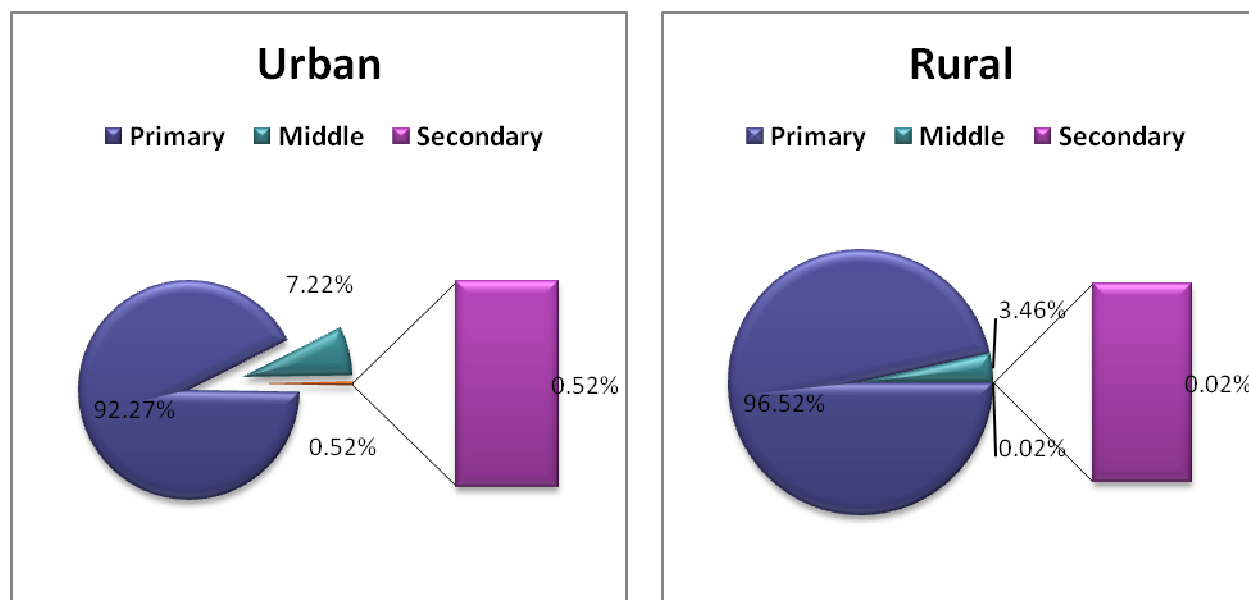


TABLE: SHELTER LESS SCHOOLS AREA AND GENDER WISE

| Gender | Urban | % of total | Rural | % of total | Total |
|---|---|---|---|---|---|
| Male | 65 | 33.51% | 2,627 | 26.24% | 2,692 |
| Female | 32 | 16.49% | 1,629 | 16.27% | 1,661 |
| Mixed | 97 | 50.00% | 5,757 | 57.50% | 5854 |
| Total | 194 | | 10,013 | | 10,207 |

FIGURE: SHELTER LESS SCHOOLS AREA AND GENDER WISE
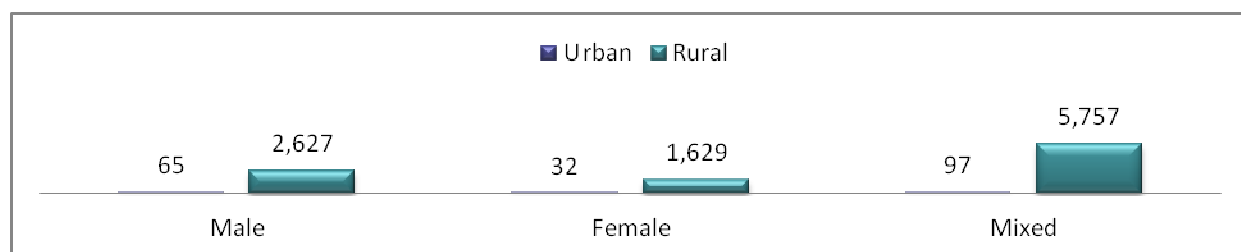
## 1.2.9 Schools Facilities Wise

TABLE: SCHOOLS HAVING BASIC AND ADVANCE FACILITIES

| Facilities | Schools With Facilities | % of total | Schools Without Facilities | % of total |
|---|---|---|---|---|
| Electricity | 12,606 | 25.77% | 36,308 | 74.23% |
| Toilets | 28,209 | 57.67% | 20,705 | 42.33% |
| Drinking Water | 24,914 | 50.93% | 24,000 | 49.07% |
| Boundary Wall | 26,832 | 54.86% | 22,082 | 45.14% |
| Laboratory | 1,005 | 2.05% | 47,909 | 97.95% |
| Library | 602 | 1.23% | 48,312 | 98.77% |
| Play Ground | 12,130 | 24.80% | 36,784 | 75.20% |
| SMC | 40,683 | 83.17% | 8,231 | 16.83% |

FIGURE: SCHOOLS HAVING BASIC FACILITIES
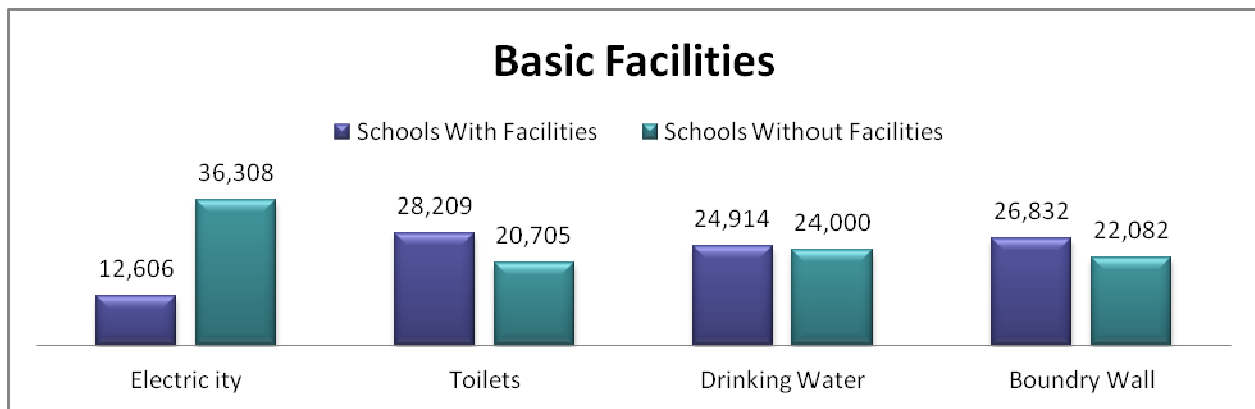


FIGURE: SCHOOLS HAVING ADVANCE FACILITIES
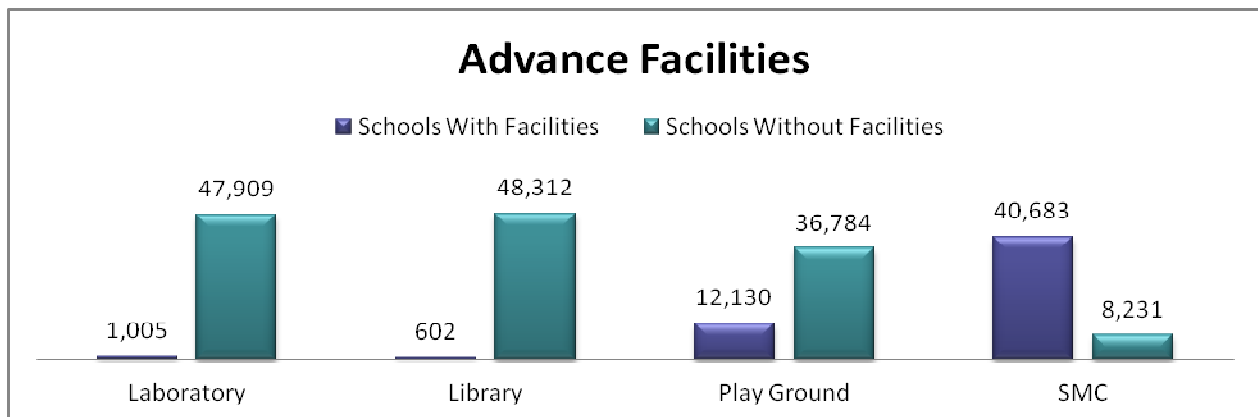
**TABLE : SCHOOLS HAVING BASIC FACILITIES LEVEL WISE**

| School Level | Schools Having Basic Facilities | | | |
| --- | --- | --- | --- | --- |
| | **Electricity** | **Toilets** | **Drinking Water** | **Boundary Wall** |
| Primary | 6,292 | 24,412 | 21,979 | 22,119 |
| Middle | 695 | 1,828 | 1,467 | 1,774 |
| Secondary | 1,169 | 1,448 | 1,355 | 1,467 |
| Higher Sec. | 204 | 204 | 210 | 200 |
| Total | 8,360 | 27,892 | 25,011 | 25,560 |

**FIGURE :  SCHOOLS HAVING BASIC FACILITIES LEVEL WISE**
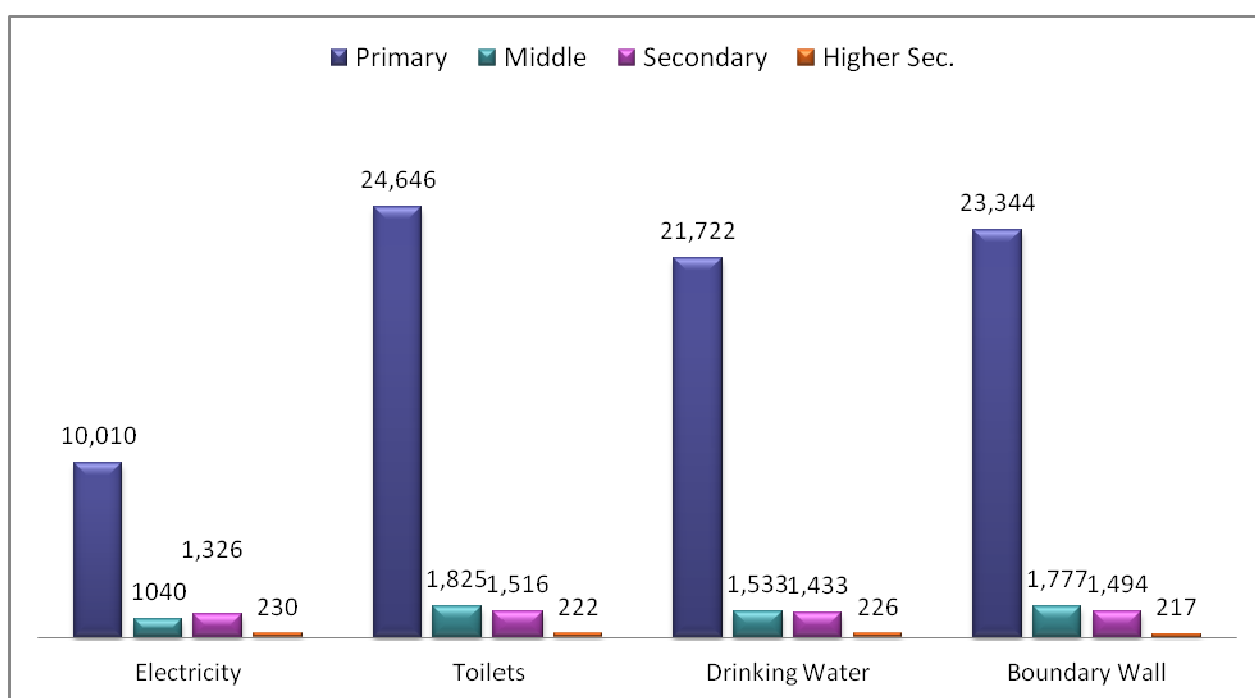


The table and figure above illustrates the reported number of schools having basic facilities, school level wise, in year 2010-11. Electricity, Toilets, Drinking water and Boundary Wall are the basic necessities of school. Least basic facilities in primary, middle and secondary schools are toilets, however the most basic facilities that are found in schools of all levels is electricity.

**TABLE : SCHOOLS HAVING BASIC FACILITIES GENDER WISE**

| | Schools Having Basic Facilities | | | |
|---|---|---|---|---|
| **Gender** | **Electricity** | **Toilets** | **Drinking Water** | **Boundary Wall** |
| Male | 3,606 | 7,321 | 6,679 | 6,851 |
| Female | 2,635 | 5,425 | 4,361 | 5,676 |
| Mixed | 6,365 | 15,463 | 13,874 | 14,305 |
| Total | 12,606 | 28,209 | 24,914 | 26,832 |

**FIGURE :  SCHOOLS HAVING BASIC FACILITIES GENDER WISE**
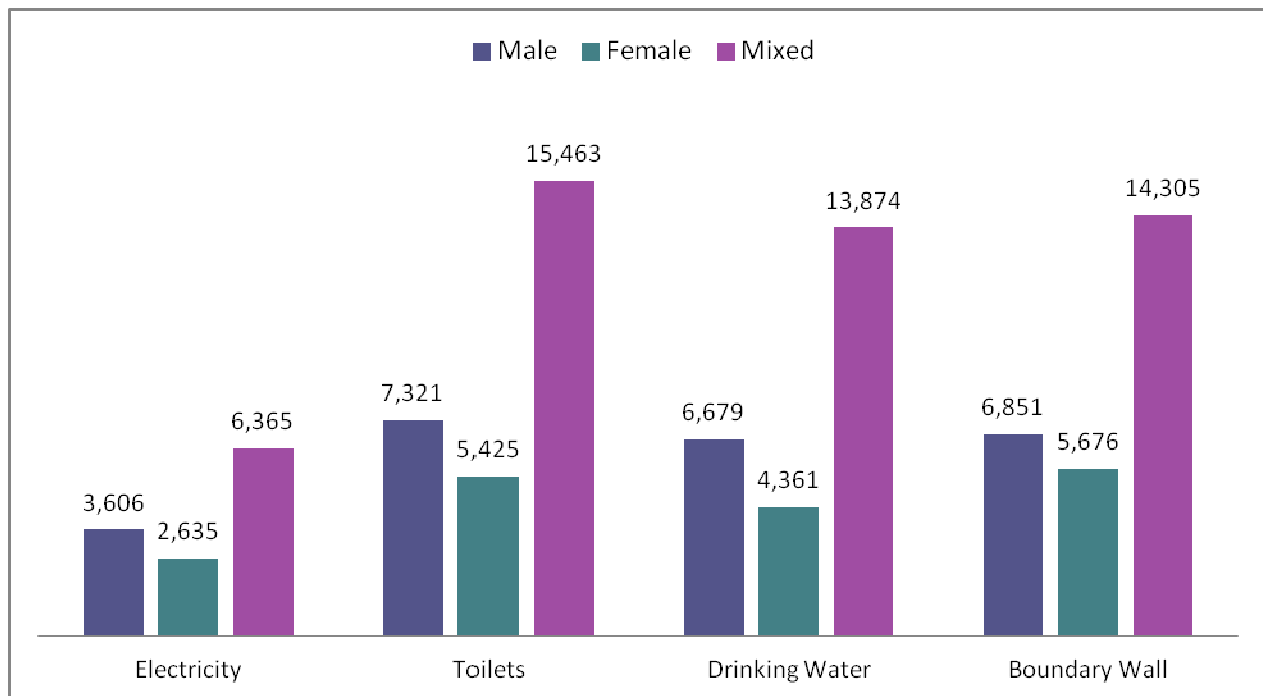


The table and figure above illustrates the reported number of schools having basic facilities, school gender wise, in year 2010-11. Electricity, Toilets, Drinking water and Boundary Wall are the basic necessities of school. Least basic facilities in male and mixed gender schools are toilets, however the most basic facilities that are found in schools of all genders is electricity.

**TABLE : SCHOOLS HAVING ADVANCE FACILITIES LEVEL WISE**

| | Schools Having Advance Facilities | | | |
|---|---|---|---|---|
| **School Level** | **Laboratory** | **Library** | **Play Ground** | **SMC** |
| **Primary** | 44,511 | 44,545 | 34,094 | 7,668 |
| **Middle** | 2,488 | 2,473 | 1,763 | 521 |
| **Secondary** | 824 | 1,255 | 820 | 41 |
| **Higher Sec.** | 86 | 130 | 107 | 1 |
| **Total** | 47,909 | 48,403 | 36,784 | 8,231 |

**FIGURE : SCHOOLS HAVING ADVANCE FACILITIES LEVEL WISE**
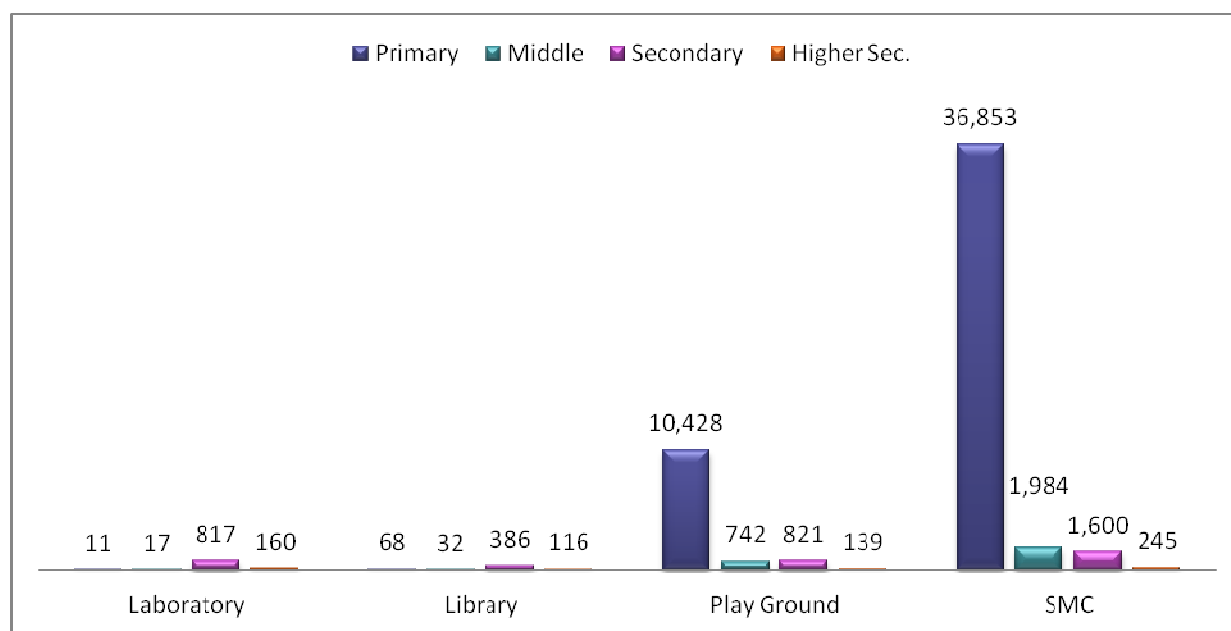


The above table and figure illustrates the reported number of schools having advance facilities, i.e. laboratory, library, play ground and SMC, in the year 2010-11 level wise. Least advance facilities that are found in all level schools are laboratories and libraries. SMCs are those facilities that are found in all levels more than other facilities.

**TABLE : SCHOOLS HAVING ADVANCE FACILITIES GENDER WISE**

| Gender | Schools Having Advance Facilities | | | |
|---|---|---|---|---|
| | Laboratory | Library | Play Ground | SMC |
| Male | 474 | 262 | 3,379 | 10,235 |
| Female | 323 | 155 | 2,253 | 6,201 |
| Mixed | 208 | 185 | 6,498 | 24,247 |
| Total | 1,005 | 602 | 12,130 | 40,683 |

**FIGURE : SCHOOLS HAVING ADVANCE FACILITIES GENDER WISE**
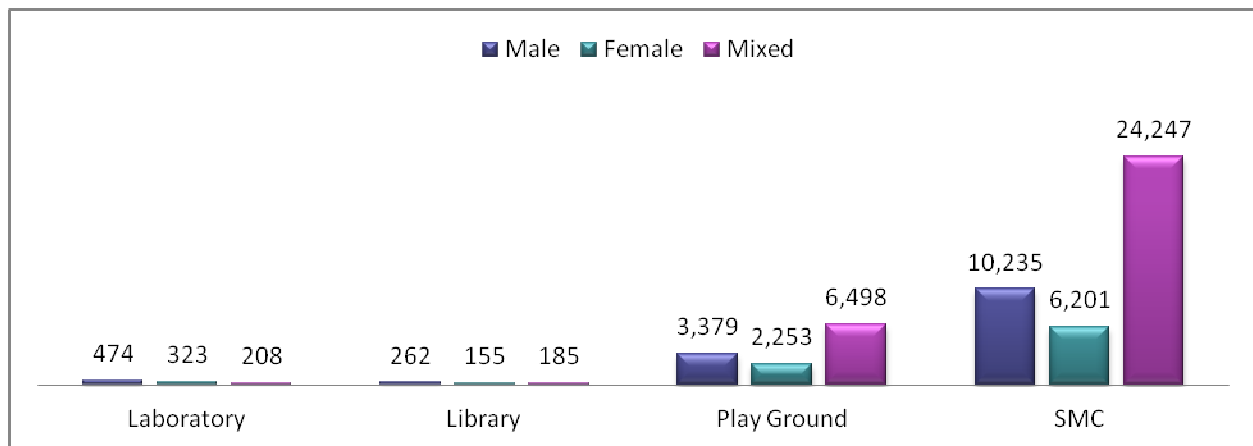


The above table and figure illustrates the reported number of schools having advance facilities, i.e. laboratory, library, play ground and SMC, in the year 2010-11 gender wise. Least advance facilities that are found in schools of all gender are libraries and laboratories, while SMCs are those facilities that are found in all levels more than other facilities.

## 1.3 Classrooms

In Annual School Census 2010-11, the total number of classrooms, in all reported schools, are 155,784, gender wise more than half of its proportion are in mixed gender schools, where as in male schools and female schools there are 33,218 and 25,804 class rooms respectively. However level wise over 75 percent of total reported classrooms are in primary schools where as only 3 percent of classrooms are in higher secondary schools.

**TABLE : TOTAL CLASSROOMS GENDER AND SCHOOL LEVEL WISE**

| Gender | School Level | | | | Total Classrooms |
|---|---|---|---|---|---|
| | Primary | Middle | Secondary | Higher Sec. | |
| Male | 22,320 | 2,610 | 6,816 | 1,472 | 33,218 |
| Female | 16,226 | 3,102 | 5,214 | 1,262 | 25,804 |
| Mixed | 48,791 | 3,748 | 3,208 | 1015 | 56,762 |
| Total Classrooms | 87,337 | 9,460 | 15,238 | 3,749 | 115,784 |

**FIGURE : TOTAL CLASSROOMS GENDER WISE AND SCHOOL LEVEL WISE**
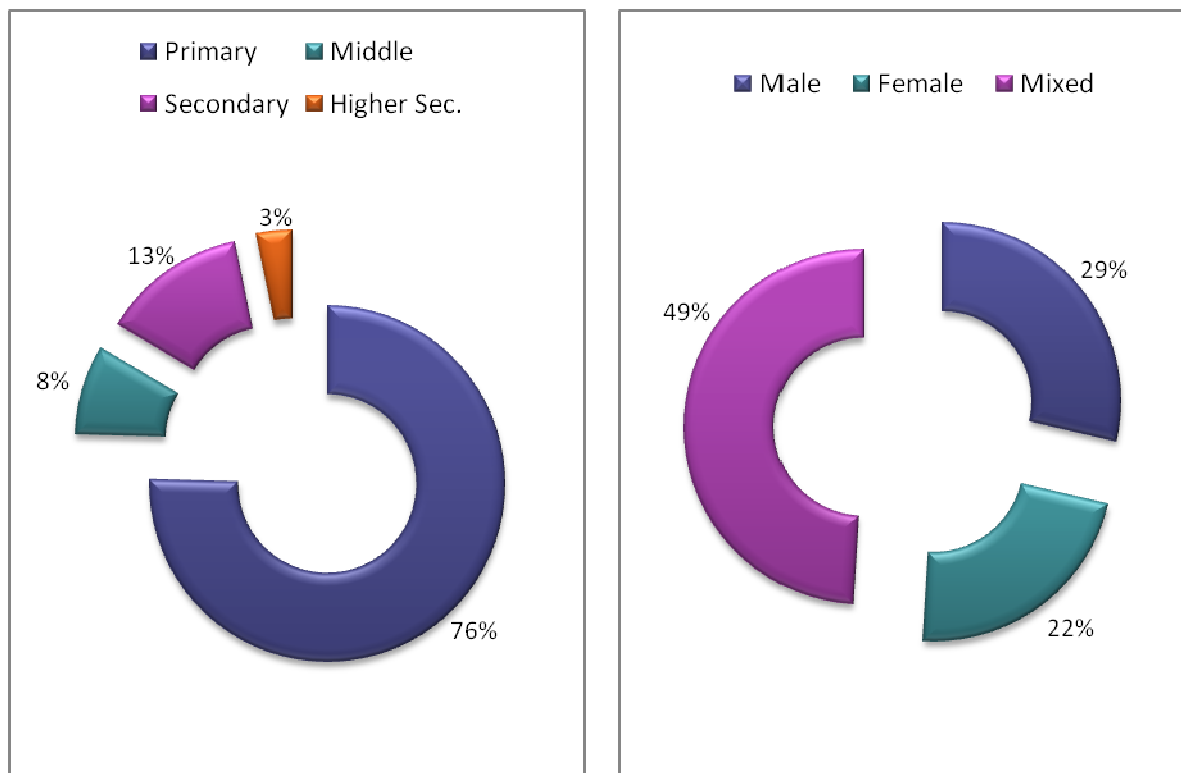
# 1.4 Teacher

The Annual School Census 2010-11 reported a total number of 144,610 teachers of which 99,111 are males and 45,499 are females. The female teachers constituted 31.4 percent of the total teaching staff in the Sindh. Of the total number of teachers 102,061 are primary level teachers, 9959 are middle level teachers, while 15,238 are secondary level teachers and 3,749 are higher secondary level teachers. With regard to teacher qualification and certification which is viewed as one of the measures of quality in Education, around 39 percent of teachers have Primary Training Certificate, around 27 percent of teachers have B.Ed, whereas 16 percent of teachers have M Ed. Student teacher ratio for Primary (Grade 1-5), Middle (Grade 6-8), Secondary (Grade 9-10) and Higher Secondary (Grade 11-12) is 32%, 24%, 24% and 36% respectively.

## 1.4.1 Teachers Level Wise

TABLE : TEACHERS SCHOOL LEVEL WISE    FIGURE : TEACHERS SCHOOL LEVEL WISE

| School Level | No. of Teachers | %of total |
|---|---|---|
| Primary | 102,061 | 70.58% |
| Middle | 9,959 | 6.89% |
| Secondary | 25,598 | 17.70% |
| Higher Sec. | 6,992 | 4.84% |
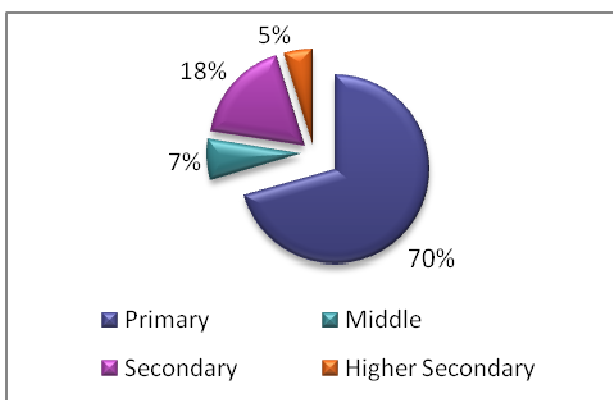


The above table and figures illustrates the number of teachers reported in Annual School Census 2010-11 that 70% are Primary level teachers. While 18% are Secondary level teachers. However, 7% and 5% are Middle level and Higher Secondary teachers respectively.

## 1.4.2 Teachers Gender Wise

TABLE : TEACHERS GENDER WISE

| Gender | No. of Teachers | %of total |
|---|---|---|
| Male | 99,111 | 68.54% |
| Female | 45,499 | 31.46% |

The above table and figures illustrates the number of teachers reported in Annual School Census 2010-11 that 68.50% are male teachers.
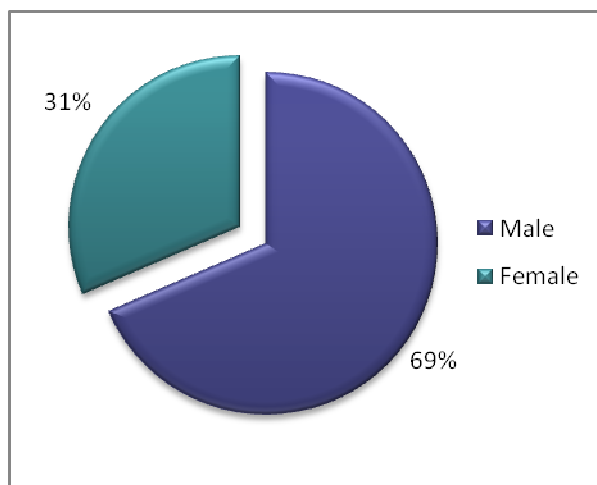
## 1.4.3 Teachers Designation Wise

**TABLE : TEACHERS DESIGNATION AND GENDER WISE**

| Staff By Designation | Male Teachers | Female Teachers | Total | %of total |
|---|---|---|---|---|
| PST | 67,763 | 28,521 | 96,284 | 66.58% |
| JST | 6,528 | 5,041 | 11,569 | 8.00% |
| HST | 10,096 | 6,422 | 16,518 | 11.42% |
| S. Special | 661 | 342 | 1,003 | 0.69% |
| SLT | 991 | 474 | 1,465 | 1.01% |
| OT | 1,663 | 481 | 2,144 | 1.48% |
| PTI | 725 | 299 | 1,024 | 0.71% |
| WIT | 497 | 16 | 513 | 0.35% |
| HMs | 4,519 | 1419 | 5,938 | 4.11% |
| Other | 2,076 | 563 | 2,639 | 1.82% |
| No Info | 3,592 | 1,921 | 5,513 | 3.81% |

The above table demonstrates the total teachers reported in 2010-11 according to their gender and designation wise. More than 67 percent of total teachers reported are PST among which 67,763 are male and 28,521 are female teachers.

**TABLE :  TEACHERS DESIGNATION SCHOOL LEVEL WISE**

| Staff By Designation | Primary | Middle | Secondary | Higher Sec. | Total |
|---|---|---|---|---|---|
| PST | 91,025 | 3,916 | 1218 | 125 | **96,284** |
| JST | 251 | 2,721 | 7,034 | 1,563 | **11,569** |
| HST | 40 | 1,532 | 11,842 | 3,104 | **16,518** |
| S. Special | 33 | 10 | 47 | 913 | **1,003** |
| SLT | 413 | 127 | 814 | 111 | **1,465** |
| OT | 33 | 666 | 1,167 | 278 | **2,144** |
| PTI | 68 | 263 | 571 | 122 | **1,024** |
| WIT | 12 | 18 | 367 | 116 | **513** |
| HMs | 4,547 | 279 | 998 | 114 | **5,938** |
| Other | 351 | 296 | 1,456 | 536 | **2,639** |
| No Info | 5,288 | 131 | 84 | 10 | **5,513** |
| Total | **102,061** | **9,959** | **25,598** | **6,992** | **144,610** |

The above table shows the classification of total teachers reported with respect to their designation and level wise. It can be noticed that more than 70 percent of teachers are designated as Primary School Teacher.

## 1.4.4 Teachers Professional Training Wise

TABLE : PROFESSIONALLY TRAINED TEACHERS LEVEL WISE

| Staff By Training | Primary | Middle | Secondary | Higher | Total |
|---|---|---|---|---|---|
| P.T.C | 54,950 | 1,751 | 280 | 32 | **57,013** |
| C.T | 9,246 | 1,439 | 2,123 | 464 | **13,272** |
| B. Ed | 25,725 | 3,153 | 9,325 | 1,803 | **40,006** |
| M. Ed | 5,799 | 2,269 | 10,990 | 4,039 | **23,097** |
| Other | 272 | 910 | 2,347 | 485 | **4,014** |
| Untrained | 2,976 | 182 | 287 | 68 | **3,513** |
| No Info | 3,093 | 255 | 246 | 101 | **3,695** |
| **Grand Total** | **102,061** | **9,959** | **25,598** | **6,992** | **144,610** |

FIGURE : PROFESSIONALLY TRAINED TEACHERS
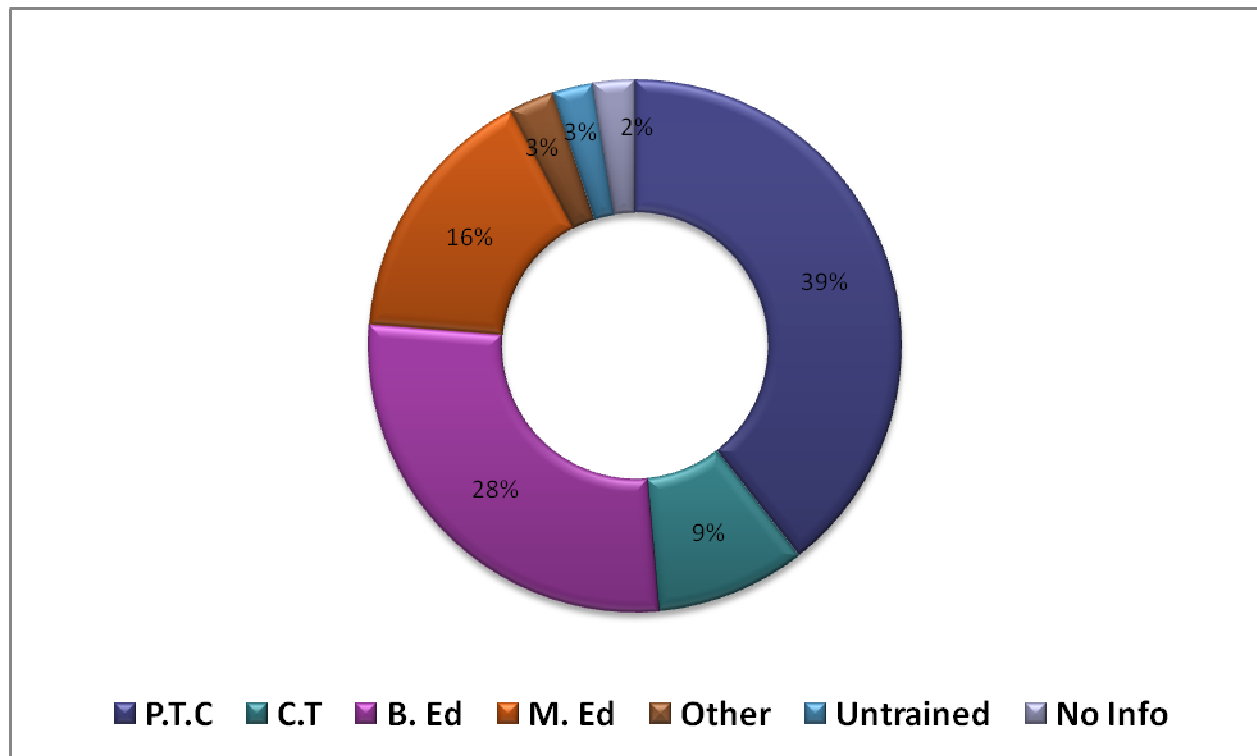


The table and figure above illustrates the reported teaching staff according to their professional training and level wise in the Year 2010-11.

TABLE : PROFESSIONALLY TRAINED TEACHERS GENDER WISE

| Staff By Professional Training | Male Teachers | Female Teachers | Total |
|---|---|---|---|
| P.T.C | 40,707 | 16,306 | 57,013 |
| C.T | 8,217 | 5,055 | 13,272 |
| B. Ed | 26,531 | 13,475 | 40,006 |
| M. Ed | 15,777 | 7,320 | 23,097 |
| Other | 3,184 | 830 | 4,014 |
| Untrained | 2,430 | 1,083 | 3,513 |
| No Info | 2,265 | 1,430 | 3,695 |
| Grand Total | 99,111 | 45,499 | 144,610 |

FIGURE : TEACHING STAFF BY PROFESSIONAL SERVICES AND GENDER WISE
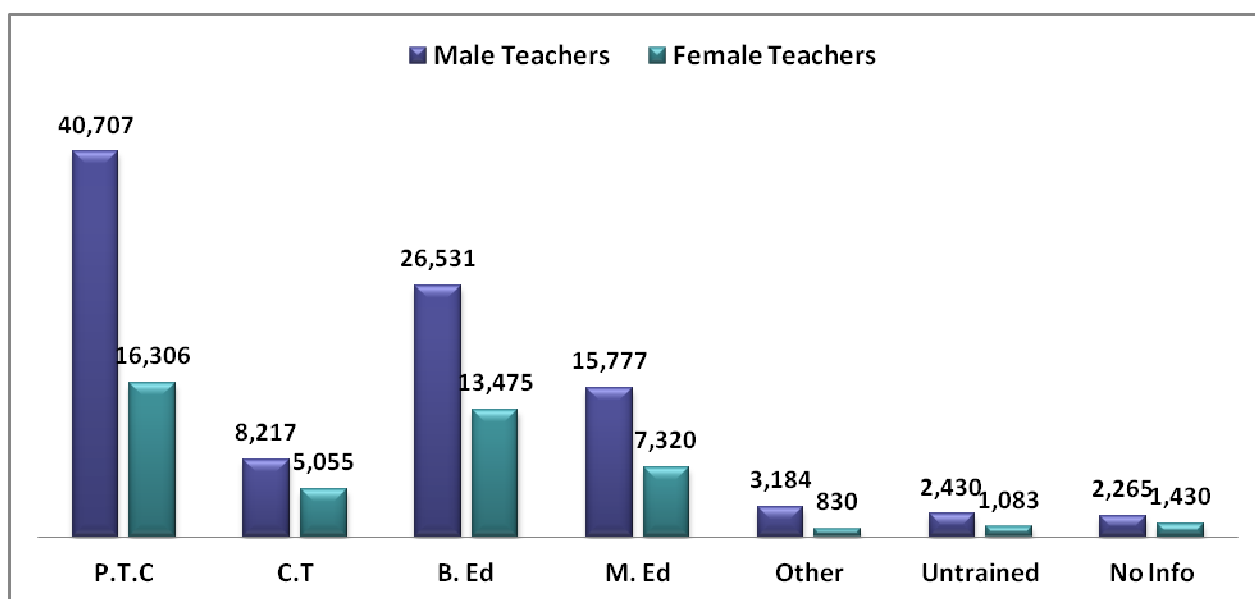


The table and figure above illustrates the reported teaching staff according to their professional training and gender wise in the Year 2010-11. More than 39% of teachers have done P.T.C training among which 40,707 are male teachers and 16,306 (less than half of males) are female teachers. However 2.43 % are not trained and no information was available of 2.56% of teachers among total reported teachers.

## 1.5 Flood Damages in Sindh Province

Following are the tables and figures illustrating the number of schools damaged in all districts of Sindh.

| Districts | Floods | Rains | IDP | Multiple of these |
|---|---|---|---|---|
| Badin | 3 | 10 | 107 | 0 |
| Dadu | 672 | 45 | 184 | 102 |
| Hyderabad | 7 | 8 | 85 | 7 |
| Thatta | 621 | 38 | 20 | 17 |
| Mirpurkhas | 6 | 193 | 0 | 0 |
| Tharparkar | 0 | 0 | 0 | 0 |
| Sanghar | 0 | 244 | 4 | 1 |
| Karachi | 0 | 0 | 40 | 1 |
| Jacobabad | 793 | 126 | 12 | 80 |
| Larkano | 35 | 8 | 488 | 10 |
| Shikarpur | 176 | 32 | 128 | 36 |
| Khairpur | 38 | 108 | 116 | 22 |
| Naushero | 50 | 52 | 148 | 0 |
| Benazirabad | 19 | 5 | 23 | 1 |
| Sukkur | 73 | 38 | 249 | 9 |
| Ghotki | 50 | 175 | 56 | 7 |
| Umerkot | 0 | 20 | 0 | 0 |
| Jamshoro | 194 | 76 | 107 | 81 |
| Matiari | 0 | 4 | 0 | 1 |
| T A Yar | 0 | 0 | 0 | 0 |
| T M Khan | 0 | 7 | 11 | 2 |
| Kashmore/kandhkot | 20 | 15 | 4 | 49 |
| Kamber/Shahdadkot | 187 | 5 | 507 | 1 |
| **Total** | **2944** | **1209** | **2289** | **427** |
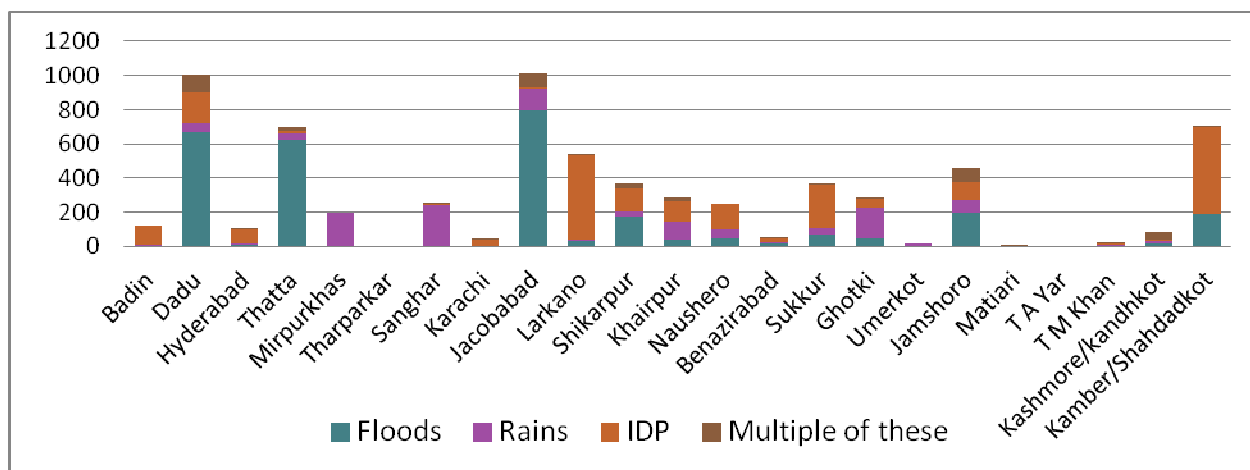
According to an initial assessment by Annual School Census, District Education Officers and Assistant Educations Officers about 6,847 schools were fully affected, among which 2,934 schools are damaged due to floods, 2,311 due to IDPs, 1,206 due to rain and 396 schools due to multiple of these.

## Damaged Schools Level Wise

Level wise more than 40 percent, of damaged schools are due to **"floods"**. Whereas most of the floods affected schools are of primary level. Following are the tables and figures to illustrate the situation created by the recent floods in 2010 July.

| School Level | Flood | Rain | IDP | Multiple of these |
|---|---|---|---|---|
| Primary | 2,776 | 1,026 | 1,879 | 347 |
| Middle | 88 | 68 | 147 | 21 |
| Secondary | 63 | 91 | 234 | 21 |
| Higher Sec | 7 | 21 | 51 | 7 |
| Total | 2,934 | 1,206 | 2,311 | 396 |

The following table suggests that propotionatly most demaged schools are of higher secondary level constituting 34.96 percent of total higher secondary schools , while level that is damaged least are middle level schools that have been damaged i.e.12.93 of total middle schools. However, overall 14 percent of schools have been damaged due to the recent catastrophe.

| School Level | Damaged | % of total | Non-Damaged | % or total | Total Schools |
|---|---|---|---|---|---|
| Primary | 6,028 | 13.54% | 38,494 | 86.46% | 44522 |
| Middle | 324 | 12.93% | 2,181 | 87.07% | 2505 |
| Secondary | 409 | 24.92% | 1,232 | 75.08% | 1641 |
| Higher Sec | 86 | 34.96% | 160 | 65.04% | 246 |
| Total | 6,847 | 14.00% | 42,067 | 86.00% | 48914 |
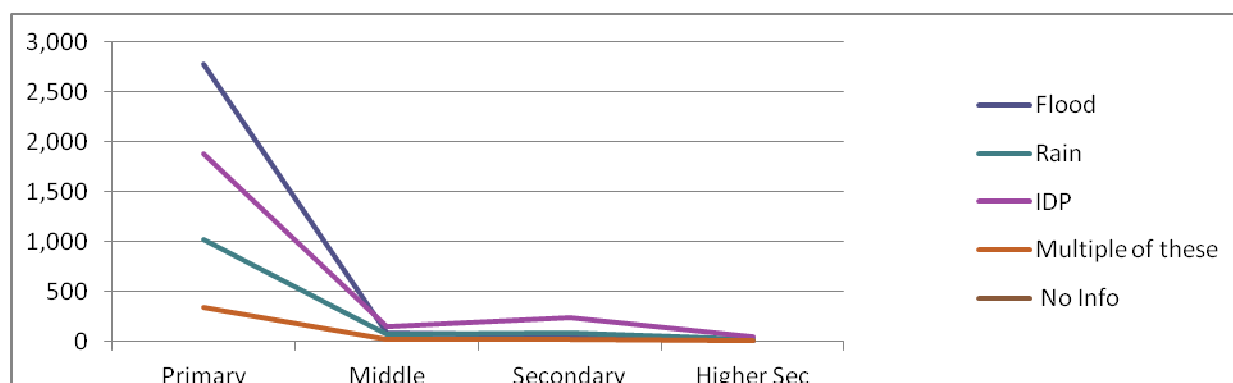
## 1.6 Educational Indictors

Following are some of the indicators prescribed by UNESCO. These indicators are bifurcated year wise, gender wise, level wise and class wise.

## Access

Access refers to the extent to which education is being accessed by the general eligible population at a given education entrance level In Sindh, access to education is predominantly at four levels namely Primary (Grade 1-5), Middle (Grade 6-8), Secondary (Grade 9-10) and Higher Secondary (11-12), excluding Colleges. The main indicator that is used in determining access to education is the Gender Parity Index (GPI).

## 1.6.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls.

| Enrolment | | | |
|---|---|---|---|
| **School Level** | **Boys** | **Girls** | **GPI** |
| **Primary** | 2,016,185 | 1,386,206 | 0.69 |
| **Middle** | 117,146 | 111,686 | 0.99 |
| **Secondary** | 376,766 | 253,571 | 0.70 |
| **Higher Sec.** | 146,523 | 81,126 | 0.57 |
| **Overall** | 2,589,148 | 1,813,845 | 0.70 |

In the Year 2010-11, middle level enrolment shows the highest ratio where as higher secondary level has least ratio hence boys are more empowered in higher secondary level than in middle level. On the other hand the overall GPI in Sindh is 0.70 this is reported in Annual School Census 2010-11.

**FIGURE : GENDER PARITY INDEX LEVEL WISE**
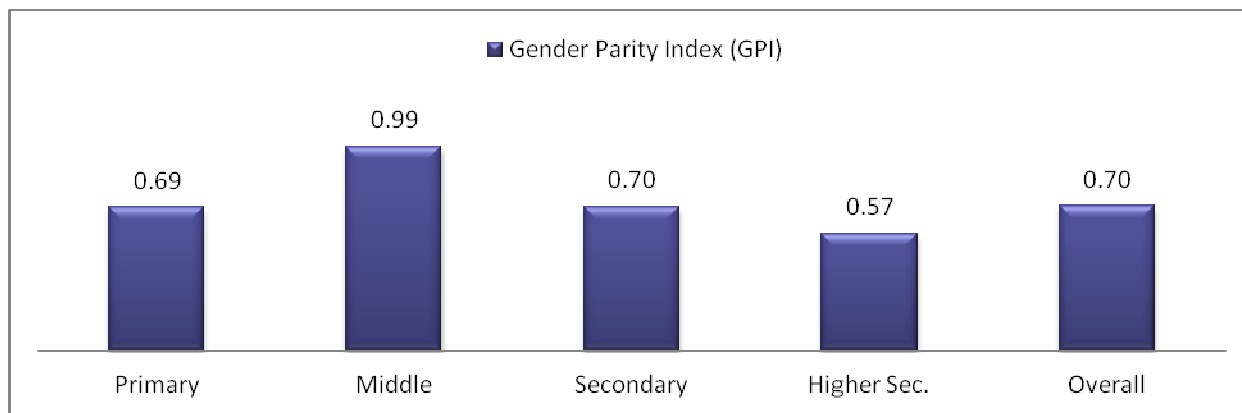
## Five Districts with Top GPIs

According to the data reported in the Annual School Census 2010-11, the gender parity index has been ascertained of all the districts of Sindh. The highest GPI is of District Karachi i.e. 1.27 that means that more girls are enrolled in all levels than boys. Whereas Hyderabad district shows the second highest GPI i.e. 0.98 that means the ratio of girls against that of boys is more or less equal in Hyderabad District. Following table illustrates the Five Districts with highest GPIs.

**FIGURE : FIVE DISTRICTS OF SINDH WITH TOP GENDER PARITY INDEX**
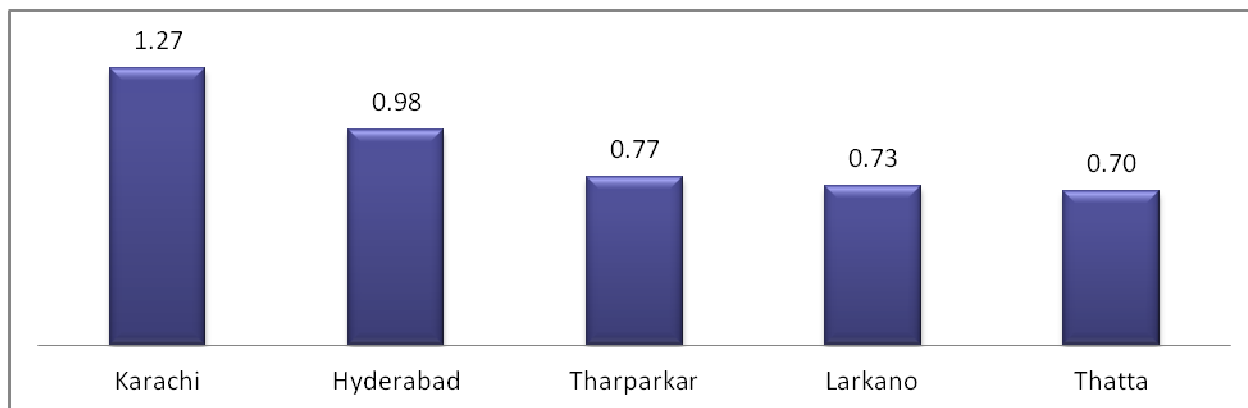


## Five Districts with Lowest GPIs

The data reported in Annual School Census 2010-11 indicates that Kashmore District shows the lowest GPI of 0.41 ,while, Ghotki District shows second lowest GPI of 0.48.

**FIGURE : FIVE DISTRICTS OF SINDH WITH LOWEST GENDER PARITY INDEX**
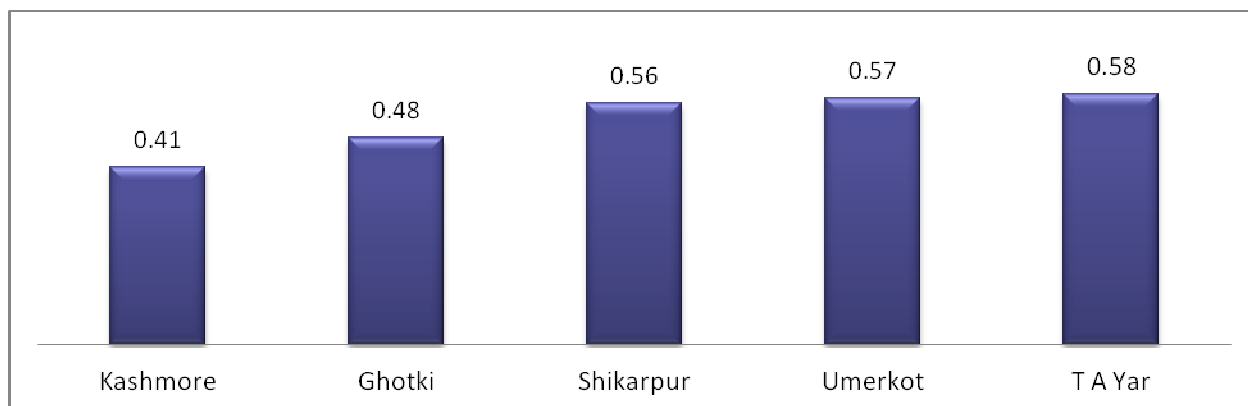
## Participation

This section covers the broader spectrum of indicators that due with participation in education by the general population. Critical indicators include the Gross Enrolment Ratio (GER). GER is described as the "total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year",

## 1.5.2 Gross Enrolment Rate

Like under the access indicators, the Gross Enrolment Rates (GER) or participation rate for primary level has been reported 41%, for middle level 19%, for Secondary level 20% and for higher secondary level it has been reported 4%. Boys' participation in primary level is 47%, in middle level it is 20%, in secondary level it is 22% and in higher secondary level it is 5%.Whereas the girls' participation rate reported in primary level 35%, in middle level 18%, in secondary level 17% and in higher secondary level it is 3%, this elaborates that the gross enrolment rates of boys are higher than that of girls in all the levels in the Annual School Census 2010-11.

TABLE: GROSS ENROLMENT RATES

| Stages of Classes | Population | | | Enrolment | | | Gross Enrolment Rates | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** |
| **Primary** | 3,382,723 | 3,026,474 | 6,409,197 | 1,582,415 | 1,071,387 | 2,653,802 | 47% | 35% | 41% |
| **Middle** | 1,882,526 | 1,566,481 | 3,449,007 | 377,544 | 279,287 | 656,831 | 20% | 18% | 19% |
| **Secondary** | 902,113 | 767,234 | 1,669,347 | 196,045 | 130,196 | 326,241 | 22% | 17% | 20% |
| **Higher Sec.** | 820,330 | 703,874 | 1,524,204 | 41,490 | 20,224 | 61,714 | 5% | 3% | 4% |
| | 6,987,692 | 6,064,063 | 13,051,755 | 2,197,494 | 1,501,094 | 3,698,588 | 31% | 25% | 28% |

FIGURE: GROSS ENROLMENT RATES OF 2010-11 LEVEL WISE
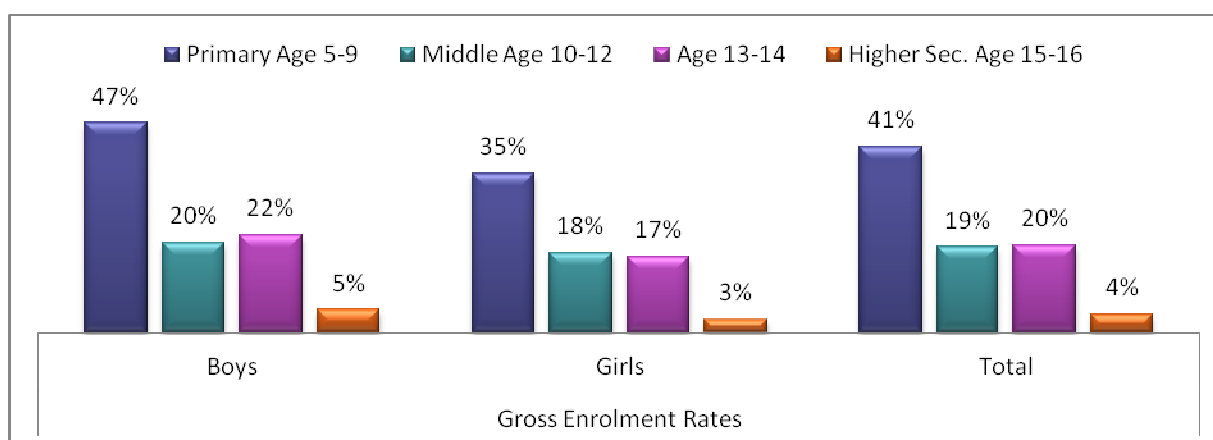
## Efficiency

The efficiency indicators relate to the level of participation. These indicators give a picture on how efficient the education system relates to student progression, completion, dropout and repetition

## 1.5.3 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program. To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

**TABLE: PROMOTION RATES OF 2010-11**

| Class | 1-2 | 2-3 | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 | 11-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Promotion Rates | 68.67% | 80.63% | 82.82% | 82.90% | 60.05% | 91.26% | 92.72% | 90.35% | 90.17% | 21.12% | 103.07% |

**FIGURE: PROMOTION RATES OF 2010-11**
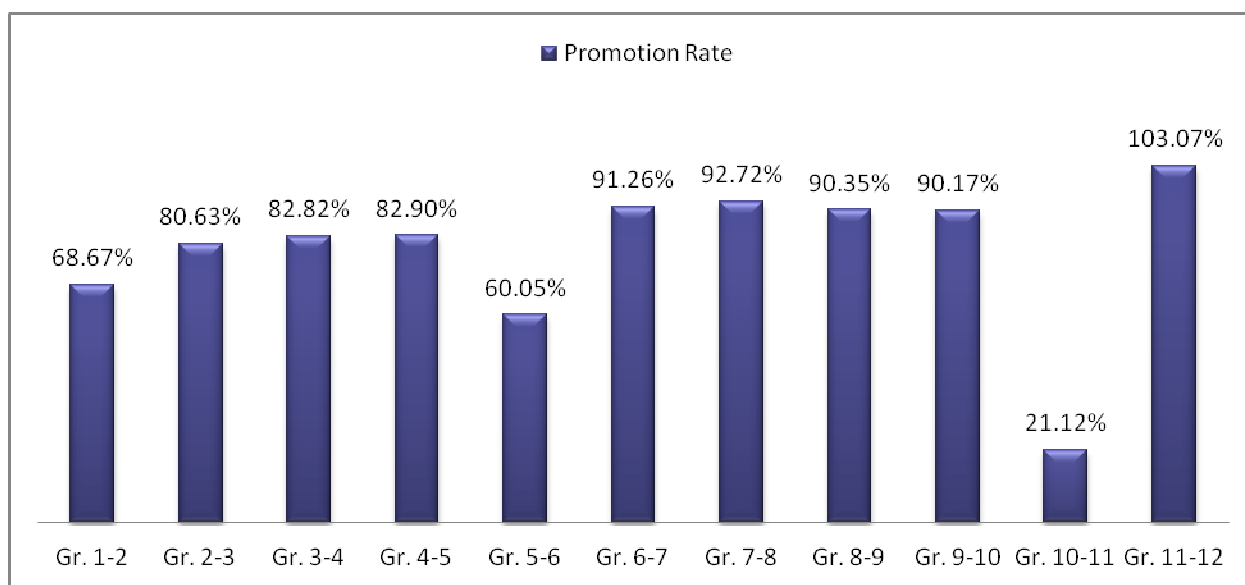


 According to the reported data, in Sindh Education Profile 2010-11, the highest promotion rate has been seen in the grade 11-12 and second highest rates are of grade 7-8. However, the least percentage is noted in grade 10-11. While the promotion rates of the rest of the grades except 1-2, 5-6 and 10-11 are over 80%.

## Comparative Promotion Rates of Year 2007-08 to 2010-11 Class Wise

In the last few years promotion rates in Public Sector schools of Sindh, according to reported data in Annual School Census, has shown many trends. By observing class wise promotion rate (as shown in table below) it can be seen that the passing rate has improved in most of the classes. Among which class 11-12 showed an increase i.e. form 92.53 percent in 2007-08 to 103.07 percent in 2010-11. The only decrease is seen only in class 5-6 and 10-11. In the last four years Class 10-11 has shown the least promotion rates.

**TABLE: PROMOTION RATE OF 2007-08 TILL 2010-11 CLASS WISE**

| Class | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|
| Class 1-2 | 60.80% | 59.07% | 69.99% | 68.67% |
| Class 2-3 | 78.35% | 84.27% | 83.36% | 80.63% |
| Class 3-4 | 80.92% | 87.10% | 85.99% | 82.82% |
| Class 4-5 | 82.51% | 88.43% | 85.90% | 82.90% |
| Class 5-6 | 61.19% | 60.75% | 62.39% | 60.05% |
| Class 6-7 | 88.16% | 92.13% | 98.23% | 91.26% |
| Class 7-8 | 93.84% | 94.65% | 96.88% | 92.72% |
| Class 8-9 | 86.84% | 91.65% | 93.63% | 90.35% |
| Class 9-10 | 89.89% | 94.55% | 95.06% | 90.17% |
| Class 10-11 | 22.89% | 13.12% | 18.71% | 21.12% |
| Class 11-12 | 92.53% | 78.80% | 88.49% | 103.07% |

**FIGURE : PROMOTION RATE OF 2007-08 TILL 2010-11 CLASS WISE**

## 1.5.4 Repetition Rate

Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system. The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2010-11 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2009-10. Ideally Repetition Rate should approach zero percent

**TABLE: REPETITION RATES OF 2010-11**

| Class | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Class 7 | Class 8 | Class 9 | Class 10 | Class 11 | Class 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Repetition Rate (RR) | 6.25% | 3.72% | 3.02% | 2.38% | 1.66% | 2.05% | 1.82% | 1.53% | 1.04% | 1.03% | 1.73% | 1.81% |

**FIGURE: REPETITION RATES OF 2010-11**
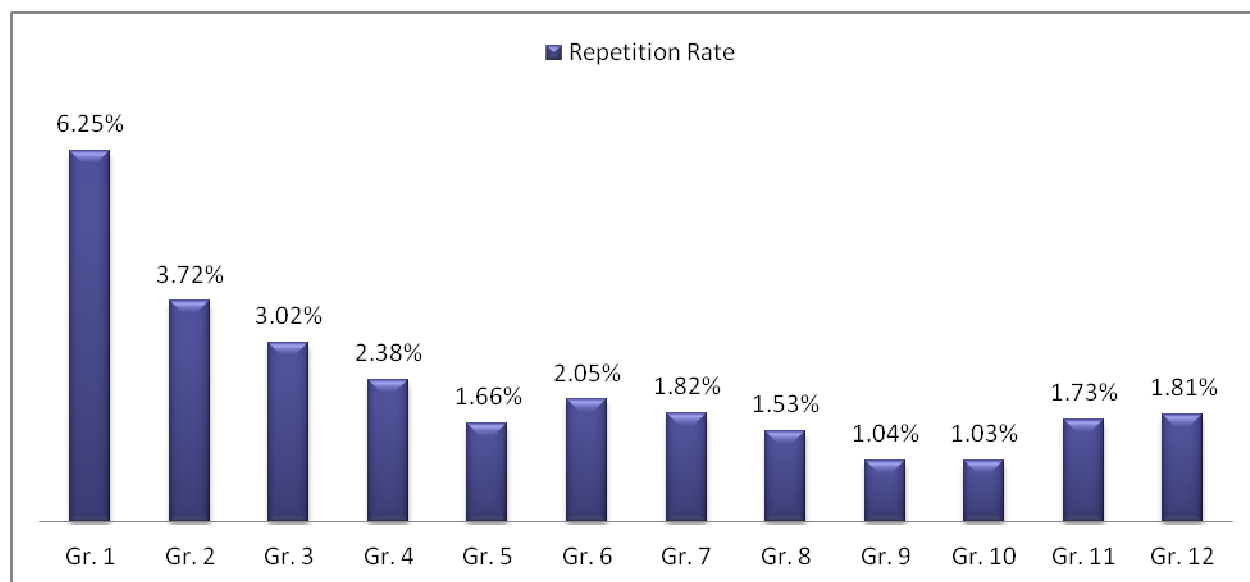


**According to the reported data, in Sindh Education Profile 2010-11 (table 1 and figure 1), the highest repetition rate has been seen in the Class 1 i.e. 6.25%.Where as the second highest repetition rate is observed of Class 2. While the least percentage of repeaters is seen in: grade 9 and 10.**

## Comparative Repetition Rates of Year 2007-08 to 2010-11 Class Wise

According to the reported data in ASC of years 2007-08 to 2010-11, on average the repetition rates have shown a mix trends in Public sector schools of Sindh. All classes has shown a slight increase in about all classes when the figures are compared with the figures of 2010-11 with the 2007-08. The higher repetition rate has been seen in class 1 and 2 throughout the last four years. However class 12 has shown the least repetition rates. The following table and figures illustrates the overall trends of repletion rate over last four years.

*TABLE: Repetition Rate of 2007-08 till 2010-11 Class Wise*

| Class | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|
| Class 1 | 5.17% | 6.46% | 6.71% | 6.25% |
| Class 2 | 2.97% | 4.39% | 3.79% | 3.72% |
| Class 3 | 2.32% | 3.51% | 2.85% | 3.02% |
| Class 4 | 2.04% | 2.96% | 2.21% | 2.38% |
| Class 5 | 1.23% | 2.20% | 1.47% | 1.66% |
| Class 6 | 1.52% | 1.31% | 1.85% | 2.05% |
| Class 7 | 0.97% | 1.33% | 1.59% | 1.82% |
| Class 8 | 0.78% | 1.01% | 1.41% | 1.53% |
| Class 9 | 0.43% | 1.12% | 0.89% | 1.04% |
| Class 10 | 0.33% | 1.76% | 0.88% | 1.03% |
| Class 11 | 0.25% | 29.78% | 0.79% | 1.73% |
| Class 12 | 0.19% | 1.04% | 1.05% | 1.81% |

*FIGURE : Repetition Rate of 2007-08 till 2010-11 Class Wise*

## 1.5.5 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency. The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

**TABLE: DROPOUT RATES OF 2010-11 CLASS WISE (INCLUDING PROMOTION RATES AND REPETITION RATES)**

| Class | Promotion Rates | Repetition Rate | Dropout Rate |
|-------|-----------------|-----------------|--------------|
| 1-2 | 68.67% | 6.25% | 25.08% |
| 2-3 | 80.63% | 3.72% | 15.65% |
| 3-4 | 82.82% | 3.02% | 14.16% |
| 4-5 | 82.90% | 2.38% | 14.71% |
| 5-6 | 60.05% | 1.66% | 38.28% |
| 6-7 | 91.26% | 2.05% | 6.69% |
| 7-8 | 92.72% | 1.82% | 5.45% |
| 8-9 | 90.35% | 1.53% | 8.12% |
| 9-10 | 90.17% | 1.04% | 8.78% |
| 10-11 | 21.12% | 1.03% | 77.85% |
| 11-12 | 103.07% | 1.73% | -4.79% |

**FIGURE: DROPOUT OF 2010-11 CLASS WISE**
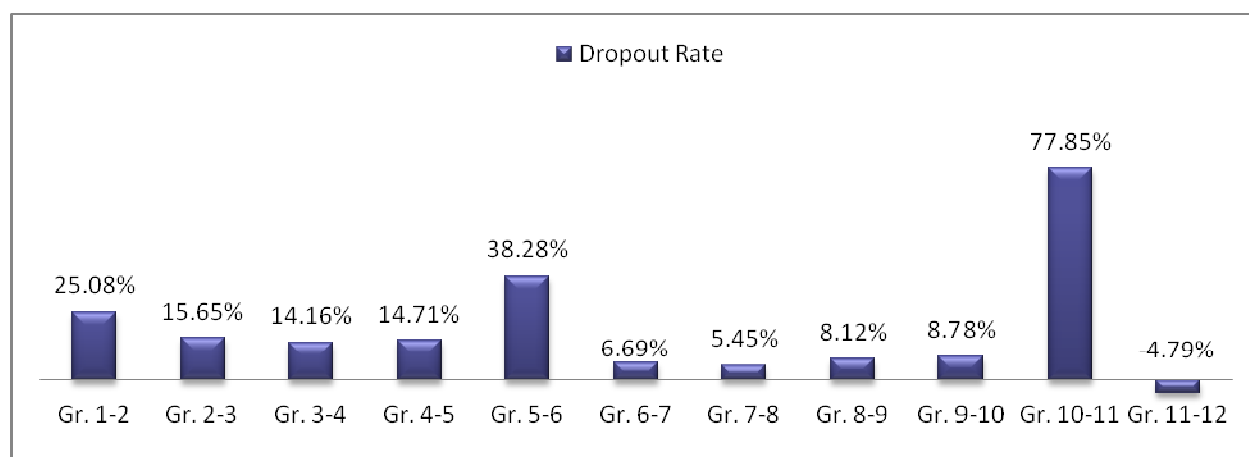


According to the reported data, in Sindh Education Profile 2010-11, the highest dropout rate has been seen in the grade 10-11 where the rate is 77.85 percent. However the highest dropouts noticed apart from 10-11 is in grade 5-6 that is 38.26 percent.

## Comparative Dropout Rates of Year 2007-08 to 2010-11 Class Wise

According to the reported data in recent years, of public sector in Sindh, following are the dropout rates of classes in last four years i.e. 2007-08 to 2010-11. As it is evident from the following table and graphs that ratio of students leaving schooling system is higher in Class 5-6, 7-8 and 10-11when compared to 2007-08 and the rest of the classes show a decrease in the dropout rates with class 11-12 showing the most decrease i.e. minus 4.79 percent. The highest dropout rate observed in class 10-11 i.e. 77.85 percent in after class 10 in 2010-11.

*TABLE: Dropout Rates of 2007-08 till 2010-11 Class Wise*

| Class | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|
| Class 1-2 | 36.23% | 36.54% | 26.21% | 25.08% |
| Class 2-3 | 19.33% | 12.22% | 13.79% | 15.65% |
| Class 3-4 | 17.04% | 9.94% | 11.80% | 14.16% |
| Class 4-5 | 16.26% | 9.37% | 12.63% | 14.71% |
| Class 5-6 | 37.29% | 37.94% | 35.76% | 38.28% |
| Class 6-7 | 10.87% | 6.55% | 0.18% | 6.69% |
| Class 7-8 | 5.38% | 4.33% | 1.70% | 5.45% |
| Class 8-9 | 12.73% | 7.23% | 5.48% | 8.12% |
| Class 9-10 | 9.78% | 3.70% | 4.06% | 8.78% |
| Class 10-11 | 76.86% | 57.10% | 80.50% | 77.85% |
| Class 11-12 | 7.28% | 20.17% | 10.46% | -4.79% |

*FIGURE : Dropout Rates of 2007-08 till 2010-11 Class Wise*
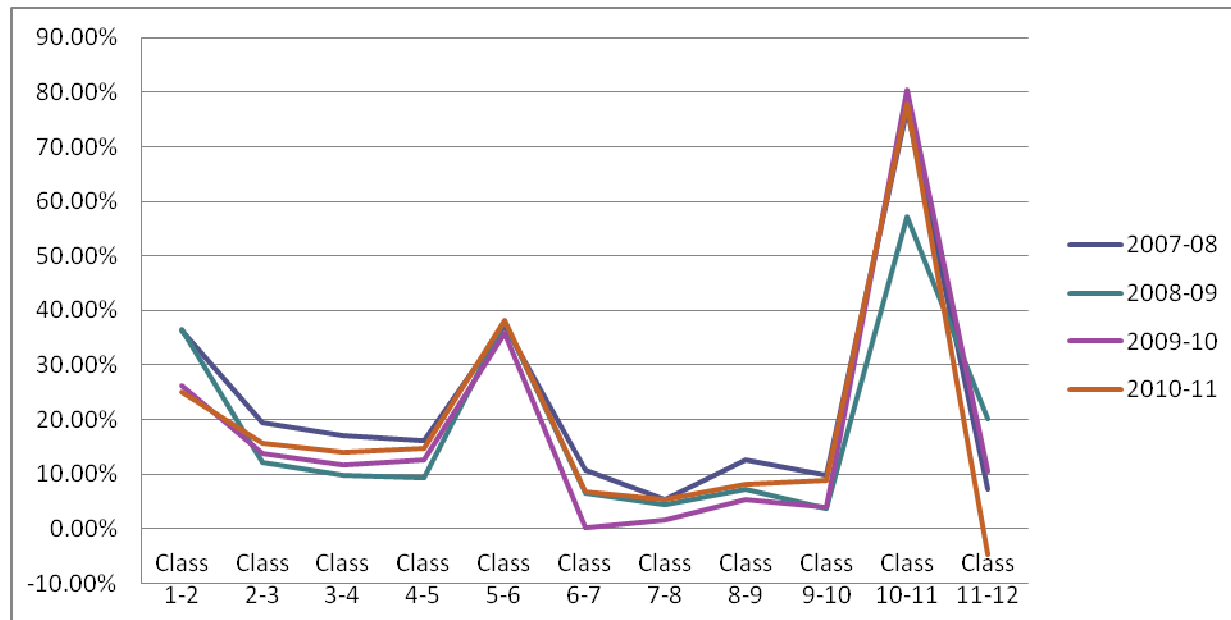
# Quality

Quality in Education can be perceived to be the extent to which education outcomes are relevant to societal expectations such as productivity, improved way of doing things at individual and societal level. Quality in education is mainly measured in terms of improved teacher training, curriculum and the availability of teachers and also the supply of adequate learning and teaching materials.

Some of the indicators which are used to assess the quality of education include student teacher ratio which simply is the average number of students per teacher at a specific level of education in a given school year. The student teacher ratio is used as a measure of the level of human resource input in terms of number of teachers in relation to the student enrolment. It is generally assumed that a higher student teacher ratio signifies smaller classes, which allows a teacher to pay attention to individual students, which in turn result into better performance of students. However, it should be noted that learning does not become less effective when student teacher ratios increase. There are many other factors that contribute to the quality of learning experience such as the availability of adequate teaching and learning materials, teacher qualifications, contact time between student and teacher and also the motivation of teachers. Other factors which are considered to affect quality of learning include student class ratios which measures the average number of students per class. High student class ratio is an indication of overcrowding in classrooms which compromises quality. In addition the poor state of classrooms and facilities such as laboratories; workshops and other infrastructure could affect the quality of education delivery.

The Annual School Census 2010-11 reported a total number of 144,610 teachers of which 99,111 are males and 45,499 are females. The female teachers constituted 31.4 percent of the total teaching staff in the Sindh. Of the total number of teachers 102,061 are primary level teachers, 9959 are middle level teachers, while 15,238 are secondary level teachers and 3,749 are higher secondary level teachers. With regard to teacher qualification and certification which is viewed as one of the measures of quality in Education, around 39 percent of teachers have Primary Training Certificate, around 27 percent of teachers have B.Ed, whereas 16 percent of teachers have M Ed. Student teacher ratio for Primary (Grade 1-5), Middle (Grade 6-8), Secondary (Grade 9-10) and Higher Secondary (Grade 11-12) is 32%, 24%, 24% and 36% respectively.

## 1.5.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

The data, reported in 2010-11, indicates that the highest ratio of students per teacher is in higher secondary level where the ratio is 36.19 students per teacher, however the least ratio has been observed in middle level as the ratio in middle level is 23.80 students per teacher.

 **The table and figure below illustrate that the STR is less in middle and secondary where as it is on higher side in primary and higher secondary level.**

**TABLE: STUDENT TEACHER RATIOS OF 2010-11**

|  | Primary | Middle | Secondary | Higher Sec. | Overall |
|---|---|---|---|---|---|
| **Enrolment** | 3,291,974 | 237,003 | 620,951 | 253,065 | 4,402,993 |
| **Teacher** | 102,061 | 9,959 | 25,598 | 6,992 | 144,610 |
| **Student Teacher Ratio** | 32.25 | 23.80 | 24.26 | 36.19 | 30.45 |

**FIGURE : STUDENT TEACHER RATIOS OF 2010-11**
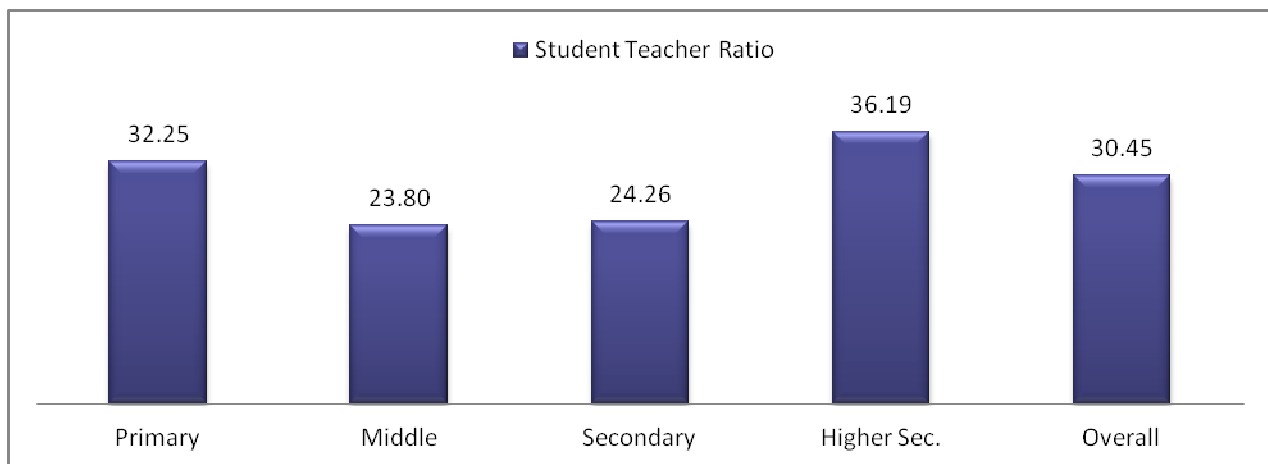
## Comparative Student Teacher Ratios of Year 2007-08 to 2010-11

Following are the ratios of student per teacher, in the public sector of Sindh from 2007-08 to 2010-11 reported in the Annual School Censuses of their respective years. By examining the following table it is evident that averagely primary and higher secondary levels have high student teacher ratio than middle and secondary levels. By the passage of time the STR of primary has improved slightly from 34.80 to 32.25 percent which means that the span of supervision of has reduced for primary teacher, where as in the case of other levels the span is increased as the ratio of middle level has increased from 22.65 percent in 2007-08 to 23.81 percent in 2010-11, however secondary level from 22.22 percent in 2007-08 to 24.26 percent in 2010-11 while higher secondary level's ratio increased from 31.61 percent in 2007-08 to 36.19 percent in 2010-11.

**TABLE : SCHOOL TEACHER RATIO OF 2007-08 TILL 2010-11 LEVEL WISE**

| School Level | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|
| Primary | 34.80 | 32.94 | 33.38 | 32.25 |
| Middle | 22.65 | 20.63 | 23.81 | 23.80 |
| Secondary | 22.22 | 21.81 | 24.67 | 24.26 |
| Higher Sec | 31.61 | 31.61 | 34.86 | 36.19 |

**FIGURE : SCHOOL TEACHER RATIO OF 2007-08 TILL 2010-11 LEVEL WISE**
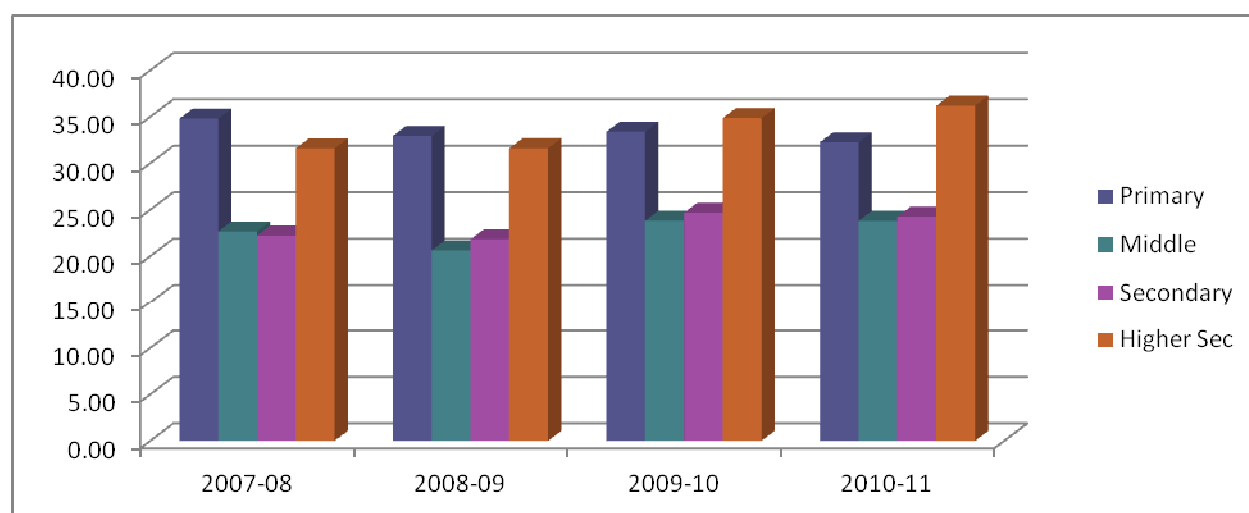
## Five Districts of Sindh with Highest Student Teacher Ratio

According to the data reported in the Annual School Census 2010-11, the Student Teacher Ratio (STR) has been ascertained of all the districts of Sindh. The highest STR is of District Ghotki i.e. around 48; this is the STR of all levels. While Kambar/Shahdadkot District shows the second highest SCR with the ratio of 46. This indicates that these districts require more teachers so that the ratio could decrease and quality can improve. Following table illustrates the Five Districts with highest Student Teacher Ratio. For more details regarding refer to the second section of Bulletin.

**FIGURE : FIVE DISTRICTS OF SINDH WITH HIGHEST STUDENT TEACHER RATIO**
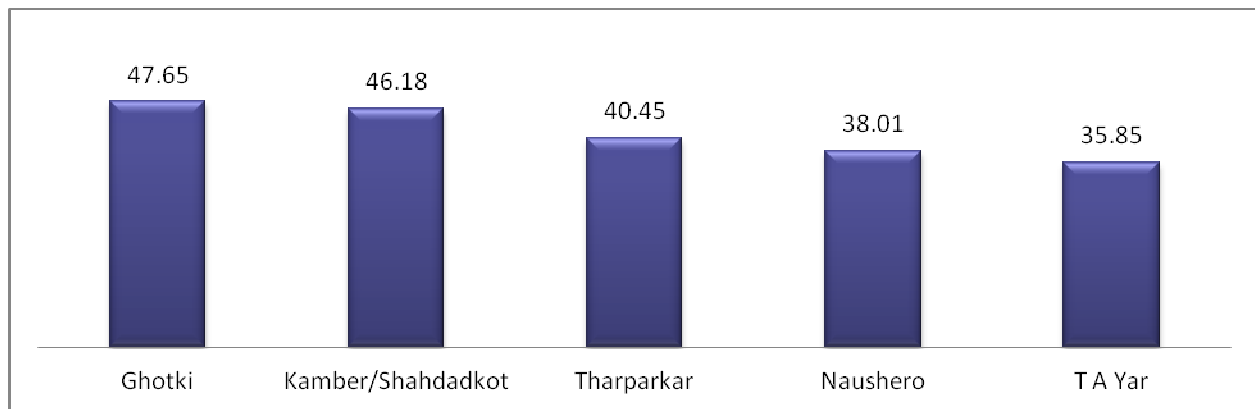


## Five Districts of Sindh with Lowest Student Teacher Ratio

The data reported in Annual School Census 2010-11 indicates that Hyderabad District with the STR of around 20 and second to the last is District Karachi with the STR of 21. This demonstrates that these districts have enough teachers to maintain the quality of education and hence no more teachers should be hired.

**FIGURE : FIVE DISTRICTS OF SINDH WITH LOWEST STUDENT TEACHER RATIO**

## 1.5.6 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level. A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students

**TABLE: STUDENT CLASS RATIOS OF 2010-11 LEVEL WISE**

|  | Primary | Middle | Secondary | Higher Sec. | Overall |
|---|---|---|---|---|---|
| **Enrolment** | 3,291,974 | 237,003 | 620,951 | 253,065 | 4,402,993 |
| **Classrooms** | 87,337 | 9,460 | 15,238 | 3,749 | 115,784 |
| **Student Class Ratio** | 38 | 25 | 41 | 68 | 38 |

**FIGURE: STUDENT CLASS RATIOS OF 2010-11 LEVEL WISE**
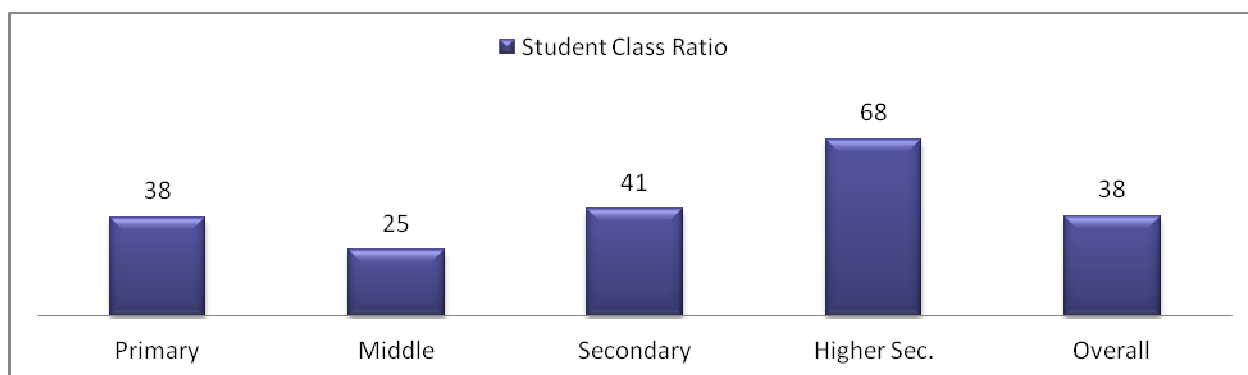


 The above table and figure shows the Student Class Ratio of 2010-11. The higher secondary level has the highest ratio of students per class as compared to others where as middle level has the least level of ratio of students per Classroom.

## Comparative Student per Class Ratios of Year 2007-08 to 2010-11

Following are the ratios of student per class, in the public sector of Sindh from 2007-08 to 2010-11 reported in the Annual School Censuses of their respective years. The following table shows that during the year 2010-11 the highest ratio of student per classroom was noticed in higher secondary level, which not only was highest in 2010-11 but is highest in respect of its increase when compared to ratios of last four years, as in 2007-08 the ratio of higher secondary was 65.15 percent which increased to 67.50 in 2010-11. Whereas the second highest ratio noticed was in the secondary level that decreased from 40.75 students per class in 2010-11 to 43.80 student per class in 2007-08. While, the middle level's student class ratio has also decreased from 26.54 percent in 2007-08 to 25.05 percent in 2010-11. On the other hand the student class ratio of primary level has also decreased considerably i.e. 44.21 percent in 2007-08 to 37.69 in 2010-11.

**TABLE : SCHOOL TEACHER RATIO OF 2007-08 TILL 2010-11 LEVEL WISE**

| School Level | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|
| Primary | 34.80 | 32.94 | 33.38 | 32.25 |
| Middle | 22.65 | 20.63 | 23.81 | 23.80 |
| Secondary | 22.22 | 21.81 | 24.67 | 24.26 |
| Higher Sec | 31.61 | 31.61 | 34.86 | 36.19 |

**FIGURE : SCHOOL TEACHER RATIO OF 2007-08 TILL 2010-11 LEVEL WISE**
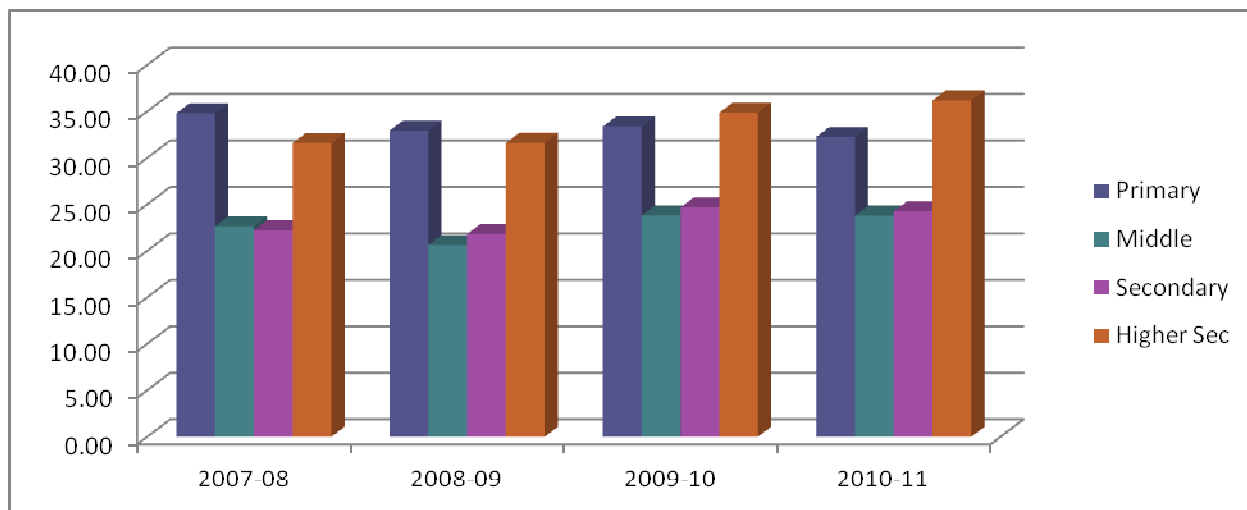
## Five Districts of Sindh with Highest Student Class Ratio

According to the data reported in the Annual School Census 2010-11, the Student Classroom Ratio (SCR) has been ascertained of all the districts of Sindh. The highest SCR is of District Jacobabad i.e. around 57, this includes all levels. While Ghotki district shows the second highest SCR with the ratio of 56. This indicates that these districts require more classrooms so that the ratio could decrease and quality can improve. Following table illustrates the Five Districts with highest Student Class Ratio. For more details regarding refer to the second section of Bulletin.

**FIGURE : FIVE DISTRICTS OF SINDH WITH HIGHEST STUDENT CLASS RATIO**
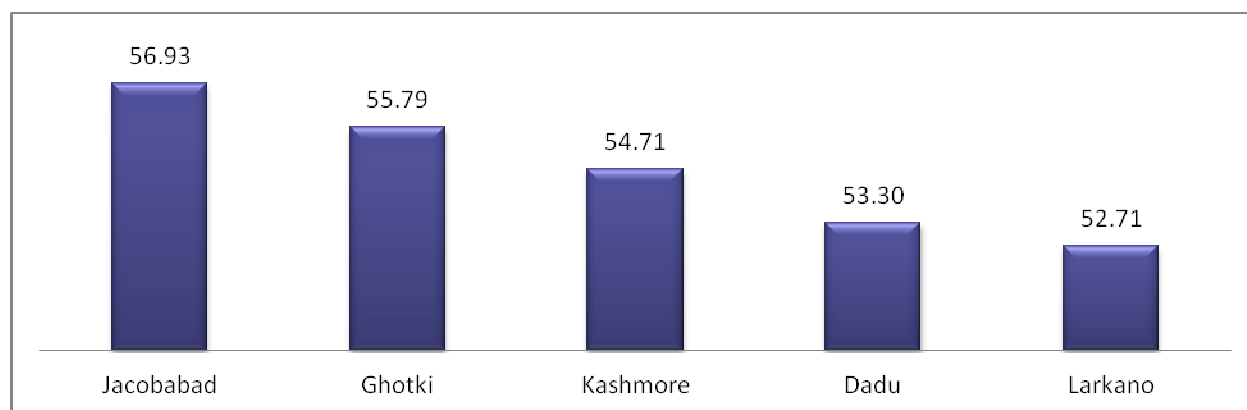


## Five Districts of Sindh with Lowest Student Class Ratio

The data reported in Annual School Census 2010-11 indicates that Karachi District with the SCR of around 25 and second to the last is District Thatta with the SCR of 29. The ratios of the following five districts demonstrate that these districts require leas construction of classrooms.

**FIGURE : STUDENT FIVE DISTRICTS OF SINDH WITH LOWEST STUDENT CLASS RATIO**

## 2.0 Sindh Districts

### 2.1 Badin

Following are the glimpse on the figures of Public Sector of Badin District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Badin is 112,368 while the total female enrollment is 73,460, whereas the total enrolment is 185,828. Out of total 6,120 teachers 5,067 are male and 1,053 are female teachers. This illustrates that one teacher is teaching averagely 30 students.

**Gender Wise Schools**

The total boys' schools of District Badin are 472, while the total female schools are 449 and mixed gender schools are 2,238. Thus, the total number of schools is 3,159. This means that averagely every school has teaching staff of 2.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 2,967. The total enrollment at primary level is 145,568. Gender wise 84,347 are boys and 61,221 are girls. Total numbers of teachers at primary level, are 4,875 out of which 4,041 are male and 834 are female teachers. Thus on an average each primary school has enrolment of 49 students with teaching staff of 2. However the student class ratio is 36 and each school has averagely around 1 class room.

2. **Middle (Grade 6-8):**
   There are total 133 middle schools reported. The total enrollment at middle level is 9,927 of which 5,912 are boys' enrollment, whereas, the girls enrollment is 4,015. The total teachers at middle level are 331 out of which 283 are male teachers, while, 48 are female teachers. Thus on an average each middle school has average enrolment of 75 students with teaching staff of 2. However the student class ratio is 26 and each school has averagely around 3 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 50 secondary schools. The total enrollment at secondary level is 20,914 of which 14,104 are boys' enrollment whereas 6,810 are girls' enrollment. The total no. of teachers at secondary level is 673 out of which male teachers are 537 and female teachers are 136. Thus on an average each secondary school has average enrolment of 418 students with teaching staff of 13. However the student class ratio is 26 and each school has averagely around 7 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 9 higher secondary schools. The total enrollment at higher secondary level is 9,419 out of which 8,005 are boys' enrollment and 1,414 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 241 out of which all 206 are male teachers and 35 female teachers. Thus on an average each higher secondary school has average enrolment of 1,046 students with teaching staff of 27. However the student class ratio is 73 and each school has averagely around 14 class rooms.

## 2.1.2 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.73 |
| Middle | 0.68 |
| Secondary | 0.48 |
| Higher Sec. | 0.18 |
| Overall | 0.65 |
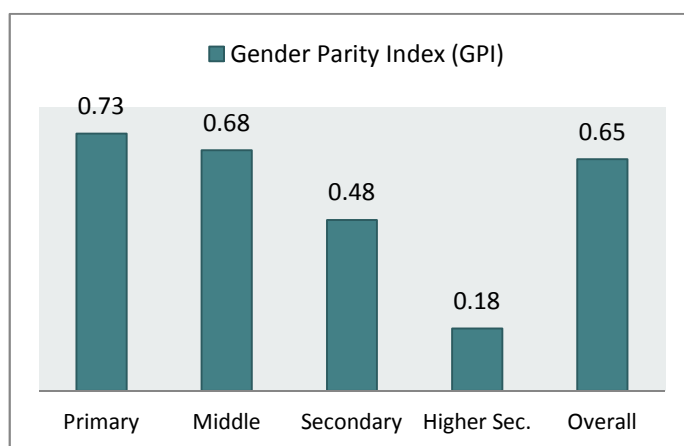


The Above table and graph shows that the Gender Parity Index of enrolment in Badin District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is highest in primary level as its GPI is higher than other levels. While, middle level has had the second highest GPI. However, the higher secondary level school has the lowest GPI i.e. 0.18 percent, thus the ratio of male enrolment is higher than female in higher secondary level.

## 2.1.3 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

 Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Badin District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 56.88%  | 72.42%  | 76.81%  | 78.98%  | 57.62%  | 90.74%  | 89.07%  | 96.92%  | 89.08%   | 34.44%    | 102.95%   |
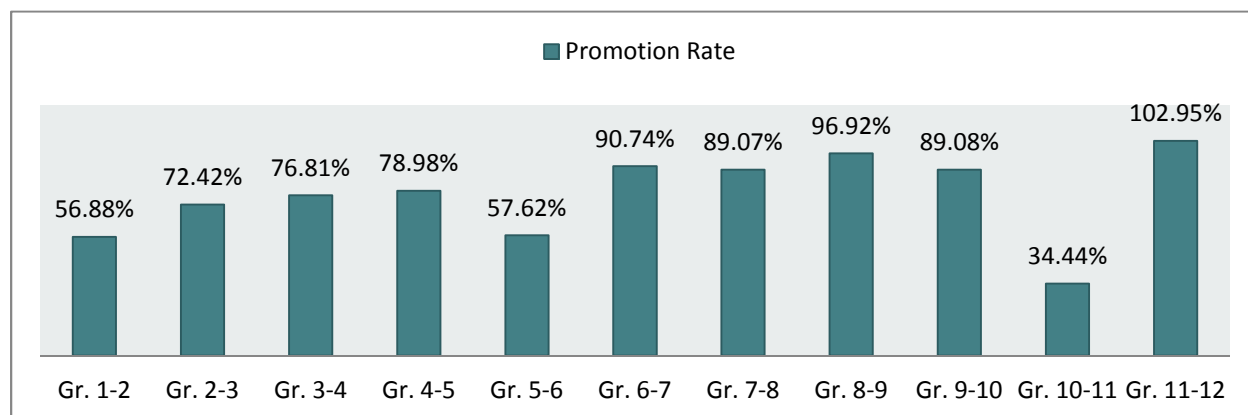


The above table and graph illustrates that the highest promotion rate has been in class 11-12 where as aggregately middle level classes shows higher rates of promotion. On the other hand, Class 10-11 is showing lowest promotion rate, while aggregately primary and higher secondary level shows lower rates of promotion as compared to other levels.

## 2.1.4 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Badin District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 12.32% | 6.80% | 4.82% | 3.71% | 2.23% | 1.38% | 1.71% | 1.24% | 1.16% | 1.19% | 0.00% | 1.63% |
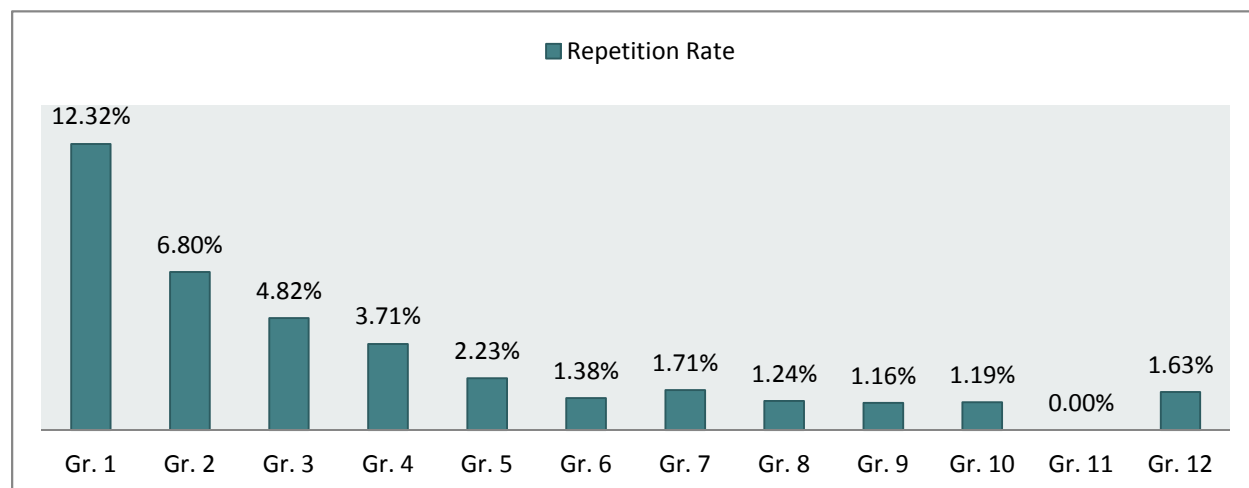


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately primary level classes shows higher repetition rates than others. While only class 11 shows zero repetition.

## 2.1.5 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Badin District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 30.80% | 20.78% | 18.37% | 17.31% | 40.15% | 7.88% | 9.22% | 1.84% | 9.76% | 64.37% | -2.95% |
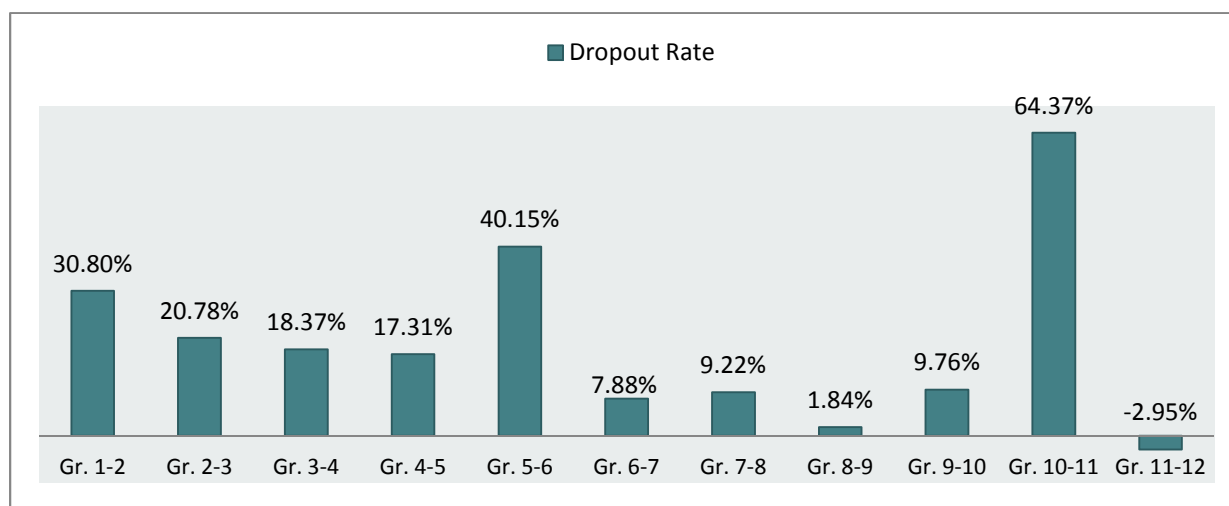


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Classes 11-12 shows negative dropout rate as more new students have been admitted. Aggregately higher secondary level shows higher dropout rates.

## 2.1.6 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Badin District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 35.85 |
| Middle | 25.59 |
| Secondary | 57.14 |
| Higher Sec. | 73.02 |
| Overall | 37.59 |
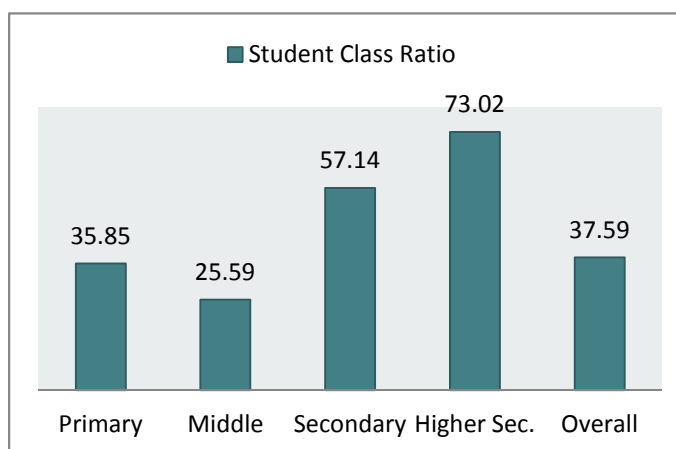


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. over 73 students per class. While secondary level has the second highest ratio i.e. over 57 students per class. However, middle level has the least ratio as compared to other that is around 26 students per class. If all the levels are aggregated the overall student class ratio is over 37 students per class.

## 2.1.7 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Badin District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| **Primary** | 29.86 |
| **Middle** | 29.99 |
| **Secondary** | 31.08 |
| **Higher Sec.** | 39.08 |
| **Overall** | 30.36 |
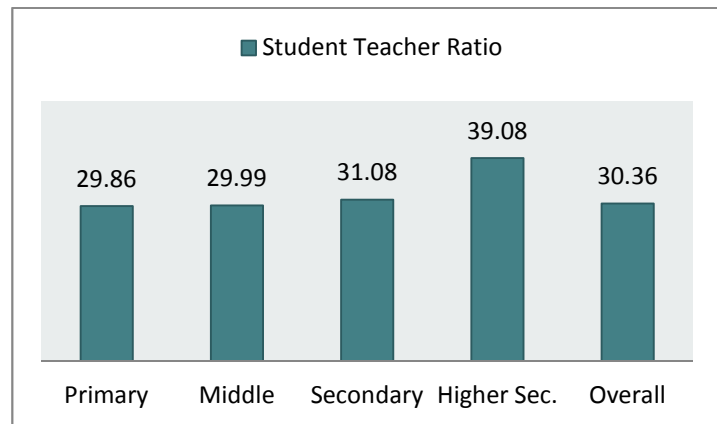


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. over 39 students per teacher. While, secondary level has the second highest ratio i.e. around 31 students per teacher. However, primary and secondary level has the least ratio as compared to other that is around 30 students per teacher. If all the levels are aggregated the overall student teacher ratio is around 30 students per teacher.

# 2.2 Dadu

Following are the glimpse on the figures of Public Sector of Dadu District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Dadu is 151,772 while the total female enrollment is 99,762, whereas the total enrolment is 251,534. Out of total 7,207 teachers 5,756 are male and 1,451 are female teachers. This illustrates that one teacher is teaching averagely 35 students.

**Gender Wise Schools**

The total boys' schools of District Dadu are 508, while the total female schools are 396 and mixed gender schools are 1,232. Thus, the total number of schools is 2,136. This means that averagely every school has teaching staff of around 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**
    Total numbers of primary level schools that are reported are 2,010. The total enrollment at primary level is 208,910. Gender wise 124,377 are boys and 84,533 are girls. Total numbers of teachers at primary level, are 5,609 out of which 4,509 are male and 1,100 are female teachers. Thus on an average each primary school has enrolment of 104 students with teaching staff of 3. However the student class ratio is 54 and each school has averagely around 2 class rooms.

2.  **Middle (Grade 6-8):**
    There are total 66 middle schools reported. The total enrollment at middle level is 5,141 of which 2,346 are boys' enrollment, whereas, the girls enrollment is 2,795. The total teachers at middle level are 283 out of which 190 are male teachers, while, 93 are female teachers. Thus on an average each middle school has average enrolment of 78 students with teaching staff of 4. However the student class ratio is 26 and each school has averagely around 3 class rooms.

3.  **Secondary(Grade 9-10):**
    There are total 50 secondary schools. The total enrollment at secondary level is 26,308 of which 17,901 are boys' enrollment whereas 8,407 are girls' enrollment. The total no. of teachers at secondary level is 1,045 out of which male teachers are 855 and female teachers are 190. Thus on an average each secondary school has average enrolment of 526 students with teaching staff of 21. However the student class ratio is 53 and each school has averagely around 10 class rooms.

4.  **Higher Secondary (Grade 11-12 Excluding Colleges):**
    There are total 10 higher secondary schools. The total enrollment at higher secondary level is 11,175 out of which 7,148 are boys' enrollment and 4,027 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 270 out of which all 202 are male teachers and 68 female teachers. Thus on an average each higher secondary school has average enrolment of 1,118 students with teaching staff of 27. However the student class ratio is 90 and each school has averagely around 12 class rooms.

## 2.2.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.68 |
| Middle | 1.19 |
| Secondary | 0.47 |
| Higher Sec. | 0.56 |
| Overall | 0.66 |
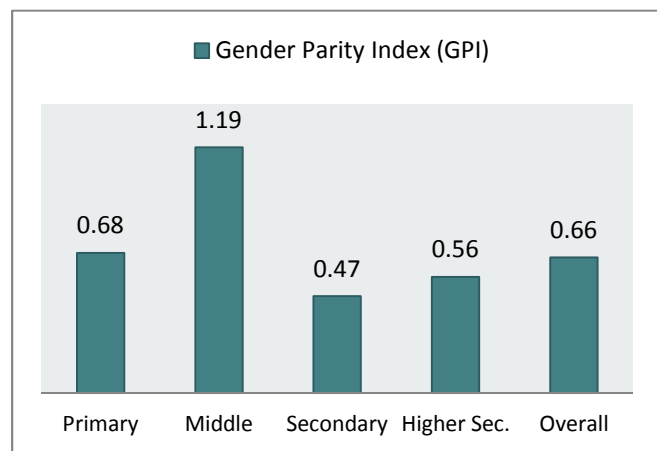


The Above table and graph shows that the Gender Parity Index of enrolment in Dadu District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is highest in middle level as its GPI is higher than other levels.  While, primary level has had the second highest GPI. However, the secondary level school has the lowest GPI i.e. 0.47 percent, thus the ratio of male enrolment is higher than female in secondary level. While, overall GPI of District Dadu is 0.66.

## 2.2.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Dadu District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 77.83% | 90.61% | 84.73% | 83.52% | 43.90% | 93.09% | 101.21% | 98.66% | 90.97% | 32.65% | 96.71% |
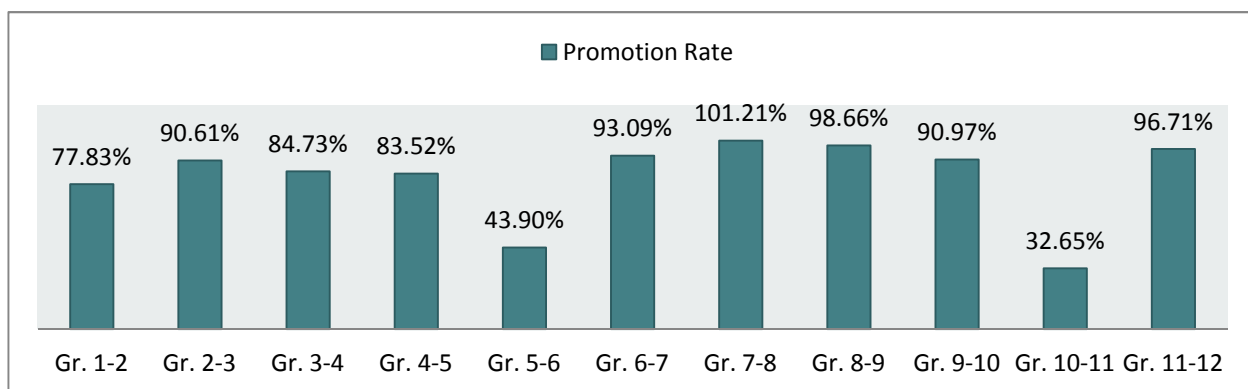


The above table and graph illustrates that the highest promotion rate has been in class 7-8 i.e. 101 percent which may be due to increase in new admissions. While, class 10-11 has the least percentage i.e. 32.65 percent. Where as aggregately middle level classes shows higher rates of promotion. While aggregately higher secondary level shows lower rates of promotion as compared to other levels.

## 2.2.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Dadu District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 1.13% | 1.71% | 1.25% | 1.54% | 1.49% | 1.00% | 0.74% | 0.70% | 0.56% | 0.16% | 0.00% | 0.00% |
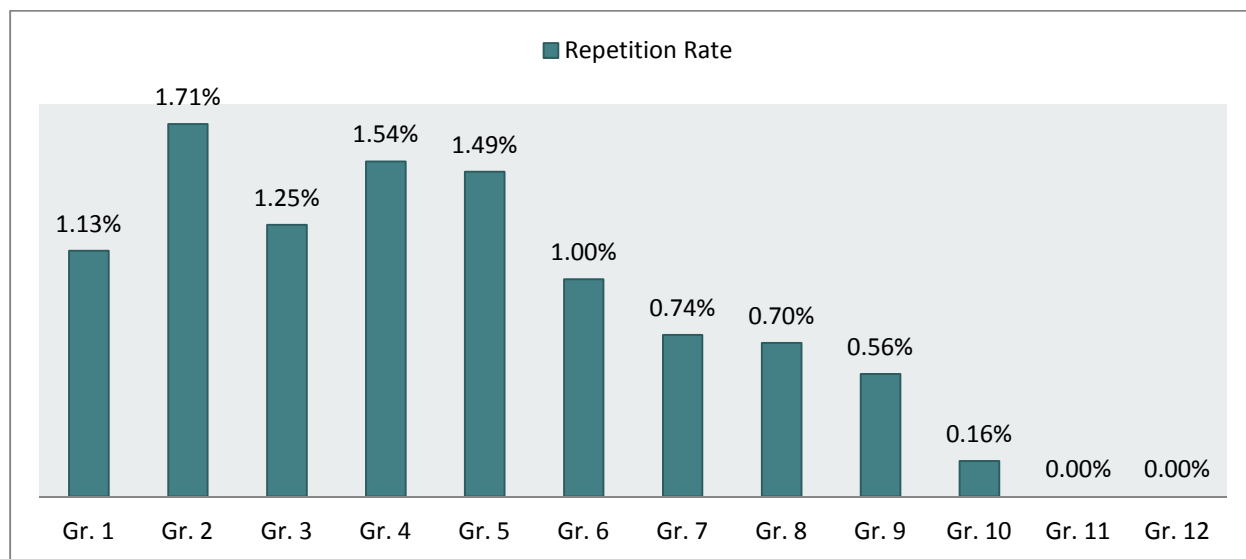


The above table and graph illustrates that the highest repetition rate has been in class 2 where as aggregately primary level classes shows higher repetition rates than others. While only class 11 and 12 show zero repetition.

## 2.2.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Dadu District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 21.04% | 7.68% | 14.03% | 14.94% | 54.61% | 5.91% | -1.95% | 0.63% | 8.47% | 67.19% | 3.29% |
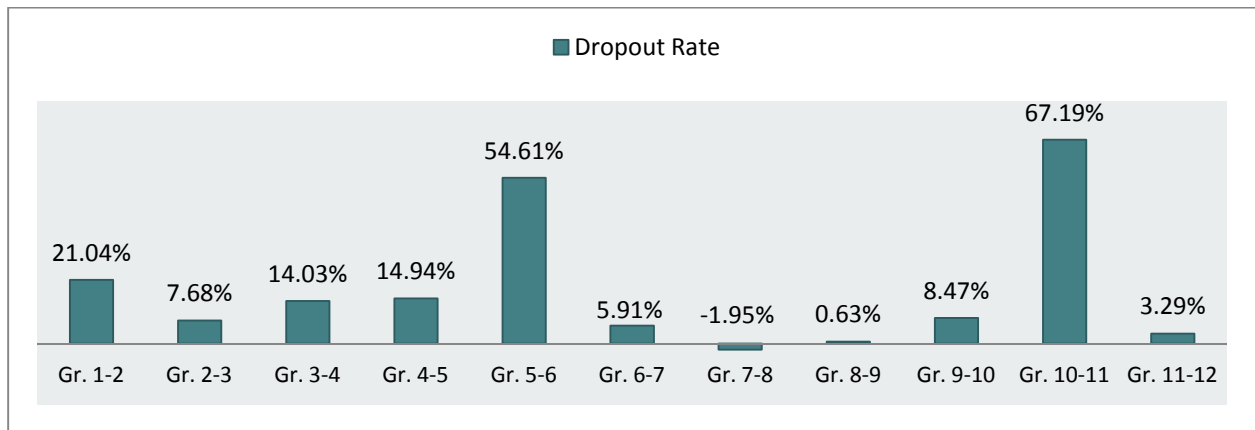


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 7-8 shows negative dropout rate as more new students may have been admitted. Aggregately higher secondary level shows higher dropout rates. The second highest dropout can be seen in class 5-6 that is 54.61 percent.

## 2.2.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Dadu District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 53.51 |
| Middle | 25.83 |
| Secondary | 53.47 |
| Higher Sec. | 90.12 |
| Overall | 53.30 |
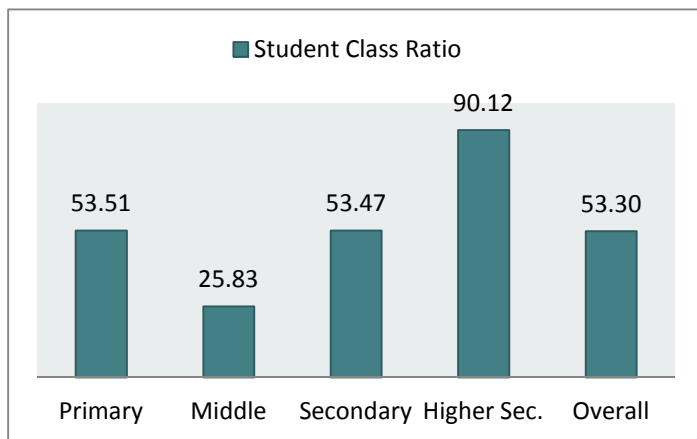


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. over 90 students per class. While primary level has the second highest ratio i.e. over 53 students per class. However, middle level has the least ratio as compared to other that is around 26 students per class. If all the levels are aggregated the overall student class ratio is over 53 students per class.

## 2.2.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Dadu District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 37.25 |
| Middle | 18.17 |
| Secondary | 25.18 |
| Higher Sec. | 41.39 |
| Overall | 34.90 |
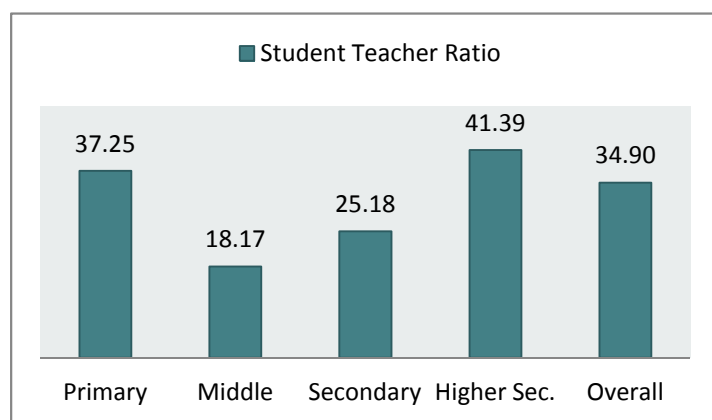


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. over 41 students per teacher. While, primary level has the second highest ratio i.e. around 39 students per teacher. However, middle level has the least ratio as compared to other that is around 18 students per teacher. If all the levels are aggregated the overall student teacher ratio is around 33 students per teacher.

# 2.3 Hyderabad

Following are the glimpse on the figures of Public Sector of Hyderabad District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Hyderabad is 85,399 while the total female enrollment is 84,068, whereas the total enrolment is 169,467. Out of total 8,631 teachers 4,469 are male and 4,162 are female teachers. This illustrates that one teacher is teaching averagely 20 students.

**Gender Wise Schools**

The total boys' schools of District Hyderabad are 263, while the total female schools are 235 and mixed gender schools are 582. Thus, the total number of schools is 1,080. This means that averagely every school has teaching staff of around 8.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**
    Total numbers of primary level schools that are reported are 904. The total enrollment at primary level is 109,160. Gender wise 56,673 are boys and 52,487 are girls. Total numbers of teachers at primary level, are 5,337 out of which 2,835 are male and 2,502 are female teachers. Thus on an average each primary school has enrolment of 121 students with teaching staff of 6. However the student class ratio is 33 and each school has averagely around 4 class rooms.

2.  **Middle (Grade 6-8):**
    There are total 81 middle schools reported. The total enrollment at middle level is 8,605 of which 4,129 are boys' enrollment, whereas, the girls enrollment is 4,476. The total teachers at middle level are 556 out of which 275 are male teachers, while, 281 are female teachers. Thus on an average each middle school has average enrolment of 106 students with teaching staff of 7. However the student class ratio is 23 and each school has averagely around 5 class rooms.

3.  **Secondary(Grade 9-10):**
    There are total 82 secondary schools. The total enrollment at secondary level is 38,692 of which 18,232 are boys' enrollment whereas 20,460 are girls' enrollment. The total no. of teachers at secondary level is 2,216 out of which male teachers are 1,127 and female teachers are 1,089. Thus on an average each secondary school has average enrolment of 482 students with teaching staff of 27. However the student class ratio is 42 and each school has averagely around 11 class rooms.

4.  **Higher Secondary (Grade 11-12 Excluding Colleges):**
    There are total 13 higher secondary schools. The total enrollment at higher secondary level is 13,010 out of which 6,365 are boys' enrollment and 6,645 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 524 out of which all 233 are male teachers and 291 female teachers. Thus on an average each higher secondary school has average enrolment of 1,001 students with teaching staff of 40. However the student class ratio is 60 and each school has averagely around 17 class rooms.

## 2.3.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.93 |
| Middle | 1.08 |
| Secondary | 1.12 |
| Higher Sec. | 1.04 |
| Overall | 0.98 |
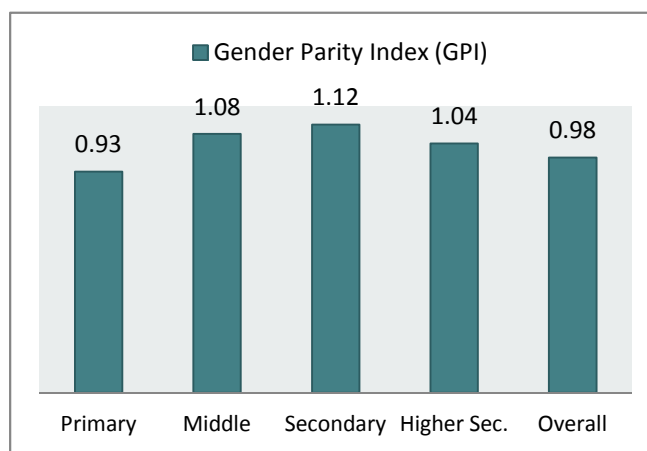


The Above table and graph shows that the Gender Parity Index of enrolment in Hyderabad District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is overall high or marginally less in primary level. The highest GPI is noted in secondary level i.e. 1.12. While, primary level has had the least GPI. Thus the overall GPI is 0.98 in District Hyderabad.

## 2.3.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

 Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Hyderabad District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 77.30%  | 79.07%  | 80.10%  | 80.31%  | 77.64%  | 96.00%  | 96.21%  | 103.90% | 96.08%   | 18.94%    | 73.54%    |
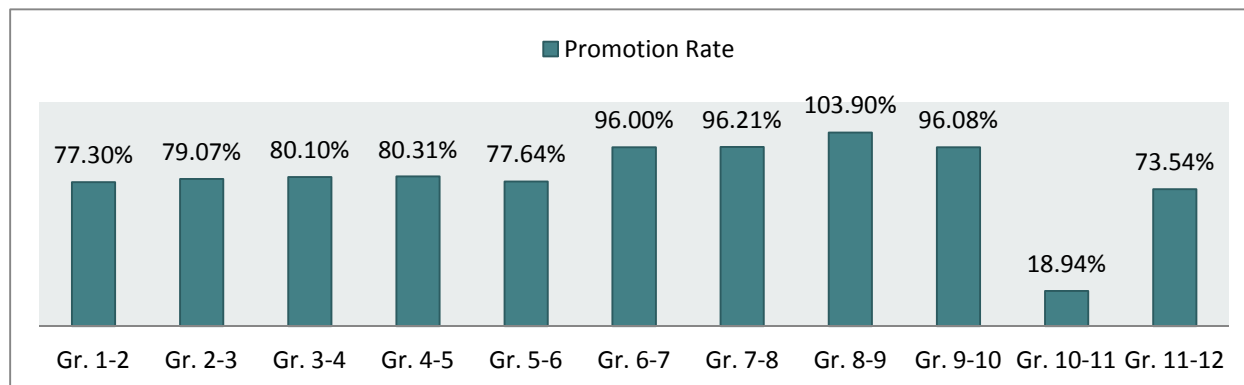


The above table and graph illustrates that the highest promotion rate has been in class 8-9 i.e. 104 percent which may be due to increase in new admissions. While, class 10-11 shows the least percentage i.e. 18.94 percent.  Whereas, aggregately middle level classes shows higher rates of promotion and higher secondary level shows lower rates of promotion as compared to other levels.

## 2.3.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Hyderabad District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 6.81% | 6.13% | 5.59% | 4.41% | 2.18% | 1.33% | 1.10% | 0.77% | 0.21% | 0.14% | 1.62% | 1.78% |
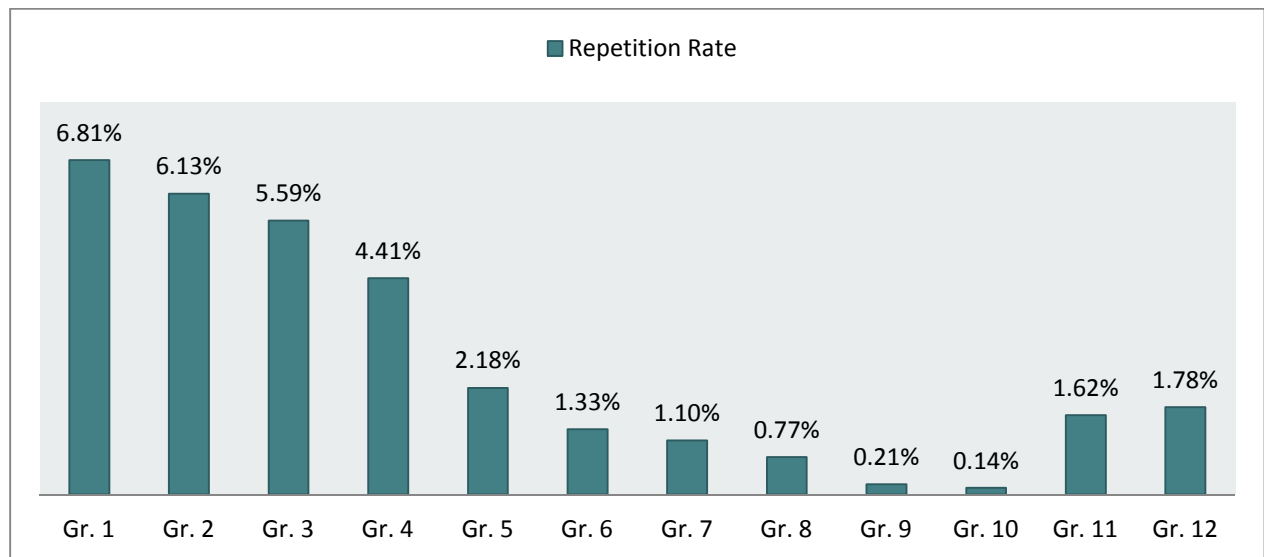


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately primary level classes shows higher repetition rates than others. While only class 9 and 10 show least repetition rates.

## 2.3.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Hyderabad District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 15.89% | 14.79% | 14.31% | 15.27% | 20.18% | 2.67% | 2.69% | -4.67% | 3.71% | 80.92% | 24.84% |
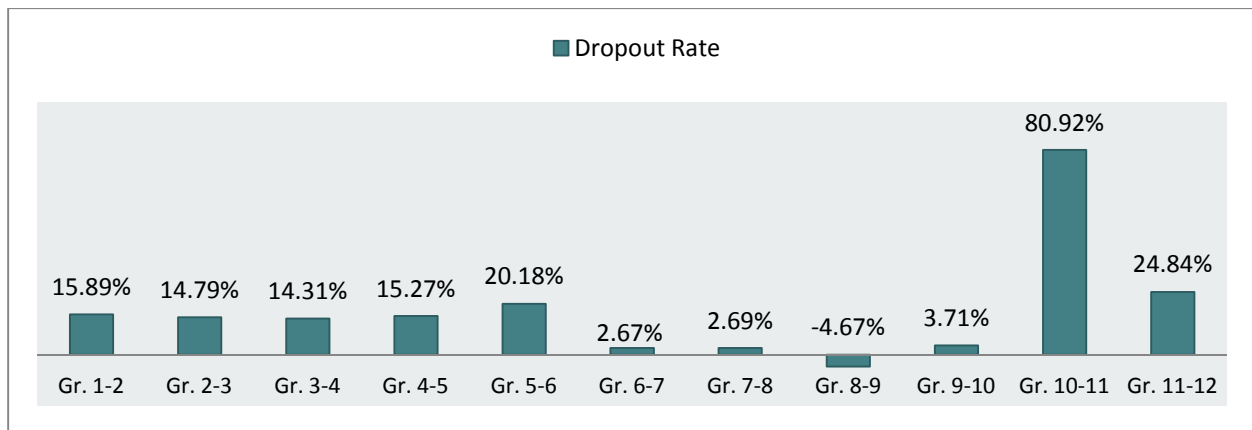


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 8-9 shows negative dropout rate as more new students may have been admitted. The second highest dropout can be seen in class 11-12 that is 24.84 percent.

## 2.3.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Hyderabad District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 33.13 |
| Middle | 22.95 |
| Secondary | 42.29 |
| Higher Sec. | 60.23 |
| Overall | 35.30 |
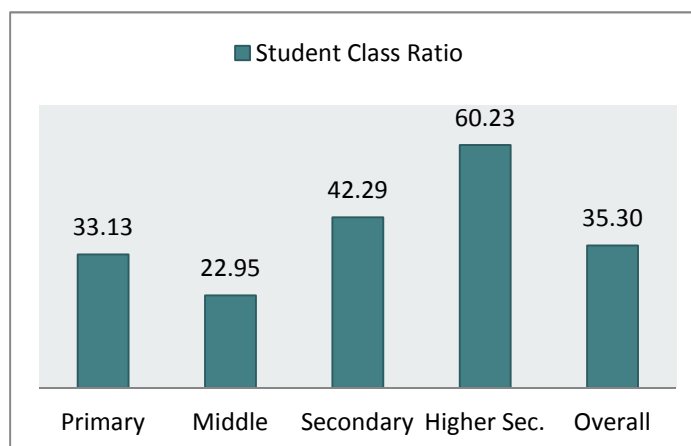


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. over 60 students per class. While secondary level has the second highest ratio i.e. over 32 students per class. However, middle level has the least ratio as compared to other that is around 23 students per class. If all the levels are aggregated the overall student class ratio is over 35 students per class.

## 2.3.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Hyderabad District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 20.46 |
| Middle | 15.48 |
| Secondary | 17.46 |
| Higher Sec. | 24.83 |
| Overall | 19.63 |
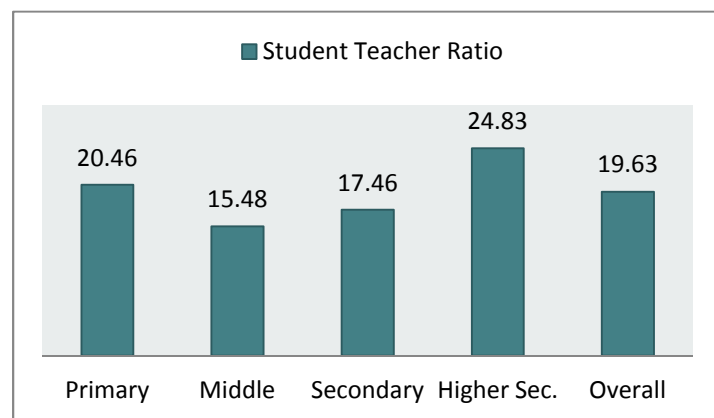


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 25 students per teacher. While, primary level has the second highest ratio i.e. around 20 students per teacher. However, middle level has the least ratio as compared to other that is around 15 students per teacher. If all the levels are aggregated the overall student teacher ratio is around 20 students per teacher.

# 2.4 Thatta

Following are the glimpse on the figures of Public Sector of Thatta District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Thatta is 95,511 while the total female enrollment is 67,152, whereas the total enrolment is 162,663. Out of total 5,586 teachers 4,581 are male and 1,005 are female teachers. This illustrates that one teacher is teaching averagely 29 students.

**Gender Wise Schools**

The total boys' schools of District Thatta are 1,394, while the total female schools are 507 and mixed gender schools are 1,405. Thus, the total number of schools is 3,306. This means that averagely every school has teaching staff of around 2.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 3,162. The total enrollment at primary level is 139,624. Gender wise 79,336 are boys and 60,258 are girls. Total numbers of teachers at primary level, are 4,612 out of which 3,837 are male and 775 are female teachers. Thus on an average each primary school has enrolment of 44 students with teaching staff of 1. However the student class ratio is 29 and each school has averagely around 2 class rooms.

2. **Middle (Grade 6-8):**
   There are total 72 middle schools reported. The total enrollment at middle level is 2,988 of which 1,465 are boys' enrollment, whereas, the girls enrollment is 1,523. The total teachers at middle level are 147 out of which 118 are male teachers, while, 29 are female teachers. Thus on an average each middle school has average enrolment of 43 students with teaching staff of 2. However the student class ratio is 14 and each school has averagely around 3 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 62 secondary schools. The total enrollment at secondary level is 13,318 of which 9,329 are boys' enrollment whereas 3,989 are girls' enrollment. The total no. of teachers at secondary level is 638 out of which male teachers are 460 and female teachers are 178. Thus on an average each secondary school has average enrolment of 215 students with teaching staff of 10. However the student class ratio is 32 and each school has averagely around 7 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 10 higher secondary schools. The total enrollment at higher secondary level is 6,733 out of which 5,351 are boys' enrollment and 1,382 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 189 out of which all 166 are male teachers and 23 female teachers. Thus on an average each higher secondary school has average enrolment of 673 students with teaching staff of 19. However the student class ratio is 63 and each school has averagely around 11 class rooms.

## 2.4.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.76 |
| Middle | 1.04 |
| Secondary | 0.43 |
| Higher Sec. | 0.26 |
| Overall | 0.70 |
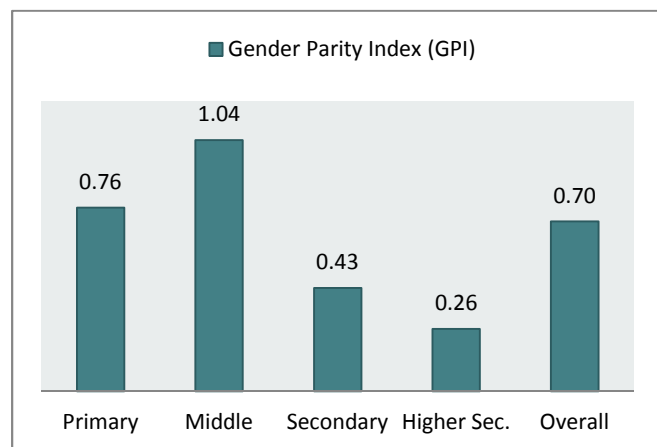


The Above table and graph shows that the Gender Parity Index of enrolment in Thatta District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is high in middle level; hence the highest GPI is noted in middle level i.e. 1.04 and higher secondary level has the least GPI. Thus the overall GPI is 0.70 in District Thatta.

## 2.4.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

 Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Thatta District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 45.92% | 59.24% | 62.93% | 63.63% | 31.89% | 83.10% | 82.34% | 89.95% | 90.92% | 33.87% | 83.84% |
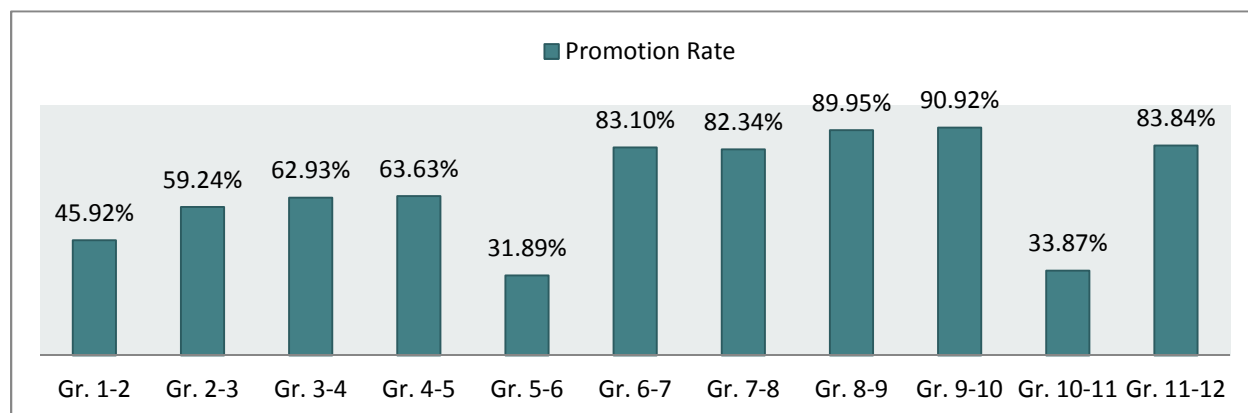


The above table and graph illustrates that the highest promotion rate has been in class 9-10 i.e. 91 percent. While, class 5-6 shows the least percentage i.e. 31.89 percent.  Whereas aggregately middle level classes shows higher rates of promotion. While aggregately primary level shows lower rates of promotion as compared to other levels.

## 2.4.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Thatta District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 15.71% | 13.71% | 12.55% | 11.09% | 8.51% | 5.19% | 5.88% | 4.16% | 2.41% | 1.97% | 0.00% | 0.00% |
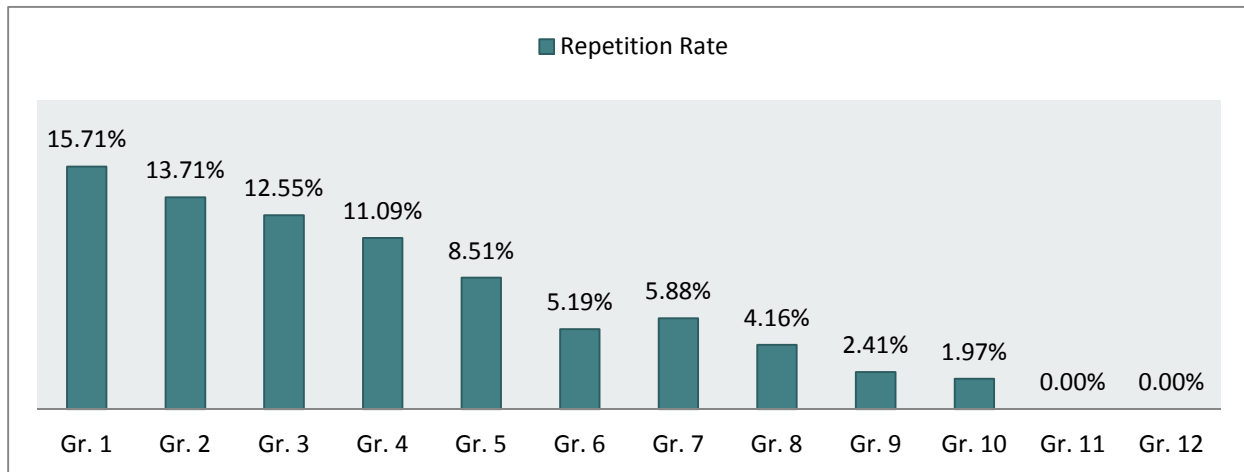


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately primary level classes shows higher repetition rates than others. While only class 11 and 12 shows zero repetition rate.

## 2.4.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Thatta District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 38.38% | 27.04% | 24.51% | 25.27% | 59.60% | 11.71% | 11.78% | 5.89% | 6.67% | 64.16% | 16.16% |
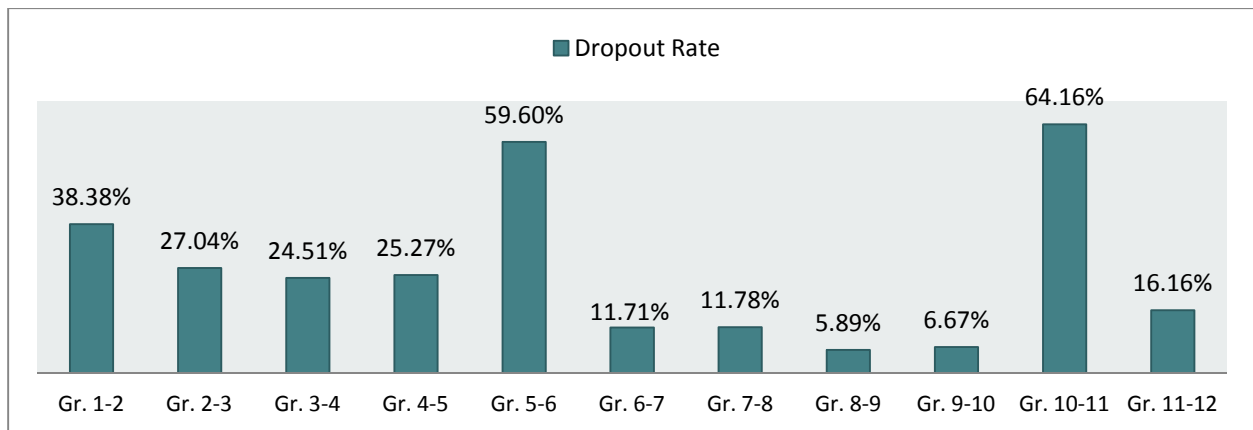


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 8-9 shows least dropout rate i.e. 5.89 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.4.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Thatta District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 29.27 |
| Middle | 14.37 |
| Secondary | 31.56 |
| Higher Sec. | 62.93 |
| Overall | 29.53 |
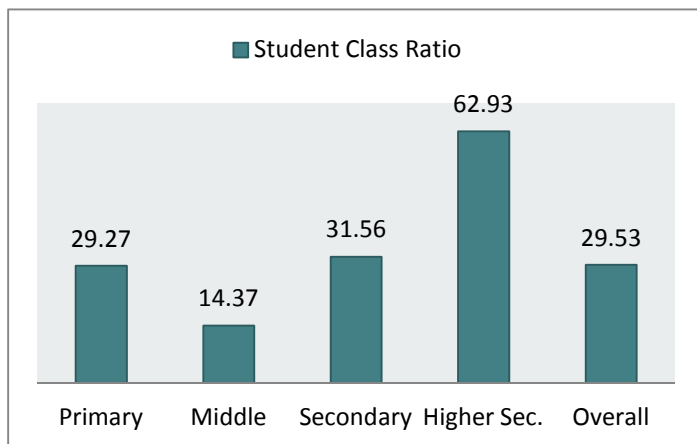


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 63 students per class. While secondary level has the second highest ratio i.e. around 32 students per class. However, middle level has the least ratio as compared to other that is around 14 students per class. If all the levels are aggregated the overall student class ratio is around 30 students per class.

## 2.4.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Thatta District in public sector during 2010-11.

| Student Teacher Ratio | |
|---|---|
| **Primary** | 30.27 |
| **Middle** | 20.33 |
| **Secondary** | 20.87 |
| **Higher Sec.** | 35.62 |
| **Overall** | 29.12 |
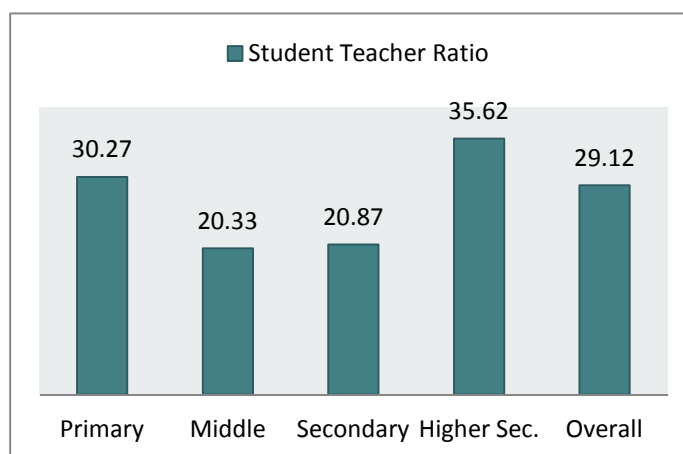


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 36 students per teacher. While, primary level has the second highest ratio i.e. around 30 students per teacher. However, middle levels shows the least ratio as compared to other that is around 20 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 29 students per teacher.

## 2.5 Mirpurkhas

Following are the glimpse on the figures of Public Sector of Mirpur Khas District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Mirpur Khas is 100,539 while the total female enrollment is 60,151, whereas the total enrolment is 160,690. Out of total 5,912 teachers 4,133 are male and 1,779 are female teachers. This illustrates that one teacher is teaching averagely 27 students.

**Gender Wise Schools**

The total boys' schools of District Mirpur Khas are 497, while the total female schools are 418 and mixed gender schools are 1,336. However, the total number of schools is 2,251. This means that averagely every school has teaching staff of around 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 2,053. The total enrollment at primary level is 117,569. Gender wise 74,961 are boys and 42,608 are girls. Total numbers of teachers at primary level, are 4,318 out of which 3,098 are male and 1,220 are female teachers. Thus on an average each primary school has enrolment of 57 students with teaching staff of 2. However the student class ratio is 35 and each school has averagely around 2 class rooms.

2. **Middle (Grade 6-8):**
   There are total 123 middle schools reported. The total enrollment at middle level is 6,747 of which 3,805 are boys' enrollment, whereas, the girls enrollment is 2,942. The total teachers at middle level are 327 out of which 208 are male teachers, while, 119 are female teachers. Thus on an average each middle school has average enrolment of 55 students with teaching staff of 3. However the student class ratio is 22 and each school has averagely around 2 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 61 secondary schools. The total enrollment at secondary level is 20,283 of which 12,568 are boys' enrollment whereas 7,715 are girls' enrollment. The total no. of teachers at secondary level is 780 out of which male teachers are 525 and female teachers are 255. Thus on an average each secondary school has average enrolment of 332 students with teaching staff of 13. However the student class ratio is 46 and each school has averagely around 7 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 14 higher secondary schools. The total enrollment at higher secondary level is 16,091 out of which 9,205 are boys' enrollment and 6,886 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 487 out of which all 302 are male teachers and 185 female teachers. Thus on an average each higher secondary school has average enrolment of 1,149 students with teaching staff of 35. However the student class ratio is 68 and each school has averagely around 17 class rooms.

## 2.5.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| **Primary** | 0.57 |
| **Middle** | 0.77 |
| **Secondary** | 0.61 |
| **Higher Sec.** | 0.75 |
| **Overall** | 0.60 |
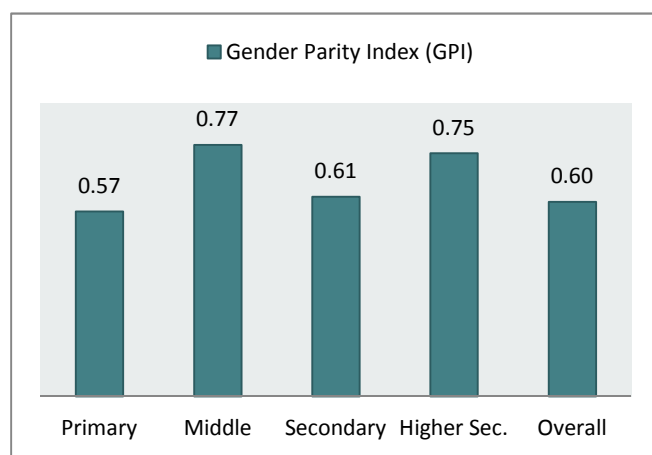
The Above table and graph shows that the Gender Parity Index of enrolment in Mirpur Khas District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is high in middle and higher secondary level as compared to other levels, hence the highest GPI is noted in middle level i.e. 0.77 . Thus the overall GPI is 0.60 in District Mirpur Khas.

## 2.5.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Mirpur Khas District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 55.34% | 72.78% | 76.48% | 76.41% | 69.65% | 88.68% | 91.14% | 95.03% | 92.20% | 38.45% | 106.96% |
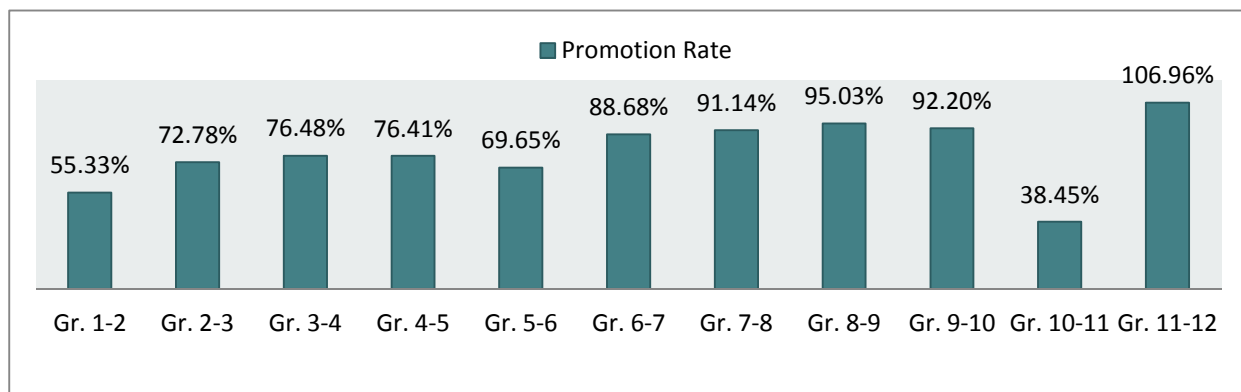


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 107 percent. While, class 10-11 shows the least percentage i.e. around 38 percent. Whereas aggregately middle level classes shows higher rates of promotion and primary level shows lower rates of promotion as compared to other levels.

## 2.5.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Mirpur Khas District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 6.29% | 3.72% | 2.75% | 1.90% | 1.55% | 0.23% | 0.16% | 0.27% | 0.26% | 0.09% | 0.00% | 0.34% |
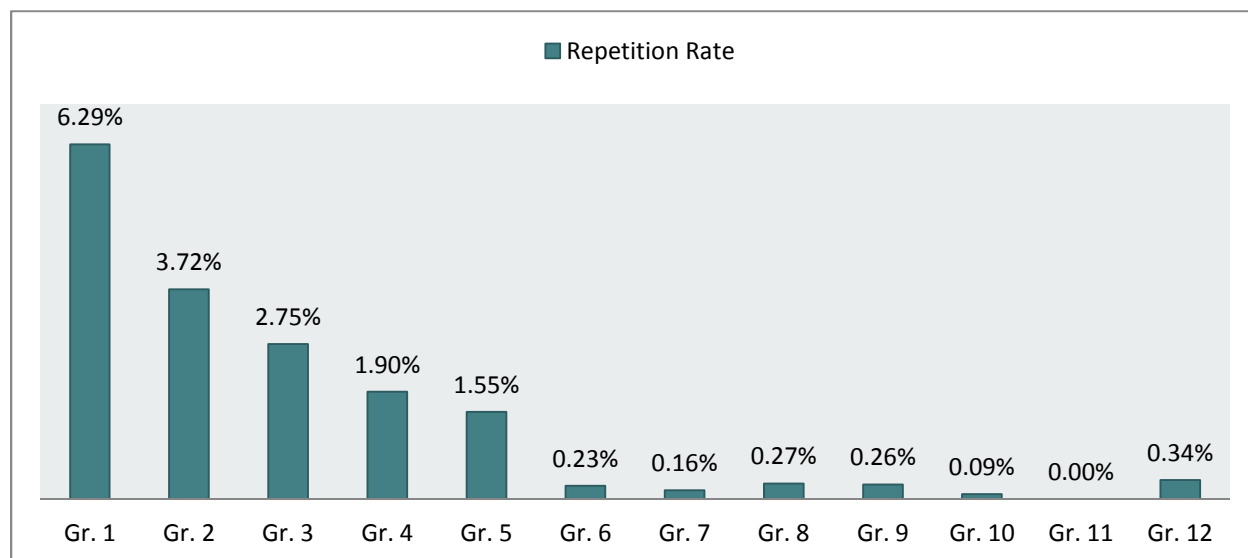


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately primary level classes shows higher repetition rates than others. While only class 11 has zero repetition rate.

## 2.5.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Mirpur Khas District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 38.37% | 23.50% | 20.77% | 21.69% | 28.80% | 11.08% | 8.70% | 4.70% | 7.54% | 61.46% | -6.96% |
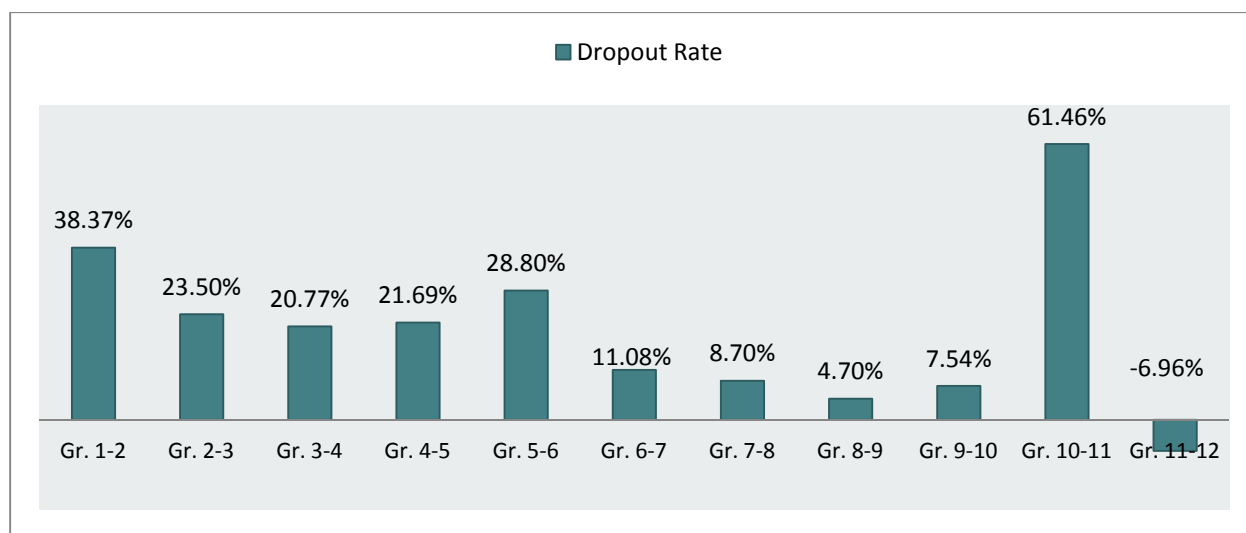


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. around minus 7 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.5.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Mirpur Khas District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 35.16 |
| Middle | 21.98 |
| Secondary | 46.10 |
| Higher Sec. | 68.47 |
| Overall | 37.15 |
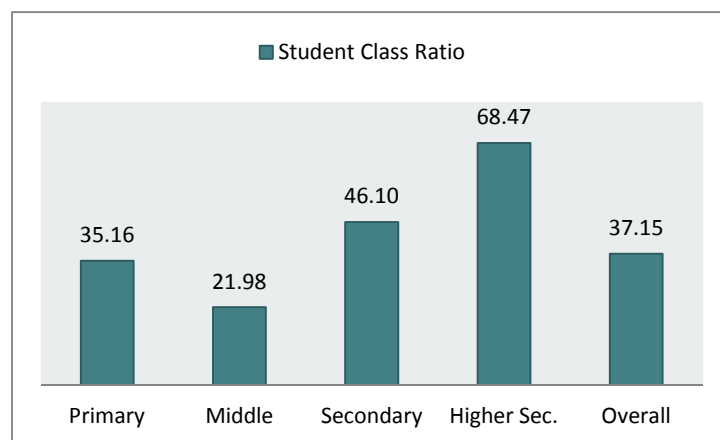


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 68 students per class. While secondary level has the second highest ratio i.e. around 46 students per class. However, middle level has the least ratio as compared to other that is around 22 students per class. If all the levels are aggregated the overall student class ratio is around 37 students per class.

## 2.5.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Mirpur Khas District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 27.23 |
| Middle | 20.63 |
| Secondary | 26.00 |
| Higher Sec. | 33.04 |
| Overall | 27.18 |
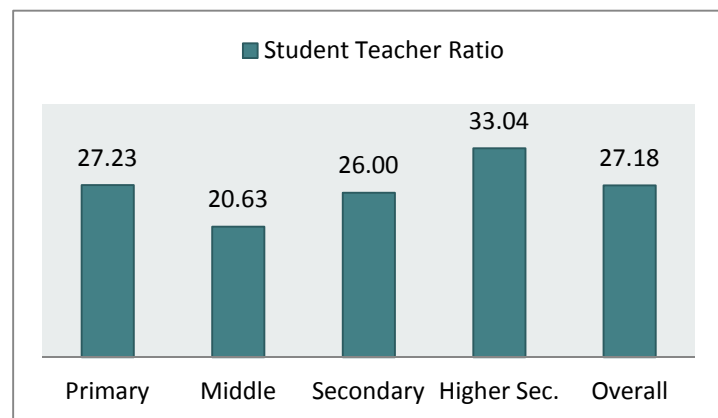


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 33 students per teacher. While, primary level has the second highest ratio i.e. around 27 students per teacher. However, middle levels shows the least ratio as compared to other that is about 21 students per teacher. If all the levels are aggregated the overall student teacher ratio is around 27 students per teacher.

# 2.6 Tharparkar

Following are the glimpse on the figures of Public Sector of Tharparkar District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Tharparkar is 125,189 while the total female enrollment is 96,014, whereas the total enrolment is 221,203. Out of total 5,469 teachers 4,813 are male and 656 are female teachers. This illustrates that one teacher is teaching averagely 40 students.

**Gender Wise Schools**

The total boys' schools of District Tharparkar are 620, while the total female schools are 629 and mixed gender schools are 2,903. Thus, the total number of schools is 4,152. This means that averagely every school has teaching staff of 1.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**
    Total numbers of primary level schools that are reported are 3,873. The total enrollment at primary level is 190,370. Gender wise 105,494 are boys and 84,876 are girls. Total numbers of teachers at primary level, are 4,625 out of which 4,057 are male and 568 are female teachers. . Thus on an average each primary school has enrolment of 49 students with teaching staff of 1. However the student class ratio is 42 and each school has averagely around 1 class rooms.

2.  **Middle (Grade 6-8):**
    There are total 221 middle schools reported. The total enrollment at middle level is 14,535 of which 8,381 are boys' enrollment, whereas, the girls enrollment is 6,154. The total teachers at middle level are 362 out of which 344 are male teachers, while, 18 are female teachers. . Thus on an average each middle level school has enrolment of 66 students with teaching staff of 2. However the student class ratio is 32 and each school has averagely around 2 class rooms.

3.  **Secondary(Grade 9-10):**
    There are total 40 secondary schools. The total enrollment at secondary level is 12,130 of which 7,833 are boys' enrollment whereas 4,297 are girls' enrollment. The total no. of teachers at secondary level is 403 out of which male teachers are 333 and female teachers are 70. Thus on an average each secondary school has enrolment of 303 students with teaching staff of 10. However the student class ratio is 42 and each school has averagely around 7 class rooms.

4.  **Higher Secondary (Grade 11-12 Excluding Colleges):**
    There are total 5 higher secondary schools. The total enrollment at higher secondary level is 3,651 out of which 3,275 are boys' enrollment and 376 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 79 out of which all 79 are male teachers and no female teacher.  Thus on an average each higher secondary school has enrolment of 730 students with teaching staff of 16. However the student class ratio is 42 and each school has averagely around 17 class rooms.

## 2.6.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.81 |
| Middle | 0.73 |
| Secondary | 0.55 |
| Higher Sec. | 0.11 |
| Overall | 0.77 |
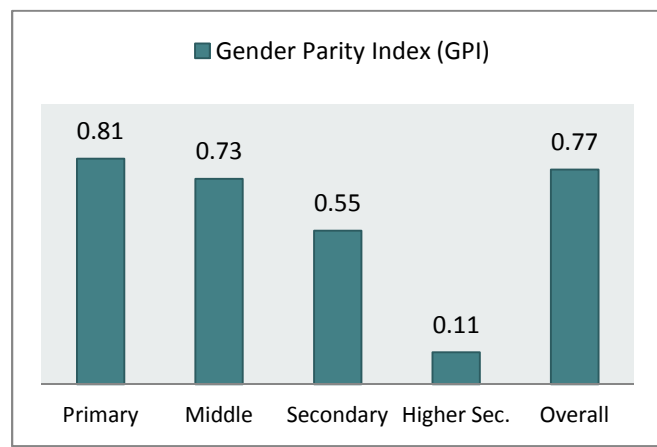


The Above table and graph shows that the Gender Parity Index of enrolment in Tharparkar District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in primary level as its GPI is higher than other levels. While, middle level has had the second highest GPI. However, the higher secondary level school has the lowest GPI i.e. 0.11, thus the ratio of male enrolment is higher than female in secondary level. Thus the overall GPI is 0.77 in District Tharparkar.

## 2.6.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Tharparkar District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 49.96% | 75.85% | 84.91% | 90.49% | 61.90% | 90.66% | 94.20% | 79.67% | 99.30% | 19.14% | 93.50% |
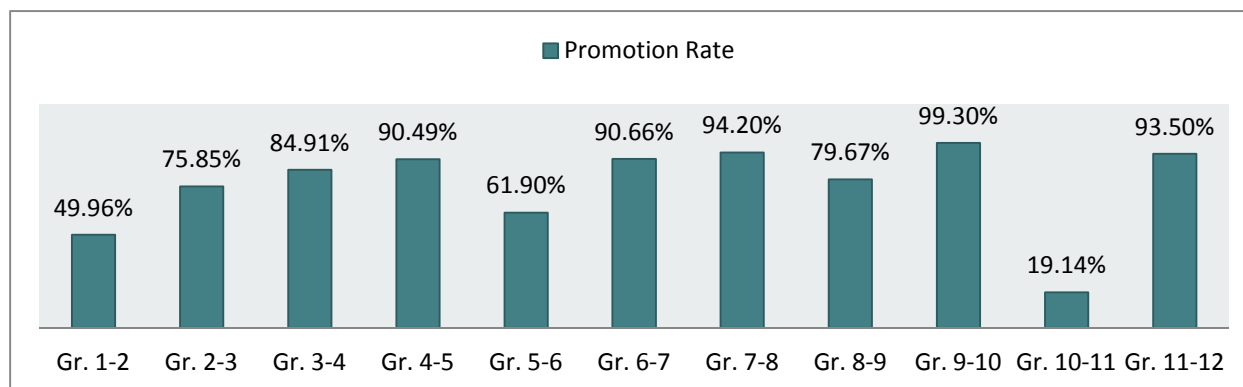


The above table and graph illustrates that the highest promotion rate has been in class 9-10 where as aggregately secondary level classes shows higher rates of promotion. On the other hand, Class 10-11 is showing lowest promotion rate, while aggregately higher secondary level shows lower rates of promotion as compared to other levels.

## 2.6.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Tharparkar District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 16.35% | 7.98% | 4.51% | 2.36% | 1.57% | 0.62% | 0.53% | 0.38% | 0.20% | 0.32% | 0.00% | 0.00% |
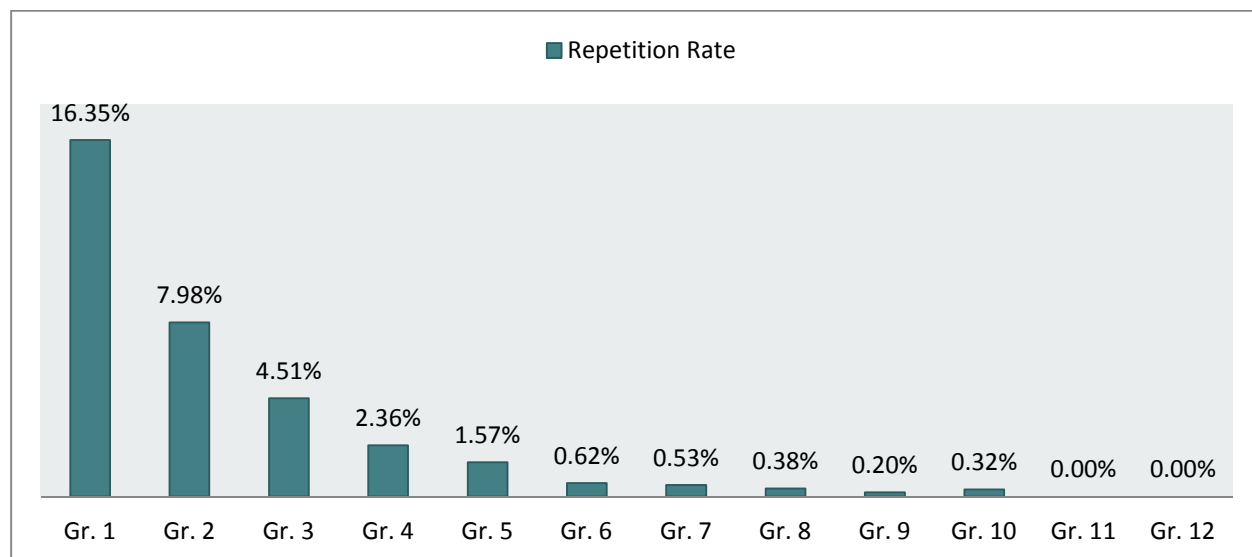


The above table and graph illustrates that the highest repetition rate has been in class 1 i.e. 16.35 percent where as aggregately primary level classes shows higher repetition rates as compared to other levels. On the other hand, Grade 11 and 12 shows zero repetition rates.

## 2.6.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Tharparkar District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 33.69% | 16.17% | 10.58% | 7.15% | 36.53% | 8.72% | 5.27% | 19.95% | 0.50% | 80.54% | 6.50% |
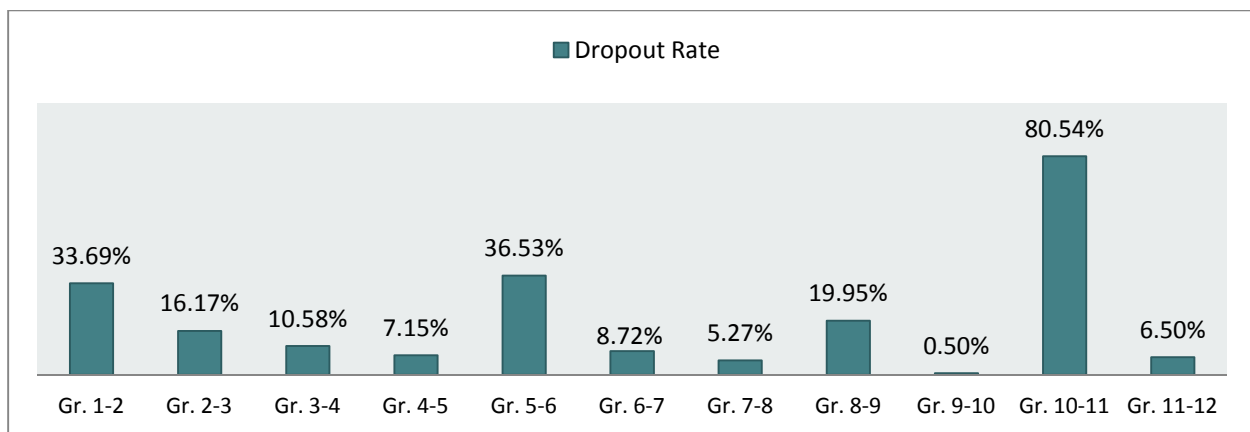


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 5-6 shows second highest dropout rate as compared to other classes. While the lowest rate has been observed in class 9-10 and aggregately secondary level is showing lowest rates of dropout as compared to other levels.

## 2.6.5 Student Class Ratio

STUDENT CLASS RATIO IS USED TO MEASURE THE level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Tharparkar District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 41.70 |
| Middle | 31.81 |
| Secondary | 41.68 |
| Higher Sec. | 42.45 |
| Overall | 40.87 |



The above table and graph illustrates that the highest student class ratio is in higher secondary, secondary and primary level i.e. over 42 students per class. However, middle level has the least ratio as compared to other that is around 32 students per class. If all the levels are aggregated the overall student class ratio is over 41 students per class.

## 2.6.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Tharparkar District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 41.17 |
| Middle | 41.53 |
| Secondary | 30.10 |
| Higher Sec. | 46.22 |
| Overall | 40.45 |
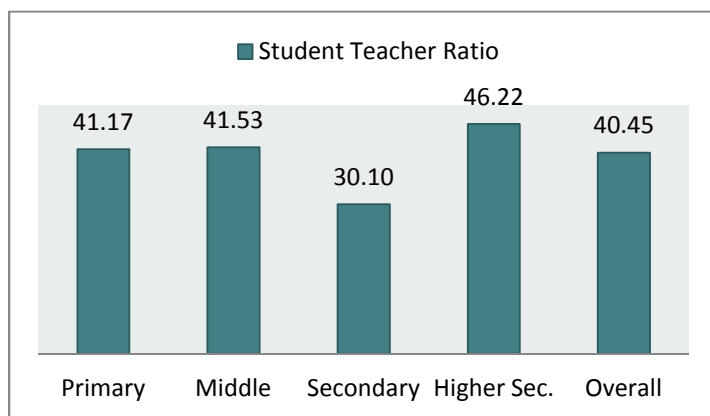


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. over 46 students per teacher. While, middle level has the second highest ratio i.e. around 42 students per teacher. However, secondary level has the least ratio as compared to other that is around 30 students per teacher. If all the levels are aggregated the overall student teacher ratio is around 40 students per teacher.

## 2.7 Sanghar

Following are the glimpse on the figures of Public Sector of Sanghar District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Sanghar is 165,595 while the total female enrollment is 96,743, whereas the total enrolment is 262,338. Out of total 9,092 teachers 7,248 are male and 1,844 are female teachers. This illustrates that one teacher is teaching averagely 29 students.

**Gender Wise Schools**

The total boys' schools of District Sanghar are 780, while the total female schools are 437 and mixed gender schools are 2,128. Thus, the total number of schools is 3,345. This means that averagely every school has teaching staff of around 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 3,153. The total enrollment at primary level is 206,085. Gender wise 128,578 are boys and 77,507 are girls. Total numbers of teachers at primary level, are 7,044 out of which 5,749 are male and 1,295 are female teachers. Thus on an average each primary school has enrolment of 65 students with teaching staff of 2. However the student class ratio is 41 and each school has averagely around 2 class rooms.

2. **Middle (Grade 6-8):**
   There are total 113 middle schools reported. The total enrollment at middle level is 8,411 of which 4,130 are boys' enrollment, whereas, the girls enrollment is 4,281. The total teachers at middle level are 444 out of which 278 are male teachers, while, 166 are female teachers. Thus on an average each middle school has average enrolment of 77 students with teaching staff of 4. However the student class ratio is 20 and each school has averagely around 4 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 62 secondary schools. The total enrollment at secondary level is 29,545 of which 20,860 are boys' enrolment whereas 8,685 are girls' enrollment. The total no. of teachers at secondary level is 1,135 out of which male teachers are 895 and female teachers are 240. Thus on an average each secondary school has average enrolment of 477 students with teaching staff of 18. However the student class ratio is 56 and each school has averagely around 9 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 17 higher secondary schools. The total enrollment at higher secondary level is 18,059 out of which 11,859 are boys' enrollment and 6,200 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 469 out of which all 326 are male teachers and 143 female teachers. Thus on an average each higher secondary school has average enrolment of 1,062 students with teaching staff of 28. However the student class ratio is 86 and each school has averagely around 12 class rooms.

## 2.7.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.60 |
| Middle | 1.01 |
| Secondary | 0.42 |
| Higher Sec. | 0.52 |
| Overall | 0.58 |
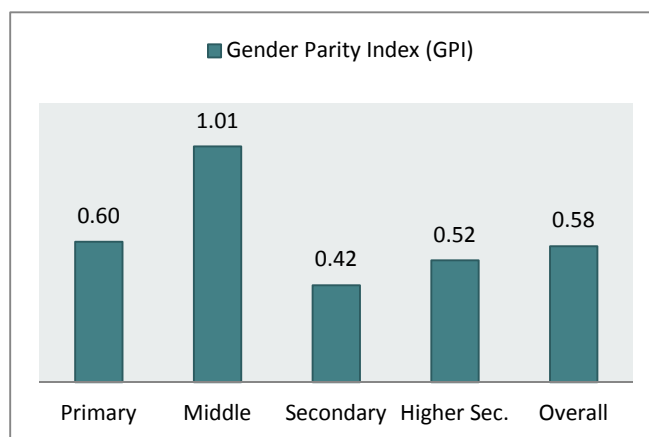


The Above table and graph shows that the Gender Parity Index of enrolment in Sanghar District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level; hence the highest GPI is noted in middle level i.e. 1.01. While, secondary level has the least GPI. However the overall GPI is 0.58 in District Sanghar.

## 2.7.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Sanghar District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 65.39%  | 82.35%  | 86.89%  | 86.78%  | 56.45%  | 98.27%  | 100.68% | 98.61%  | 93.38%   | 28.82%    | 89.06%    |
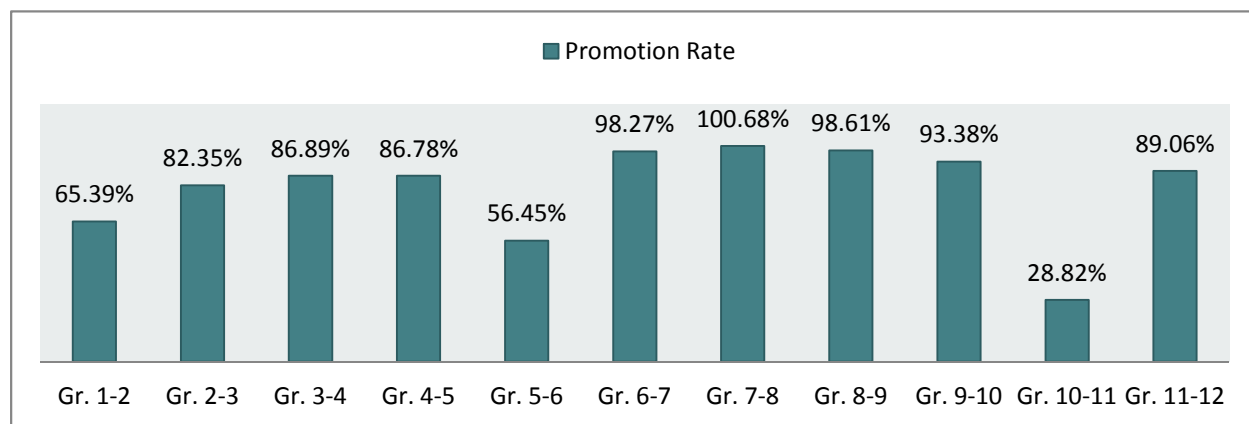


The above table and graph illustrates that the highest promotion rate has been in class 7-8 i.e. 100.68 percent. While, class 10-11 shows the least percentage i.e. 28.82 percent. Whereas aggregately secondary level classes shows higher rates of promotion and higher secondary level shows lower rates of promotion as compared to other levels

## 2.7.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Sanghar District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 0.38% | 0.50% | 0.37% | 0.30% | 0.31% | 0.00% | 0.00% | 0.00% | 0.04% | 0.00% | 0.00% | 0.00% |
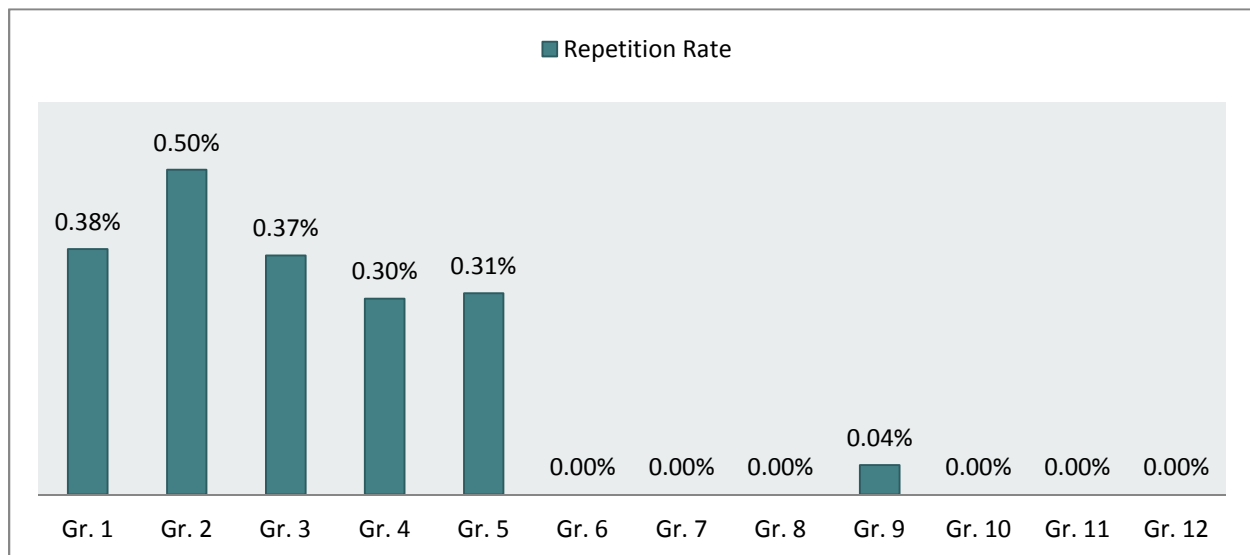


The above table and graph illustrates that the highest repetition rate has been in class 2 where as aggregately primary level classes shows the only repetition except Class 9. While only class 6,7,8,10,11 and 12 shows zero repetition rate.

## 2.7.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Sanghar District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 34.23% | 17.15% | 12.74% | 12.92% | 43.24% | 1.73% | -0.68% | 1.39% | 6.58% | 71.18% | 10.94% |
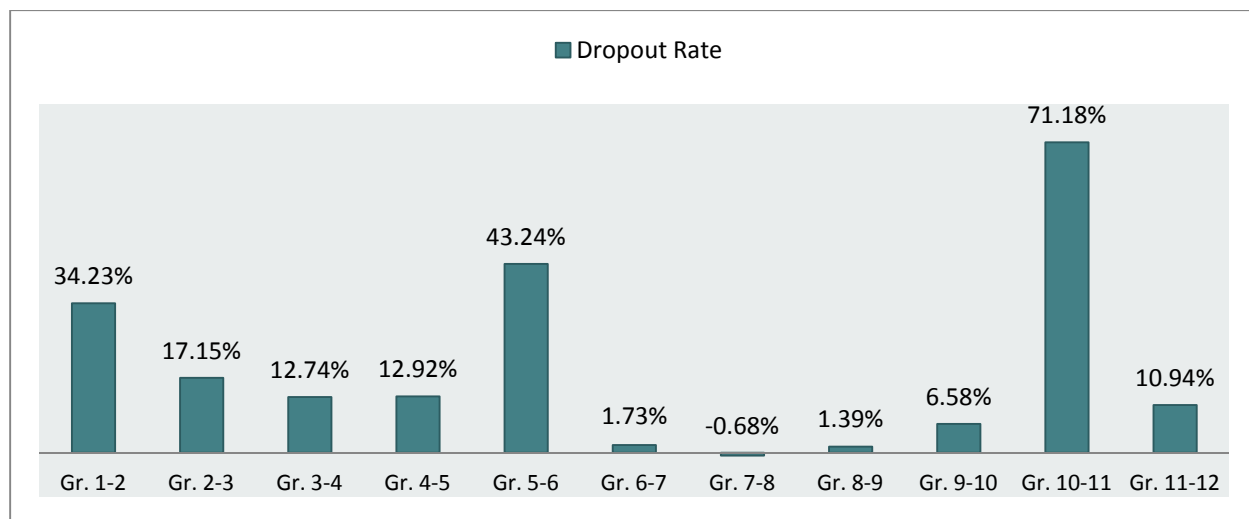


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 7-8 shows least dropout rate i.e. minus 0.68 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.7.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Sanghar District in public sector during 2010-11.

| Student Class Ratio | |
| --- | --- |
| Primary | 40.54 |
| Middle | 20.45 |
| Secondary | 56.06 |
| Higher Sec. | 86.41 |
| Overall | 42.02 |
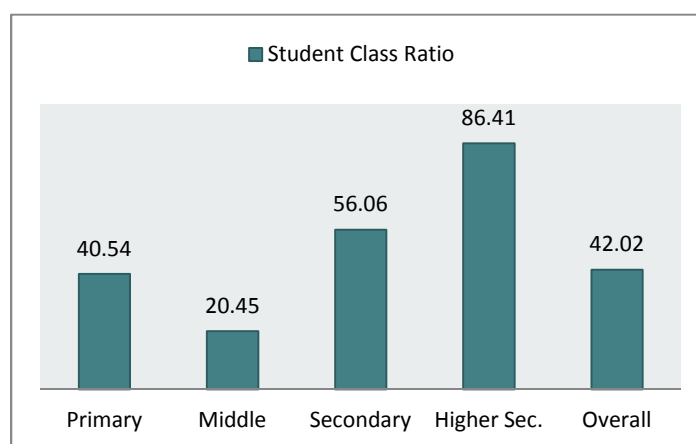


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 86 students per class. While secondary level has the second highest ratio i.e. around 56 students per class. However, middle level has the least ratio as compared to other that is around 20 students per class. If all the levels are aggregated the overall student class ratio is around 42 students per class.

## 2.7.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Sanghar District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| **Primary** | 29.26 |
| **Middle** | 19.48 |
| **Secondary** | 26.03 |
| **Higher Sec.** | 38.51 |
| **Overall** | 28.85 |



The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 39 students per teacher. However, middle level shows the least ratio as compared to other that is about 19 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 29 students per teacher

# 2.8 Karachi

Following are the glimpse on the figures of Public Sector of Karachi District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Karachi is 250,186 while the total female enrollment is 317,711, whereas the total enrolment is 567,897. Out of total 27,037 teachers 8,412 are male and 18,625 are female teachers. This illustrates that one teacher is teaching averagely 21 students.

**Gender Wise Schools**

The total boys' schools of District Karachi are 1,078, while the total female schools are 908 and mixed gender schools are 1,623. Thus, the total number of schools is 3,609. This means that averagely every school has teaching staff of around 7.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 2,530. The total enrollment at primary level is 323,154. Gender wise 154,447 are boys and 168,707 are girls. Total numbers of teachers at primary level, are 14,705 out of which 4,751 are male and 9,954 are female teachers. Thus on an average each primary school has enrolment of 128 students with teaching staff of 6. However the student class ratio is 24 and each school has averagely around 5 class rooms.

2. **Middle (Grade 6-8):**
   There are total 456 middle schools reported. The total enrollment at middle level is 57,971 of which 22,990 are boys' enrollment, whereas, the girls enrollment is 34,981. The total teachers at middle level are 2,961 out of which 852 are male teachers, while, 2,109 are female teachers. Thus on an average each middle school has average enrolment of 127 students with teaching staff of 6. However the student class ratio is 21 and each school has averagely around 6 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 583 secondary schools. The total enrollment at secondary level is 166,598 of which 64,651 are boys' enrollment whereas 101,947 are girls' enrollment. The total no. of teachers at secondary level is 8,428 out of which male teachers are 2,526 and female teachers are 5,902. Thus on an average each secondary school has average enrolment of 286 students with teaching staff of 14. However the student class ratio is 27 and each school has averagely around 10 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 40 higher secondary schools. The total enrollment at higher secondary level is 20,174 out of which 8,098 are boys' enrollment and 12,076 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 943 out of which 283 are male teachers and 660 female teachers. Thus on an average each higher secondary school has average enrolment of 504 students with teaching staff of 24. However the student class ratio is 32 and each school has averagely around 16 class rooms.

## 2.8.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 1.09 |
| Middle | 1.52 |
| Secondary | 1.58 |
| Higher Sec. | 1.49 |
| Overall | 1.27 |
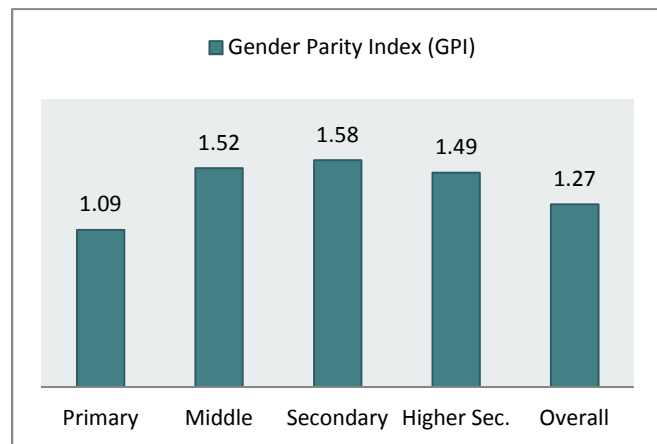


The Above table and graph shows that the Gender Parity Index of enrolment in Karachi District, according to the data reported in 2010-11 in Annual School Census. It is evident that in every level the enrolment of girls is higher than boys, but, the ratio of girls against boys is highest in secondary level, hence the highest GPI is noted in secondary level i.e. 1.58. On the other hand, the primary level has the least GPI as compared to others. Whereas, the overall GPI is 1.27 in District Karachi.

## 2.8.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

 Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Karachi District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 81.04%  | 79.25%  | 79.97%  | 79.12%  | 88.81%  | 83.70%  | 89.12%  | 87.87%  | 87.91%   | 5.49%     | 96.21%    |
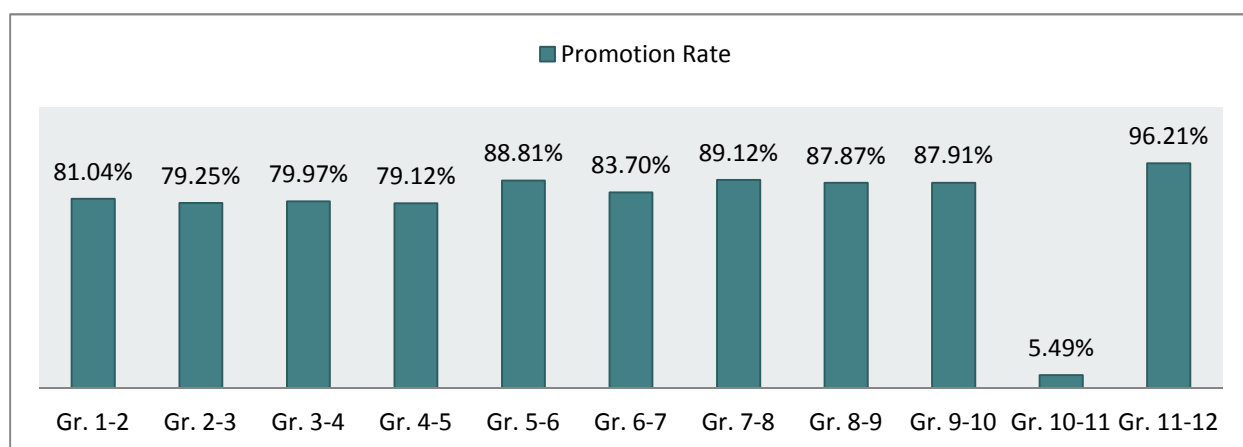


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 96.21 percent. While, class 10-11 shows the least percentage i.e. 5.49 percent. Aggregately, secondary level classes show higher rates of promotion and higher secondary level shows lower rates of promotion as compared to other levels.

## 2.8.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Karachi District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 2.95% | 2.57% | 2.95% | 2.81% | 1.59% | 6.22% | 4.77% | 3.99% | 2.49% | 2.36% | 13.92% | 5.80% |
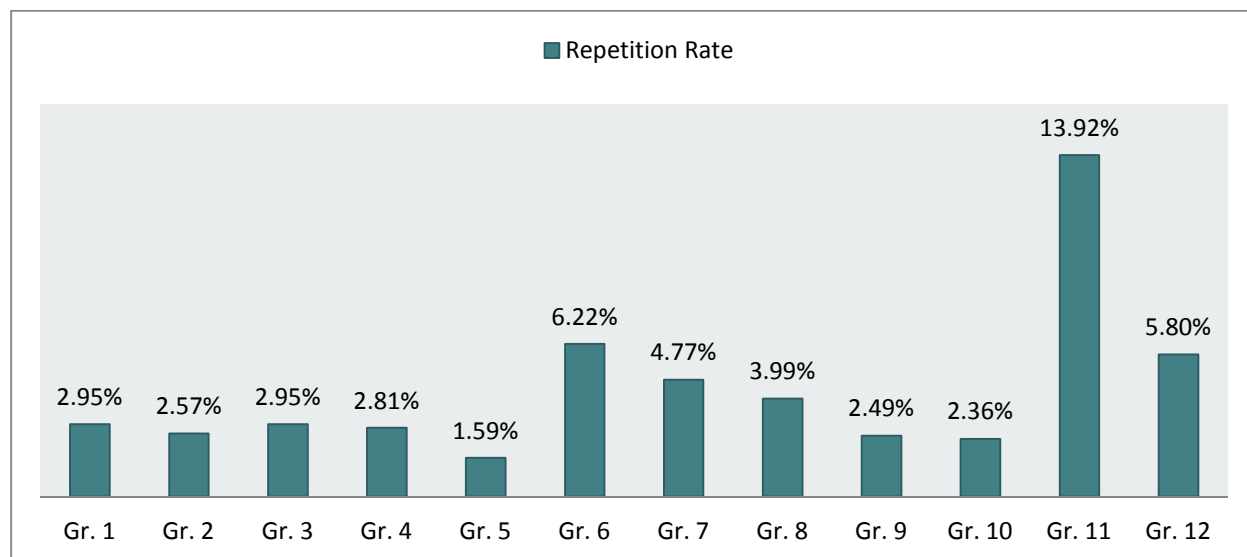


The above table and graph illustrates that the highest repetition rate has been in class 11 where as aggregately higher secondary level classes shows higher repetition rates than others. While only class 5 shows the least repetition rate.

## 2.8.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Karachi District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 16.01% | 18.18% | 17.07% | 18.07% | 9.60% | 10.08% | 6.11% | 8.14% | 9.60% | 92.15% | -10.13% |
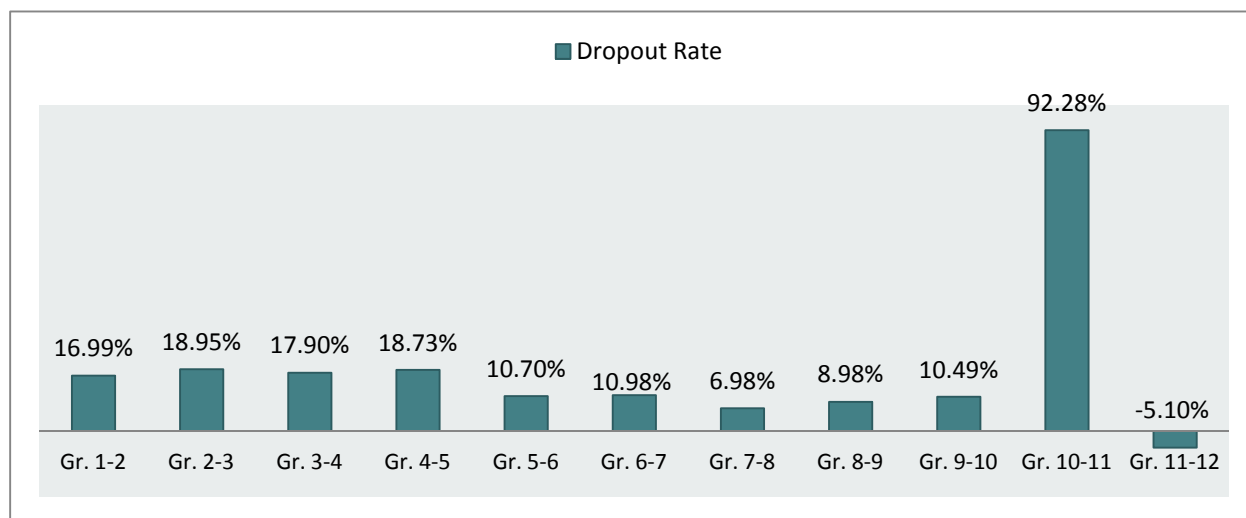


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 5.10 percent. Aggregately middle and secondary level shows the least dropouts as compared to others.

## 2.8.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Karachi District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 24.76 |
| Middle | 20.74 |
| Secondary | 27.40 |
| Higher Sec. | 32.33 |
| Overall | 25.19 |
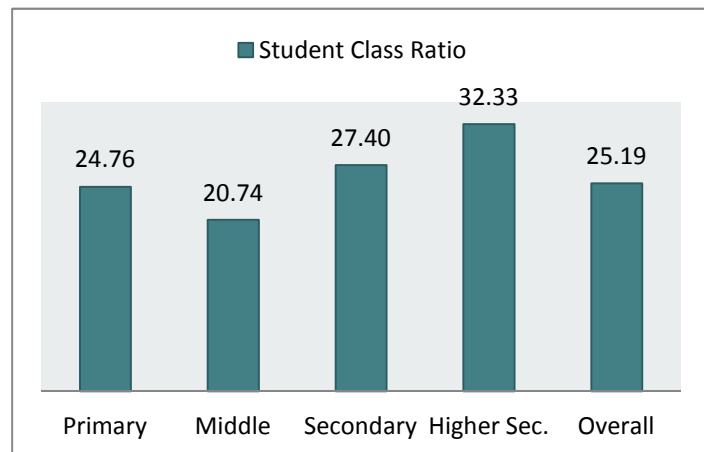


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 32 students per class. While secondary level has the second highest ratio i.e. around 27 students per class. However, middle level has the least ratio as compared to other that is around 21 students per class. If all the levels are aggregated the overall student class ratio is around 25 students per class.

## 2.8.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Karachi District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 21.98 |
| Middle | 19.58 |
| Secondary | 19.77 |
| Higher Sec. | 21.39 |
| Overall | 21.00 |
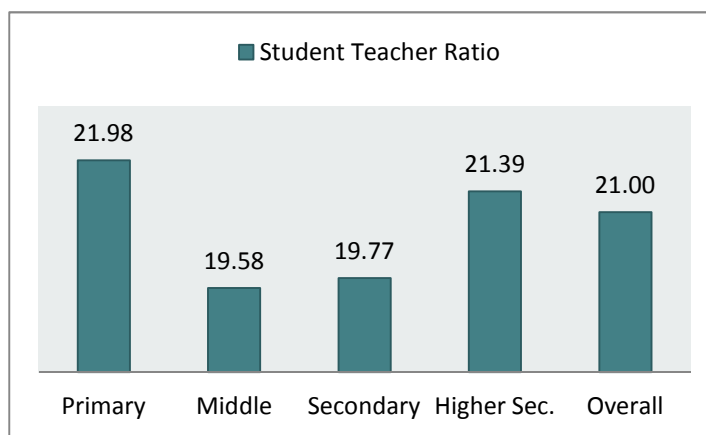


The above table and graph illustrates that the highest student teacher ratio is in primary i.e.22 students per teacher. However, middle and secondary level shows the least ratio as compared to other that is around 20 students per teacher each. If all the levels are aggregated the overall student teacher ratio is over 21 students per teacher.

## 2.9 Jacobabad

Following are the glimpse on the figures of Public Sector of Jacobabad District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Jacobabad is 99,953 while the total female enrollment is 62,855, whereas the total enrolment is 162,808. Out of total 4,774 teachers 3,765 are male and 1,009 are female teachers. This illustrates that one teacher is teaching averagely 34 students.

**Gender Wise Schools**

The total boys' schools of District Jacobabad are 448, while the total female schools are 278 and mixed gender schools are 835. Thus, the total number of schools is 1,561. This means that averagely every school has teaching staff of around 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 1,456. The total enrollment at primary level is 132,758. Gender wise 81,001 are boys and 51,757 are girls. Total numbers of teachers at primary level, are 3,580 out of which 2,851 are male and 729 are female teachers. Thus on an average each primary school has enrolment of 91 students with teaching staff of 2. However the student class ratio is 58 and each school has averagely around 2 class rooms.

2. **Middle (Grade 6-8):**
   There are total 69 middle schools reported. The total enrollment at middle level is 7,210 of which 3,314 are boys' enrollment, whereas, the girls enrollment is 3,896. The total teachers at middle level are 411 out of which 258 are male teachers, while, 153 are female teachers. Thus on an average each middle school has average enrolment of 104 students with teaching staff of 6. However the student class ratio is 30 and each school has averagely around 4 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 27 secondary schools. The total enrollment at secondary level is 12,313 of which 8,896 are boys' enrollment whereas 3,417 are girls' enrollment. The total no. of teachers at secondary level is 513 out of which male teachers are 428 and female teachers are 85. Thus on an average each secondary school has average enrolment of 456 students with teaching staff of 19. However the student class ratio is 59 and each school has averagely around 8 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 9 higher secondary schools. The total enrollment at higher secondary level is 10,527 out of which 6,742 are boys' enrollment and 3,785 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 270 out of which 228 are male teachers and 42 female teachers. Thus on an average each higher secondary school has average enrolment of 1,170 students with teaching staff of 30. However the student class ratio is 77 and each school has averagely around 15 class rooms.

## 2.9.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.64 |
| Middle | 1.18 |
| Secondary | 0.38 |
| Higher Sec. | 0.56 |
| Overall | 0.63 |
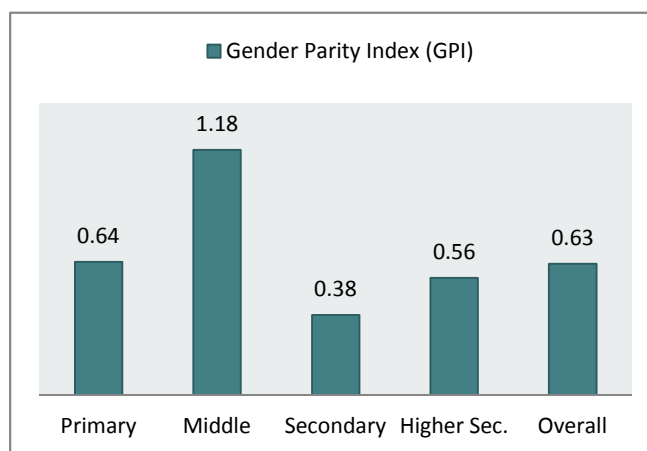


The Above table and graph shows that the Gender Parity Index of enrolment in Jacobabad District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level; hence the highest GPI is noted in middle level i.e. 1.18. While, the primary level shows the least GPI. Thus the overall GPI is 0.63 in District Jacobabad.

## 2.9.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

 Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Jacobabad District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 73.47% | 90.56% | 97.17% | 93.27% | 50.61% | 91.25% | 89.74% | 75.80% | 98.04% | 37.65% | 90.65% |
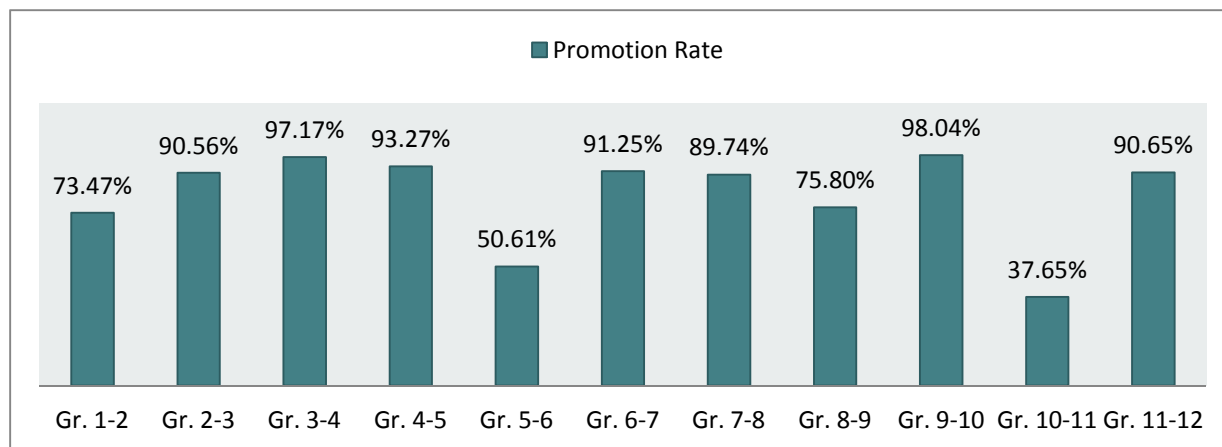


The above table and graph illustrates that the highest promotion rate has been in class 9-10 i.e. 98.04 percent. While, class 10-11 shows the least percentage i.e. 37.65 percent.  Whereas aggregately primary level classes shows higher rates of promotion. While aggregately higher secondary level shows lower rates of promotion as compared to other levels.

## 2.9.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Jacobabad District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 1.85% | 1.26% | 1.33% | 0.99% | 1.05% | 0.49% | 0.57% | 0.65% | 0.62% | 0.31%  | 0.25%  | 0.51%  |
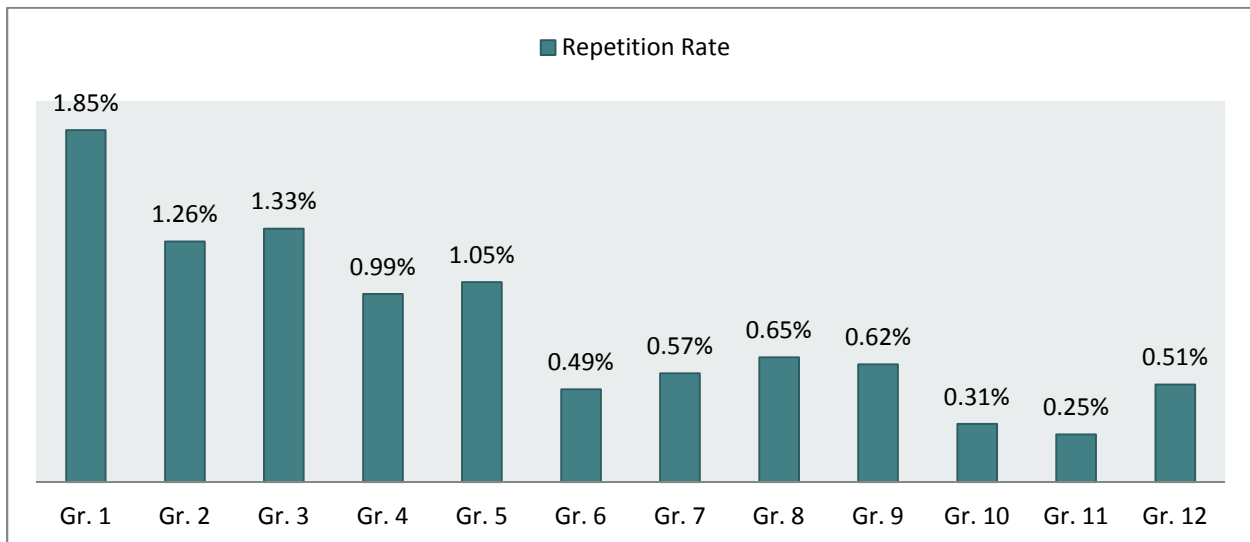


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately primary level classes shows higher repetition rates than others. While only class 11 shows the least repetition rate.

## 2.9.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Jacobabad District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 24.69%  | 8.18%   | 1.50%   | 5.74%   | 48.34%  | 8.27%   | 9.69%   | 23.55%  | 1.35%    | 62.05%    | 9.10%     |
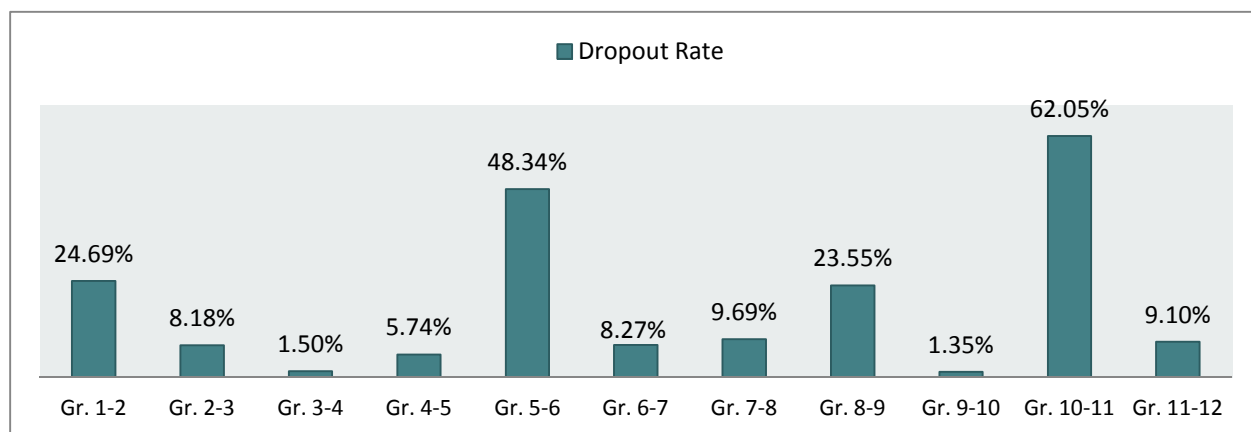


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 9-10 shows least dropout rate i.e. 1.35 percent. Aggregately primary level shows the least dropouts as compared to others.

## 2.9.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Jacobabad District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 58.41 |
| Middle | 29.79 |
| Secondary | 59.20 |
| Higher Sec. | 76.84 |
| Overall | 56.93 |
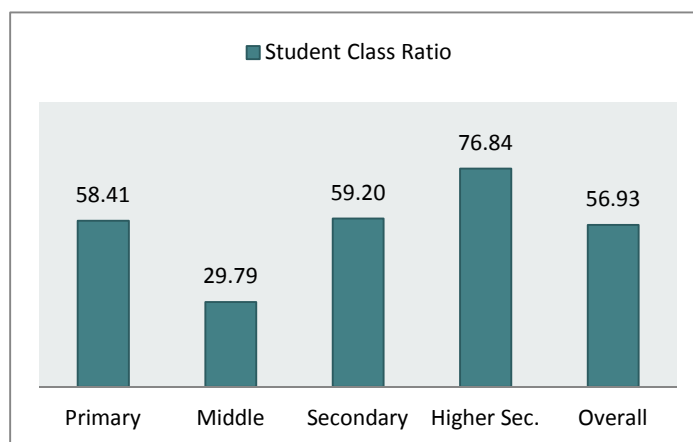


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 77 students per class. While secondary level has the second highest ratio i.e. around 59 students per class. However, middle level has the least ratio as compared to other that is around 30 students per class. If all the levels are aggregated the overall student class ratio is around 57 students per class.

## 2.9.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Jacobabad District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 37.08 |
| Middle | 17.54 |
| Secondary | 24.00 |
| Higher Sec. | 38.99 |
| Overall | 34.10 |
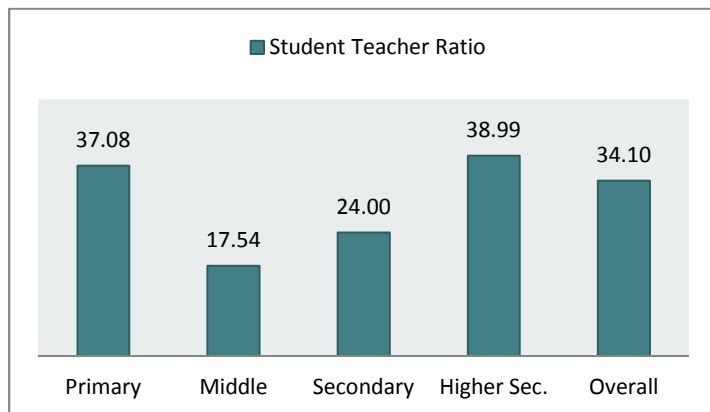


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 39 students per teacher.. However, middle level shows the least ratio as compared to other that is about 18 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 34 students per teacher.

# 2.10 Larkana

Following are the glimpse on the figures of Public Sector of Larkana District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Larkana is 130,928 while the total female enrollment is 94,991, whereas the total enrolment is 225,919. Out of total 6,843 teachers 4,983 are male and 1,860 are female teachers. This illustrates that one teacher is teaching averagely 33 students.

**Gender Wise Schools**

The total boys' schools of District Larkana are 218, while the total female schools are 292 and mixed gender schools are 841. Thus the total number of schools is 1,351. This means that averagely every school has teaching staff of around 5.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 1,223. The total enrollment at primary level is 166,341. Gender wise 94,449 are boys and 71,892 are girls. Total numbers of teachers at primary level, are 4,979 out of which 3,694 are male and 1,285 are female teachers. Thus on an average each primary school has enrolment of 136 students with teaching staff of 3. However the student class ratio is 51 and each school has averagely around 3 class rooms.

2. **Middle (Grade 6-8):**
   There are total 67 middle schools reported. The total enrollment at middle level is 8,120 of which 3,789 are boys' enrollment, whereas, the girls enrollment is 4,331. The total teachers at middle level are 275 out of which 172 are male teachers, while, 103 are female teachers. Thus on an average each middle school has average enrolment of 121 students with teaching staff of 4. However the student class ratio is 30 and each school has averagely around 4 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 51 secondary schools. The total enrollment at secondary level is 31,758 of which 20,986 are boys' enrollment whereas 10,772 are girls' enrollment. The total no. of teachers at secondary level is 1,048 out of which male teachers are 742 and female teachers are 306. Thus on an average each secondary school has average enrolment of 623 students with teaching staff of 21. However the student class ratio is 65 and each school has averagely around 10 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 10 higher secondary schools. The total enrollment at higher secondary level is 19,700 out of which 11,704 are boys' enrollment and 7,996 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 541 out of which 375 are male teachers and 166 are female teachers. Thus on an average each higher secondary school has average enrolment of 1,970 students with teaching staff of 54. However the student class ratio is 73 and each school has averagely around 27 class rooms.

## 2.10.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.76 |
| Middle | 1.14 |
| Secondary | 0.51 |
| Higher Sec. | 0.68 |
| Overall | 0.73 |
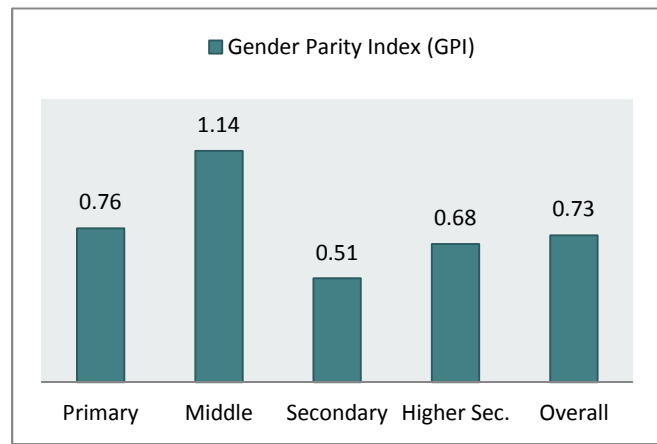


The Above table and graph shows that the Gender Parity Index of enrolment in Larkana District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level i.e. 1.14 percent. Thus the overall GPI is 0.73 in District Larkana.

## 2.10.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Larkana District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 75.40% | 82.72% | 85.33% | 90.53% | 58.21% | 95.90% | 96.66% | 96.44% | 93.70% | 16.44% | 110.86% |
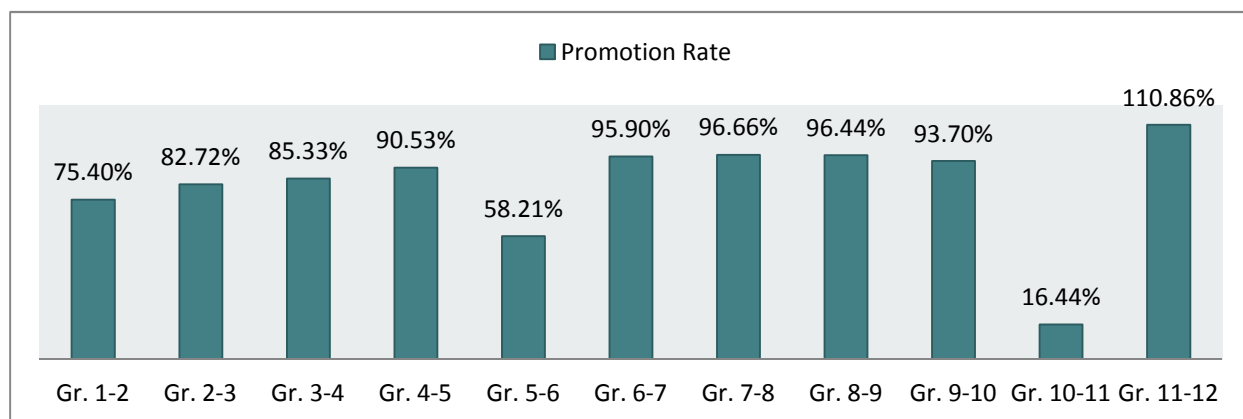


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 110.86 percent. While, class 10-11 shows the least percentage i.e. 16.44 percent. Aggregately secondary level classes shows higher rates of promotion, while, higher secondary level shows lower rates of promotion as compared to other levels.

## 2.10.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Larkana District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 7.63% | 6.51% | 6.65% | 4.85% | 3.23% | 0.58% | 0.60% | 0.56% | 0.16% | 0.06% | 0.00% | 0.00% |
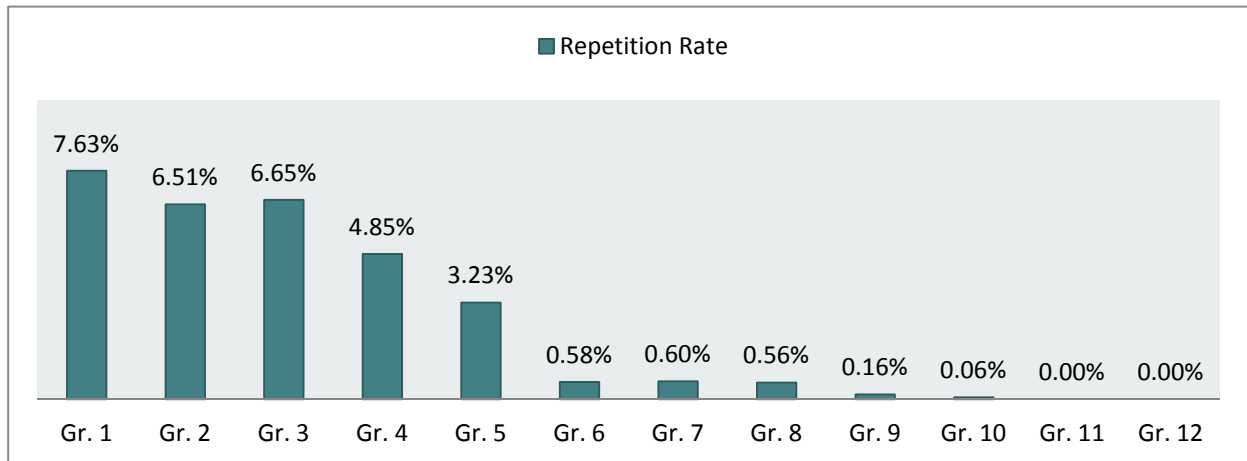


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately higher secondary level classes shows zero repetition. While primary level shows higher repetition rates.

## 2.10.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Larkana District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 16.97% | 10.77% | 8.01% | 4.63% | 38.56% | 3.53% | 2.74% | 3.00% | 6.13% | 83.50% | -10.86% |
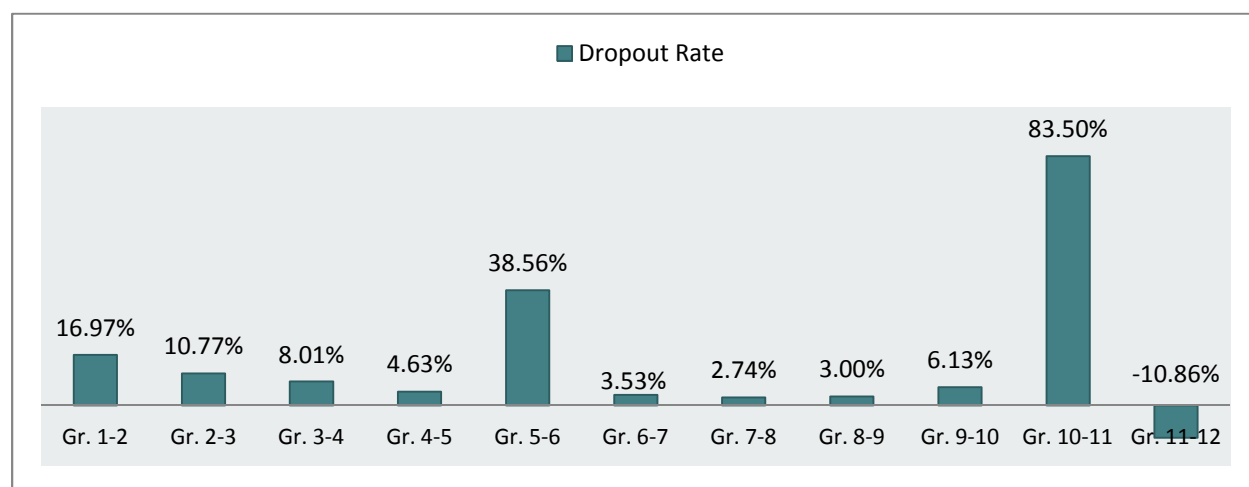


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 10.86 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.10.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Larkana District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 51.04 |
| Middle | 30.19 |
| Secondary | 65.08 |
| Higher Sec. | 72.96 |
| Overall | 52.71 |
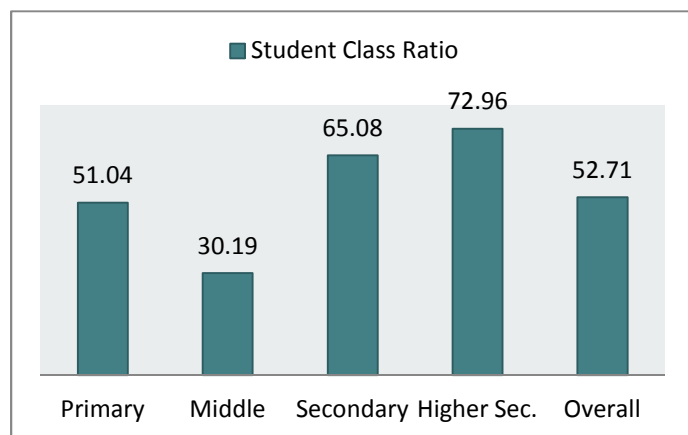


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 73 students per class. While, secondary level has the second highest ratio i.e. around 65 students per class. However, middle level has the least ratio as compared to other that is around 30 students per class. If all levels are aggregated the overall student class ratio is around 53 students per class.

## 2.10.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Larkana District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| **Primary** | 33.41 |
| **Middle** | 29.53 |
| **Secondary** | 30.30 |
| **Higher Sec.** | 36.41 |
| **Overall** | 33.01 |
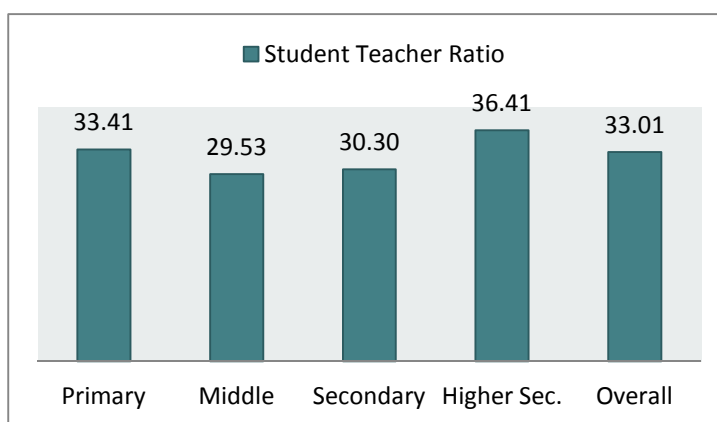


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. over 36 students per teacher. However, middle and secondary level shows the least ratio as compared to other level that is around 30 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 33 students per teacher.

# 2.11 Shikarpur

Following are the glimpse on the figures of Public Sector of Shikarpur District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Shikarpur is 83,775 while the total female enrollment is 46,580, whereas the total enrolment is 130,355. Out of total 4,428 teachers 3,518 are male and 910 are female teachers. This illustrates that one teacher is teaching averagely 29 students.

**Gender Wise Schools**

The total boys' schools of District Shikarpur are 563, while the total female schools are 255 and mixed gender schools are 562. Thus the total number of schools is 1,380. This means that averagely every school has teaching staff of around 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 1,256. The total enrollment at primary level is 96,228. Gender wise 60,578 are boys and 35,650 are girls. Total numbers of teachers at primary level, are 3,096 out of which 2,484 are male and 611 are female teachers. Thus on an average each primary school has enrolment of 77 students with teaching staff of 2. However the student class ratio is 33 and each school has averagely around 2 class rooms.

2. **Middle (Grade 6-8):**
   There are total 68 middle schools reported. The total enrollment at middle level is 3,895 of which 1,484 are boys' enrollment, whereas, the girls enrollment is 3,411. The total teachers at middle level are 223 out of which 127 are male teachers, while, 96 are female teachers. Thus on an average each middle school has average enrolment of 57 students with teaching staff of 3. However the student class ratio is 15 and each school has averagely around 4 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 47 secondary schools. The total enrollment at secondary level is 21,022 of which 14,305 are boys' enrollment whereas 6,717 are girls' enrollment. The total no. of teachers at secondary level is 824 out of which male teachers are 651 and female teachers are 173. Thus on an average each secondary school has average enrolment of 447 students with teaching staff of 18. However the student class ratio is 52 and each school has averagely around 9 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 9 higher secondary schools. The total enrollment at higher secondary level is 9,210 out of which 7,408 are boys' enrollment and 1,802 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 285 out of which 255 are male teachers and 30 are female teachers. Thus on an average each higher secondary school has average enrolment of 1,023 students with teaching staff of 32. However the student class ratio is 71 and each school has averagely around 14 class rooms.

## 2.11.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.59 |
| Middle | 1.62 |
| Secondary | 0.47 |
| Higher Sec. | 0.24 |
| Overall | 0.56 |
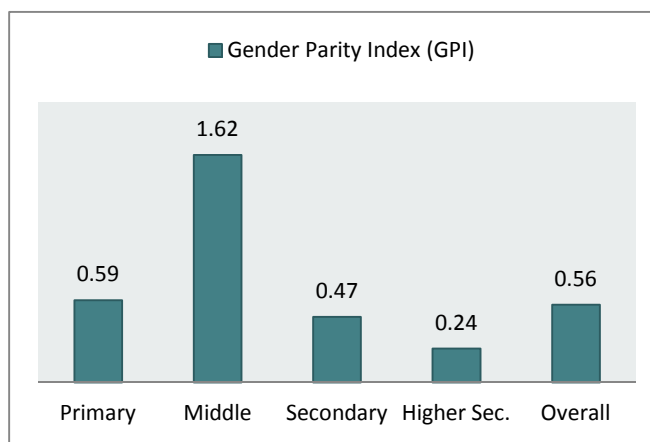


The Above table and graph shows that the Gender Parity Index of enrolment in Shikarpur District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level i.e. 1.62 percent. Thus the overall GPI is 0.56 in District Shikarpur.

## 2.11.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Shikarpur District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 71.96% | 86.49% | 88.81% | 90.23% | 54.64% | 95.86% | 103.62% | 94.08% | 91.93% | 36.03% | 110.25% |
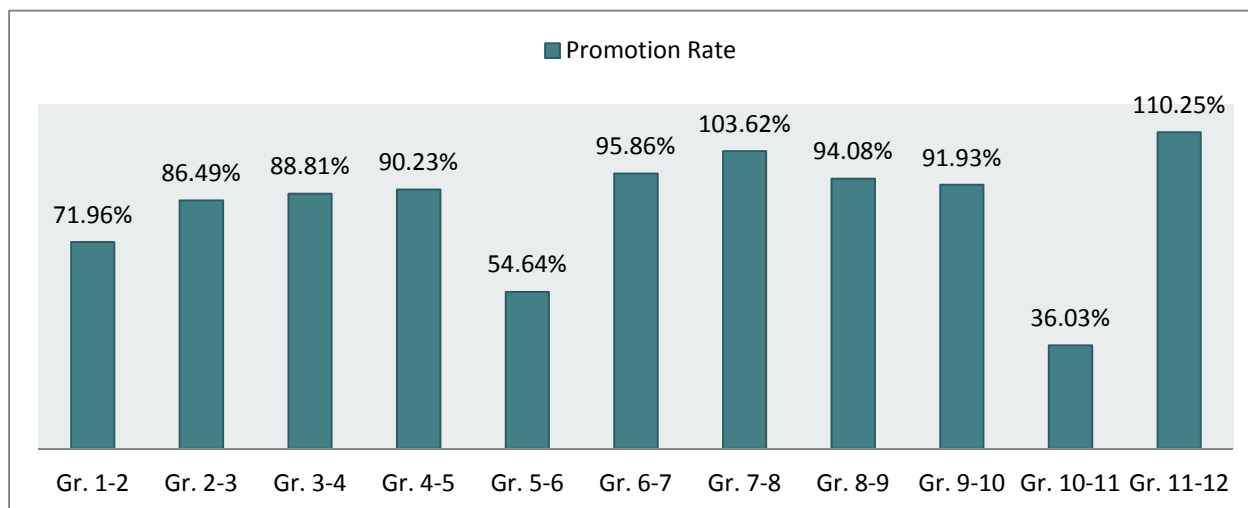


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 110.25 percent. While, class 10-11 shows the least percentage i.e. 36.03 percent. Aggregately secondary level classes shows higher rates of promotion, while, higher secondary level shows lower rates of promotion as compared to other levels.

## 2.11.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Shikarpur District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 0.53% | 0.36% | 0.22% | 0.18% | 0.26% | 0.04% | 0.05% | 0.05% | 0.14% | 0.31% | 0.00% | 0.00% |
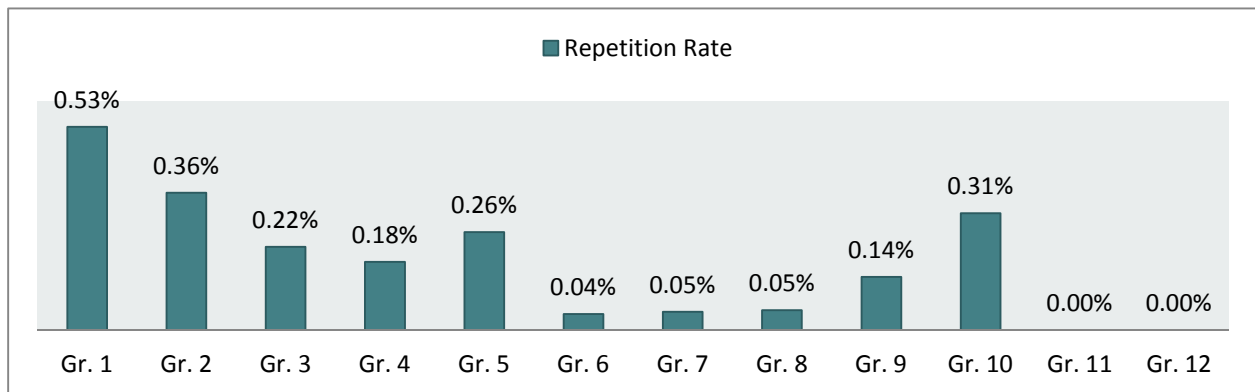


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately higher secondary level classes shows zero repetition. While, primary level shows higher repetition rates.

## 2.11.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Shikarpur District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 27.51% | 13.15% | 10.97% | 9.59% | 45.11% | 4.10% | -3.67% | 5.87% | 7.94% | 63.67% | -10.25% |
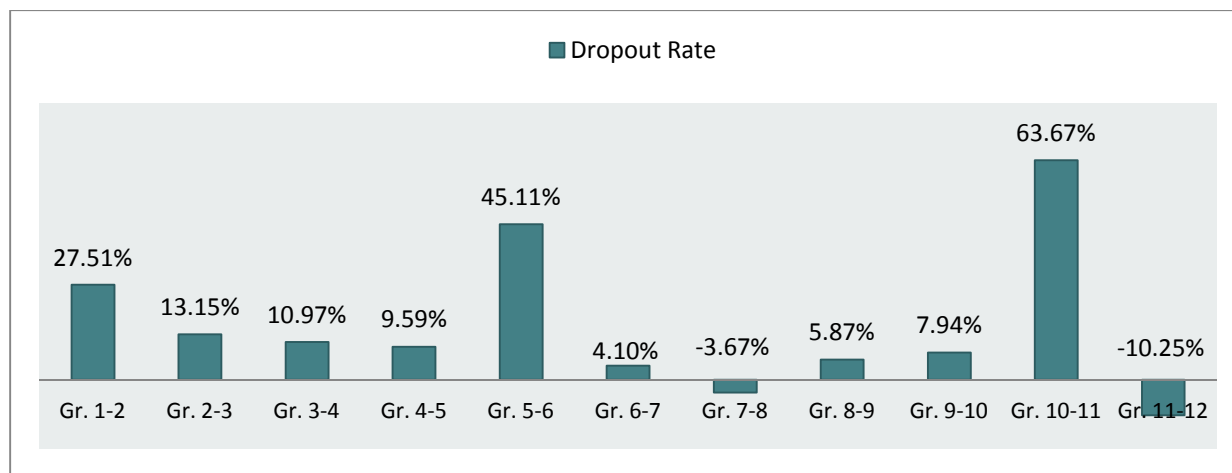


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 10.25 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.11.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Shikarpur District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 32.82 |
| Middle | 14.75 |
| Secondary | 52.29 |
| Higher Sec. | 71.40 |
| Overall | 34.98 |
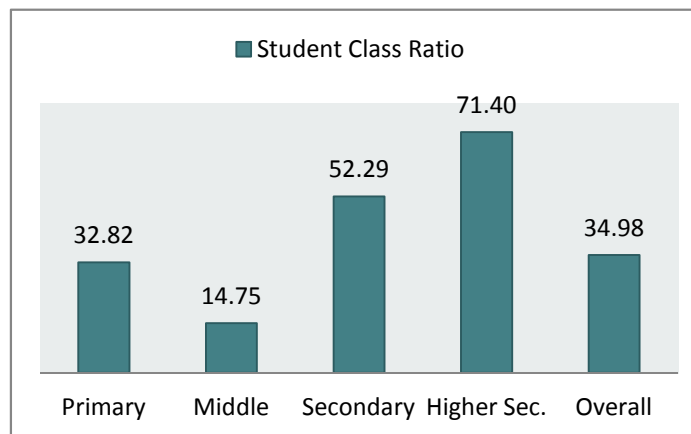


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 71 students per class. While, secondary level has the second highest ratio i.e. around 52 students per class. However, middle level has the least ratio as compared to other that is around 15 students per class. If all levels are aggregated the overall student class ratio is around 35 students per class.

## 2.11.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Shikarpur District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 31.08 |
| Middle | 17.47 |
| Secondary | 25.51 |
| Higher Sec. | 32.32 |
| Overall | 29.44 |
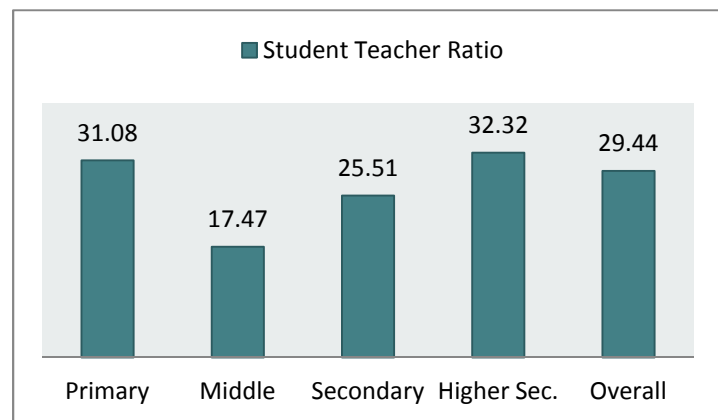


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 32 students per teacher. However, middle level shows the least ratio as compared to other that is about 17 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 29 students per teacher.

# 2.12 Khairpur

Following are the glimpse on the figures of Public Sector of Khairpur District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Khairpur is 201,408 while the total female enrollment is 130,476, whereas the total enrolment is 331,884. Out of total 9,325 teachers 7,232 are male and 2,093 are female teachers. This illustrates that one teacher is teaching averagely 36 students.

**Gender Wise Schools**

The total boys' schools of District Khairpur are 1,424, while the total female schools are 617 and mixed gender schools are 1,638. Thus the total number of schools is 3,679. This means that averagely every school has teaching staff of around 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 3,370. The total enrollment at primary level is 247,646. Gender wise 201,408 are boys and 130,476 are girls. Total numbers of teachers at primary level, are 6,201 out of which 4,740 are male and 1,461 are female teachers. Thus on an average each primary school has enrolment of 73 students with teaching staff of 2. However the student class ratio is 40 and each school has averagely around 2 class rooms.

2. **Middle (Grade 6-8):**
   There are total 195 middle schools reported. The total enrollment at middle level is 21,009 of which 11,725 are boys' enrollment, whereas, the girls enrollment is 9,284. The total teachers at middle level are 766 out of which 582 are male teachers, while, 184 are female teachers. Thus on an average each middle school has average enrolment of 108 students with teaching staff of 4. However the student class ratio is 31 and each school has averagely around 4 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 97 secondary schools. The total enrollment at secondary level is 44,987 of which 30,229 are boys' enrollment whereas 14,758 are girls' enrollment. The total no. of teachers at secondary level is 1,763 out of which male teachers are 1,409 and female teachers are 354. Thus on an average each secondary school has average enrolment of 464 students with teaching staff of 18. However the student class ratio is 48 and each school has averagely around 10 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 17 higher secondary schools. The total enrollment at higher secondary level is 18,242 out of which 13,861 are boys' enrollment and 4,381 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 595 out of which 501 are male teachers and 94 are female teachers. Thus on an average each higher secondary school has average enrolment of 1,073 students with teaching staff of 35. However the student class ratio is 75 and each school has averagely around 14 class rooms.

## 2.12.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.70 |
| Middle | 0.79 |
| Secondary | 0.49 |
| Higher Sec. | 0.32 |
| Overall | 0.65 |
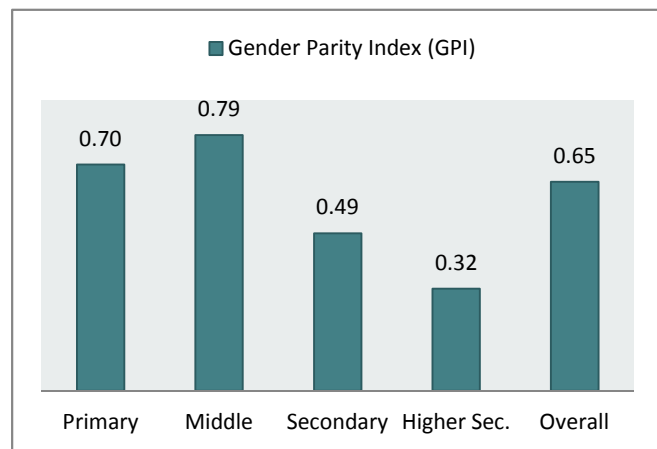
The Above table and graph shows that the Gender Parity Index of enrolment in Khairpur District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level i.e. 0.79. Thus the overall GPI is 0.65 in District Khairpur.

## 2.12.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Khairpur District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 90.18% | 86.80% | 86.81% | 84.31% | 67.80% | 98.36% | 101.38% | 89.16% | 90.95% | 22.48% | 129.91% |
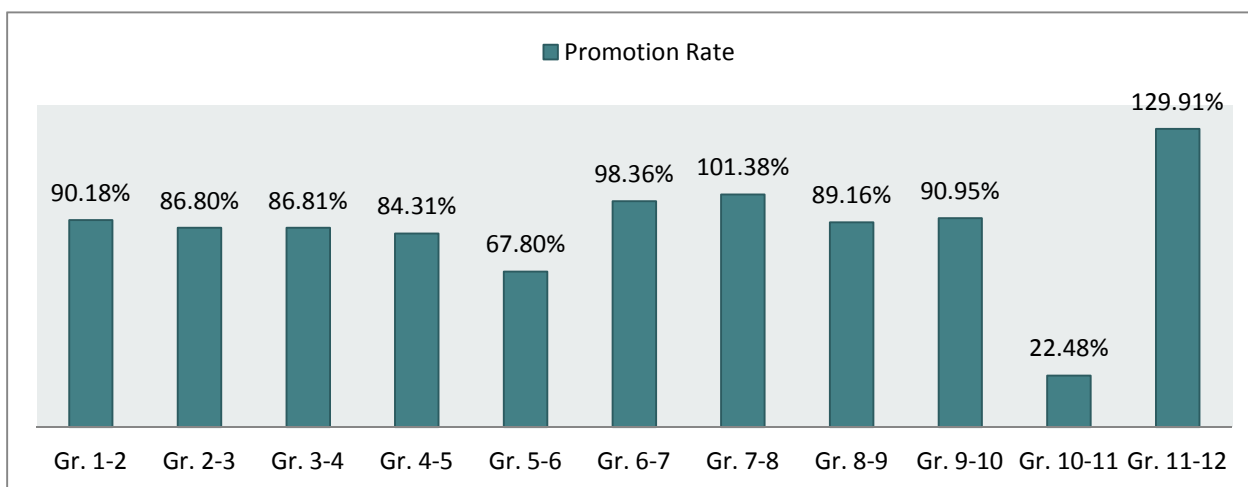


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 129.91 percent. While, class 10-11 shows the least percentage i.e. 22.48 percent. Aggregately middle level classes shows higher rates of promotion, while, higher secondary level shows lower rates of promotion as compared to other levels.

## 2.12.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Khairpur District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 2.41% | 2.20% | 1.60% | 1.08% | 0.67% | 0.16% | 0.28% | 0.19% | 0.00% | 0.00%  | 0.00%  | 0.00%  |
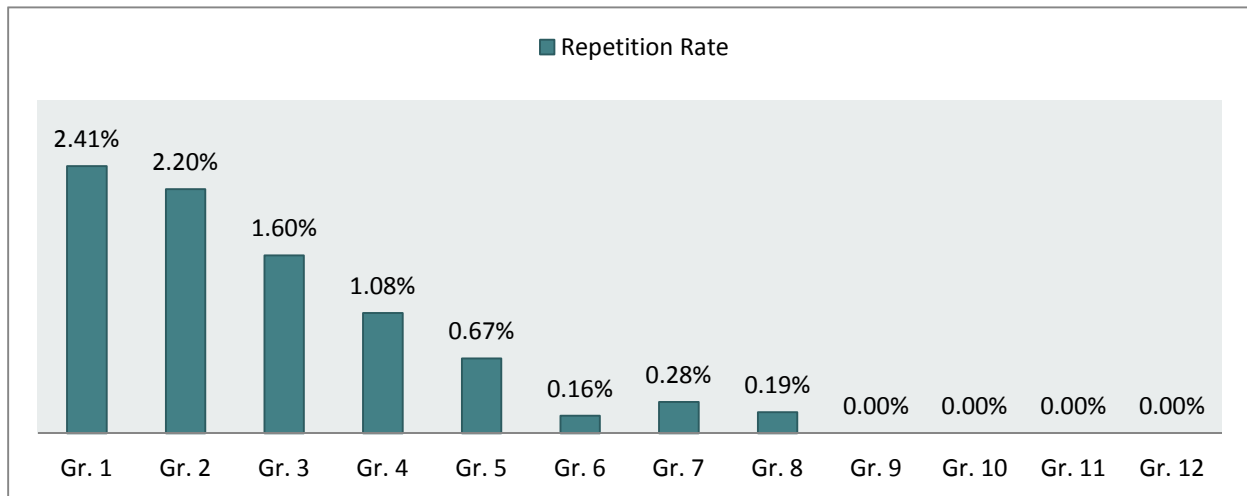


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately secondary and higher secondary level classes shows zero repetition. While, primary level shows higher repetition rates.

## 2.12.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Khairpur District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 7.41% | 11.00% | 11.59% | 14.61% | 31.53% | 1.48% | -1.66% | 10.65% | 9.05% | 77.52% | -29.91% |
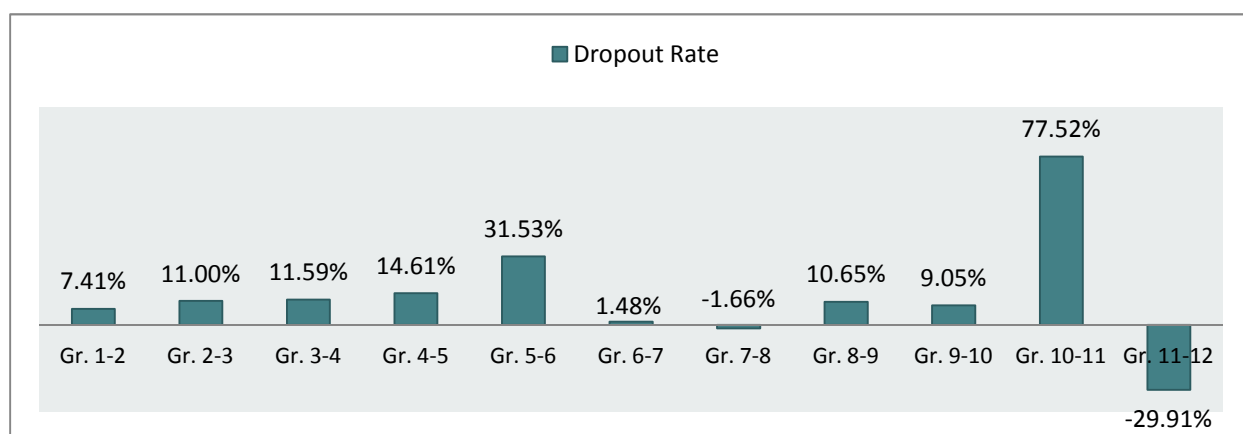


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 29.91 percent. Aggregately middle level shows the least dropouts as compared to others.

## 2.12.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Khairpur District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 40.28 |
| Middle | 30.54 |
| Secondary | 47.91 |
| Higher Sec. | 76.33 |
| Overall | 41.41 |



The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 76 students per class. While, secondary level has the second highest ratio i.e. around 48 students per class. However, middle level has the least ratio as compared to other that is around 31 students per class. If all levels are aggregated the overall student class ratio is around 41 students per class.

## 2.12.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Khairpur District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 39.94 |
| Middle | 27.43 |
| Secondary | 25.52 |
| Higher Sec. | 30.66 |
| Overall | 35.59 |
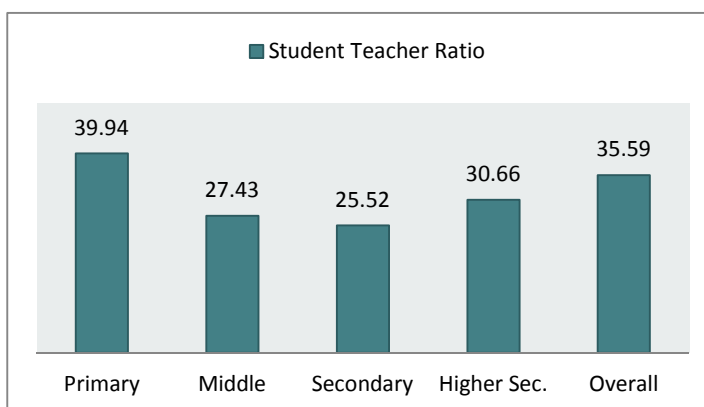


The above table and graph illustrates that the highest student teacher ratio is in primary level i.e. around 40 students per teacher. However, secondary level shows the least ratio as compared to other that is about 26 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 36 students per teacher.

## 2.13 Naushero Feroze

Following are the glimpse on the figures of Public Sector of Naushero Feroz District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Naushero Feroz is 152,334 while the total female enrollment is 103,639, whereas the total enrolment is 255,973. Out of total 6,734 teachers 5,208 are male and 1,526 are female teachers. This illustrates that one teacher is teaching averagely 38 students.

**Gender Wise Schools**

The total boys' schools of District Naushero Feroz are 734, while the total female schools are 401 and mixed gender schools are 1,341. Thus, the total number of schools is 2,476. This means that averagely every school has teaching staff of around 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**
    Total numbers of primary level schools that are reported are 2,222. The total enrollment at primary level is 184,797. Gender wise 107,361 are boys and 77,436 are girls. Total numbers of teachers at primary level, are 4,796 out of which 3,760 are male and 1,036 are female teachers. Thus on an average each primary school has enrolment of 83 students with teaching staff of 2. However the student class ratio is 43 and each school has averagely around 2 class rooms.

2.  **Middle (Grade 6-8):**
    There are total 189 middle schools reported. The total enrollment at middle level is 22,696 of which 11,980 are boys' enrollment, whereas, the girls enrollment is 10,716. The total teachers at middle level are 693 out of which 447 are male teachers, while, 246 are female teachers. Thus on an average each middle school has average enrolment of 120 students with teaching staff of 4. However the student class ratio is 38 and each school has averagely around 3 class rooms.

3.  **Secondary(Grade 9-10):**
    There are total 48 secondary schools. The total enrollment at secondary level is 28,422 of which 20,937 are boys' enrollment whereas 7,485 are girls' enrollment. The total no. of teachers at secondary level is 851 out of which male teachers are 708 and female teachers are 143. Thus on an average each secondary school has average enrolment of 592 students with teaching staff of 18. However the student class ratio is 65 and each school has averagely around 9 class rooms.

4.  **Higher Secondary (Grade 11-12 Excluding Colleges):**
    There are total 17 higher secondary schools. The total enrollment at higher secondary level is 20,058 out of which 12,056 are boys' enrollment and 8,002 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 394 out of which 293 are male teachers and 101 female teachers. Thus on an average each higher secondary school has average enrolment of 1,180 students with teaching staff of 23. However the student class ratio is 81 and each school has averagely around 15 class rooms.

## 2.13.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.72 |
| Middle | 0.89 |
| Secondary | 0.36 |
| Higher Sec. | 0.66 |
| Overall | 0.68 |
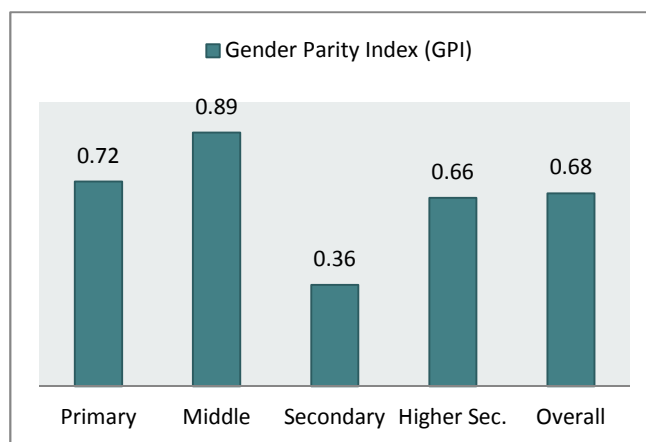


The Above table and graph shows that the Gender Parity Index of enrolment in Naushero Feroz District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level, hence the highest GPI is noted in middle level i.e. 0.89.  While, the secondary level has the least GPI.. Whereas the overall GPI is 0.68 in District Naushero Feroz.

## 2.13.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Naushero Feroz District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 76.73%  | 86.03%  | 89.24%  | 84.52%  | 55.63%  | 97.35%  | 97.89%  | 89.95%  | 94.79%   | 23.90%    | 111.13%   |
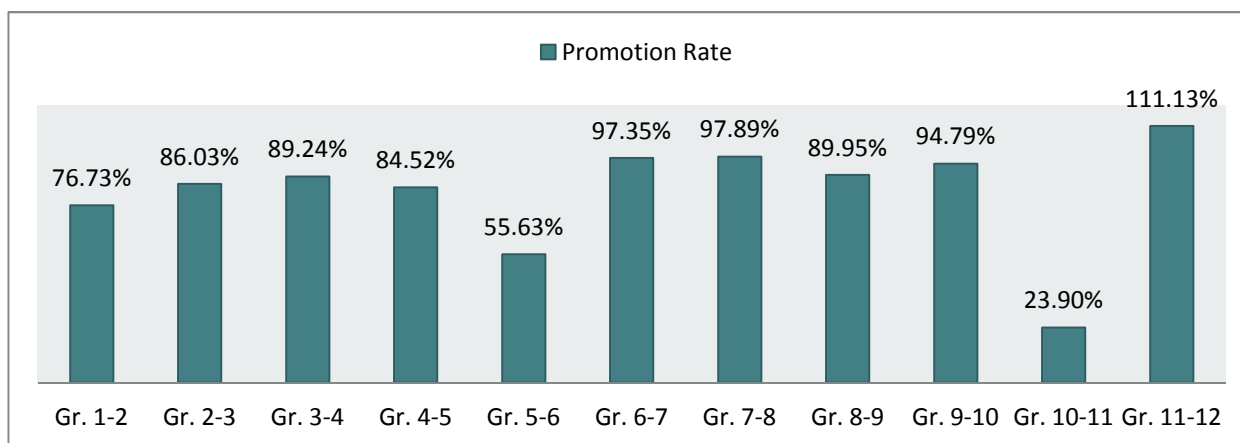


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 111.13 percent. While, class 10-11 shows the least percentage i.e. 23.90 percent. Whereas aggregately secondary level classes shows higher rates of promotion and higher secondary level shows lower rates of promotion as compared to other levels.

## 2.13.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Naushero Feroz District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.30% | 1.62% | 1.37% | 1.02% | 0.69% | 0.08% | 0.03% | 0.09% | 0.18% | 0.00% | 0.00% | 0.00% |
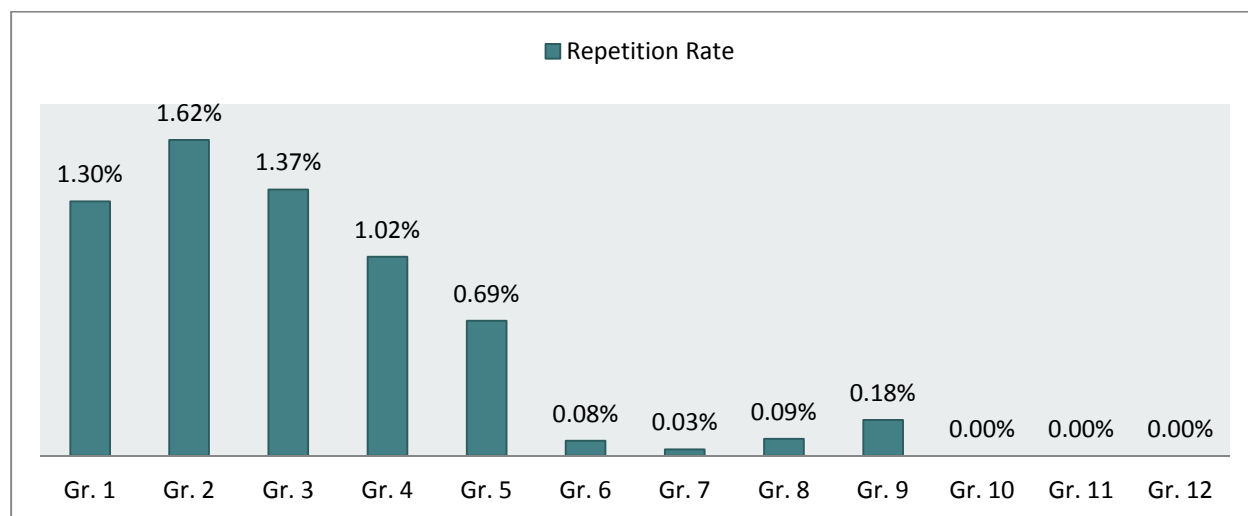


The above table and graph illustrates that the highest repetition rate has been in class 2 where as aggregately primary level classes shows higher repetition rates than others. While only class 10, 11 and 12 shows zero repetition rate.

## 2.13.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Naushero Feroz District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 21.97% | 12.35% | 9.40% | 14.46% | 43.68% | 2.57% | 2.07% | 9.96% | 5.03% | 76.10% | -11.13% |
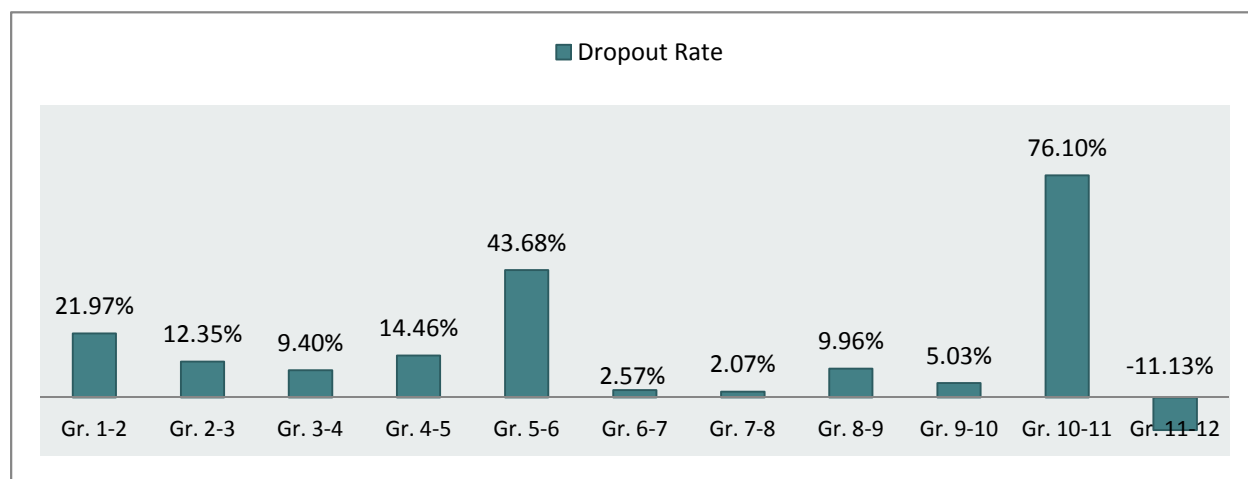


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 11.13 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.13.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Naushero Feroz District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 42.97 |
| Middle | 37.64 |
| Secondary | 64.89 |
| Higher Sec. | 80.88 |
| Overall | 45.79 |
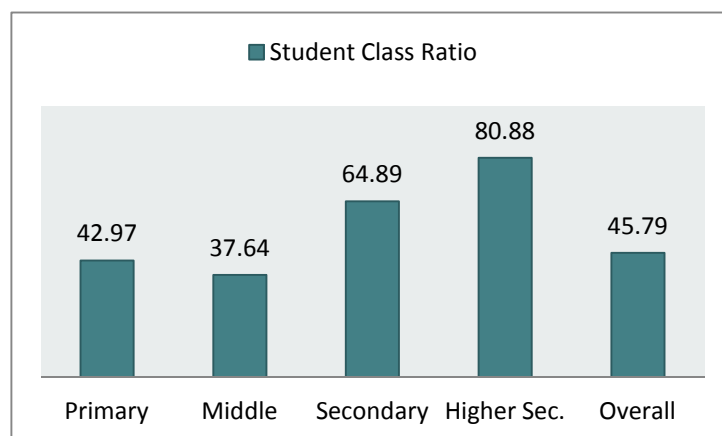


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 81 students per class. While secondary level has the second highest ratio i.e. around 65 students per class. However, middle level has the least ratio as compared to other that is around 38 students per class. If all the levels are aggregated the overall student class ratio is around 46 students per class.

## 2.13.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Naushero Feroz District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 38.53 |
| Middle | 32.75 |
| Secondary | 33.40 |
| Higher Sec. | 50.91 |
| Overall | 38.01 |
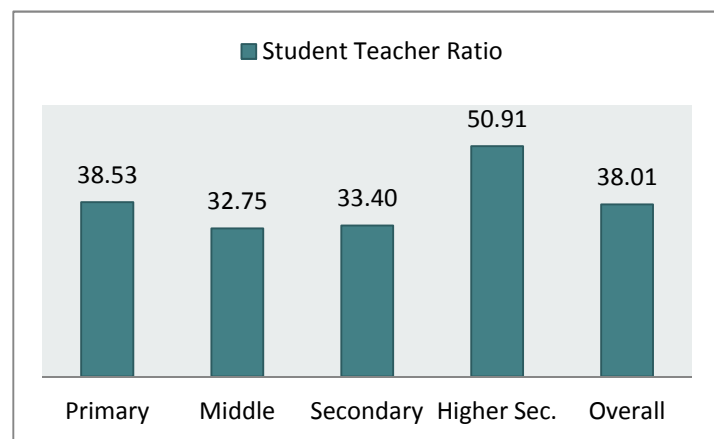


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 51 students per teacher. However, middle and secondary level shows the least ratio as compared to other that is about 33 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 38 students per teacher.

# 2.14 Shaheed Banzirabad

Following are the glimpse on the figures of Public Sector of Shaheed Benazirabad District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Shaheed Benazirabad is 129,459 while the total female enrollment is 77,245, whereas the total enrolment is 206,704. Out of total 6,174 teachers 4,859 are male and 1,315 are female teachers. This illustrates that one teacher is teaching averagely 33 students.

**Gender Wise Schools**

The total boys' schools of District Shaheed Benazirabad are 482, while the total female schools are 475 and mixed gender schools are 1,779. Thus the total number of schools is 2,736. This means that averagely every school has teaching staff of around 2.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 2,546. The total enrollment at primary level is 160,193. Gender wise 99,808 are boys and 60,385 are girls. Total numbers of teachers at primary level, are 4,914 out of which 3,897 are male and 1,017 are female teachers. Thus on an average each primary school has enrolment of 63 students with teaching staff of 2. However the student class ratio is 37 and each school has averagely around 2 class rooms.

2. **Middle (Grade 6-8):**
   There are total 121 middle schools reported. The total enrollment at middle level is 10,257 of which 5,724 are boys' enrollment, whereas, the girls enrollment is 4,533. The total teachers at middle level are 382 out of which 253are male teachers, while, 129 are female teachers. Thus on an average each middle school has average enrolment of 84 students with teaching staff of 3. However the student class ratio is 26 and each school has averagely around 3 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 59 secondary schools. The total enrollment at secondary level is 24,765 of which 16,801 are boys' enrollment whereas 7,954 are girls' enrollment. The total no. of teachers at secondary level is 671 out of which male teachers are 549 and female teachers are 122. Thus on an average each secondary school has average enrolment of 420 students with teaching staff of 11. However the student class ratio is 45 and each school has averagely around 9 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 10 higher secondary schools. The total enrollment at higher secondary level is 11,599 out of which 7,126 are boys' enrollment and 4,473 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 207 out of which all 160 are male teachers and 47 female teachers. Thus on an average each higher secondary school has average enrolment of 1,160 students with teaching staff of 21. However the student class ratio is 78 and each school has averagely around 14 class rooms.

## 2.14.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
| --- | --- |
| Primary | 0.61 |
| Middle | 0.79 |
| Secondary | 0.47 |
| Higher Sec. | 0.63 |
| Overall | 0.60 |

Gender Parity Index (GPI)

| Primary | Middle | Secondary | Higher Sec. | Overall |
| --- | --- | --- | --- | --- |
| 0.61 | 0.79 | 0.47 | 0.63 | 0.60 |
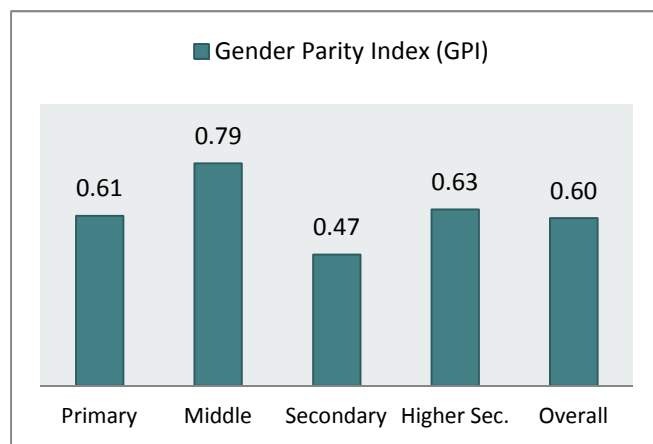
The Above table and graph shows that the Gender Parity Index of enrolment in Shaheed Benazirabad District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level; hence the highest GPI is noted in middle level i.e. 0.79. While, secondary level has the least GPI. However the overall GPI is 0.60 in District Shaheed Benazirabad.

## 2.14.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Shaheed Benazirabad District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 90.02% | 85.93% | 89.80% | 85.71% | 58.09% | 80.22% | 78.16% | 81.24% | 81.06% | 21.12% | 86.25% |
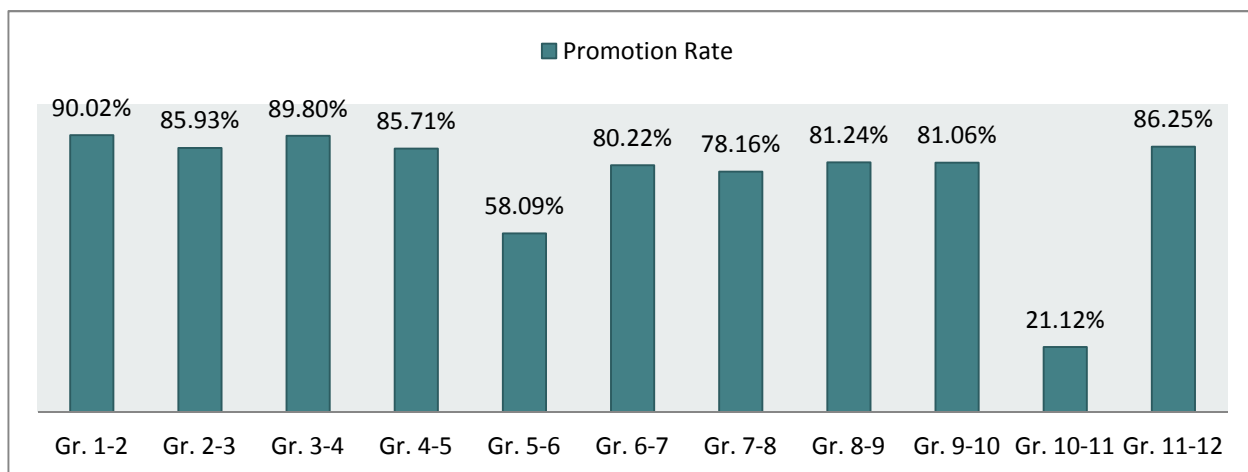


The above table and graph illustrates that the highest promotion rate has been in class 1-2 i.e. 90 percent. While, class 10-11 shows the least percentage i.e. 21.12 percent. However aggregately secondary level classes shows higher rates of promotion. While aggregately higher secondary level shows lower rates of promotion as compared to other levels.

## 2.14.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Shaheed Benazirabad District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0.60% | 0.56% | 0.22% | 0.27% | 0.17% | 3.98% | 4.05% | 3.51% | 1.55% | 2.58% | 0.00% | 0.00% |
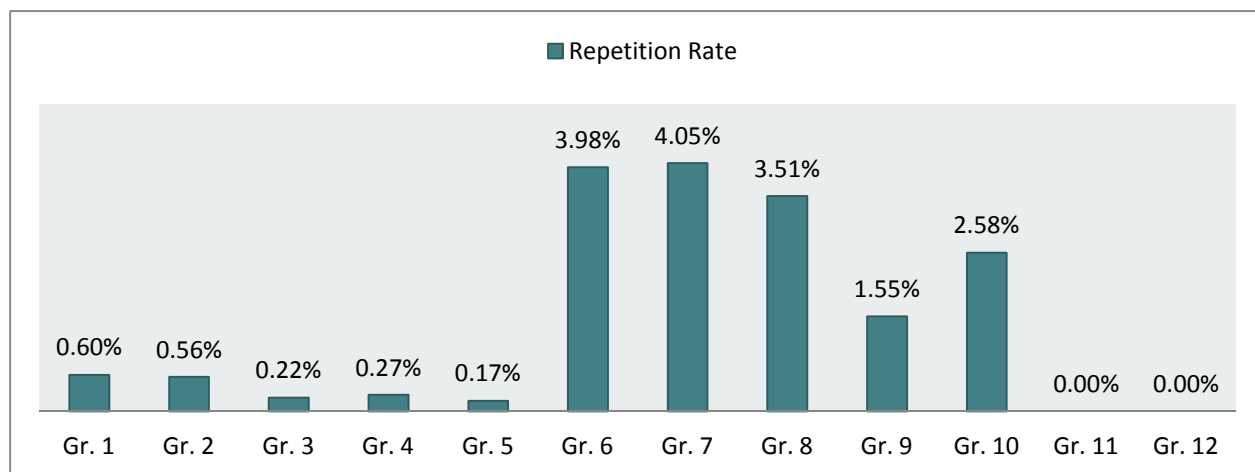


The above table and graph illustrates that the highest repetition rate has been in class 7 where as aggregately middle level classes shows the higher repetition. While only class 11 and 12 shows zero repetition rate.

## 2.14.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Shaheed Benazirabad District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 9.39% | 13.51% | 9.98% | 14.02% | 41.74% | 15.80% | 17.79% | 15.25% | 17.39% | 76.30% | 13.75% |
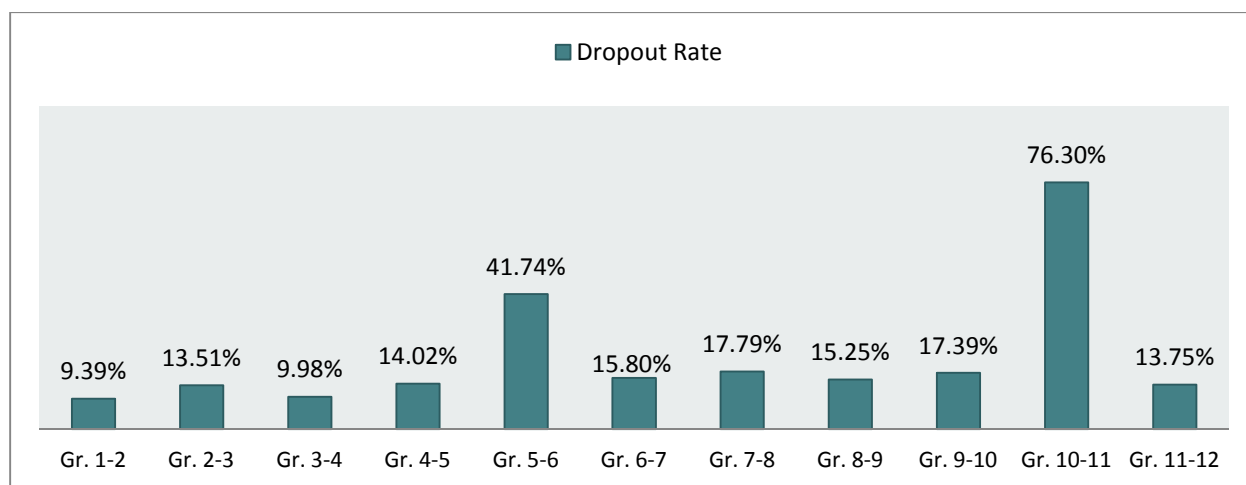


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 1-2 shows least dropout rate i.e. minus 9.39 percent. Aggregately primary level shows the least dropouts as compared to others.

## 2.14.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Shaheed Benazirabad District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 36.88 |
| Middle | 25.51 |
| Secondary | 45.16 |
| Higher Sec. | 77.85 |
| Overall | 37.99 |



The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 78 students per class. While secondary level has the second highest ratio i.e. around 45 students per class. However, middle level has the least ratio as compared to other that is around 26 students per class. If all the levels are aggregated the overall student class ratio is around 38 students per class.

## 2.14.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Shaheed Benazirabad District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 32.60 |
| Middle | 26.85 |
| Secondary | 36.74 |
| Higher Sec. | 56.03 |
| Overall | 33.48 |
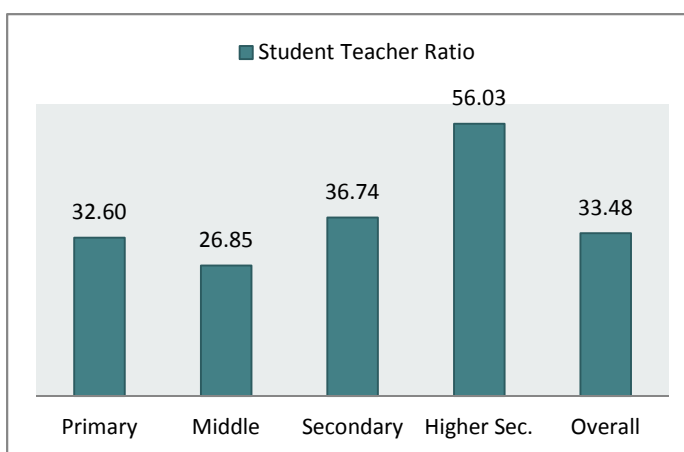


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 56 students per teacher. However, middle level shows the least ratio as compared to other that is about 27 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 33 students per teacher.

## 2.15 Sukkur

Following are the glimpse on the figures of Public Sector of Sukkur District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Sukkur is 93,458 while the total female enrollment is 63,102, whereas the total enrolment is 156,560. Out of total 5,186 teachers 3,796 are male and 1,390 are female teachers. This illustrates that one teacher is teaching averagely 30 students.

**Gender Wise Schools**

The total boys' schools of District Sukkur are 430, while the total female schools are 263 and mixed gender schools are 680. Thus, the total number of schools is 1,373. This means that averagely every school has teaching staff of around 4.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**
    Total numbers of primary level schools that are reported are 1,227. The total enrollment at primary level is 107,557. Gender wise 64,404 are boys and 43,153 are girls. Total numbers of teachers at primary level, are 3,187 out of which 2,411 are male and 776 are female teachers. Thus on an average each primary school has enrolment of 88 students with teaching staff of 3. However the student class ratio is 36 and each school has averagely around 2 class rooms.

2.  **Middle (Grade 6-8):**
    There are total 74 middle schools reported. The total enrollment at middle level is 12,144 of which 5,728 are boys' enrollment, whereas, the girls enrollment is 6,416. The total teachers at middle level are 456 out of which 274 are male teachers, while, 182 are female teachers. Thus on an average each middle school has average enrolment of 164 students with teaching staff of 6. However the student class ratio is 31 and each school has averagely around 5 class rooms.

3.  **Secondary (Grade 9-10):**
    There are total 63 secondary schools. The total enrollment at secondary level is 25,514 of which 17,429 are boys' enrollment whereas 8,085 are girls' enrollment. The total no. of teachers at secondary level is 1,172 out of which male teachers are 918 and female teachers are 254. Thus on an average each secondary school has average enrolment of 405 students with teaching staff of 19. However the student class ratio is 37 and each school has averagely around 10 class rooms.

4.  **Higher Secondary (Grade 11-12 Excluding Colleges):**
    There are total 9 higher secondary schools. The total enrollment at higher secondary level is 12,436 out of which 6,694 are boys' enrollment and 5,742 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 371 out of which all 193 are male teachers and 178 female teachers. Thus on an average each higher secondary school has average enrolment of 1,381 students with teaching staff of 41. However the student class ratio is 53 and each school has averagely around 26 class rooms.

## 2.15.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.67 |
| Middle | 1.12 |
| Secondary | 0.47 |
| Higher Sec. | 0.86 |
| Overall | 0.68 |
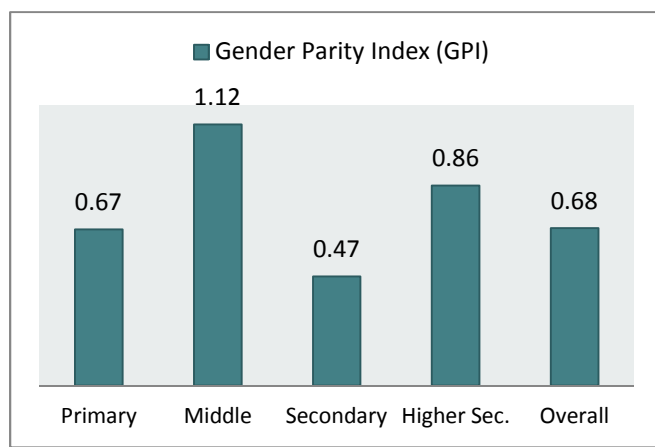


The Above table and graph shows that the Gender Parity Index of enrolment in Sukkur District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level; hence the highest GPI is noted in middle level i.e. 1.12. While, the secondary level has the least GPI and overall GPI is 0.68 in District Sukkur.

## 2.15.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Sukkur District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 71.29% | 78.19% | 81.85% | 79.53% | 57.36% | 95.49% | 94.39% | 93.28% | 92.29% | 25.13% | 112.49% |
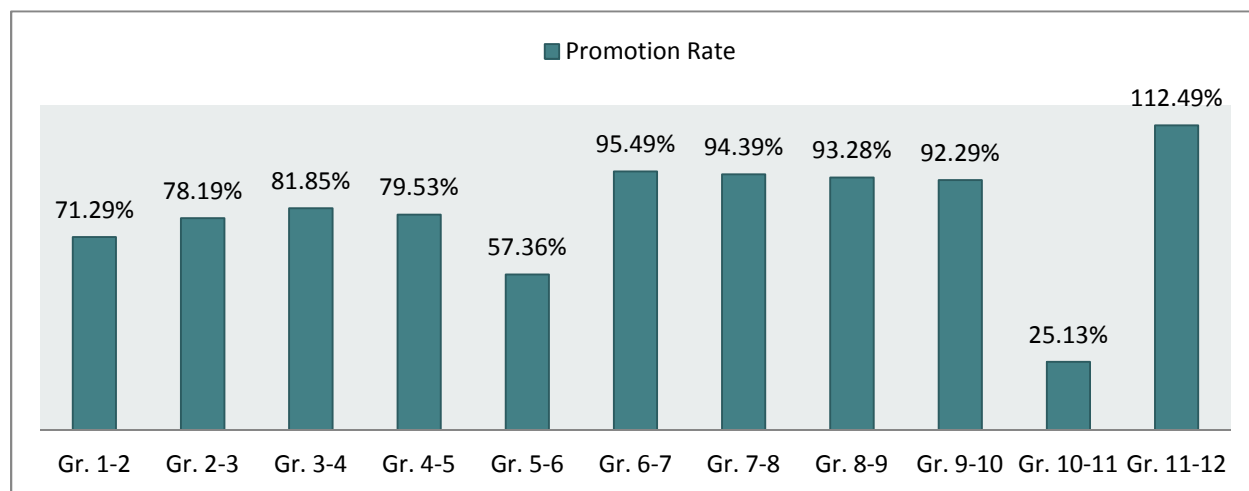


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 112.49 percent. While, class 10-11 shows the least percentage i.e. 25.13 percent. Whereas aggregately secondary level classes shows higher rates of promotion and primary level shows lower rates of promotion as compared to other levels.

## 2.15.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Sukkur District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 3.47% | 2.70% | 2.29% | 1.47% | 1.03% | 0.31% | 0.26% | 0.28% | 0.06% | 0.12% | 0.00% | 0.00% |
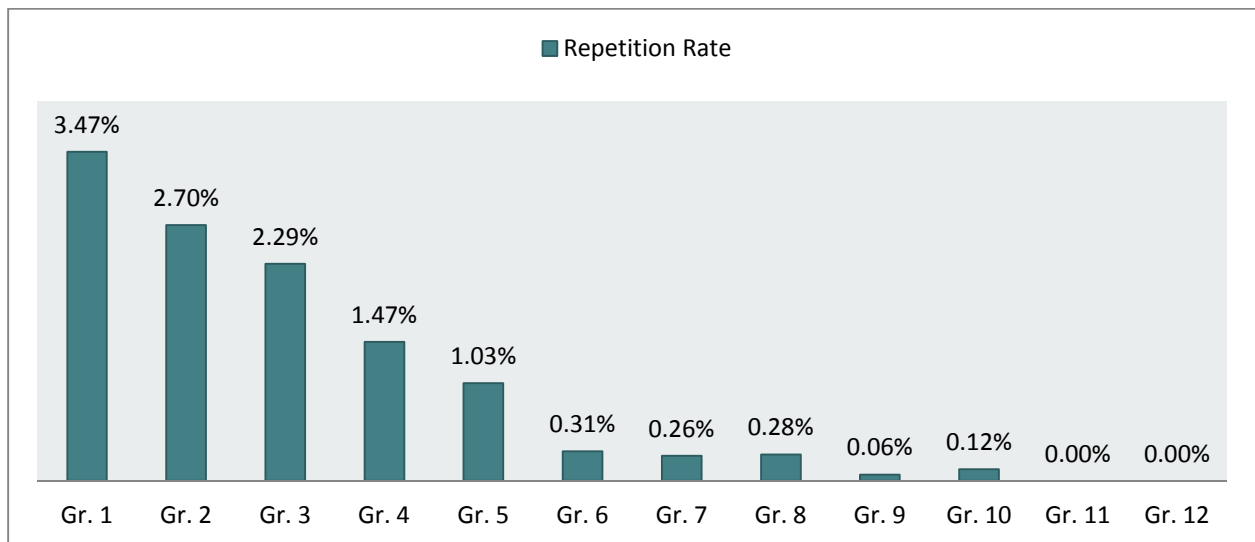


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately primary level classes shows higher repetition rates than others. While only class 11 and 12 shows zero repetition rate.

## 2.15.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Sukkur District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 25.24% | 19.11% | 15.86% | 19.01% | 41.61% | 4.20% | 5.35% | 6.45% | 7.65% | 74.75% | -12.49% |
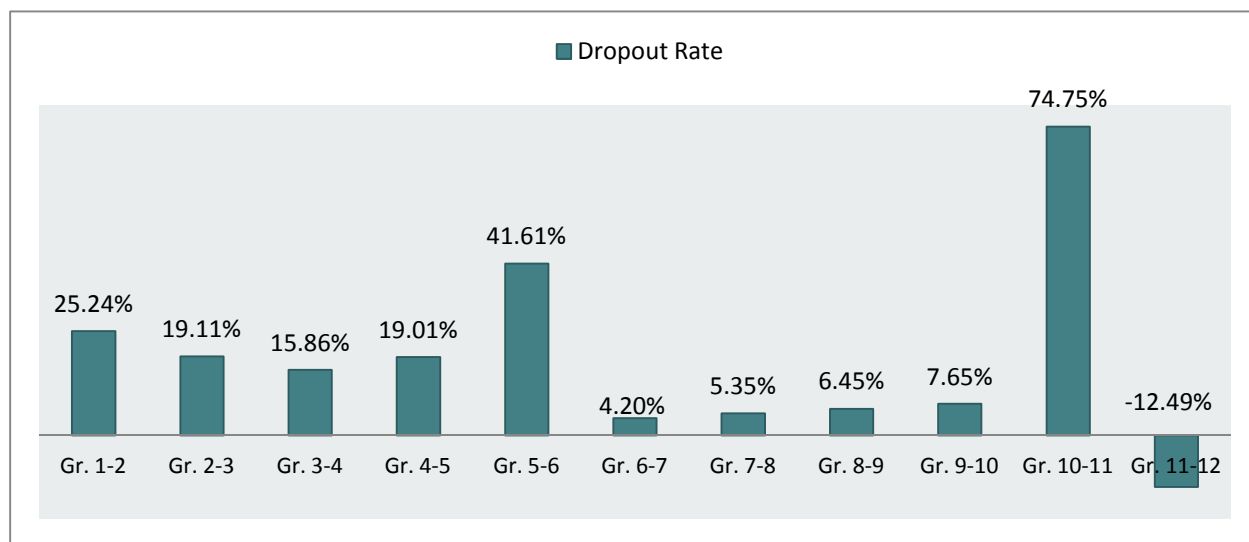


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 12.49 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.15.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Sukkur District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| **Primary** | 36.39 |
| **Middle** | 30.98 |
| **Secondary** | 37.34 |
| **Higher Sec.** | 53.15 |
| **Overall** | 36.96 |



The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 53 students per class. While secondary level has the second highest ratio i.e. around 37 students per class. However, middle level has the least ratio as compared to other that is around 31 students per class. If all the levels are aggregated the overall student class ratio is around 37 students per class.

## 2.15.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Sukkur District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 33.75 |
| Middle | 26.63 |
| Secondary | 20.84 |
| Higher Sec. | 33.52 |
| Overall | 30.19 |



The above table and graph illustrates that the highest student teacher ratio is in primary and higher secondary level i.e. around 34 students per teacher.. However, secondary level shows the least ratio as compared to other that is around 21 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 30 students per teacher.
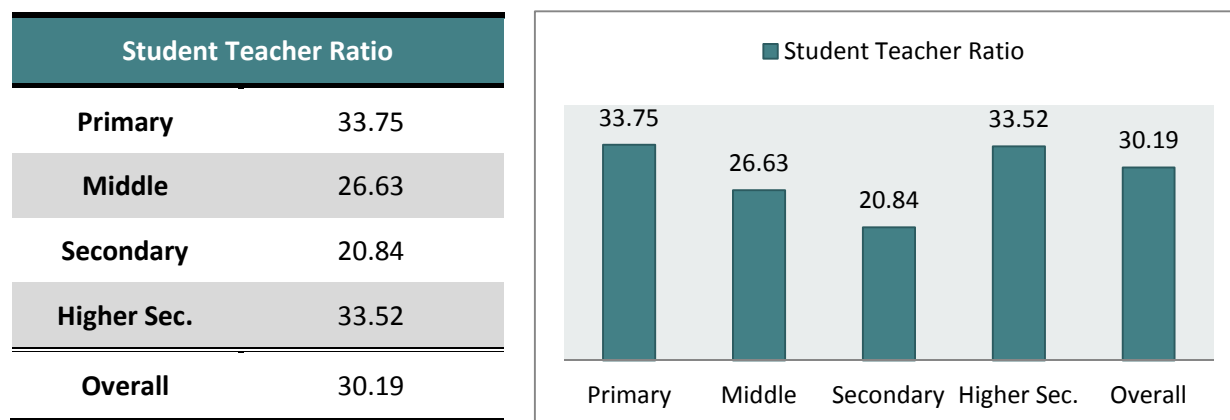
# 2.16 Ghotki

Following are the glimpse on the figures of Public Sector of Ghotki District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Ghotki is 146,829 while the total female enrollment is 70,072, whereas the total enrolment is 216,901. Out of total 4,536 teachers 3,935 are male and 601 are female teachers. This illustrates that one teacher is teaching averagely 48 students.

**Gender Wise Schools**

The total boys' schools of District Ghotki are 742, while the total female schools are 257 and mixed gender schools are 1,002. Thus the total number of schools is 2,001. This means that averagely every school has teaching staff of around 2.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 1,866. The total enrollment at primary level is 174,008. Gender wise 116,782 are boys and 57,226 are girls. Total numbers of teachers at primary level, are 3,483 out of which 3,030 are male and 453 are female teachers. Thus on an average each primary school has enrolment of 63 students with teaching staff of 2. However the student class ratio is 56 and each school has averagely around 2 class rooms.

2. **Middle (Grade 6-8):**
   There are total 98 middle schools reported. The total enrollment at middle level is 12,681 of which 7,712 are boys' enrollment, whereas, the girls enrollment is 4,969. The total teachers at middle level are 319 out of which 257 are male teachers, while, 62 are female teachers. Thus on an average each middle school has average enrolment of 130 students with teaching staff of 3. However the student class ratio is 41 and each school has averagely around 3 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 33 secondary schools. The total enrollment at secondary level is 23,588 of which 18,513 are boys' enrollment whereas 5,075 are girls' enrollment. The total no. of teachers at secondary level is 601 out of which male teachers are 566 and female teachers are 35. Thus on an average each secondary school has average enrolment of 715 students with teaching staff of 18. However the student class ratio is 61 and each school has averagely around 12 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 4 higher secondary schools. The total enrollment at higher secondary level is 6,624 out of which 3,822 are boys' enrollment and 2,802 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 149 out of which all 98 are male teachers and 51 female teachers. Thus on an average each higher secondary school has average enrolment of 1,656 students with teaching staff of 37. However the student class ratio is 85 and each school has averagely around 20 class rooms.

## 2.16.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.49 |
| Middle | 0.64 |
| Secondary | 0.27 |
| Higher Sec. | 0.73 |
| Overall | 0.48 |
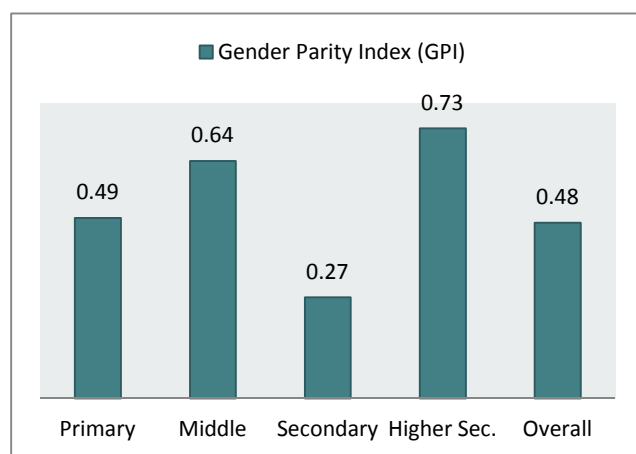


The Above table and graph shows that the Gender Parity Index of enrolment in Ghotki District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in higher secondary level i.e. 0.73 percent. Thus the overall GPI is 0.48 in District Ghotki.

## 2.16.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

 Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Ghotki District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 84.84% | 86.34% | 85.59% | 83.60% | 41.67% | 94.27% | 90.10% | 92.34% | 93.83% | 20.65% | 128.94% |
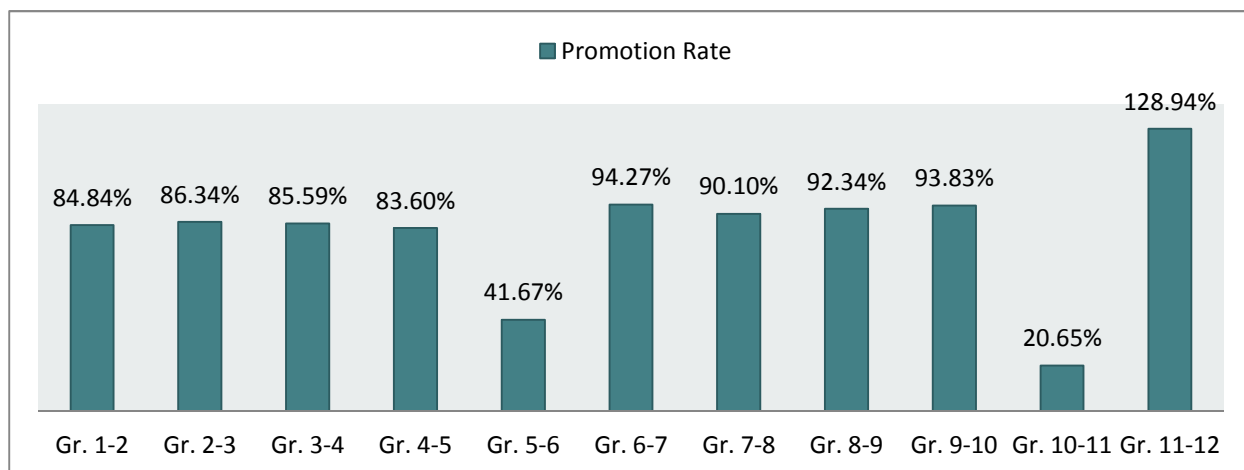


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 128.94 percent. While, class 10-11 shows the least percentage i.e. 20.65 percent. While, aggregately secondary level classes shows higher rates of promotion and higher secondary level shows lower rates of promotion as compared to other levels.

## 2.16.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Ghotki District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 1.80% | 1.95% | 2.17% | 2.00% | 1.73% | 0.17% | 0.19% | 0.08% | 0.37% | 0.59% | 0.00% | 4.37% |
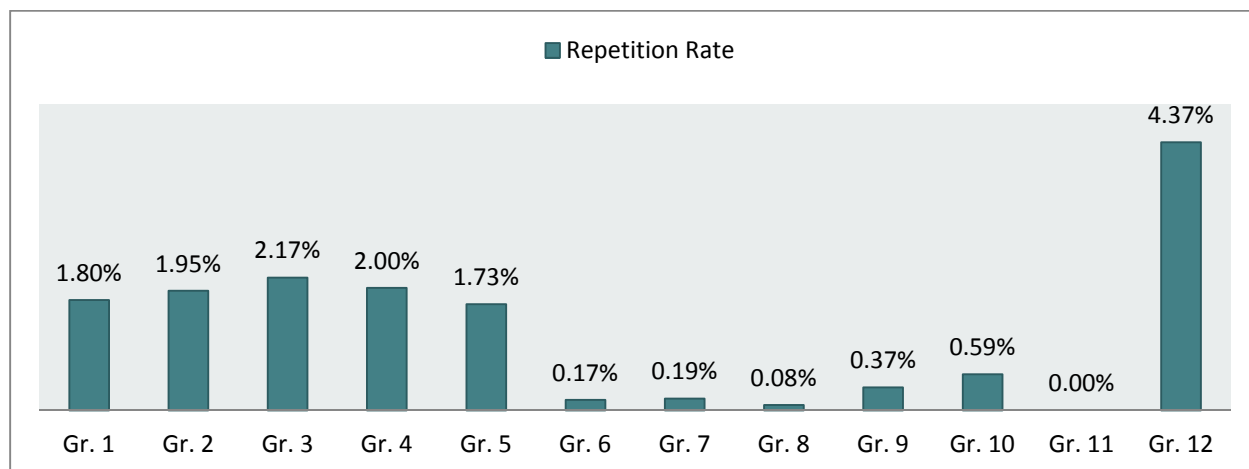


The above table and graph illustrates that the highest repetition rate has been in class 12 where as aggregately higher secondary level classes shows higher repetition rates than others. While only class 11 shows zero repetition rate.

## 2.16.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Ghotki District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 30.69% | 21.57% | 17.87% | 12.52% | 39.28% | 2.30% | 4.58% | 8.69% | 9.38% | 48.00% | -23.29% |
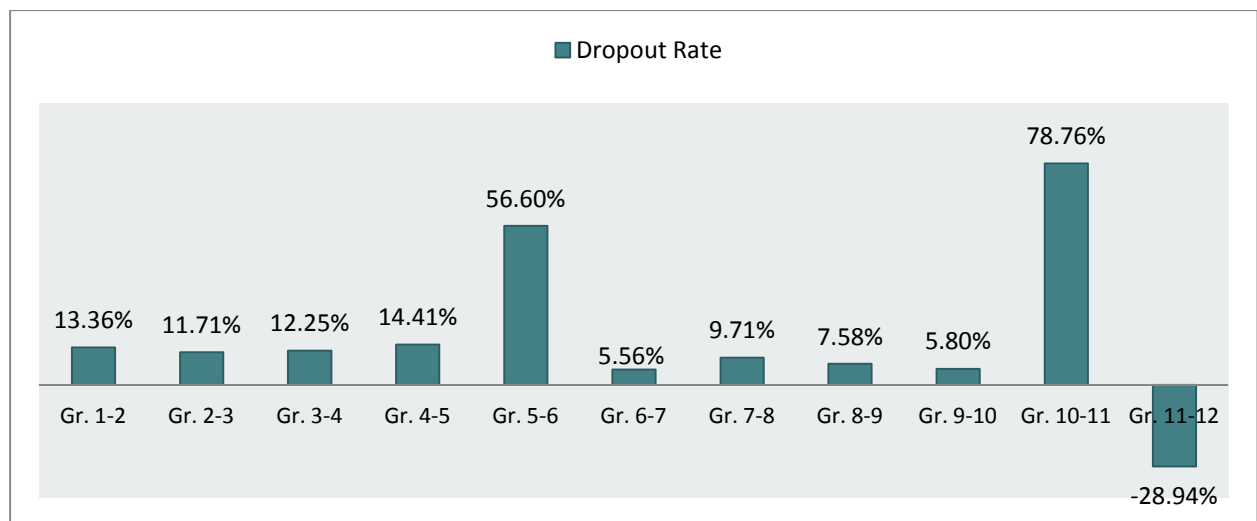


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 28.94 percent. Aggregately middle level shows the least dropouts as compared to others.

## 2.16.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Ghotki District in public sector during 2010-11.

| Student Class Ratio | |
| --- | --- |
| Primary | 55.84 |
| Middle | 41.44 |
| Secondary | 60.79 |
| Higher Sec. | 84.92 |
| Overall | 55.79 |
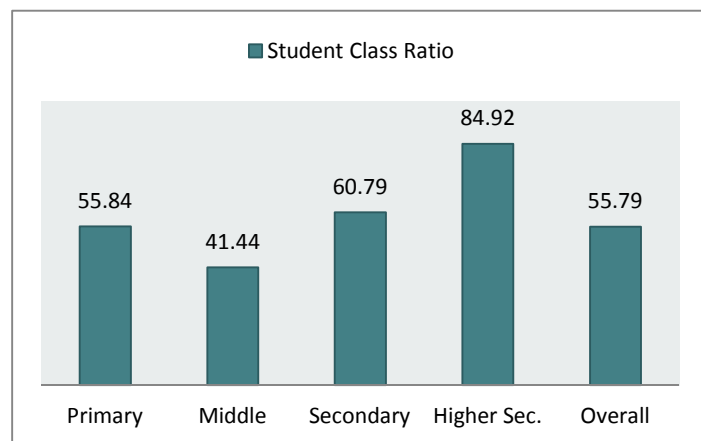


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 85 students per class. While secondary level has the second highest ratio i.e. around 61 students per class. However, middle level has the least ratio as compared to other that is around 41 students per class. If all the levels are aggregated the overall student class ratio is around 56 students per class.

## 2.16.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Ghotki District in public sector during 2010-11.

| Student Teacher Ratio | |
|---|---|
| **Primary** | 49.96 |
| **Middle** | 39.75 |
| **Secondary** | 39.25 |
| **Higher Sec.** | 44.46 |
| **Overall** | 47.65 |
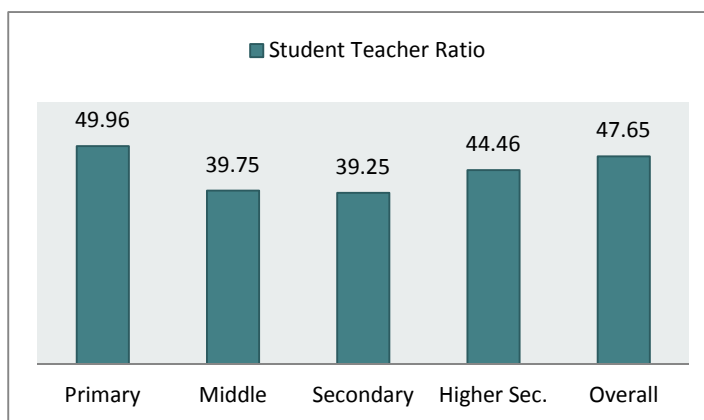


The above table and graph illustrates that the highest student teacher ratio is in primary level i.e. around 50 students per teacher. However, secondary level shows the least ratio as compared to other that is about 39 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 48 students per teacher.

## 2.17 Umerkot

Following are the glimpse on the figures of Public Sector of Umerkot District as reported in Annual School Census 2010-11.

### Gender Wise Enrollment and Teachers

The total male enrollment of District Umerkot is 81,191 while the total female enrollment is 46,028, whereas the total enrolment is 127,219. Out of total 3,851 teachers 3,087 are male and 764 are female teachers. This illustrates that one teacher is teaching averagely 33 students.

### Gender Wise Schools

The total boys' schools of District Umerkot are 623, while the total female schools are 479 and mixed gender schools are 1,227. Thus the total number of schools is 2,329. This means that averagely every school has teaching staff of around 2.

### Categories wise Reporting of Educational Institutions (by level and gender)

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 2,188. The total enrollment at primary level is 100,219. Gender wise 61,763 are boys and 38,456 are girls. Total numbers of teachers at primary level, are 3,227 out of which 2,582 are male and 645 are female teachers. Thus on an average each primary school has enrolment of 46 students with teaching staff of 1. However the student class ratio is 31 and each school has averagely around 1 class rooms.

2. **Middle (Grade 6-8):**
   There are total 83 middle schools reported. The total enrollment at middle level is 3,805 of which 2,219 are boys' enrollment, whereas, the girls enrollment is 1,586. The total teachers at middle level are 134 out of which 100 are male teachers, while, 24 are female teachers. Thus on an average each middle school has average enrolment of 46 students with teaching staff of 1. However the student class ratio is 17 and each school has averagely around 3 class rooms.

3. **Secondary (Grade 9-10):**
   There are total 46 secondary schools. The total enrollment at secondary level is 9,997 of which 5,834 are boys' enrollment whereas 4,163 are girls' enrollment. The total no. of teachers at secondary level is 286 out of which male teachers are 209 and female teachers are 77. Thus on an average each secondary school has average enrolment of 222 students with teaching staff of 6. However the student class ratio is 40 and each school has averagely around 5 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 12 higher secondary schools. The total enrollment at higher secondary level is 13,198 out of which 11,375 are boys' enrollment and 1,823 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 210 out of which all 196 are male teachers and 14 female teachers. Thus on an average each higher secondary school has average enrolment of 1,100 students with teaching staff of 18. However the student class ratio is 87 and each school has averagely around 13 class rooms.

## 2.17.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.62 |
| Middle | 0.71 |
| Secondary | 0.71 |
| Higher Sec. | 0.16 |
| Overall | 0.57 |
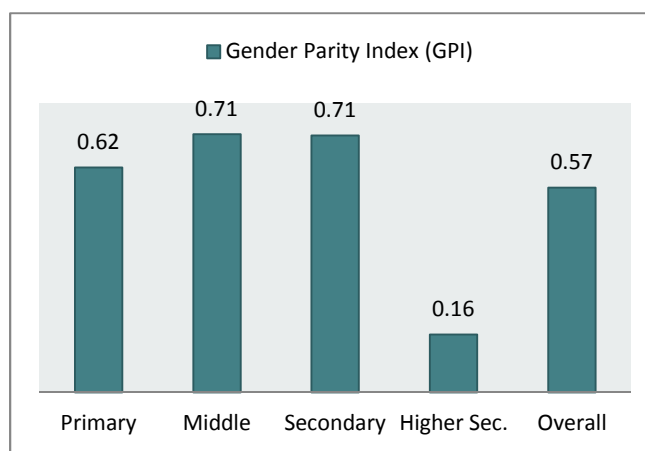


The Above table and graph shows that the Gender Parity Index of enrolment in Umerkot District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle and secondary level; hence the highest GPI is noted in middle level i.e. 0.71 percent. Thus the overall GPI is 0.57 in District Umerkot.

## 2.17.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Umerkot District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 53.10% | 71.60% | 77.23% | 83.92% | 58.25% | 95.32% | 92.93% | 89.24% | 87.53% | 49.57% | 123.29% |
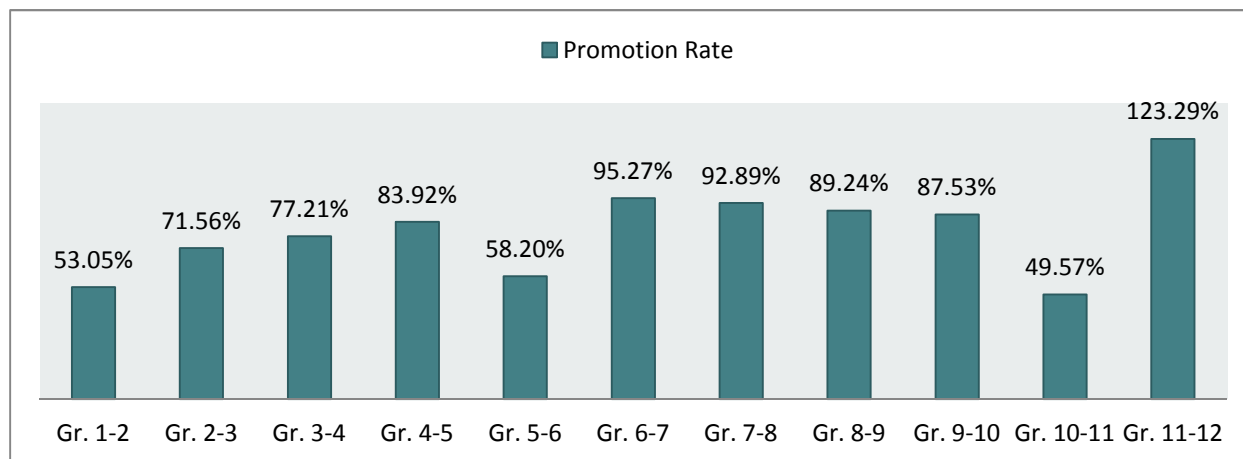


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 123.29 percent. While, class 10-11 shows the least percentage i.e. 49.57 percent.  Thus, aggregately secondary level classes shows higher rates of promotion. While aggregately primary level shows lower rates of promotion as compared to other levels.

## 2.17.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Umerkot District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 16.26% | 6.87% | 4.93% | 3.56% | 2.52% | 2.43% | 2.53% | 2.07% | 3.08% | 2.43% | 0.00% | 0.00% |
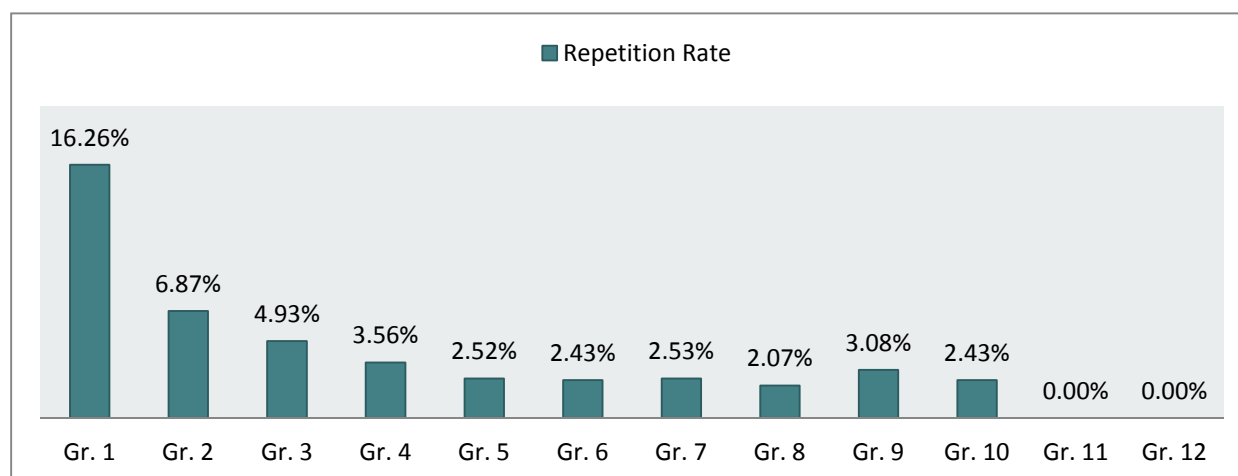


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately primary level classes shows higher repetition rates than others. While only class 11 and 12 shows zero repetition rate.

## 2.17.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Umerkot District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 30.64% | 21.53% | 17.85% | 12.52% | 39.23% | 2.25% | 4.54% | 8.69% | 9.38% | 48.00% | -23.29% |
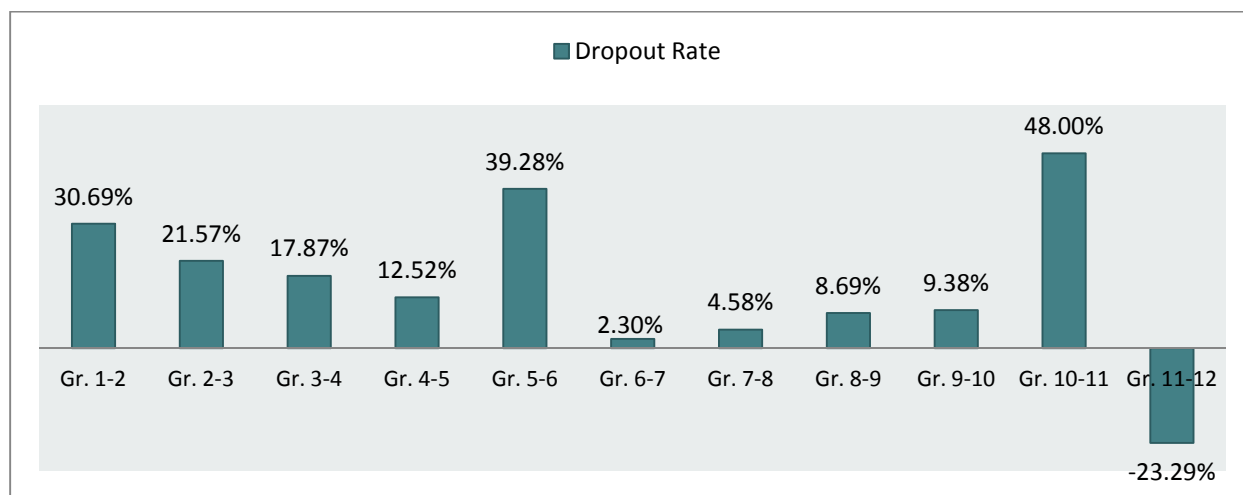


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 23.29 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.17.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Umerkot District in public sector during 2010-11.

| Student Class Ratio | |
| --- | --- |
| Primary | 30.98 |
| Middle | 16.69 |
| Secondary | 39.99 |
| Higher Sec. | 86.83 |
| Overall | 32.92 |
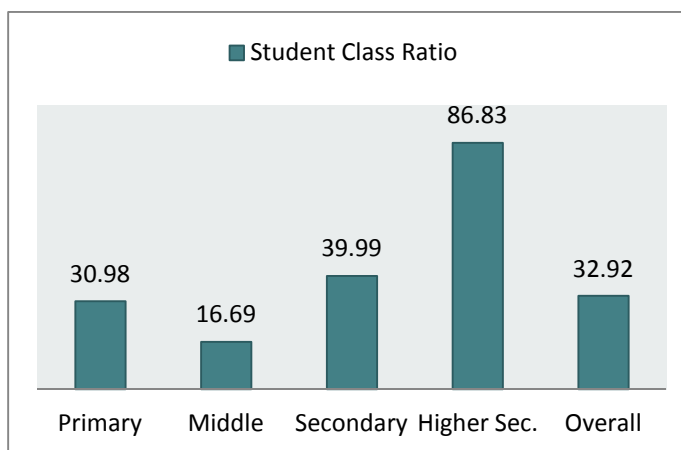


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 87 students per class. While secondary level has the second highest ratio i.e. around 40 students per class. However, middle level has the least ratio as compared to other that is around 17 students per class. If all the levels are aggregated the overall student class ratio is around 33 students per class.

## 2.17.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Umerkot District in public sector during 2010-11.

| Student Teacher Ratio | |
|---|---|
| Primary | 31.06 |
| Middle | 30.69 |
| Secondary | 34.47 |
| Higher Sec. | 62.85 |
| Overall | 33.04 |
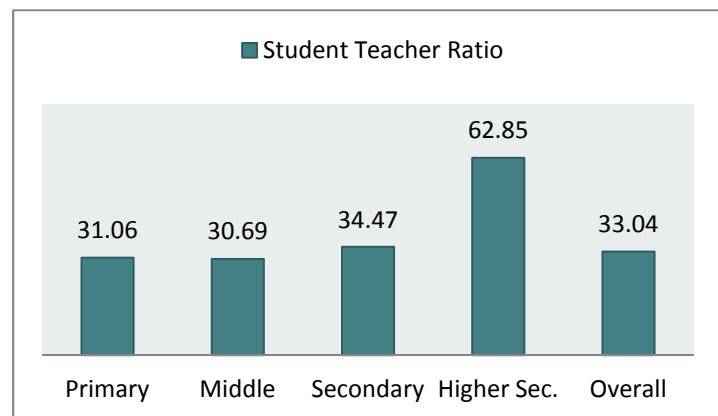


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 63 students per teacher.. However, primary level shows the least ratio as compared to other that is about 34 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 33 students per teacher.

# 2.18 Jamshoro

Following are the glimpse on the figures of Public Sector of Jamshoro District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Jamshoro is 48,567 while the total female enrollment is 33,307, whereas the total enrolment is 81,874. Out of total 2,786 teachers 2,068 are male and 718 are female teachers. This illustrates that one teacher is teaching averagely 29 students.

**Gender Wise Schools**

The total boys' schools of District Jamshoro are 212, while the total female schools are 198 and mixed gender schools are 479. Thus the total number of schools is 889. This means that averagely every school has teaching staff of around 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**
    Total numbers of primary level schools that are reported are 820. The total enrollment at primary level is 63,889. Gender wise 36,873 are boys and 27,016 are girls. Total numbers of teachers at primary level, are 2,044 out of which 1,540 are male and 504 are female teachers. Thus on an average each primary school has enrolment of 78 students with teaching staff of 2. However the student class ratio is 30 and each school has averagely around 3 class rooms.

2.  **Middle (Grade 6-8):**
    There are total 30 middle schools reported. The total enrollment at middle level is 2,919 of which 1,882 are boys' enrollment, whereas, the girls enrollment is 1,037. The total teachers at middle level are 103 out of which 78 are male teachers, while, 25 are female teachers. Thus on an average each middle school has average enrolment of 90 students with teaching staff of 3. However the student class ratio is 25 and each school has averagely around 4 class rooms.

3.  **Secondary(Grade 9-10):**
    There are total 34 secondary schools. The total enrollment at secondary level is 9,888 of which 6,532 are boys' enrollment whereas 3,356 are girls' enrollment. The total no. of teachers at secondary level is 508 out of which male teachers are 367 and female teachers are 141. Thus on an average each secondary school has average enrolment of 285 students with teaching staff of 14. However the student class ratio is 38 and each school has averagely around 8 class rooms.

4.  **Higher Secondary (Grade 11-12 Excluding Colleges):**
    There are total 5 higher secondary schools. The total enrollment at higher secondary level is 5,176 out of which 3,280 are boys' enrollment and 1,898 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 131 out of which all 83 are male teachers and 48 female teachers. Thus on an average each higher secondary school has average enrolment of 842 students with teaching staff of 26. However the student class ratio is 82 and each school has averagely around 13 class rooms.

## 2.18.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.73 |
| Middle | 0.55 |
| Secondary | 0.51 |
| Higher Sec. | 0.58 |
| Overall | 0.69 |
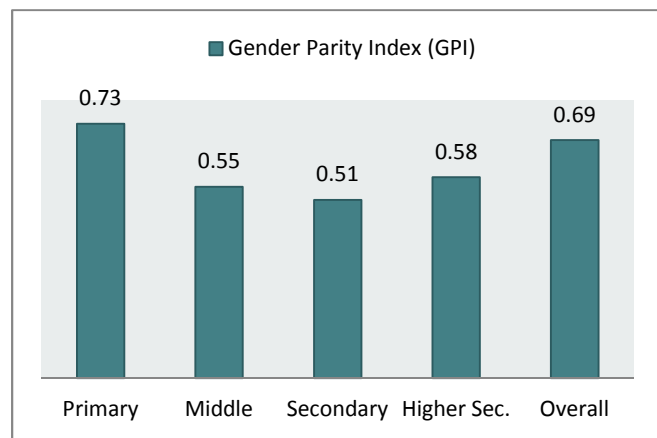


The Above table and graph shows that the Gender Parity Index of enrolment in Jamshoro District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in primary level i.e. 0.73. While, secondary level has the least GPI. However the overall GPI is 0.51 in District Jamshoro.

## 2.18.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

 Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Jamshoro District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 72.92% | 81.44% | 82.30% | 80.91% | 58.21% | 83.56% | 78.33% | 70.90% | 63.83% | 39.19% | 96.25% |
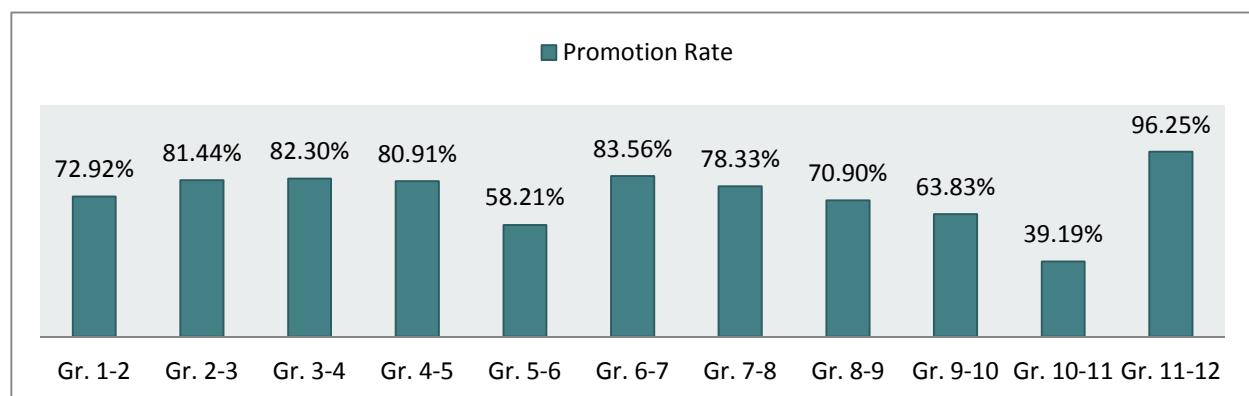


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 96.25 percent. While, class 10-11 shows the least percentage i.e. 39.198 percent. However aggregately secondary level classes shows lowest rates of promotion and primary level shows highest rates of promotion as compared to other levels.

## 2.18.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Jamshoro District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 6.66% | 4.31% | 3.62% | 2.80% | 2.74% | 0.11% | 0.03% | 0.08% | 0.03% | 0.10% | 0.00% | 0.00% |
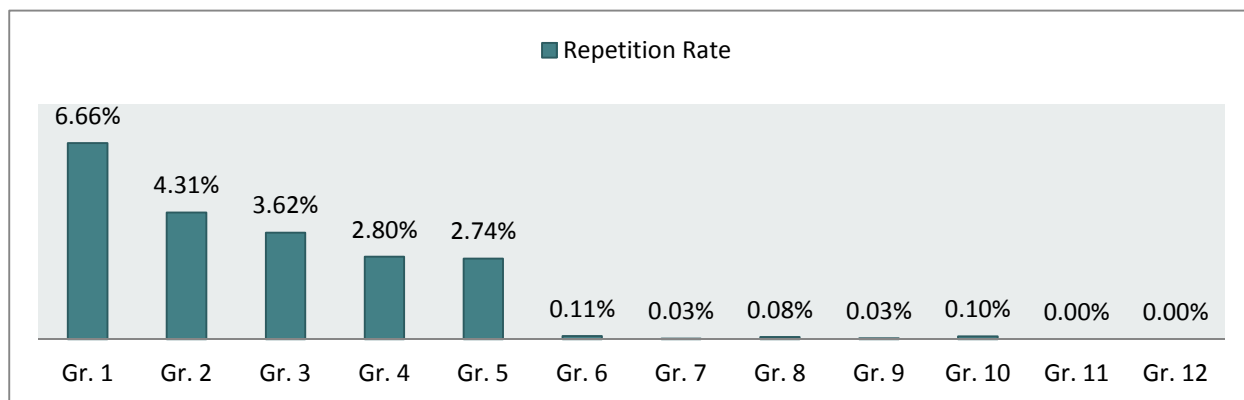


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately higher secondary level classes shows the lowest repetition. While only class 7, 11 and 12 show zero repetition rate.

## 2.18.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Jamshoro District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 20.41% | 14.25% | 14.08% | 16.28% | 39.05% | 16.34% | 21.65% | 29.02% | 36.14% | 60.71% | 3.75% |
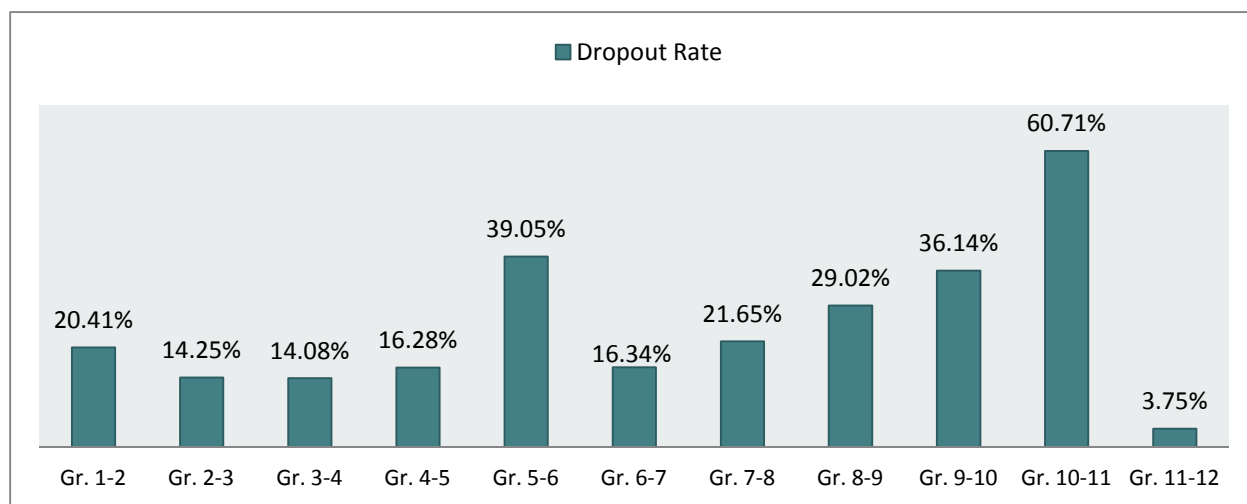


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 3.75 percent. Aggregately middle level shows the least dropouts as compared to others.

## 2.18.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Jamshoro District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 29.63 |
| Middle | 25.00 |
| Secondary | 37.89 |
| Higher Sec. | 82.19 |
| Overall | 31.61 |
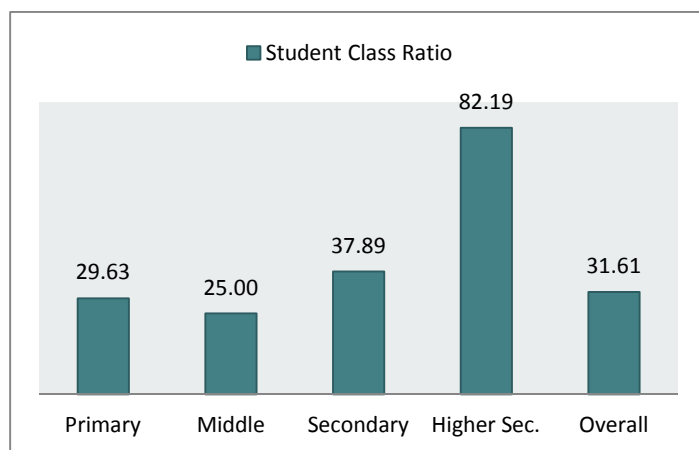


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 82 students per class. While, primary level has the second highest ratio i.e. around 38 students per class. However, middle level has the least ratio as compared to other that is around 25 students per class. If all the levels are aggregated the overall student class ratio is around 32 students per class.

## 2.18.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Jamshoro District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 31.26 |
| Middle | 28.34 |
| Secondary | 19.46 |
| Higher Sec. | 39.53 |
| Overall | 29.39 |
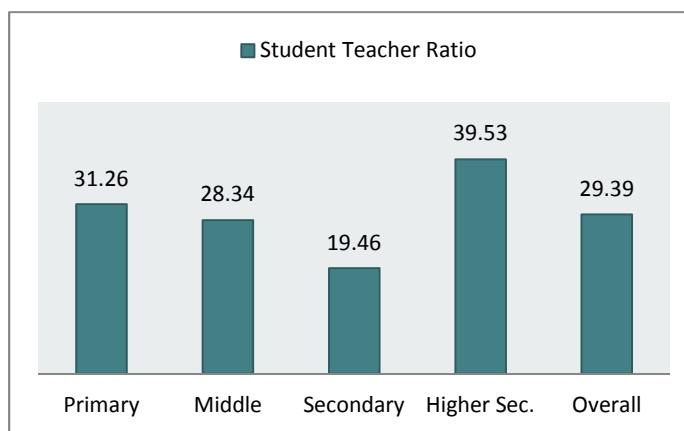


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. over 39 students per teacher. However, secondary level shows the least ratio as compared to other that is about 19 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 29 students per teacher.

## 2.19 Matiari

Following are the glimpse on the figures of Public Sector of Matiari District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Matiari is 55,859 while the total female enrollment is 35,489, whereas the total enrolment is 91,348. Out of total 3,490 teachers 2,807 are male and 683 are female teachers. This illustrates that one teacher is teaching averagely 26 students.

**Gender Wise Schools**

The total boys' schools of District Matiari are 131, while the total female schools are 154 and mixed gender schools are 741. Thus, the total number of schools is 1,026. This means that averagely every school has teaching staff of 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**
    Total numbers of primary level schools that are reported are 947. The total enrollment at primary level is 69,992. Gender wise 41,851 are boys and 28,141 are girls. Total numbers of teachers at primary level, are 2,738 out of which 2,195 are male and 543 are female teachers. Thus on an average each primary school has enrolment of 74 students with teaching staff of 3. However the student class ratio is 30 and each school has averagely around 3 class rooms.

2.  **Middle (Grade 6-8):**
    There are total 45 middle schools reported. The total enrollment at middle level is 2,517 of which 1,595 are boys' enrollment, whereas, the girls enrollment is 922. The total teachers at middle level are 151 out of which 138 are male teachers, while, 13 are female teachers. Thus on an average each middle school has average enrolment of 56 students with teaching staff of 3. However the student class ratio is 18 and each school has averagely around 3 class rooms.

3.  **Secondary(Grade 9-10):**
    There are total 32 secondary schools. The total enrollment at secondary level is 17,588 of which 11,254 are boys' enrollment whereas 6,334 are girls' enrollment. The total no. of teachers at secondary level is 568 out of which male teachers are 441 and female teachers are 127. Thus on an average each secondary school has average enrolment of 550 students with teaching staff of 18 However the student class ratio is 63 and each school has averagely around 9 class rooms.

4.  **Higher Secondary (Grade 11-12 Excluding Colleges):**
    There are total 2 higher secondary schools. The total enrollment at higher secondary level is 1,251 out of which 1,159 are boys' enrollment and 92 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 34 out of which all 34 are male teachers and no female teacher. Thus on an average each higher secondary school has average enrolment of 625 students with teaching staff of 17. However the student class ratio is 66 and each school has averagely around 10 class rooms.

## 2.19.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.67 |
| Middle | 0.58 |
| Secondary | 0.56 |
| Higher Sec. | 0.08 |
| Overall | 0.64 |
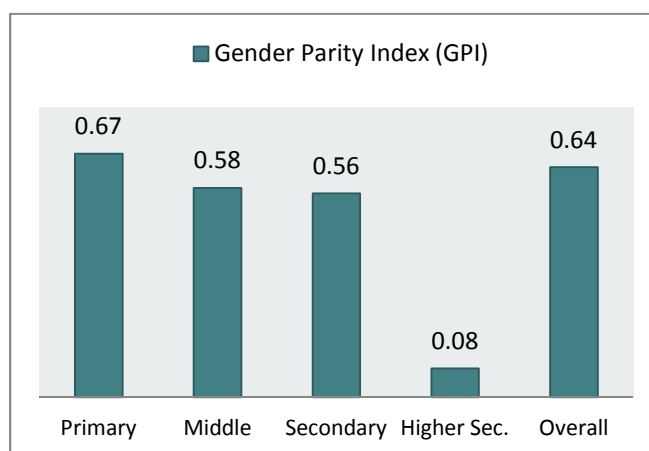


The Above table and graph shows that the Gender Parity Index of enrolment in Matiari District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is highest in primary level as its GPI is higher than other levels. While, middle level has had the second highest GPI. However, the higher secondary level school has the lowest GPI i.e. 0.08, thus the ratio of male enrolment is higher than female in higher secondary level. While overall the GPI in District Matiari is 0.64.

## 2.19.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

 Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Matiari District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---|---|---|---|---|---|---|---|---|---|---|
| 56.42% | 76.83% | 80.76% | 82.23% | 62.39% | 88.17% | 90.53% | 89.74% | 86.84% | 2.04% | 17.86% |
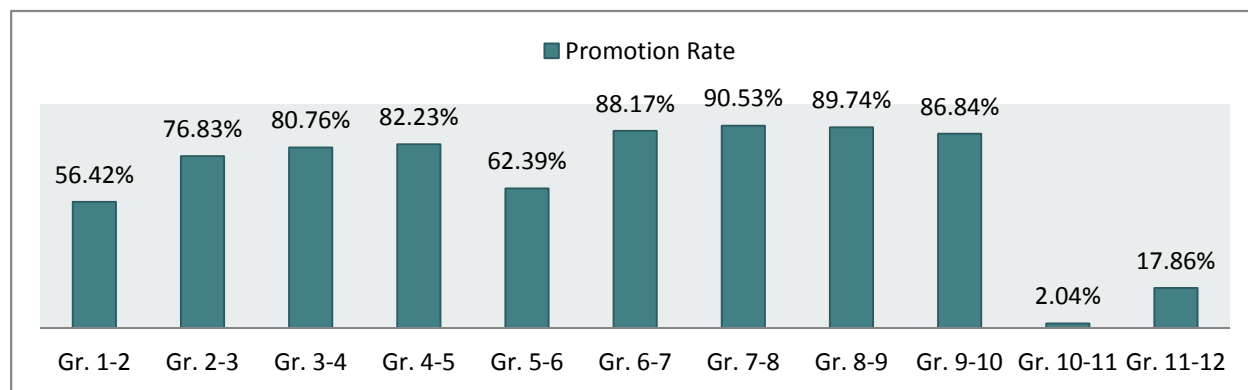


The above table and graph illustrates that the highest promotion rate has been in class 7-8 where as aggregately middle level classes shows higher rates of promotion. On the other hand, Class 10-11 is showing lowest promotion rate, while aggregately higher secondary level shows lower rates of promotion as compared to other levels.

## 2.19.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Matiari District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 8.04% | 4.19% | 2.90% | 2.82% | 1.35% | 0.04% | 0.00% | 0.00% | 0.00% | 0.00%  | 0.00%  | 0.00%  |
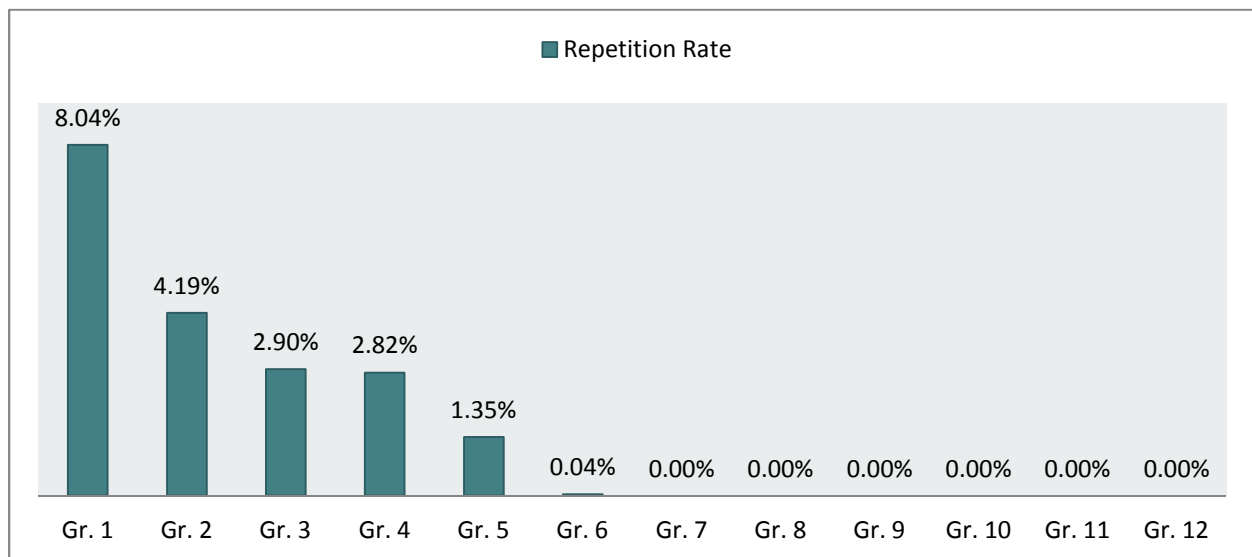


The above table and graph illustrates that the highest repetition rate has been in class 1 where as aggregately primary level classes shows the only repetition except Grade 6. On the other hand, Grade 7 to 12 shows zero repetition rates.

## 2.19.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Matiari District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 35.54% | 18.99% | 16.34% | 14.95% | 36.26% | 11.79% | 9.47% | 10.26% | 13.16% | 97.96% | 82.14% |
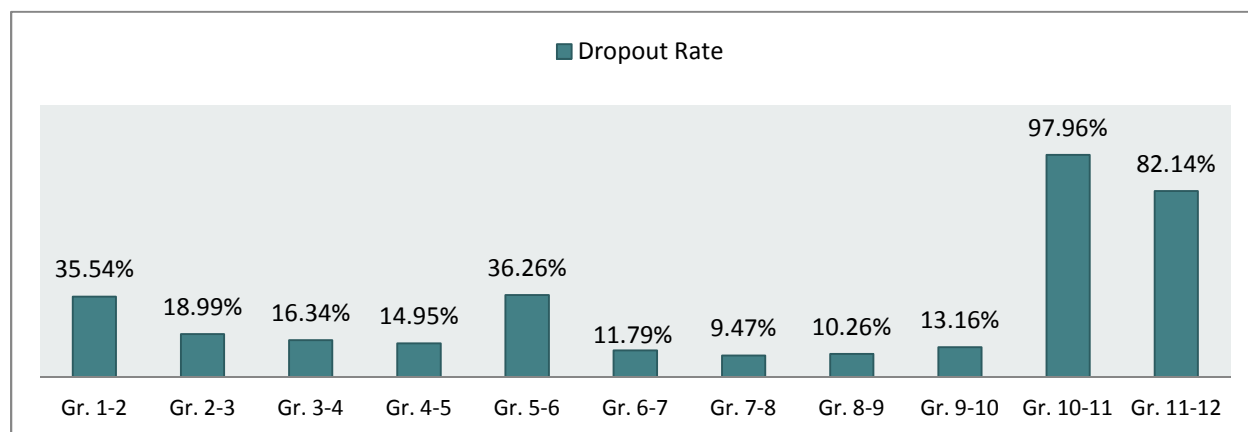


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Classes 11-12 shows second highest dropout rate as compared to other classes. While the lowest rate has been observed in class 6-7 and aggregately middle level is showing lowest rates of dropout as compared to other levels.

## 2.19.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Matiari District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 29.61 |
| Middle | 17.60 |
| Secondary | 63.27 |
| Higher Sec. | 65.84 |
| Overall | 32.58 |
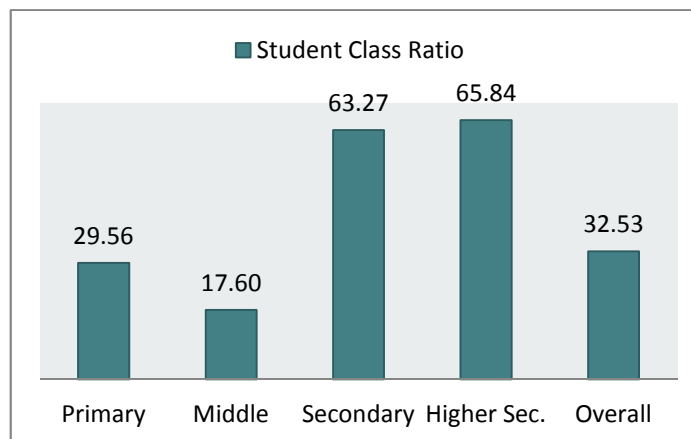


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 66 students per class. While secondary level has the second highest ratio i.e. over 63 students per class. However, middle level has the least ratio as compared to other that is around 18 students per class. If all the levels are aggregated the overall student class ratio is over 32 students per class.

## 2.19.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Matiari District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 25.57 |
| Middle | 16.67 |
| Secondary | 30.96 |
| Higher Sec. | 36.79 |
| Overall | 26.17 |
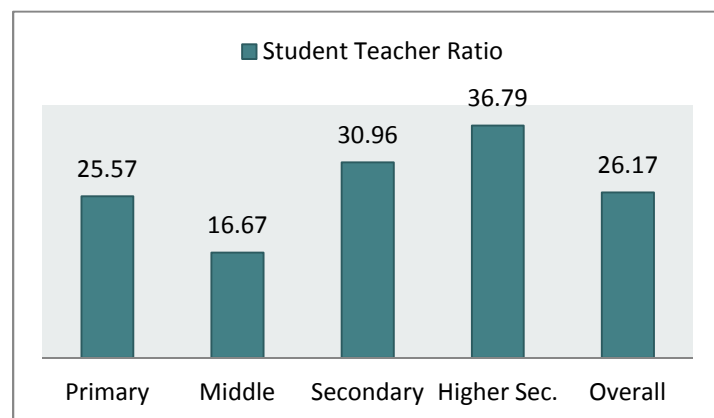


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. around 37 students per teacher. While, secondary level has the second highest ratio i.e. around 31 students per teacher. However, middle level has the least ratio as compared to other that is around 17 students per teacher. If all the levels are aggregated the overall student teacher ratio is around 26 students per teacher.

# 2.20 Tando Allah Yar

Following are the glimpse on the figures of Public Sector of T.A.Yar District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District T.A.Yar is 43,936 while the total female enrollment is 25,355, whereas the total enrolment is 69,291. Out of total 1,933 teachers 1,494 are male and 439 are female teachers. This illustrates that one teacher is teaching averagely 36 students.

**Gender Wise Schools**

The total boys' schools of District T.A.Yar are 157, while the total female schools are 139 and mixed gender schools are 541. Thus, the total number of schools is 830. This means that averagely every school has teaching staff of 2.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**
    Total numbers of primary level schools that are reported are 774. The total enrollment at primary level is 52,384. Gender wise 32,773 are boys and 19,611 are girls. Total numbers of teachers at primary level, are 1,466 out of which 1,121 are male and 345 are female teachers. . Thus on an average each primary school has enrolment of 67 students with teaching staff of 2. However the student class ratio is 28 and each school has averagely around 2 class rooms.
    .

2.  **Middle (Grade 6-8):**
    There are total 37 middle schools reported. The total enrollment at middle level is 3,266 of which 1,981 are boys' enrollment, whereas, the girls enrollment is 1,285. The total teachers at middle level are 88 out of which 66 are male teachers, while, 22 are female teachers. . Thus on an average each middle level school has enrolment of 85 students with teaching staff of 2. However the student class ratio is 27 and each school has averagely around 3 class rooms.

3.  **Secondary(Grade 9-10):**
    There are total 22 secondary schools. The total enrollment at secondary level is 8,323 of which 6,439 are boys' enrollment whereas 1,884 are girls' enrollment. The total no. of teachers at secondary level is 282 out of which male teachers are 254 and female teachers are 28. Thus on an average each secondary school has enrolment of 380 students with teaching staff of 13. However the student class ratio is 51 and each school has averagely around 7 class rooms.

4.  **Higher Secondary (Grade 11-12 Excluding Colleges):**
    There are total 4 higher secondary schools. The total enrollment at higher secondary level is 5,318 out of which 2,743 are boys' enrollment and 2,575 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 97 out of which 53 are male teachers and 44 are female teachers. . Thus on an average each higher secondary school has enrolment of 1,578 students with teaching staff of 24. However the student class ratio is 108 and each school has averagely around 13 class rooms.

## 2.20.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.60 |
| Middle | 0.65 |
| Secondary | 0.29 |
| Higher Sec. | 0.94 |
| Overall | 0.58 |
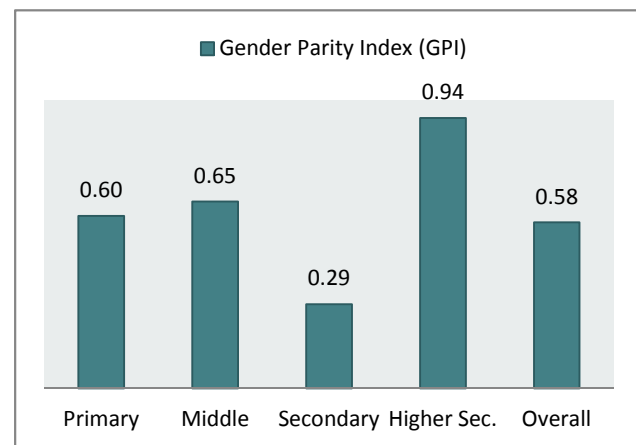


The Above table and graph shows that the Gender Parity Index of enrolment in T.A.Yar District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in higher secondary level as its GPI is higher than other levels. While, middle level has had the second highest GPI. However, the secondary level school has the lowest GPI i.e. 0.29, thus the ratio of male enrolment is higher than female in secondary level. Whereas the overall GPI is 0.58 in District T.A Yar

## 2.20.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by T.A.Yar District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 66.54% | 70.39% | 66.28% | 74.85% | 68.02% | 91.31% | 89.43% | 84.26% | 86.60% | 21.70% | 62.86% |
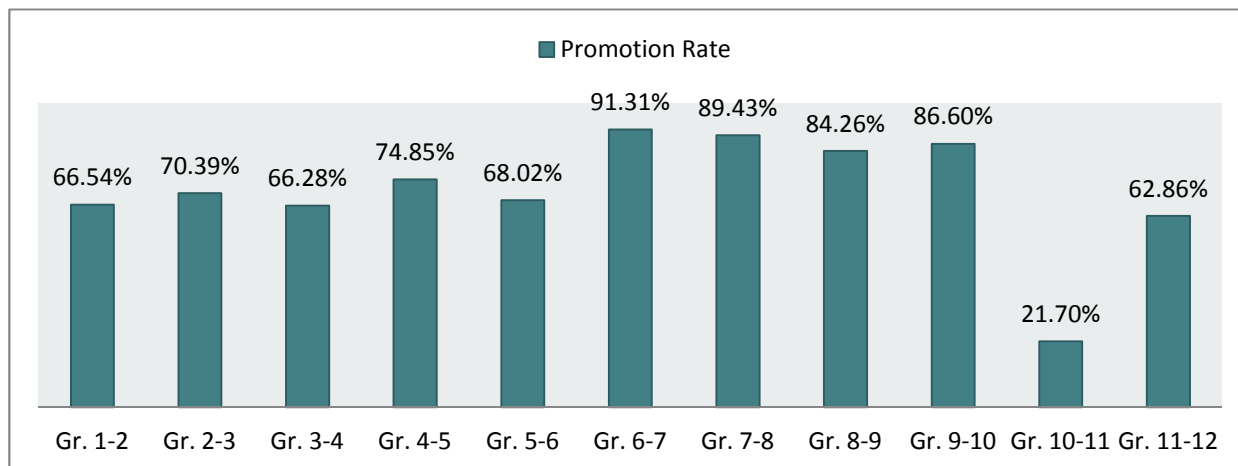


The above table and graph illustrates that the highest promotion rate has been in class 6-7 where as aggregately secondary level classes shows higher rates of promotion. On the other hand, Class 10-11 is showing lowest promotion rate, while aggregately higher secondary level shows lower rates of promotion as compared to other levels.

## 2.20.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by T.A.Yar District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 6.16% | 4.13% | 2.91% | 2.46% | 1.75% | 1.42% | 1.93% | 1.14% | 0.83% | 0.73% | 0.00% | 0.00% |
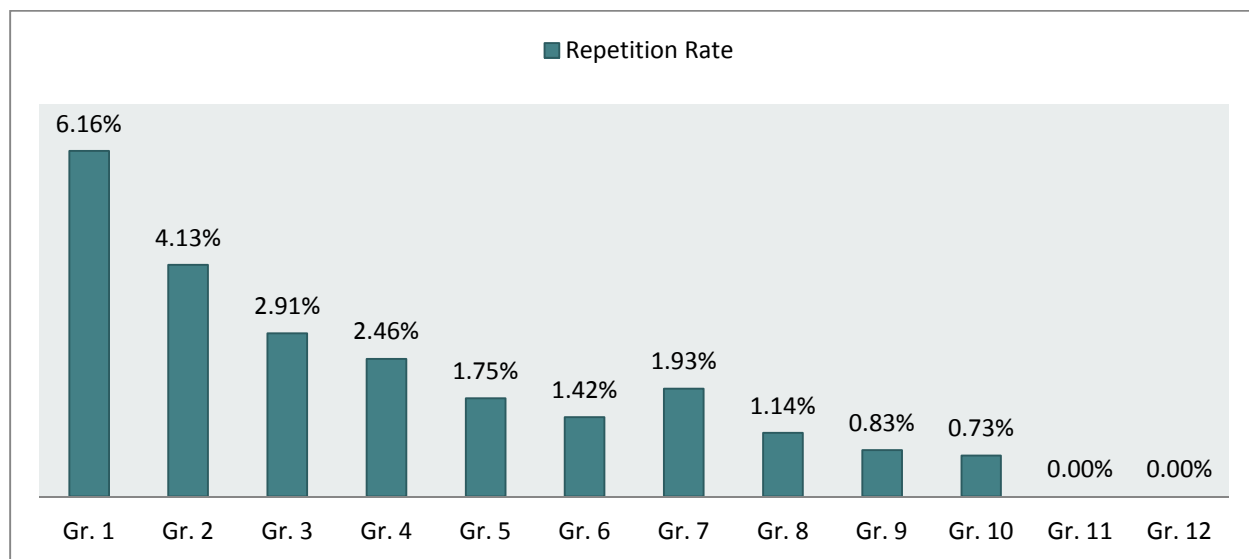


The above table and graph illustrates that the highest repetition rate has been in class 1 i.e. 6.16 percent where as aggregately primary level classes shows higher repetition rates as compared to other levels. On the other hand, Grade 11 and 12 shows zero repetition rates.

## 2.20.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by T.A.Yar District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 27.30%  | 25.48%  | 30.81%  | 22.70%  | 30.23%  | 7.27%   | 8.65%   | 14.61%  | 12.57%   | 77.57%    | 37.14%    |
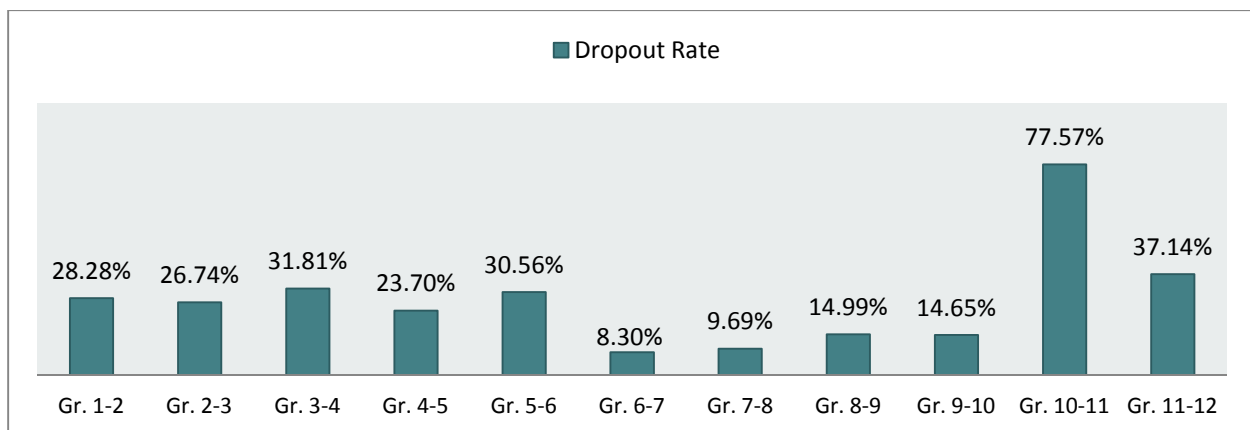


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately higher secondary level classes shows higher rates of dropout. On the other hand, Classes 11-12 shows second highest dropout rate as compared to other classes. While the lowest rate has been observed in class 6-7 and aggregately middle level is showing lowest rates of dropout as compared to other levels.

## 2.20.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by T.A.Yar District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 28.41 |
| Middle | 27.45 |
| Secondary | 51.38 |
| Higher Sec. | 102.27 |
| Overall | 31.83 |
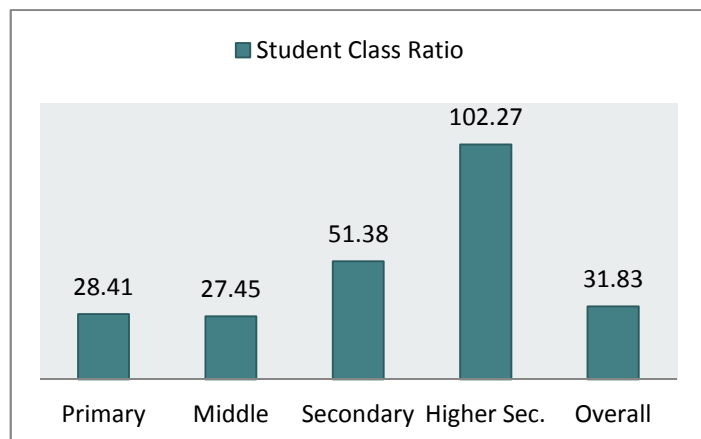


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. over 102 students per class. While secondary level has the second highest ratio i.e. over 51 students per class. However, middle level has the least ratio as compared to other that is around 27 students per class. If all the levels are aggregated the overall student class ratio is over 32 students per class.

## 2.20.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by T.A.Yar District in public sector during 2010-11.

| Student Teacher Ratio | |
|---|---|
| Primary | 35.73 |
| Middle | 37.11 |
| Secondary | 29.51 |
| Higher Sec. | 54.82 |
| Overall | 35.85 |
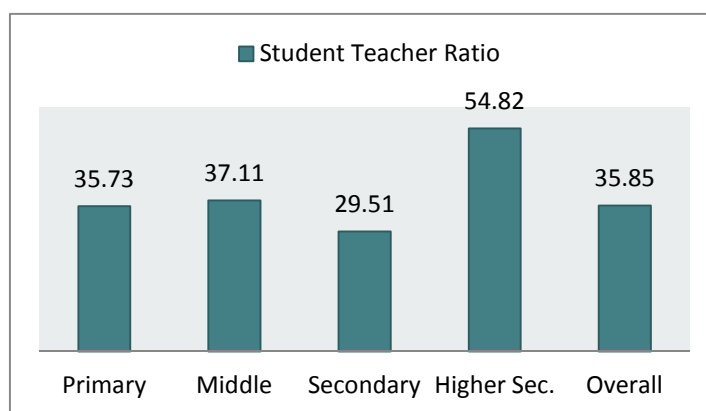


The above table and graph illustrates that the highest student teacher ratio is in higher secondary level i.e. over 55 students per teacher. While, middle level has the second highest ratio i.e. about 37 students per teacher. However, secondary level has the least ratio as compared to other that is around 30 students per teacher. If all the levels are aggregated the overall student teacher ratio is around 36 students per teacher.

## 2.21 Tando Mohd. Khan

Following are the glimpse on the figures of Public Sector of Tando Mohd Khan District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Tando Mohd Khan is 38,570 while the total female enrollment is 22,420, whereas the total enrolment is 60,990. Out of total 2,186 teachers 1,781 are male and 405 are female teachers. This illustrates that one teacher is teaching averagely 28 students.

**Gender Wise Schools**

The total boys' schools of District Tando Mohd Khan are 244, while the total female schools are 157 and mixed gender schools are 655. Thus, the total number of schools is 1,056. This means that averagely every school has teaching staff of around 2.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 986. The total enrollment at primary level is 49,794. Gender wise 31,958 are boys and 17,836 are girls. Total numbers of teachers at primary level, are 1,704 out of which 1,421 are male and 283 are female teachers. Thus on an average each primary school has enrolment of 51 students with teaching staff of 2. However the student class ratio is 30 and each school has averagely around 2 class rooms.

2. **Middle (Grade 6-8):**
   There are total 31 middle schools reported. The total enrollment at middle level is 3,289 of which 2,265 are boys' enrollment, whereas, the girls enrollment is 1,024. The total teachers at middle level are 132 out of which 114 are male teachers, while, 18 are female teachers. Thus on an average each middle school has average enrolment of 106 students with teaching staff of 4. However the student class ratio is 29 and each school has averagely around 4 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 37 secondary schools. The total enrollment at secondary level is 6,965 of which 3,564 are boys' enrollment whereas 3,401 are girls' enrollment. The total no. of teachers at secondary level is 327 out of which male teachers are 223 and female teachers are 104. Thus on an average each secondary school has average enrolment of 188 students with teaching staff of 9. However the student class ratio is 32 and each school has averagely around 6 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 2 higher secondary schools. The total enrollment at higher secondary level is 942 out of which 783 are boys' enrollment and 159 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 23 out of which all 23 are male teachers and no female teachers. Thus on an average each higher secondary school has average enrolment of 471 students with teaching staff of 12. However the student class ratio is 94 and each school has averagely around 5 class rooms.

## 2.21.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.56 |
| Middle | 0.45 |
| Secondary | 0.95 |
| Higher Sec. | 0.20 |
| Overall | 0.58 |
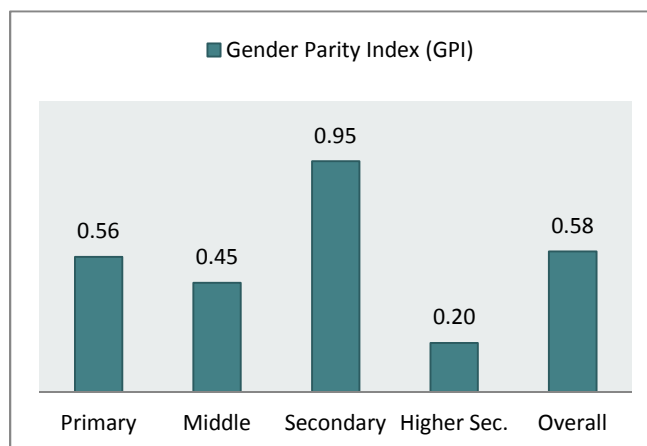


The Above table and graph shows that the Gender Parity Index of enrolment in Tando Mohd Khan District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in secondary level i.e. 0.95. While, the higher secondary level has the least GPI.. Whereas the overall GPI is 0.58 in District Tando Mohd Khan.

## 2.21.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Tando Mohd Khan District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 70.55% | 68.97% | 70.39% | 71.98% | 47.08% | 99.95% | 89.30% | 93.61% | 94.83% | 11.63% | 640.00% |
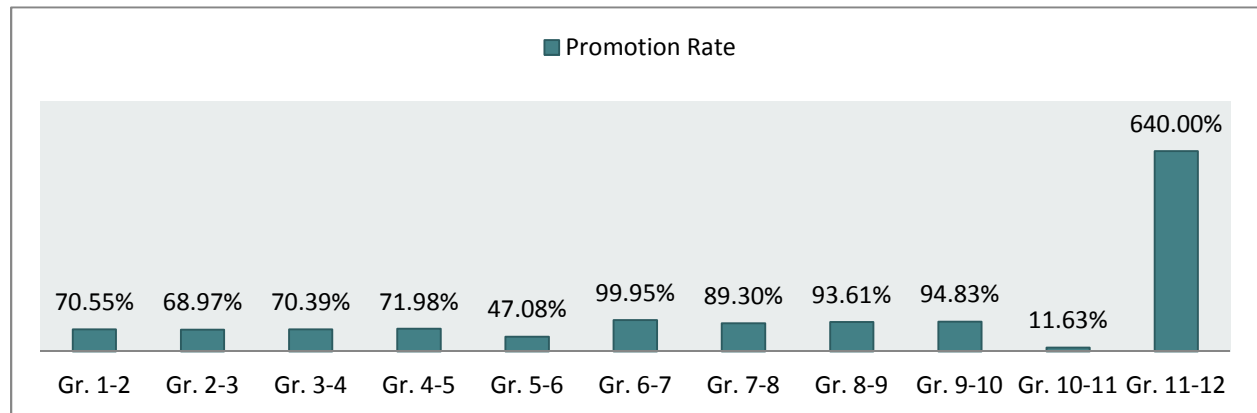


The above table and graph illustrates that the highest promotion rate has been in class 11-12. While, class 10-11 shows the least percentage i.e. 11.63 percent. Whereas aggregately secondary level classes shows higher rates of promotion. While aggregately primary level shows lower rates of promotion as compared to other levels.

## 2.21.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Tando Mohd Khan District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.77% | 1.84% | 1.40% | 1.24% | 0.83% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
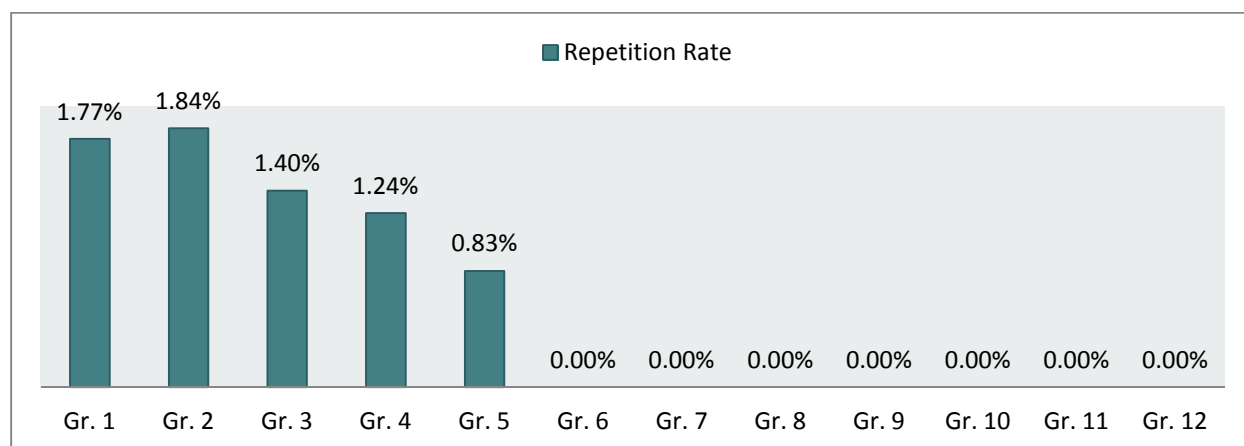


The above table and graph illustrates that the highest repetition rate has been in class 2 where as aggregately primary level classes shows the only repetition rates. While class 6 to 12 shows zero repetition rate.

## 2.21.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Tando Mohd Khan District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 27.69% | 29.19% | 28.21% | 26.78% | 52.09% | 0.05% | 10.70% | 6.39% | 5.17% | 88.37% | -540.00% |
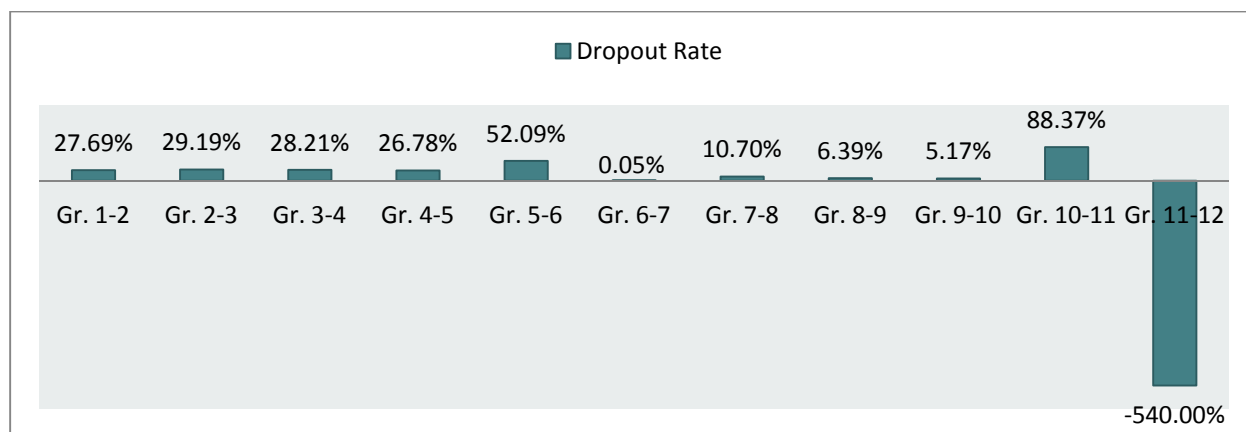


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately primary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 540 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.21.5 Student Class Ratio

STUDENT CLASS RATIO IS USED TO MEASURE THE level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Tando Mohd Khan District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 29.64 |
| Middle | 29.37 |
| Secondary | 32.40 |
| Higher Sec. | 94.20 |
| Overall | 30.24 |
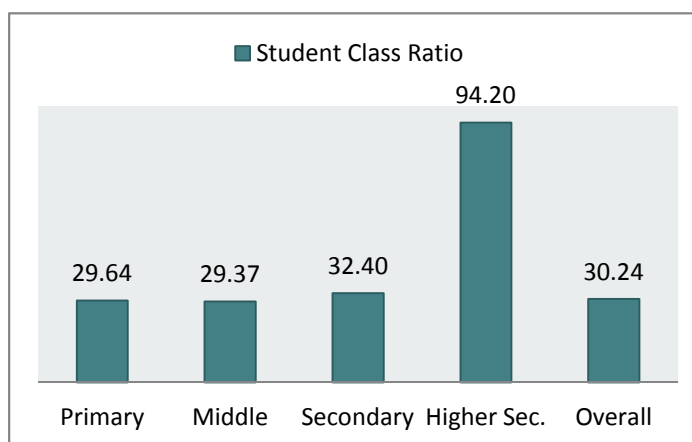


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 94 students per class. While secondary level has the second highest ratio i.e. around 32 students per class. However, primary and middle level has the least ratio as compared to other that is around 29 students per class. If all the levels are aggregated the overall student class ratio is around 30 students per class.

## 2.21.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Tando Mohd Khan District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| Primary | 29.22 |
| Middle | 24.92 |
| Secondary | 21.30 |
| Higher Sec. | 40.96 |
| Overall | 27.90 |
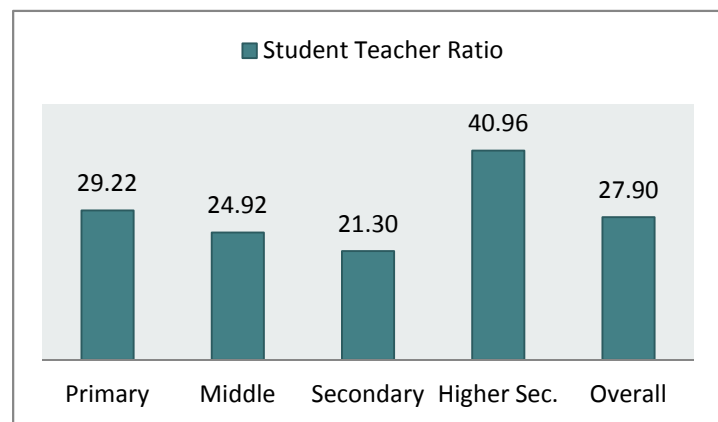


The above table and graph illustrates that the highest student teacher ratio is higher secondary level i.e. around 40 students per teacher. However, secondary level shows the least ratio as compared to other that is around 21 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 28 students per teacher.

# 2.22 Kashmore/Kandhkot

Following are the glimpse on the figures of Public Sector of Kashmore District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Kashmore is 76,566 while the total female enrollment is 31,207, whereas the total enrolment is 107,773. Out of total 3,051 teachers 2,670 are male and 381 are female teachers. This illustrates that one teacher is teaching averagely 35 students.

**Gender Wise Schools**

The total boys' schools of District Kashmore are 430, while the total female schools are 208 and mixed gender schools are 864. Thus the total number of schools is 1,502. This means that averagely every school has teaching staff of around 2.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1. **Primary (Grade Kachi-5):**
   Total numbers of primary level schools that are reported are 1,423. The total enrollment at primary level is 85,808. Gender wise 61,035 are boys and 24,775 are girls. Total numbers of teachers at primary level, are 2,239 out of which 1,916 are male and 323 are female teachers. Thus on an average each primary school has enrolment of 60 students with teaching staff of 2. However the student class ratio is 57 and each school has averagely around 1 class rooms.

2. **Middle (Grade 6-8):**
   There are total 47 middle schools reported. The total enrollment at middle level is 3,743 of which 2,029 are boys' enrollment, whereas, the girls enrollment is 1,714. The total teachers at middle level are 206 out of which 182 are male teachers, while, 24 are female teachers. Thus on an average each middle school has average enrolment of 80 students with teaching staff of 4. However the student class ratio is 24 and each school has averagely around 3 class rooms.

3. **Secondary(Grade 9-10):**
   There are total 23 secondary schools. The total enrollment at secondary level is 7,691 of which 5,602 are boys' enrollment whereas 2,089 are girls' enrollment. The total no. of teachers at secondary level is 329 out of which male teachers are 310 and female teachers are 19. Thus on an average each secondary school has average enrolment of 334 students with teaching staff of 14. However the student class ratio is 45 and each school has averagely around 7 class rooms.

4. **Higher Secondary (Grade 11-12 Excluding Colleges):**
   There are total 9 higher secondary schools. The total enrollment at higher secondary level is 10,531 out of which 7,900 are boys' enrollment and 2,631 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 277 out of which all 262 are male teachers and 15 female teachers. Thus on an average each higher secondary school has average enrolment of 1170 students with teaching staff of 31. However the student class ratio is 76 and each school has averagely around 15 class rooms.

## 2.22.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.41 |
| Middle | 0.84 |
| Secondary | 0.37 |
| Higher Sec. | 0.33 |
| Overall | 0.41 |
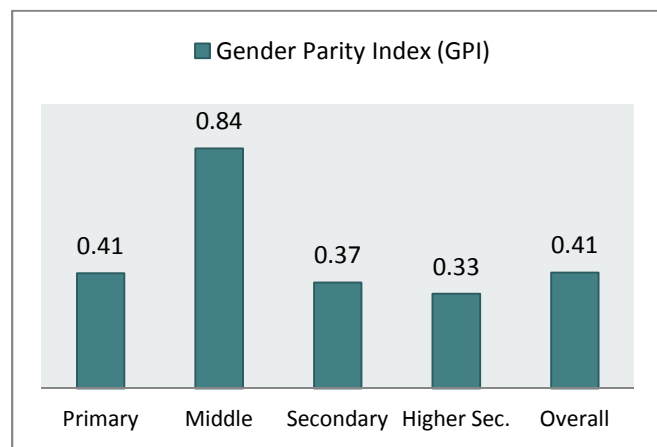


The Above table and graph shows that the Gender Parity Index of enrolment in Kashmore District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level; hence the highest GPI is noted in middle level i.e. 0.84. While, higher secondary level has the least GPI. However the overall GPI is 0.41 in District Kashmore.

## 2.22.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Kashmore District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 81.45% | 94.13% | 92.27% | 91.89% | 38.98% | 101.93% | 103.01% | 98.63% | 122.65% | 50.23% | 124.08% |
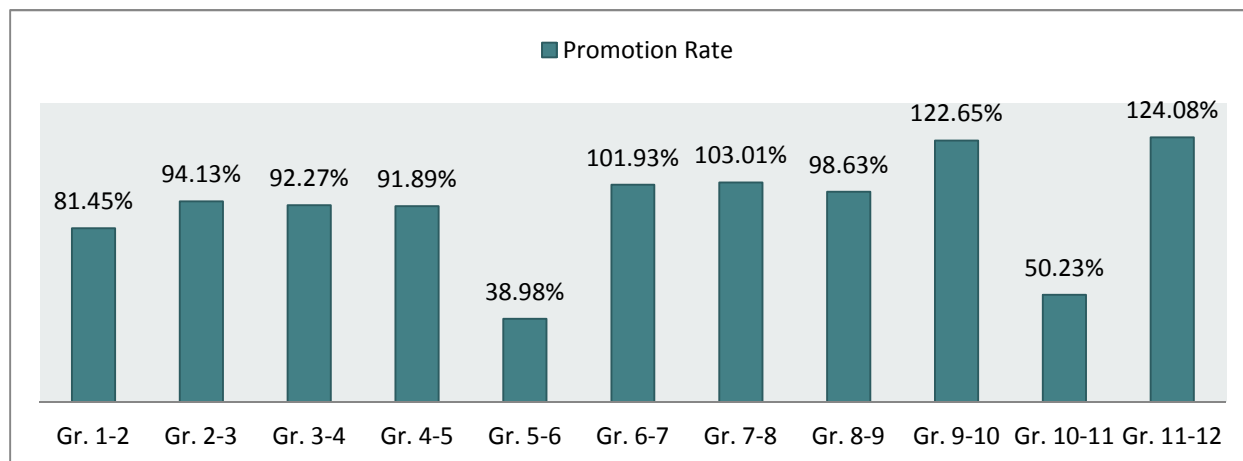


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 124.08 percent. While, class 5-6 shows the least percentage i.e. 38.98 percent. However aggregately secondary level classes shows highest rates of promotion. While aggregately middle level shows lowest rates of promotion as compared to other levels.

## 2.22.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Kashmore District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0.00% | 0.14% | 0.11% | 0.00% | 0.00% | 4.47% | 4.07% | 4.76% | 6.27% | 7.63% | 25.51% | 36.78% |
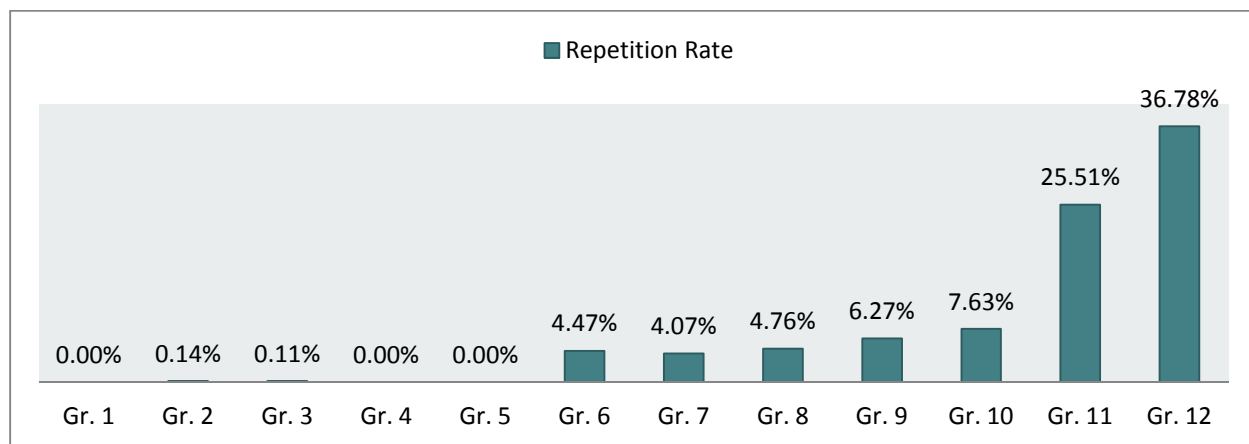


The above table and graph illustrates that the highest repetition rate has been in class 12 where as aggregately higher secondary level classes shows the higher repetition. While only class 1, 3, 4 and  5 show zero repetition rate.

## 2.22.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Kashmore District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 18.55% | 5.74% | 7.61% | 8.11% | 61.02% | -6.41% | -7.09% | -3.40% | -28.92% | 42.14% | -49.59% |
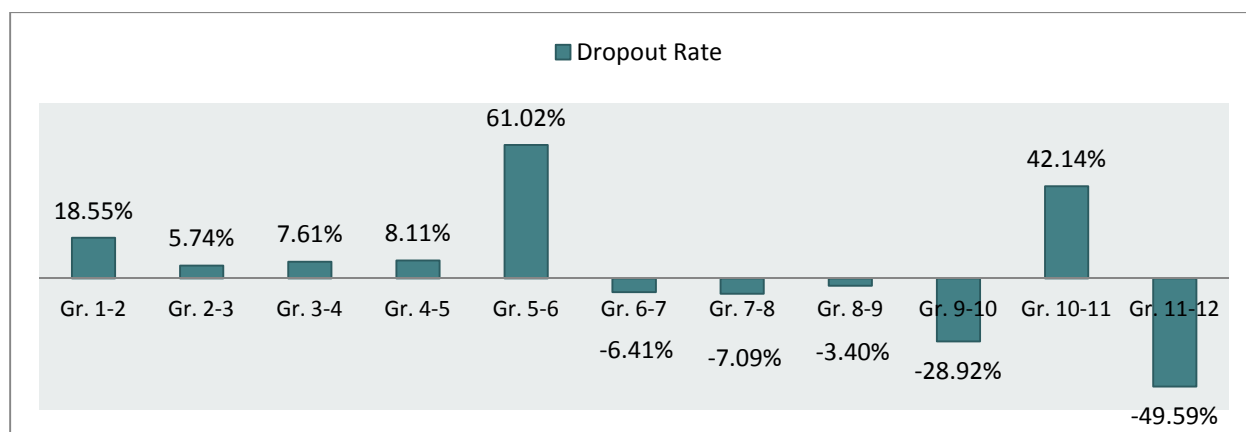


The above table and graph illustrates that the highest dropout rate has been in class 5-6 where as aggregately middle level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 49.59 percent. Aggregately secondary level shows the least dropouts as compared to others.

## 2.22.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Kashmore District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 57.02 |
| Middle | 24.15 |
| Secondary | 44.72 |
| Higher Sec. | 76.31 |
| Overall | 54.71 |
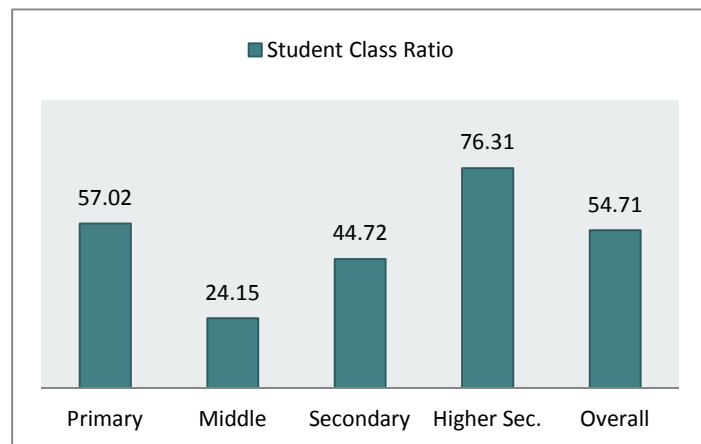


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 76 students per class. While, primary level has the second highest ratio i.e. around 57 students per class. However, middle level has the least ratio as compared to other that is around 24 students per class. If all the levels are aggregated the overall student class ratio is around 55 students per class.

## 2.22.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Kashmore District in public sector during 2010-11.

| Student Teacher Ratio | |
|---|---|
| Primary | 38.32 |
| Middle | 18.17 |
| Secondary | 23.38 |
| Higher Sec. | 38.02 |
| Overall | 35.32 |
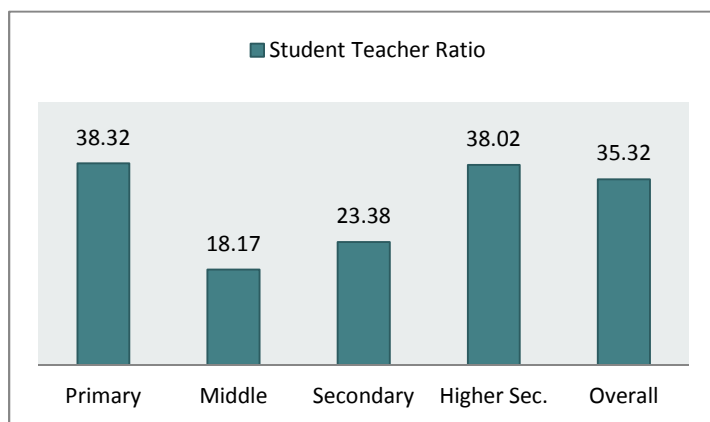


The above table and graph illustrates that the highest student teacher ratio is in primary and higher secondary level i.e. around 38 students per teacher. However, middle level shows the least ratio as compared to other that is around 18 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 35 students per teacher.

## 2.23 Kamber- Shahdadkot

Following are the glimpse on the figures of Public Sector of Kamber & Shahdadkot District as reported in Annual School Census 2010-11.

**Gender Wise Enrollment and Teachers**

The total male enrollment of District Kamber & Shahdadkot is 119,756 while the total female enrollment is 76,018, whereas the total enrolment is 195,774. Out of total 4,239 teachers 3,411 are male and 828 are female teachers. This illustrates that one teacher is teaching averagely 46 students.

**Gender Wise Schools**

The total boys' schools of District Kamber & Shahdadkot are 377, while the total female schools are 306 and mixed gender schools are 998. Thus, the total number of schools is 1,681. This means that averagely every school has teaching staff of around 3.

**Categories wise Reporting of Educational Institutions (by level and gender)**

Following is an overview of various categories of educational institutions with the focus on enrollment and teaching staff. These variables are discussed by level and gender wise segregation.

1.  **Primary (Grade Kachi-5):**

    Total numbers of primary level schools that are reported are 1,572. The total enrollment at primary level is 159,999. Gender wise 98,375 are boys and 61,624 are girls. Total numbers of teachers at primary level, are 3,313 out of which 2,633 are male and 680 are female teachers. Thus on an average each primary school has enrolment of 102 students with teaching staff of 2. However the student class ratio is 50 and each school has averagely around 2 class rooms.

2.  **Middle (Grade 6-8):**

    There are total 67 middle schools reported. The total enrollment at middle level is 5,494 of which 2,694 are boys' enrollment, whereas, the girls enrollment is 2,800. The total teachers at middle level are 188 out of which 149 are male teachers, while, 39 are female teachers. Thus on an average each middle school has average enrolment of 82 students with teaching staff of 3. However the student class ratio is 24 and each school has averagely around 3 class rooms.

3.  **Secondary(Grade 9-10):**

    There are total 32 secondary schools. The total enrollment at secondary level is 20,342 of which 13,275 are boys' enrollment whereas 7,067 are girls' enrollment. The total no. of teachers at secondary level is 532 out of which male teachers are 479 and female teachers are 53. Thus on an average each secondary school has average enrolment of 636 students with teaching staff of 17. However the student class ratio is 67 and each school has averagely around 9 class rooms.

4.  **Higher Secondary (Grade 11-12 Excluding Colleges):**

    There are total 9 higher secondary schools. The total enrollment at higher secondary level is 9,939 out of which 5,412 are boys' enrollment and 4,527 are girls' total enrollment in higher secondary level. The total no. of teachers at higher secondary level is 206 out of which 150 are male teachers and 56 female teachers. Thus on an average each higher secondary school has average enrolment of 1,104 students with teaching staff of 23. However the student class ratio is 98 and each school has averagely around 11 class rooms.

## 2.23.1 Gender Parity Index

The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys and a value greater than 1 indicates disparity in favor of girls. Gender Parity Index does not show whether improvement or regression is due to the performance of one of the gender groups.

| Gender Parity Index (GPI) | |
|---|---|
| Primary | 0.63 |
| Middle | 1.04 |
| Secondary | 0.53 |
| Higher Sec. | 0.84 |
| Overall | 0.64 |
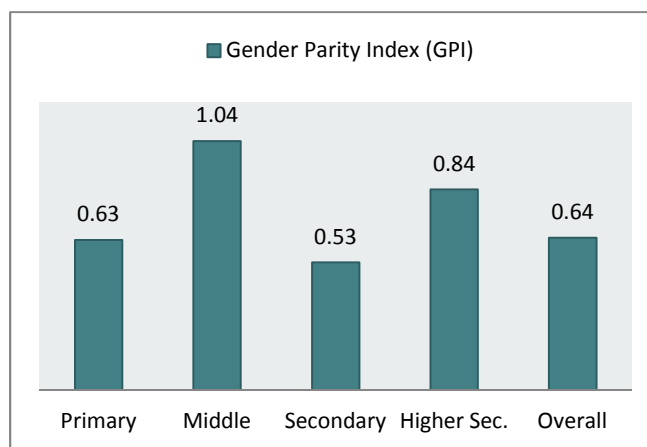


The Above table and graph shows that the Gender Parity Index of enrolment in Kamber & Shahdadkot District, according to the data reported in 2010-11 in Annual School Census. It is evident that the ratio of girls against boys is higher in middle level, hence the highest GPI is noted in middle level i.e. 1.04 While, the secondary level has the least GPI. Thus the overall GPI is 0.64 in District Kamber & Shahdadkot.

## 2.23.2 Promotion Rate

Promotion Rate is the proportion of students who have successfully completed a given grade and proceeded to the next grade the following year. The progression rate shows s the relative size of the group who successfully moved to the next grade within the education program.

Its purpose is to measure the performance of the education system in promoting students from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting Student flows from grade to grade within the educational cycle. The rate should approach 100%; a high rate reflects high internal efficiency of the educational system. When compared across grades, the patterns can indicate specific grades for which there is low promotion.

To ascertain the promotion rate, of the year 2010-11, the total new enrolment in a particular grade (e.g. Class2) by the number of students from the same cohort enrolled in the preceding grade in the previous school year i.e. 2009-10. Hence the promotion rate is derived by analyzing data on enrolment and repeaters by grade for two consecutive years.

Following are the table and figure of the promotion rates, according to the reported data by Kamber & Shahdadkot District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 73.00% | 78.22% | 82.41% | 84.67% | 52.15% | 93.61% | 90.55% | 82.68% | 71.17% | 21.50% | 237.97% |
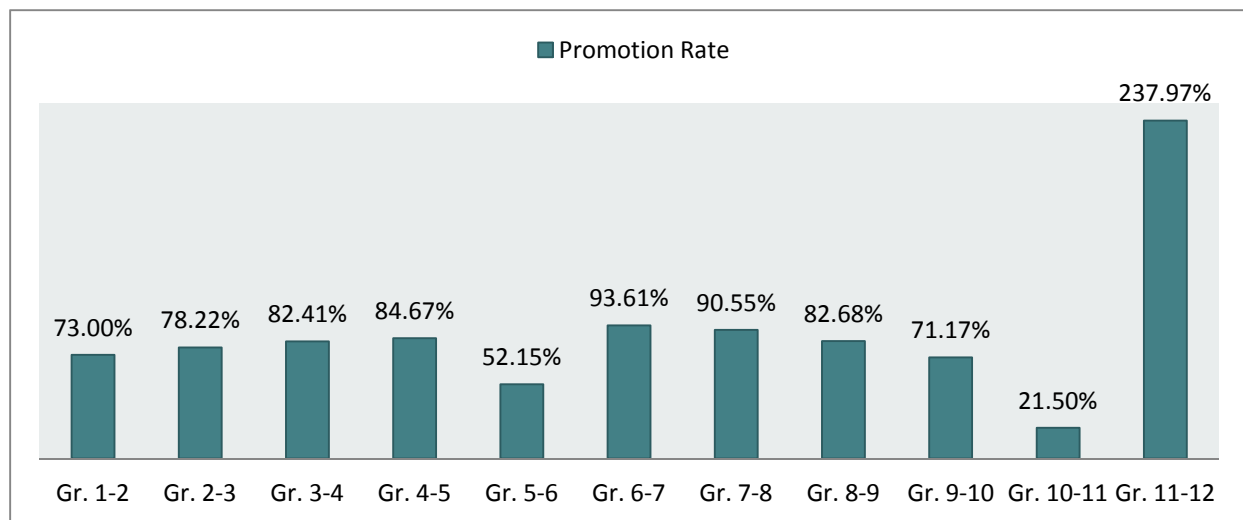


The above table and graph illustrates that the highest promotion rate has been in class 11-12 i.e. 237.97 percent. While, class 10-11 shows the least percentage i.e. 21.50 percent. Whereas, higher secondary level classes shows higher rates of promotion and secondary level shows lower rates of promotion as compared to other levels.

## 2.23.3 Repetition Rate

Repetition rate is the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. Repetition rate measure the phenomenon of students from a cohort repetition a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key measures for analyzing and projecting student flows from grade to grade within the educational cycle. Repetition Rate ideally should approach zero percent; a high repetition rate reveals problems in the internal efficiency of the educational system.

The calculation method that is used to ascertain the repetition rate of a particular grade by dividing the number of repeaters in a given grade (e.g.Grade1) in school year i.e. 2009-10 by the number of pupils from the same cohort enrolled in the same grade in the previous school i.e. 2008-09. Ideally Repetition Rate should approach zero percent

Following are the table and figure of the repetition rates, according to the reported data by Kamber & Shahdadkot District in public sector during 2010-11.

| Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 1.36% | 1.86% | 1.74% | 1.52% | 1.90% | 0.16% | 0.49% | 0.21% | 0.10% | 0.00% | 0.00% | 0.00% |
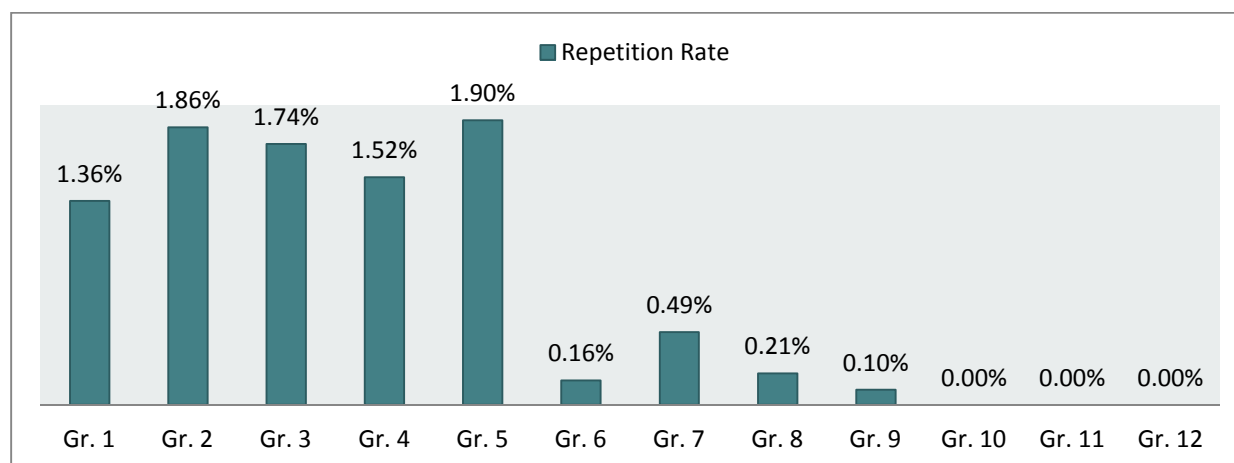


The above table and graph illustrates that the highest repetition rate has been in class 5 where as aggregately primary level classes shows higher repetition rates than others. While only class 10, 11 and 12 shows zero repetition rate.

## 2.23.4 Dropout Rate

Dropout rate is the proportion of students who leave the system without completing a given grade in a given school year. This rate shows the extent to which students abandon school. High dropout rates imply high input/output ratios and hence lead to low internal efficiency.

The Purpose of ascertaining dropout rates is to measure the phenomenon of students from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting student flows from grade to grade within the educational cycle. The Calculation method that is used to find Dropout rate of a grade is done by subtracting the sum of promotion rate and repetition rate from 100 in the given school year.

Following are the table and figure of the dropout rates, according to the reported data by Kamber & Shahdadkot District in public sector during 2010-11.

| Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------|-----------|
| 25.64% | 25.64% | 25.64% | 25.64% | 25.64% | 25.64% | 25.64% | 25.64% | 25.64% | 25.64% | 25.64% |
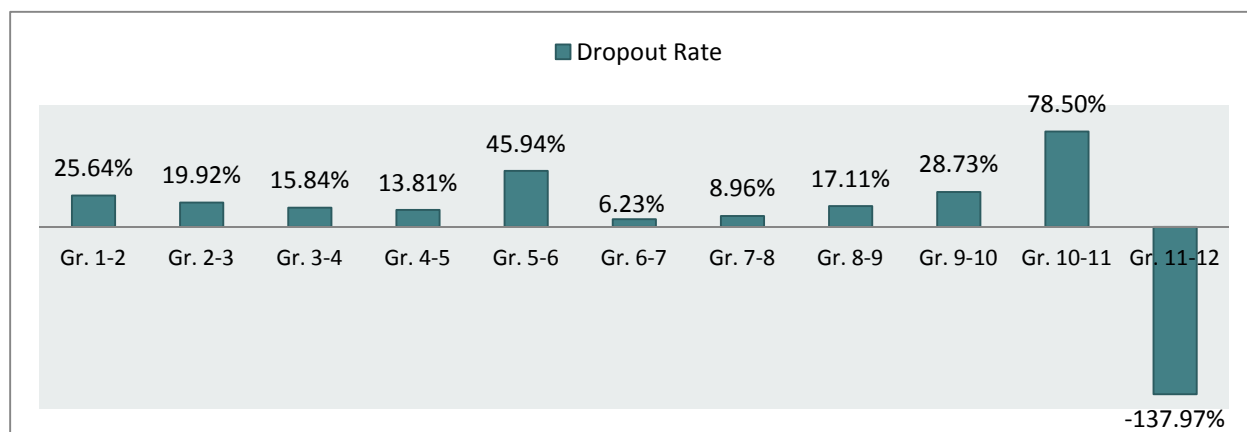


The above table and graph illustrates that the highest dropout rate has been in class 10-11 where as aggregately secondary level classes shows higher rates of dropout. On the other hand, Class 11-12 shows least dropout rate i.e. minus 137.97 percent. Aggregately higher secondary level shows the least dropouts as compared to others.

## 2.23.5 Student Class Ratio

Student Class ratio is used to measure the level of capital resources input in terms of the number of classrooms in relation to the size of the student enrolment. The calculation to ascertain student class ratio is done by dividing the total number of students enrolled at the specified level of education by the number of classrooms at the same level.

A high student class ratio suggests that each class has to accommodate a large number of students. In other words, the higher the student/class ratio, the lower the quality of education due to high span of supervision for teacher. It is generally assumed that a low student-teacher ratio signifies smaller cohorts of students in class, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students.

Following are the table and figure of the student class ratio school level wise, according to the reported data by Kamber & Shahdadkot District in public sector during 2010-11.

| Student Class Ratio | |
|---|---|
| Primary | 50.41 |
| Middle | 23.89 |
| Secondary | 67.14 |
| Higher Sec. | 98.41 |
| Overall | 51.41 |
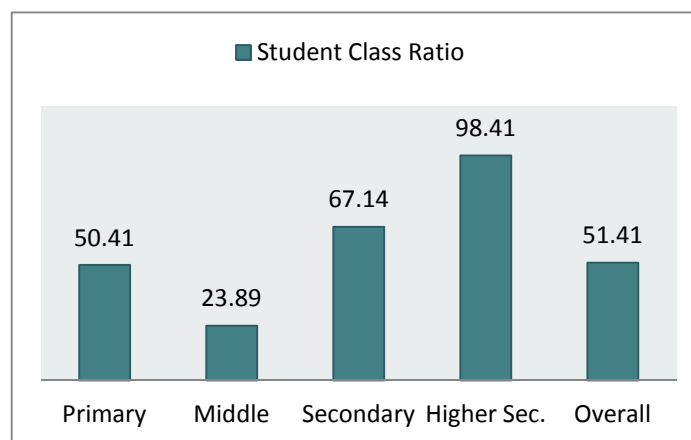


The above table and graph illustrates that the highest student class ratio is in higher secondary level i.e. around 98 students per class. While secondary level has the second highest ratio i.e. around 67 students per class. However, middle level has the least ratio as compared to other that is around 24 students per class. If all the levels are aggregated the overall student class ratio is around 51 students per class.

## 2.23.6 Student Teacher Ratio

Student Teacher Ratio is used to measure the level of human resources input in terms of the number of teachers in relation to the size of the student enrolment. This indicator does not take into account factors which could affect the quality of teaching, such as differences in teachers' qualifications, educational training, experiences and status, teaching methods, teaching materials and variations in classroom conditions. The calculation is done by dividing the total number of students enrolled at the specified level of education by the number of teachers at the same level.

A high student teacher ratio suggests that each teacher has to be responsible for a large number of students. In other words, the higher the student/teacher ratio, the lower the relative access of student to teachers. It is generally assumed that a low student-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the students. For optimum allocation of resources it is a must that this ratio should be stable throughout the province of Sindh to achieve maximum results.

Following are the table and figure of the student teacher ratio school level wise, according to the reported data by Kamber & Shahdadkot District in public sector during 2010-11**.**

| Student Teacher Ratio | |
|---|---|
| **Primary** | 48.29 |
| **Middle** | 29.22 |
| **Secondary** | 38.24 |
| **Higher Sec.** | 48.25 |
| **Overall** | 46.18 |
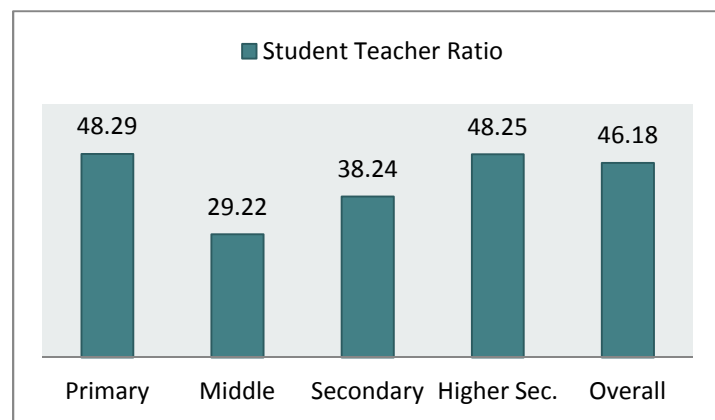


The above table and graph illustrates that the highest student teacher ratio is in primary and higher secondary level i.e. around 48 students per teacher.. However, middle level shows the least ratio as compared to other that is around 29 students per teacher each. If all the levels are aggregated the overall student teacher ratio is around 46 students per teacher.

# Glossary

**B.Ed**                    Bachelor of Education: One year degree course after graduation (two yrs)

**Boys schools**            Schools under administrative authority of District Education Officers (male), generally having boys enrollment.

**Branch Schools**          Schools opened as a Branch of some other high or higher secondary school and administratively report to the parent school. Only teachers are provided by the education department, and all other facilities are arranged and maintained by the community.

**Closed schools**          Schools that are closed because some reasons that may include: non-availability of teaching staff, enrollment or facilities.

**CT**                      Certificate of Teaching: One year training after intermediate education, appointed in Basic Pay Scale 9.

**Dangerous building**      School buildings requiring major repairs/renovation

**Dropout rate**            Pupils leaving school before the completion of a given grade of education or leaving at some intermediate or non-terminal point in acycle of schooling.

**Functional schools**      Schools that are conducting classes regularly.
**Girls schools**           Schools under administrative authority of District Education Officers (female), generally having girls enrollment.

**GER**                     Gross Enrolment Ratio**.** Percentage of population attending corresponding school grade according to their individual ages.

                            Ages 5 to 9 in Primary grades (1 to 5)
                            Ages 10 to 12 in Middle grades (6 to 8)
                            Ages 13 to 14 in Secondary grades (9 & 10)
                            Ages 15 to 16 in Higher Secondary grades (11 & 12)
                            The participation rates presented in this profile does not include enrollment data in the private sector.

**GIR**                     Gross Intake Ratio

**Govt. Ownership**         Building owned by the Education Department.

**GPI**                     Gender Parity Index

| | | |
|---|---|---|
| **Levels of schooling** | Primary level: | including Mosque, Mohalla, and Primary schools |
| | Middle level: | including Middle and Elementary schools |
| | Secondary level: | also known as High Schools |
| | Higher Sec. level: | schools offering grades 11 and 12. These intermediate classes are also offered by the colleges, which are not included. |
| | Primary: | grades 1 to 5 |
| | Middle: | grades 1 to 8 (Elementary: grades 1 to 8) |
| | Secondary: | grades 1 to 10 (or grades 6 to 10) |
| | Higher Secondary: | grades 1 to 12 (or grades 6 to 12) |

**M.Ed**          Master of Education: One year degree course after B.Ed.

**Mixed medium schools**          Schools using both Urdu and Sindhi for instruction.

**Mixed schools**          Schools having mixed enrollment of boys and girls both, under the jurisdiction of District Education Officer (male).

**Without SNE schools**          Approved schools to be opened by the education department, but are not opened due to non-appointment of staff and unavailability of building, furniture etc.

**Other ownership**          School building is either rental, donated etc., but not provided by the government

**Physical facilities**          Facilities like; electricity, water, toilets, classrooms, libraries, laboratories, desks and chairs.

**PR**          Promotion Rate

**PTC**          Primary Teaching Certificate: One year training after intermediate education.

**RR**          Repetition Rate

**Repairable building**          School building requiring minor repairs.

**Rural area schools**          School locations in a district or union council (below a Town Committee) level.

**Satisfactory building**          School buildings not requiring any repairs.

**SCR**                        Student Class Ratio

**Shelterless schools**       Schools conducting classes in open-air and having no building and no branch school also schools which are operating in rental buildings.

**SMC**                        School Management Committee

**STR**                        Student Teacher Ratio

**Trained teacher**           Teacher(s) possessing any training certificate/degree (PTC,CT,BEd,MEd)

**Untrained teacher**          Teacher(s) not having training certificate/degree (PTC,CT,BEd,MEd). These teachers are not given any promotion in their professional life until they qualify as a trained teacher.

**Urban area schools**        School locations in a Town or Municipal Committee level (above Town committee).

# Calculations

## Gross Intake Ratio

$$GIR^t = \frac{N^t}{P_a^t} * 100$$

Where:

$GIR^t$  Gross Intake Ratio in school year **t**

$N^t$  Number of new entrants in the first grade of primary education, in school year **t**

$P_a^t$  Population of official primary school entrance-age **a**, in school year **t**

## Gender Parity Index

$$GPI_i^t = \frac{F_i^t}{M_i^t}$$

Where,

$GPI_i^t$  Gender parity index of a given indicator i in year t

$F_i^t$  Female value of a given indicator i in year **t**

$M_i^t$  Male value of the same indicator i in year **t**

## Gross Enrolment Rate

$$GER_h^t = \frac{E_h^t}{P_{h,a}^t} * 100$$

Where:

$GER_h^t$  Gross Enrolment Ratio at level of education **h** in school year **t**

$E_h^t$  Enrolment at the level of education **h** in school year **t**

$P_{h,a}^t$  Population in age group **a** which officially corresponds to the level of education **h** in school year **t**

## Promotion Rate

$$PR_i^t = \frac{NE_{i+1}^{t+1}}{E_i^t}$$

Where:

$PR_i^t$     Promotion Rate at grade **i** in school year **t**

$NE_{i+1}^{t+1}$    New entrants to grade **i+1**, in school year **t+1**

$E_i^t$     Number of pupils enrolled in grade **i**, in school year **t**

## Repetition Rate

$$RR_i^t = \frac{R_i^{t+1}}{E_i^t}$$

Where:

$RR_i^t$     Repetition Rate at grade **i** in school year **t**

$R_i^{t+1}$    Number of pupils repeating grade **i**, in school year **t+1**

$E_i^t$     Number of pupils enrolled in grade **i**, in school year **t**

## Dropout Rate

$$DR_i^t = 100 - (PR_i^t + RR_i^t)$$

Where:

$DR_i^t$    Dropout Rate at grade **i** in school year **t**

$PR_i^t$    Promotion Rate at grade **i** in school year **t**

$RR_i^t$    Repetition Rate at grade **i** in school year **t**

## Pupil (Student) Teacher Ratio

$$PTR_h^t = \frac{E_h^t}{T_h^t}$$

where:

$PTR_h^t$   Pupil-teacher ratio at level of education **h** in school year **t**

$E_h^t$   Total number of pupils or (students) at level of education **h** in school year **t**

$T_h^t$   Total number of teachers at level of education **h** in school year **t**

## Annex 1 Gender Parity Index of Districts of Sindh 2010-11

| Districts | Gender Parity Index | | | | |
|---|---|---|---|---|---|
| | **Primary** | **Middle** | **Secondary** | **Higher Sec.** | **Overall** |
| **Badin** | 0.73 | 0.68 | 0.48 | 0.18 | 0.65 |
| **Dadu** | 0.68 | 1.19 | 0.47 | 0.56 | 0.66 |
| **Hyderabad** | 0.93 | 1.08 | 1.12 | 1.04 | 0.98 |
| **Thatta** | 0.76 | 1.04 | 0.43 | 0.26 | 0.70 |
| **Mirpurkhas** | 0.57 | 0.77 | 0.61 | 0.75 | 0.60 |
| **Tharparkar** | 0.81 | 0.73 | 0.55 | 0.11 | 0.77 |
| **Sanghar** | 0.60 | 1.01 | 0.42 | 0.52 | 0.58 |
| **Karachi** | 1.09 | 1.52 | 1.58 | 1.49 | 1.27 |
| **Jacobabad** | 0.64 | 1.18 | 0.38 | 0.56 | 0.63 |
| **Larkano** | 0.76 | 1.14 | 0.51 | 0.68 | 0.73 |
| **Shikarpur** | 0.59 | 1.62 | 0.47 | 0.24 | 0.56 |
| **Khairpur** | 0.70 | 0.79 | 0.49 | 0.32 | 0.65 |
| **Naushero** | 0.72 | 0.89 | 0.36 | 0.66 | 0.68 |
| **Benazirabad** | 0.61 | 0.79 | 0.47 | 0.63 | 0.60 |
| **Sukkur** | 0.67 | 1.12 | 0.47 | 0.86 | 0.68 |
| **Ghotki** | 0.49 | 0.64 | _0.27_ | 0.73 | 0.48 |
| **Umerkot** | 0.62 | 0.71 | 0.71 | 0.16 | 0.57 |
| **Jamshoro** | 0.73 | 0.55 | 0.51 | 0.58 | 0.69 |
| **Matiari** | 0.67 | 0.58 | 0.56 | _0.08_ | 0.64 |
| **T A Yar** | 0.60 | 0.65 | 0.29 | 0.94 | 0.58 |
| **T M Khan** | 0.56 | _0.45_ | 0.95 | 0.20 | 0.58 |
| **Kashmore/kandhkot** | _0.41_ | 0.84 | 0.37 | 0.33 | _0.41_ |
| **Kamber/Shahdadkot** | 0.63 | 1.04 | 0.53 | 0.84 | 0.63 |

*Note: the underlined & colored figures in the above table are the lowest as compared to others districts of Sindh in that particular year.*

## Annex 2 Promotion Rates of Districts of Sindh 2010-11

| Districts | Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Badin | 56.88% | 72.42% | 76.81% | 78.98% | 57.62% | 90.74% | 89.07% | 96.92% | 89.08% | 34.44% | 102.95% |
| Dadu | 77.83% | 90.61% | 84.73% | 83.52% | 43.90% | 93.09% | 101.21% | 98.66% | 90.97% | 32.65% | 96.71% |
| Hyderabad | 77.30% | 79.07% | 80.10% | 80.31% | 77.64% | 96.00% | 96.21% | 103.90% | 96.08% | 18.94% | 73.54% |
| Thatta | **45.92%** | **59.24%** | **62.93%** | **63.63%** | **31.89%** | 83.10% | 82.34% | 89.95% | 90.92% | 33.87% | 83.84% |
| Mirpurkhas | 55.34% | 72.78% | 76.48% | 76.41% | 69.65% | 88.68% | 91.14% | 95.03% | 92.20% | 38.45% | 106.96% |
| Tharparkar | 49.96% | 75.85% | 84.91% | 90.49% | 61.90% | 90.66% | 94.20% | 79.67% | 99.30% | 19.14% | 93.50% |
| Sanghar | 65.39% | 82.35% | 86.89% | 86.78% | 56.45% | 98.27% | 100.68% | 98.61% | 93.38% | 28.82% | 89.06% |
| Karachi | 81.04% | 79.25% | 79.97% | 79.12% | 88.81% | 83.70% | 89.12% | 87.87% | 87.91% | 5.49% | 96.21% |
| Jacobabad | 73.47% | 90.56% | 97.17% | 93.27% | 50.61% | 91.25% | 89.74% | 75.80% | 98.04% | 37.65% | 90.65% |
| Larkano | 75.40% | 82.72% | 85.33% | 90.53% | 58.21% | 95.90% | 96.66% | 96.44% | 93.70% | 16.44% | 110.86% |
| Shikarpur | 71.96% | 86.49% | 88.81% | 90.23% | 54.64% | 95.86% | 103.62% | 94.08% | 91.93% | 36.03% | 110.25% |
| Khairpur | 90.18% | 86.80% | 86.81% | 84.31% | 67.80% | 98.36% | 101.38% | 89.16% | 90.95% | 22.48% | 129.91% |
| Naushero | 76.73% | 86.03% | 89.24% | 84.52% | 55.63% | 97.35% | 97.89% | 89.95% | 94.79% | 23.90% | 111.13% |
| Benazirabad | 90.02% | 85.93% | 89.80% | 85.71% | 58.09% | **80.22%** | **78.16%** | 81.24% | 81.06% | 21.12% | 86.25% |
| Sukkur | 71.29% | 78.19% | 81.85% | 79.53% | 57.36% | 95.49% | 94.39% | 93.28% | 92.29% | 25.13% | 112.49% |
| Ghotki | 84.84% | 86.34% | 85.59% | 83.60% | 41.67% | 94.27% | 90.10% | 92.34% | 93.83% | 20.65% | 128.94% |
| Umerkot | 53.10% | 71.60% | 77.23% | 83.92% | 58.25% | 95.32% | 92.93% | 89.24% | 87.53% | 49.57% | 123.29% |
| Jamshoro | 72.92% | 81.44% | 82.30% | 80.91% | 58.21% | 83.56% | 78.33% | **70.90%** | **63.83%** | 39.19% | 96.25% |
| Matiari | 56.42% | 76.83% | 80.76% | 82.23% | 62.39% | 88.17% | 90.53% | 89.74% | 86.84% | **2.04%** | **17.86%** |
| T A Yar | 66.54% | 70.39% | 66.28% | 74.85% | 68.02% | 91.31% | 89.43% | 84.26% | 86.60% | 21.70% | 62.86% |
| T M Khan | 70.55% | 68.97% | 70.39% | 71.98% | 47.08% | 99.95% | 89.30% | 93.61% | 94.83% | 11.63% | 640.00% |
| Kashmore | 81.45% | 94.13% | 92.27% | 91.89% | 38.98% | 101.93% | 103.01% | 98.63% | 122.65% | 50.23% | 124.08% |
| Kamber | 73.00% | 78.22% | 82.41% | 84.67% | 52.15% | 93.61% | 90.55% | 82.68% | 71.17% | 21.50% | 237.97% |

*Note: the underlined & colored figures in the above table are the lowest promotion as compared to others districts of Sindh in that particular year i.e. 2010-11.*

## Annex 3 Repetition Rates of Districts of Sindh 2010-11

| Districts | Gr. 1 | Gr.2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 | Gr. 10 | Gr. 11 | Gr. 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Badin** | 12.32% | 6.80% | 4.82% | 3.71% | 2.23% | 1.38% | 1.71% | 1.24% | 1.16% | 1.19% | 0.00% | 1.63% |
| **Dadu** | 1.13% | 1.71% | 1.25% | 1.54% | 1.49% | 1.00% | 0.74% | 0.70% | 0.56% | 0.16% | 0.00% | 0.00% |
| **Hyderabad** | 6.81% | 6.13% | 5.59% | 4.41% | 2.18% | 1.33% | 1.10% | 0.77% | 0.21% | 0.14% | 1.62% | 1.78% |
| **Thatta** | 15.71% | _**13.71%**_ | _**12.55%**_ | 11.09% | _**8.51%**_ | 5.19% | _**5.88%**_ | 4.16% | 2.41% | 1.97% | 0.00% | 0.00% |
| **Mirpurkhas** | 6.29% | 3.72% | 2.75% | 1.90% | 1.55% | 0.23% | 0.16% | 0.27% | 0.26% | 0.09% | 0.00% | 0.34% |
| **Tharparkar** | _**16.35%**_ | 7.98% | 4.51% | 2.36% | 1.57% | 0.62% | 0.53% | 0.38% | 0.20% | 0.32% | 0.00% | 0.00% |
| **Sanghar** | 0.38% | 0.50% | 0.37% | 0.30% | 0.31% | 0.00% | 0.00% | 0.00% | 0.04% | 0.00% | 0.00% | 0.00% |
| **Karachi** | 2.95% | 2.57% | 2.95% | 2.81% | 1.59% | _**6.22%**_ | 4.77% | 3.99% | 2.49% | 2.36% | 13.92% | 5.80% |
| **Jacobabad** | 1.85% | 1.26% | 1.33% | 0.99% | 1.05% | 0.49% | 0.57% | 0.65% | 0.62% | 0.31% | 0.25% | 0.51% |
| **Larkano** | 7.63% | 6.51% | 6.65% | _**4.85%**_ | 3.23% | 0.58% | 0.60% | 0.56% | 0.16% | 0.06% | 0.00% | 0.00% |
| **Shikarpur** | 0.53% | 0.36% | 0.22% | 0.18% | 0.26% | 0.04% | 0.05% | 0.05% | 0.14% | 0.31% | 0.00% | 0.00% |
| **Khairpur** | 2.41% | 2.20% | 1.60% | 1.08% | 0.67% | 0.16% | 0.28% | 0.19% | 0.00% | 0.00% | 0.00% | 0.00% |
| **Naushero** | 1.30% | 1.62% | 1.37% | 1.02% | 0.69% | 0.08% | 0.03% | 0.09% | 0.18% | 0.00% | 0.00% | 0.00% |
| **Benazirabad** | 0.60% | 0.56% | 0.22% | 0.27% | 0.17% | 3.98% | 4.05% | 3.51% | 1.55% | 2.58% | 0.00% | 0.00% |
| **Sukkur** | 3.47% | 2.70% | 2.29% | 1.47% | 1.03% | 0.31% | 0.26% | 0.28% | 0.06% | 0.12% | 0.00% | 0.00% |
| **Ghotki** | 1.80% | 1.95% | 2.17% | 2.00% | 1.73% | 0.17% | 0.19% | 0.08% | 0.37% | 0.59% | 0.00% | 4.37% |
| **Umerkot** | 16.26% | 6.87% | 4.93% | 3.56% | 2.52% | 2.43% | 2.53% | 2.07% | 3.08% | 2.43% | 0.00% | 0.00% |
| **Jamshoro** | 6.66% | 4.31% | 3.62% | 2.80% | 2.74% | 0.11% | 0.03% | 0.08% | 0.03% | 0.10% | 0.00% | 0.00% |
| **Matiari** | 8.04% | 4.19% | 2.90% | 2.82% | 1.35% | 0.04% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| **T A Yar** | 6.16% | 4.13% | 2.91% | 2.46% | 1.75% | 1.42% | 1.93% | 1.14% | 0.83% | 0.73% | 0.00% | 0.00% |
| **T M Khan** | 1.77% | 1.84% | 1.40% | 1.24% | 0.83% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| **Kashmore** | 0.00% | 0.14% | 0.11% | 0.00% | 0.00% | 4.47% | 4.07% | _**4.76%**_ | _**6.27%**_ | _**7.63%**_ | _**25.51%**_ | _**36.78%**_ |
| **Kamber** | 1.36% | 1.86% | 1.74% | 1.52% | 1.90% | 0.16% | 0.49% | 0.21% | 0.10% | 0.00% | 0.00% | 0.00% |

*Note: the underlined & colored figures in the above table are the highest repetition rates as compared to others districts of Sindh in that particular year.*

## Annex 4 Dropout Rates of Districts of Sindh 2010-11

| Districts | Gr. 1-2 | Gr. 2-3 | Gr. 3-4 | Gr. 4-5 | Gr. 5-6 | Gr. 6-7 | Gr. 7-8 | Gr. 8-9 | Gr. 9-10 | Gr. 10-11 | Gr. 11-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Badin | 30.80% | 20.78% | 18.37% | 17.31% | 40.15% | 7.88% | 9.22% | 1.84% | 9.76% | 64.37% | -2.95% |
| Dadu | 21.04% | 7.68% | 14.03% | 14.94% | 54.61% | 5.91% | -1.95% | 0.63% | 8.47% | 67.19% | 3.29% |
| Hyderabad | 15.89% | 14.79% | 14.31% | 15.27% | 20.18% | 2.67% | 2.69% | -4.67% | 3.71% | 80.92% | 24.84% |
| Thatta | **38.38%** | 27.04% | 24.51% | 25.27% | 59.60% | 11.71% | 11.78% | 5.89% | 6.67% | 64.16% | 16.16% |
| Mirpurkhas | 38.37% | 23.50% | 20.77% | 21.69% | 28.80% | 11.08% | 8.70% | 4.70% | 7.54% | 61.46% | -6.96% |
| Tharparkar | 33.69% | 16.17% | 10.58% | 7.15% | 36.53% | 8.72% | 5.27% | 19.95% | 0.50% | 80.54% | 6.50% |
| Sanghar | 34.23% | 17.15% | 12.74% | 12.92% | 43.24% | 1.73% | -0.68% | 1.39% | 6.58% | 71.18% | 10.94% |
| Karachi | 16.01% | 18.18% | 17.07% | 18.07% | 9.60% | 10.08% | 6.11% | 8.14% | 9.60% | 92.15% | -10.13% |
| Jacobabad | 24.69% | 8.18% | 1.50% | 5.74% | 48.34% | 8.27% | 9.69% | 23.55% | 1.35% | 62.05% | 9.10% |
| Larkano | 16.97% | 10.77% | 8.01% | 4.63% | 38.56% | 3.53% | 2.74% | 3.00% | 6.13% | 83.50% | -10.86% |
| Shikarpur | 27.51% | 13.15% | 10.97% | 9.59% | 45.11% | 4.10% | -3.67% | 5.87% | 7.94% | 63.67% | -10.25% |
| Khairpur | 7.41% | 11.00% | 11.59% | 14.61% | 31.53% | 1.48% | -1.66% | 10.65% | 9.05% | 77.52% | -29.91% |
| Naushero | 21.97% | 12.35% | 9.40% | 14.46% | 43.68% | 2.57% | 2.07% | 9.96% | 5.03% | 76.10% | -11.13% |
| Benazirabad | 9.39% | 13.51% | 9.98% | 14.02% | 41.74% | 15.80% | 17.79% | 15.25% | 17.39% | 76.30% | 13.75% |
| Sukkur | 25.24% | 19.11% | 15.86% | 19.01% | 41.61% | 4.20% | 5.35% | 6.45% | 7.65% | 74.75% | -12.49% |
| Ghotki | 13.36% | 11.71% | 12.25% | 14.41% | 56.60% | 5.56% | 9.71% | 7.58% | 5.80% | 78.76% | -28.94% |
| Umerkot | 30.64% | 21.53% | 17.85% | 12.52% | 39.23% | 2.25% | 4.54% | 8.69% | 9.38% | 48.00% | -23.29% |
| Jamshoro | 20.41% | 14.25% | 14.08% | 16.28% | 39.05% | **16.34%** | **21.65%** | **29.02%** | **36.14%** | 60.71% | 3.75% |
| Matiari | 35.54% | 18.99% | 16.34% | 14.95% | 36.26% | 11.79% | 9.47% | 10.26% | 13.16% | **97.96%** | **82.14%** |
| T A Yar | 27.30% | 25.48% | **30.81%** | 22.70% | 30.23% | 7.27% | 8.65% | 14.61% | 12.57% | 77.57% | 37.14% |
| T M Khan | 27.69% | **29.19%** | 28.21% | **26.78%** | 52.09% | 0.05% | 10.70% | 6.39% | 5.17% | 88.37% | -540.00% |
| Kashmore | 18.55% | 5.74% | 7.61% | 8.11% | **61.02%** | -6.41% | -7.09% | -3.40% | -28.92% | 42.14% | -49.59% |
| Kamber | 25.64% | 19.92% | 15.84% | 13.81% | 45.94% | 6.23% | 8.96% | 17.11% | 28.73% | 78.50% | -137.97% |

*Note: the underlined & colored figures in the above table are the highest dropout rates as compared to others districts of Sindh in that particular year.*

## Annex 5 Student Teacher Ratio of Districts of Sindh 2010-11

| Districts | Student Teacher Ratio | | | | |
|---|---|---|---|---|---|
| | Primary | Middle | Secondary | Higher Sec. | Overall |
| Badin | 29.86 | 29.99 | 31.08 | 39.08 | 32.50 |
| Dadu | 37.25 | 18.17 | 25.18 | 41.39 | 30.49 |
| Hyderabad | 20.45 | 15.48 | 17.46 | 24.83 | 19.55 |
| Thatta | 30.27 | 20.33 | 20.87 | 35.62 | 26.77 |
| Mirpurkhas | 27.23 | 20.63 | 26.00 | 33.04 | 26.73 |
| Tharparkar | 41.17 | **41.53** | 30.10 | 46.22 | 39.75 |
| Sanghar | 29.26 | 19.48 | 26.03 | 38.51 | 28.32 |
| Karachi | 21.98 | 19.58 | 19.77 | 21.39 | 20.68 |
| Jacobabad | 37.08 | 17.54 | 24.00 | 38.99 | 29.40 |
| Larkano | 33.41 | 29.53 | 30.30 | 36.41 | 32.41 |
| Shikarpur | 31.08 | 17.47 | 25.51 | 32.32 | 26.59 |
| Khairpur | 39.94 | 27.43 | 25.52 | 30.66 | 30.88 |
| Naushero | 38.53 | 32.75 | 33.40 | 50.91 | 38.90 |
| Benazirabad | 32.60 | 26.85 | 36.74 | 56.03 | 38.06 |
| Sukkur | 33.75 | 26.63 | 20.84 | 33.52 | 28.68 |
| Ghotki | **49.96** | 39.75 | **39.25** | 44.46 | **43.35** |
| Umerkot | 31.06 | 30.69 | 34.47 | **62.85** | 39.77 |
| Jamshoro | 31.26 | 28.34 | 19.46 | 39.53 | 29.65 |
| Matiari | 25.56 | 16.67 | 30.91 | 36.79 | 27.48 |
| T A Yar | 35.73 | 37.11 | 29.51 | 54.82 | 39.30 |
| T M Khan | 29.22 | 24.92 | 21.30 | 40.96 | 29.10 |
| Kashmore/kandhkot | 38.32 | 18.17 | 23.38 | 38.02 | 29.47 |
| Kamber/Shahdadkot | 48.29 | 29.22 | 38.24 | 48.25 | 41.00 |

*Note: the underlined & colored figures in the above table are the highest Student Teacher Ratio as compared to others districts of Sindh in that particular year*

# Annex 6 Student Class Ratio of Districts of Sindh 2010-11

| Districts | Student Class Ratio | | | | |
|---|---|---|---|---|---|
| | Primary | Middle | Secondary | Higher Sec. | Overall |
| Badin | 35.85 | 25.59 | 57.14 | 73.02 | 47.90 |
| Dadu | 53.51 | 25.83 | 53.47 | 90.12 | 55.73 |
| Hyderabad | 33.13 | 22.95 | 42.29 | 60.23 | 39.65 |
| Thatta | 29.27 | 14.37 | 31.56 | 62.93 | 34.53 |
| Mirpurkhas | 35.16 | 21.98 | 46.10 | 68.47 | 42.93 |
| Tharparkar | 41.70 | 31.81 | 41.68 | 42.45 | 39.41 |
| Sanghar | 40.54 | 20.45 | 56.06 | 86.41 | 50.86 |
| Karachi | 24.76 | 20.74 | 27.40 | 32.33 | 26.31 |
| Jacobabad | **58.41** | 29.79 | 59.20 | 76.84 | 56.06 |
| Larkano | 51.04 | 30.19 | 65.08 | 72.96 | 54.82 |
| Shikarpur | 32.82 | 14.75 | 52.29 | 71.40 | 42.82 |
| Khairpur | 40.28 | 30.54 | 47.91 | 76.33 | 48.76 |
| Naushero | 42.97 | 37.64 | 64.89 | 80.88 | 56.59 |
| Benazirabad | 36.88 | 25.51 | 45.16 | 77.85 | 46.35 |
| Sukkur | 36.39 | 30.98 | 37.34 | 53.15 | 39.46 |
| Ghotki | 55.84 | **41.44** | 60.79 | 84.92 | 60.75 |
| Umerkot | 30.98 | 16.69 | 39.99 | 86.83 | 43.62 |
| Jamshoro | 29.63 | 25.00 | 37.89 | 82.19 | 43.68 |
| Matiari | 29.56 | 17.60 | 63.27 | 65.84 | 44.07 |
| T A Yar | 28.41 | 27.45 | 51.38 | **102.27** | 52.37 |
| T M Khan | 29.64 | 29.37 | 32.40 | 94.20 | 46.40 |
| Kashmore/kandhkot | 57.02 | 24.15 | 44.72 | 76.31 | 50.55 |
| Kamber/Shahdadkot | 50.41 | 23.89 | **67.14** | 98.41 | **59.96** |

*Note: the underlined & colored figures in the above table are the highest Student Class Ratio as compared to others districts of Sindh in that particular year*