

# NATIONAL EDUCATION CENSUS 2005



# PAKISTAN

**Government of Pakistan**  
**Ministry of Education**

Academy of Educational Planning and Management  
Statistics Division Federal Bureau of Statistics  
Islamabad  
2006

## FOREWORD

Education has emerged as a force and vehicle for the socio-economic development of the country. Investment on education contributes towards the accumulation of human capital resulting into shift to knowledge-based economy. Education is instrumental to poverty reduction by increasing the productivity of the poor, efficiency of labour, reducing fertility and improving health. This enables people to participate fully in the economic and social development of the country. It also enhances the capacity building of nation's institutions resulting into good governance for planning and implementing national policies.

Availability of valid, reliable, comprehensive and up to date educational data are pre-requisite for policy formulation, its implementation and monitoring and evaluation. The lack of data or poor quality of data on the key aspects of education compels the decision-makers to make their decisions on estimation and intuition, which often do not bring the desired results. Moreover, data alone cannot solve any problem, properly collected and analyzed data facilitates planners and managers for making informed decisions for the efficiency and effectiveness of education system.

National Educational Management Information System (NEMIS) is maintaining national database in order to fulfill the information requirements of policy formulation, decision-making, interventions and resource allocation and of other national and international organizations. Present database is linked to public sector institutions only and thus cannot be considered comprehensive. Thus a complete national picture cannot emerge unless information in respect of all the above-mentioned educational institutions is collected. Therefore, the Ministry of Education decided to conduct First National Education Census (NEC) 2005 in collaboration with Federal Bureau of Statistics, Statistics Division to collect information from all categories of education institutions from pre-primary to tertiary levels. The census was initiated in November, 2005 and completed by 30th June 2006 within the shortest possible time. Through census information has been collected from all categories of education institutions including public and private sector institutions and Deeni Madaris.

The data collected through the NEC will facilitate the development of comprehensive data bank having information in respect of each education institutions functioning in the country. The information will help the decision-makers to use data for planning, management, monitoring and evaluation of the education system at various administrative levels. The data will provide base to develop vital education indicators, which will help the decision makers for necessary interventions in the education system.

I take due opportunity to appreciate the efforts made by Federal Bureau of Statistics, and Academy of Educational Planning and Management for organizing the census I also thank UNESCO and USAID for their support in this project.

**Lt. General (R) Javed Ashraf**  
Federal Minister for Education  
Government of Pakistan

## PREFACE

National Education Management Information System (NEMIS) has been functioning in the Academy of Educational Planning and Management since 1993. The main functions of the NEMIS include collection, processing, storage, retrieval, analysis and dissemination of education data. However, NEMIS database only contains information regarding public schools while information in respect of private educational institutions, technical vocational institutions, professional colleges, universities and Deeni Madaris was partially available.

Pakistan has been signatory to a number of international declarations such as the basic right of education to all of its citizens, Millennium Development Goal and the Dakar World Education Forum 2000. The government has taken several policy measures and initiatives to achieve these international goals. To monitor the achievement of these goals, education data on key indicators are required which can also be made available to various national and international agencies for analysis and planning purposes.

Recognizing these aspects, the Ministry of Education decided to conduct a National Education Census (NEC) in collaboration with the Federal Bureau of Statistics. Through this census, the information has been collected from all categories of educational institutions functioning in the country. The census contains information in respect of the number of educational institutions, their management and type, location, gender, enrolment, availability of physical facilities and expenditures. Moreover, information in respect of each individual educational institution has been added in the database which now to be analyzed to see the progress made and to identify the policy interventions needed for achieving the objectives of the education reforms.

I appreciate the help and cooperation extended by Statistics Division for conducting the census in the shortest possible time. Particularly, my gratitude goes to Mr. Asad Elahi, Secretary, Statistics Division and his team for successfully completing the census. I am also grateful to the Academy of Educational Planning and Management and Ministry of Education' teams for conducting the census, particularly Dr. Fayyaz, JEA (P&P Wing), Dr. Pervez Aslam Shami Izaz-e-Fazeelat, Project Director/DG AEPAM, Mr. Dawood Shah, Joint Director/Focal Person NEC, Mirza Tauhiduddin Ahmad, NEC Coordinator, Mr. T.M. Qureshi, DEA (P&P), Mr. Imamuddin Sheikh, TA and Miss. Sarwat Hamid Butt, Education Statistician, NEMIS for their services in completing the National Education Census.

**Jehangir Bashar**  
Federal Education Secretary

## **PREFACE**

Federal Bureau of Statistics (FBS), Statistics Division is an apex organization in the country for the collection of socio-economic data. It has well-established infrastructure throughout Pakistan, which is catering the needs of policy makers. Federal Bureau of Statistics has also undertaken activities related to education sector. It has conducted a Census of Private Educational Institutions in 2000. The Ministry of Education maintains database on education through its National Education Management Information System (NEMIS) with the collaboration of its counterparts- provincial education management information systems (EMISs). The Ministry of Education needed comprehensive database to cater the needs of educational planning and management because data of just public sector schools was not enough and data for private educational institutions which are growing very fast, has not been available regularly. To have comprehensive database information on the education sector the Ministry of Education planned to have a complete enumeration of all categories of institutions both in private & public sectors.

In view of this National Education Census 2005 was initiated by the Ministry of Education and Academy of Educational Planning and Management (AEPAM) and Statistics Division and FBS. The FBS was responsible for field operation and electronic data processing. Both FBS and AEPAM jointly made the preparation and launched the National Education Census 2005. The data has been collected from the entire country including FATA, ICT, Northern Areas and Azad Jammu and Kashmir. All types of educational institutions i.e. government, private and deeni madaris have been visited and information on the questionnaire has been collected by enumerators recruited particularly for National Education Census assignment. FBS data processing center processed the data and produced reports as per tabulation prepared by AEPAM.

I would like to pay compliment to my team members Mr. Khalid Mahmud, Deputy Director General, Mr. Bashir Ahmed Choudhary, Director, Mr. Muhammad Hanif Shakir, Chief Statistical Officer, Mohammad Afzal Arian, Deputy Director General and other staff of Regional offices and National Education Census.

Comments and Suggestions for the improvement of this report will be most welcome.

**Asad Elahi**  
Secretary  
Statistical Division  
Federal Bureau of Statistics  
Islamabad

# CONTENTS

Foreword	
Preface	
Executive Summary	1
National Education Census 2005	6
Major Features	14
Statistical Tables	32
Appendices	I - III

## LIST OF TABLES

<b><i>Table No.</i></b>	<b><i>Topic</i></b>
<b>Table 1</b>	Educational Institutions (Public And Private) by Level, Enrolment and Teaching Staff
<b>Table 1.1</b>	Educational Institutions (Public) by Level, Enrolment and Teaching Staff
<b>Table 1.2</b>	Educational Institutions (Private) by Level, Enrolment and Teaching Staff
<b>Table 2</b>	Educational Institutions by Level, duration of Establishment of Institution
<b>Table 3</b>	Educational Institutions (Private) by Level, Enrolment, Teaching Staff and Expenditure
<b>Table 4</b>	Stage wise Enrolment in Public and Private Schools
<b>Table 5</b>	Educational Institutions by Management and Gender
<b>Table 6</b>	Educational Institutions of Semi Govt./Autonomous Institutions (Other Than Provincial Education Departments) by gender
<b>Table 7</b>	Educational Institutions by Chain of Education System
<b>Table 8</b>	Private Educational Institutions by Registration Status and Gender
<b>Table 9</b>	Educational Institutions, Enrolment and Teachers by Gender and Shift
<b>Table 10</b>	Educational Institutions by Enrolment, Teachers and Medium of Instructions
<b>Table 11</b>	Educational Institutions (Public and Private) by Type and ownership of Building
<b>Table 11.1</b>	Educational Institutions (Public) by Type and ownership of Building
<b>Table 11.2</b>	Educational Institutions (Private) by Type and ownership of Building
<b>Table 12</b>	Educational Institutions by Type of Construction of Building, Sector and Gender
<b>Table 13</b>	Educational Institutions by Building Condition, Sector and Gender
<b>Table 14</b>	Enrolment In Educational Institutions (Public & Private) by Level and Gender
<b>Table 14.1</b>	Enrolment In Educational Institutions (Public) by Level and Gender
<b>Table 14.2</b>	Enrolment in Educational Institutions (Private) by Level and Gender
<b>Table 15</b>	Enrolment in Educational Institutions (Public and Private) by Level and type of Institutions
<b>Table 15.1</b>	Enrolment in Educational Institutions (Public) by Level and type of Institutions
<b>Table 15.2</b>	Enrolment in Educational Institutions (Private) by Level and type of Institutions
<b>Table 16</b>	Number of Non Functional and Refusal Institutions (Public and Private)
<b>Table 16.1</b>	Number of Non Functional and Refusal Institutions (Public)
<b>Table 16.2</b>	Number of Non Functional and Refusal Institutions (Private)
<b>Table 17</b>	Number of Institutions out of reference (Public and Private)
<b>Table 17.1</b>	Number of Institutions out of reference (Public)

<b>Table 17.2</b>	Number of Institutions out of reference (Private)
<b>Table 18</b>	Enrolment in Schools (Up to Class 12) by Stage, Class, Type Of Schools and Gender
<b>Table 19</b>	Enrolment in Educational Institutions (Degree, Post Graduates and Others) by Stage, Class, Sector and Gender
<b>Table 20</b>	Enrolment in Educational Institutions (Medical, Nursing and Pharmacy) by Stage, Class, Sector and Gender
<b>Table 21</b>	Enrolment in Educational Institutions (Technical) by Stage, Class, Sector and Gender
<b>Table 22</b>	Enrolment in Educational Institutions (Fine Arts, Agriculture, Law, Education and Home Economics) by Stage, Class, Sector and Gender
<b>Table 23</b>	Enrolment in Educational Institutions (Commerce, Business Administration and Accountancy) by Stage, Class, Sector and Gender
<b>Table 24</b>	Enrolment in Educational Institutions (Tibbia, and Homeopathic) by Stage, Class, Sector and Gender
<b>Table 25</b>	Enrolment in Vocational Institutions by duration of course, Sector and Gender
<b>Table 26</b>	Enrolment and Repeaters in Schools (Public & Private) by Class and Gender
<b>Table 26.1</b>	Enrolment and Repeaters in Schools (Public) by Class and Gender
<b>Table 26.2</b>	Enrolment and Repeaters in Schools (Private) by Class and Gender
<b>Table 27</b>	Teaching Staff (Public & Private) by Gender, Academic & Professional Qualifications
<b>Table 27.1</b>	Teaching Staff (Public) by Gender, Academic & Professional Qualifications
<b>Table 27.2</b>	Teaching Staff (Private) by Gender, Academic & Professional Qualifications
<b>Table 28</b>	Teaching Staff in Medical And Dental Institutions by Professional Qualification and Gender
<b>Table 29</b>	Teaching Staff in Technical And Professional Institutions by Academic Qualification and Gender
<b>Table 30</b>	Teaching Staff in Accountancy Institutions by Academic Qualification and Gender
<b>Table 31</b>	Teaching Staff (Public and Private) in Mono, Poly Techniques & Vocational Institutes by Gender, Academic & Professional Qualification
<b>Table 31.1</b>	Teaching Staff (Public) in Mono, Poly Techniques & Vocational Institutes by Gender, Academic & Professional Qualifications
<b>Table 31.2</b>	Teaching Staff (Private) in Mono, Poly Techniques & Vocational Institutes by Gender, Academic & Professional Qualifications
<b>Table 32</b>	Teaching Staff in Homeopathic and Tibbia Institutions by Professional Qualifications and Gender
<b>Table 33</b>	Teaching Staff in Colleges And Universities by Designation and Gender

<b>Table 34</b>	Teaching Strength in Educational Institutions (Public and Private) by Level, Status of Post and Gender
<b>Table 34.1</b>	Teaching Strength In Educational Institutions (Public) by Level, Status of Post and Gender
<b>Table 34.2</b>	Teaching Strength In Educational Institutions (Private) by Level, Status of Post and Gender
<b>Table 35</b>	Qualified Teachers by Selected Subjects, Gender and Sector (For General Education up to High School only)
<b>Table 36</b>	Teaching and Non-Teaching Strength in Public and Private Educational Institutions by Gender and status of Posts
<b>Table 37</b>	Number of Rooms in Educational Institutions by Type & Gender of Institution
<b>Table 38</b>	Educational Institutions by Availability of Building Facilities and Sector
<b>Table 39</b>	Educational Institutions by Availability of Basic Facilities and Sector
<b>Table 40</b>	Schools (Public and Private) by Level, Availability of Basic Facilities and Gender
<b>Table 40.1</b>	Schools (Public) by Level, Availability of Basic Facilities and Gender
<b>Table 40.2</b>	Schools (Private) by Level, Availability of Basic Facilities and Gender
<b>Table 41</b>	Schools (Public and Private) by Level, Gender and Availability of Instructional Material
<b>Table 41.1</b>	Schools (Public) by Level, Gender and Availability of Instructional Material
<b>Table 41.2</b>	Schools (Private) by Level, Gender and Availability of Instructional Material
<b>Table 42</b>	Schools (Public and Private) by Level, Gender and Availability of Furniture
<b>Table 42.1</b>	Schools (Public) by Level, Gender and Availability of Furniture
<b>Table 42.2</b>	Schools (Private) by Level, Gender and Availability of Furniture
<b>Table 43</b>	Schools (Public and Private) by Level, Gender and Availability of Apparatus
<b>Table 43.1</b>	Schools (Public) by Level, Gender and Availability of Apparatus
<b>Table 43.2</b>	Schools (Private) by Level, Gender and Availability of Apparatus
<b>Table 44</b>	School Committee by Gender and Sector
<b>Table 45</b>	Enrolment in Deeni Madaris by Level and Gender
<b>Table 46</b>	Deeni Madaris by Affiliation Status and Gender
<b>Table 47</b>	Deeni Madaris by Residential Status and Gender
<b>Table 48</b>	Teachers in Deeni Madaris by Academic & Professional Qualification and Gender
<b>Table 49</b>	Expenditure incurred in Educational Institutions (Private) by Level
<b>Table 50</b>	Receipts In Educational Institutions (Private) by Level

## **EXECUTIVE SUMMARY**

The National Education Census (NEC) 2005 has been conducted for the first time in the history of Pakistan. Reliable, accurate and comprehensive database is a prerequisite for any type of planning. Obviously planning and management of education system at all levels also requires information based on the comprehensive database including all categories of educational institutions in the country. Thus the need for National Education Census was being felt from all quarters for more informed and visionary policy formulation, decision-making, efficiency, effective reforms and quality of education.

In the past incomplete database was being used which had partial information of private sector schools, colleges and universities, technical and vocational education, professional institutions, deeni madaris etc. There was no data to visualizing the total expenditure on education, as expenditure by the private sector was not available. Planning of education was affected because of the incomplete data, which is clear from the existing gap between planning and implementation. Even at international level our ranking among the countries of the world remained low due non-availability of complete data which sometime caused embarrassment for the authorities.

Keeping in view the multiple concerns the Ministry of Education decided to conduct National Education Census (NEC) 2005 in collaboration with Academy of Educational Planning and Management (AEPAM) and Federal Bureau of Statistics (FBS), Statistics Division. The census aimed at complete enumeration of all categories of educational institutions in the country and establishment of comprehensive National Data Bank on Education.

The National Education Census (NEC) covered 245,682 institutions which includes public and private schools, colleges and universities, professional institutions, vocational and technical institutions, mosque schools, deeni Madaris, non-formal basic education centres, distance education centres, special education institutions etc. The census has primarily focused to gather data on the level, type and management of the institution, enrolment, teaching staff and their qualifications and training, non-teaching staff, medium of instruction, building and other facilities available and expenditure. The data on different aspects of institutions have been collected for the year 2004-05.

### **Methodology**

Following the model of Population Census 1998 the whole country was divided into 26,809 urban blocks and 50,582 villages.

Data collection tools were developed and pre-tested along with instructional manual for the use of field staff.

1100 enumerators were recruited and given training through master trainers before field operation.

Media campaign both print and electronic was launched simultaneously. All the Provincial Secretaries of Education, District Nazims and heads of the universities were contacted to facilitate and cooperate in the census.

Field operation that was initiated in November 2005 was completed in May 2006. The entire data collection activity was carried out through 34 Regional/Field Offices of FBS. The filled in questionnaires were retrieved back at Islamabad where editing process was carried out through a team of editors especially recruited and trained for the job. After cleaning and processing the data, reports were produced as per tabulation plan prepared by AEPAM.

In order to ensure complete coverage, accuracy and adherence to the timeframe a comprehensive monitoring process was devised by FBS and Ministry of Education. The teams of monitors of FBS and Ministry of Education continuously tracked the data collection process through out the country.

Information collected through census has been disaggregated by province/regions, level (primary, middle, secondary etc.), management (public, private etc.), location (urban/rural), gender (male/female) etc. Since this is the first comprehensive education census in the country therefore its results are not directly comparable with the data collected through administrative set up. However, where found necessary comparisons have been made with the available data from National Educational Management Information System (NEMIS) and other sources.

## **Major Features of NEC**

National Education Census (NEC) 2005 is a milestone as its outcomes provides a comprehensive picture of education in Pakistan and complete enumeration of all the categories of educational institutions.

NEC data reveals that out of 26,809 urban blocks, 6149 were without institutions and out of 50,585 villages, 10,908 had no institutions.

The total number of institutions covered in the census is 245,682 out of which 164,579 are in public sector and 81,103 are in private sector.

From the covered institutions 12,737 (11,589 schools and 1,148 others (almost all are in public sector) have been reported as non-functional. The Sindh province has reported the largest share of non-functional institutions i.e. 7,442 around 58.5%. Similarly there were 4,126 and 1,028 cases of refusal and out of reference period respectively. The refusal cases are about 1.7% of the total, which is quite satisfactory for such type of census. After excluding non-functional, refusals and out of references cases the net number of institutions for which the data is collected is 227,791.

The over all enrolment in the institutions is recorded as 33.380 Millions with teaching staff of 1.357 Million. In 151,744 Public Institutions the enrolment and teaching staff have been reported as 21.258 and 0.724 Million respectively. Whereas the 76,047 institutions in Private Sector have 12.121 Million enrolment and 0.633 Million teaching staff. The results are further discussed below by type of institutions, enrolment, availability of facilities, buildings, medium of instruction, expenditure etc.

## **Schools**

The census after excluding non-functional, refusal and out of reference has covered 201,092 schools (Pre-primary = 1081, Mosque = 14,123, Primary = 122,349, Middle = 38,449, Secondary = 25,090). If schools are disaggregated according to public and private sectors then 144,732 Public Schools (pre-primary = 287, Mosque = 14,035, Primary = 105,526, Middle = 14,334 and Secondary = 10,550) and 56,360 Private Schools (pre-primary=794, Mosque = 88, Primary = 16,823, Middle = 24,115 and Secondary = 14,540) have been covered. The public sector schools covered in census for the year 2004-05 are 156,864 compared to 159,613 schools of NEMIS. The enrolment in public sector schools is 19.65 Million compared to 19.44 Million enrolment of NEMIS.

## **Inter and Degree Colleges**

The census has reported 1,882 colleges in the entire country out of which 1,025 are in public sector and 857 in private sector. The enrolment is 1,158,489 out of which public colleges house 936,632 students. Among them 53% are females.

## **Universities**

The total number of public and private universities and degree awarding institutions in Pakistan are 114 (2005-06). However, NEC 2005 covers information of 49 (31 public and 18 private) General Universities having 194,971 enrolments. Whereas technical/professional universities have been grouped along with related institutions.

## **Technical/Professional**

The census has covered 1,324 Technical/Professional Institutions out of these 426 are in public and 898 in private sector. The total enrolment is reported as 361,534 out of which 103,179 are in public and 258355 is in private sector.

## **Vocational/Poly Technique**

NEC has covered 3,059 vocational/poly technique institutions (916 public and 2,143 private). Similarly the overall enrolment is recorded as 238,687 (89,646 public and 149,041 private).

## **Non-Formal Basic Education (NFBE) Centres**

The census has covered 4,831 NFBE centres whereas the Ministry of Education report indicates 10512. The less coverage may be due to their typical nature of functioning within the dwelling units without any proper identification as of other schools.

## **Deeni Madaris**

It is the first time that Deeni Madaris have been individually enumerated through a census. Out of 12,979 Deeni Madaris, 12,153 Madaris provided the information and the enrolment is recorded as 1,549,242.

## **Availability of basic facilities in Public Institutions**

In Public Sector Institutions 37.8% are without any Boundary wall, 32.3% without Drinking water, 56.4% without Electricity, 40.5% without Latrine and 6.8% without Building. The non-availability of basic facilities is predominately in schools and in rural areas.

## **Educational Institutions by Ownership and Condition of Building**

The census has revealed that 83.3% of the public schools are in government buildings followed by 5.7% rent free. The private institutions are predominately housed either in rented (43.1%) or owned (42.8%) buildings followed by 11.6% in rent free.

Further 51.6% buildings of all the institutions are in satisfactory conditions and 42.7% need major or minor repair. However, 5.7% buildings have been reported in dangerous condition.

## **Medium of Instructions in Educational Institution**

Public Sector Institutions predominantly (68.3%) follow Urdu as medium of instruction followed by 22.4% have Sindhi medium of instruction and only 1.4% have English as medium of instruction. In Sindh Public Schools in rural area almost all follow Sindhi as medium of instruction. In Private Sector 57.2% follow Urdu as medium of instruction and 28.4% institutions follow English.

## **Expenditure on Education**

The census results indicate that expenditures in private sector institutions during 2004-05 are Rs. 35.91 billion which are three time higher as compared to last census of Private Educational Institutions conducted in 2001. The public Sector expenditure on education is about Rs.132 billion. The private sector spending on education is higher than reported in this census because about 9000 institutions have refused to provide the information on expenditures.

## **Basic Educational Indicators**

In public sector institutions there are 140 students per institution against 159 in Private Sector. Similarly there are 29 students per teacher and 5 teachers per institution in public sector compared to 19 students per teacher and 8 teachers per institution in Private sector. Male vs Female student ratio indicates that 135 and 127 Male students against 100 Female students are studying in public and private institutions respectively.

# NATIONAL EDUCATION CENSUS 2005

# INTRODUCTION

Since the inception of Pakistan, the Ministry of Education is striving for quality education in the country. It is a fact that the educational activities have expanded many folds in the country and touching new dimensions. The planning, management and controlling of hydra-headed educational activities is not possible without reliable, accurate and comprehensive data. The Ministry of Education is constantly focusing its efforts to achieve vast proportion of its goals and also overcome the complexities in education system. It has addressed along with other areas the effective management of acquisition and supply of relevant information for educational planning and informed decision making.

Moreover, the quantitative statistical approach in educational planning and management is of utmost importance. Various dimensions of data have significant implications in planning for the future. Hence all the plans for improvement and expansion of the educational system need to be facilitated with relevant data for properly designing and casting. The feasibility of such plans depends on the adequacy and accuracy of the data collected and analyzed for making future projections. To cater for the needs and to have a comprehensive database on education the Ministry of Education decided to initiate National Education Census (NEC) 2005.

National Education Census (NEC) 2005 has been conducted for first time in the history of Pakistan for complete enumeration of all categories of institutions in the country.

## Rationale

Following major facts formulated the basis for National Education Census:

- Lack of comprehensive National Data Bank on Education.
- Non-availability of public and private sector data on college education, technical and vocational education, teacher education, professional institutions, etc (engineering, medical, law, agriculture, home economics, etc.) universities and deeni madaris.
- Non-Visualization of expenditure on education by private sector.
- Embarrassment in the international circle due to insufficient information.
- Inappropriate reflection of Pakistan in international ranking (135).
- Concern of all Provincial Education Ministers and regional heads as well as planners and managers.
- Dependency and reliance on estimated data for Planning and decision-making.
- Incomplete data for computation of education indicators for EFA, MDGs, PRSP etc.
- Strengthening of education management information system and online dissemination.

Keeping in view the demand, needs and concerns for the requirement of data, the Ministry of Education launched National Education Census in November 2005 to achieve the following major objectives.

## Objectives

Major objectives of the National Education Census are as under:

- Census/Enumeration of all categories of educational institutions in the country

- Establishment of comprehensive National Data Bank on Education and facilitating online service for sharing and dissemination
- Collect information of each and every institution in Pakistan
- Support decision makers and educational managers in planning, management, resource allocations, monitoring and evaluation of education sectors at different levels
- Cater the requirements of national and international agencies/institutions

## **Methodology**

Following the model of Population Census 1998, the whole country was divided into 26,809 urban blocks and 50,582 villages.

Data collection tools were developed and pre-tested. A copy of the draft questionnaire was also provided to the UNESCO, for comments and assurance to meet the international standards. Necessary improvements were made in the questionnaire based on feedback. The Technical Advisory Committee approved the final version of the NEC questionnaire before printing.

The Academy of Educational Planning and Management (AEPAM) prepared Instructional Manual for the use of master trainers and field staff in collaboration with Federal Bureau of Statistics (FBS).

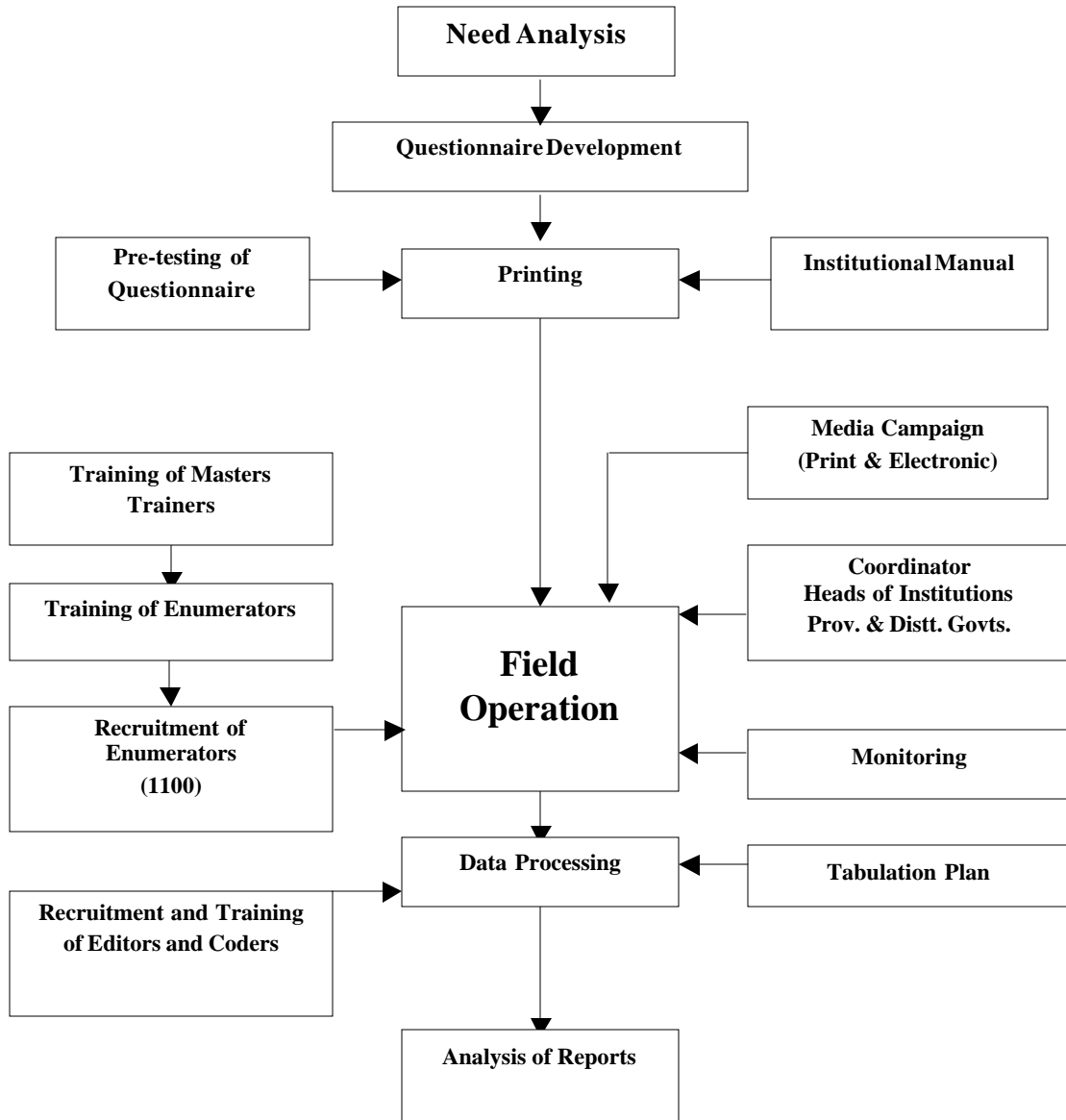
A three-day workshop was organized to train master trainers. The master trainers were drawn from the Regional and Field Offices of the FBS.

For data collection 1100 enumerators were recruited and special training programs of three days duration were organized in each Regional and Field Offices of the FBS. The master trainers conducted these training programs before launching the field operation.

Realizing the need for public awareness Media campaign both print and electronic was launched simultaneously. All the Provincial Secretaries for Education and District Nazims were requested to extend their cooperation in field operation.

Executive District Officers (Education), administrators of privately managed schools and heads of the universities were also contacted for their assistance and cooperation during the census.

# NEC OPERATIONAL FRAMEWORK



The Federal Minister for Education inaugurated the field operation on November 22, 2005 at City School Campus, Islamabad. The FBS simultaneously initiated the field operation throughout the country to cover 26,809 urban blocks and 50,582 villages. The entire data collection activity was carried out through 34 Regional/Field Offices of Federal Bureau Statistics (FBS) and was completed in May 2006. Data of National Education Census was collected by combination of personal interview and record based techniques.

In order to ensure complete coverage, accuracy and adherence to timeframe a comprehensive monitoring process was devised by FBS and Ministry of Education. The teams of monitors of FBS and Ministry of Education continuously tracked the data collection process through out the country. Each supervisor checked 10% of the work of each enumerator. Moreover, working committee comprising

members of FBS and AEPAM regularly met twice a week to monitor the progress and resolve issues arising during the field operation.

For the presentation of data the tabulation plan was developed by the AEPAM in collaboration with FBS. The filled in questionnaires were retrieved back at Islamabad where editing process was carried out through a team of editors especially recruited and trained for the job. The FBS Data Processing Centre at Islamabad carried out the data cleaning and processing. The reports were produced as per tabulation plan prepared by the AEPAM.

## **Method of Data Collection**

For the collection of data following method was followed:

- 1 The enumerators visited villages in rural areas and Enumeration Blocks in urban areas assigned to him/her by the concerned Regional/Field Office. The enumerators in a rural areas first met village headman or Patwari/Tapedar to locate the boundary of the village. He/she started his/her work from some well-known point in the village i.e. mosque, school etc. and proceeded in a systematic way in the enumeration area and filled-in the questionnaire of first educational institution which he/she found as per instructions. He/she recorded the particulars of the institution on the Listing Form as well which was already provided. After completing the enumeration of first institution he/she moved to the next institution and recorded this school on the Listing Form and filled in the questionnaire and so on. In urban area the enumerator identified the boundaries of enumeration block with the help of sketch map provided by the concerned Regional/Field Offices. The listing/enumeration was completed in the same manner as explained for Village.
- 2 Every enumerator was instructed to contact the head of the institution and if not available then the next senior. He/she showed the introductory letter issued by the Ministry of Education and explained briefly about the objectives of the census. Most of the information, which was sought, was based on the record of the institution. If institution authority indicated that they need little time to fetch the information from their record then enumerator visited the next institution and returned back as per agreement. Enumerators were advised to keep Manual of Instruction with them at the time of visit to the institutions so that if any thing needed can be explained and clarified.
- 3 After getting all information on the questionnaire the enumerator got the certificate signed from the responding authority of the institution.
- 4 Non-functional or closed institutions were reported after verifying from the responsible people of the area.
- 5 In case of refusal or reluctance to provide certain information the cases were brought into the notice of supervisor for assistance.

## **Coverage**

The National Education Census covered all the educational institutions run by Government, Semi Government, Autonomous Departments, Armed Forces, Private, Community, trust, NGOs etc. as under:

- 1 Schools
- 2 Colleges
- 3 Universities
- 4 Professional institutions

- 5 Vocational and Technical institutions
- 6 Deeni Madaris
- 7 Mosque schools
- 8 Special Education institutions
- 9 Distance Education centres
- 10 Non-formal Basic Education centres etc.

Tuition Centers where students studying in other institutions come for additional coaching have not been covered. Educational Academies with independent certificate/degree programs have been included except those where students come from other institutions for additional coaching.

Following Blocks and Villages in Urban and Rural areas were visited to cover the all categories of educational institutions:

Region	Total Areas	
	Urban (Blocks)	Rural (Villages)
Punjab	14,978	26,001
Sindh	9,029	5,871
NWFP	1,913	7,337
Balochistan	615	6,557
FATA	-	2,596
FANA	64	566
Azad Jammu Kashmir	210	1,654
Pakistan	26,809	50,582

## Data Analysis

The National Education Census 2005 addressed following major indicators:

- 1 Number of Institutions,
- 2 Enrolment,
- 3 Teaching Staff,
- 4 Non-teaching Staff,
- 5 Medium of Instruction,
- 6 Facilities: Science laboratories, library, computers, printers, play ground, hall,
- 7 Furniture, boundary wall, toilet, electricity, gas, drinking water etc.
- 8 Expenditure, etc.

Information collected through the census has been disaggregated into Provinces/ regions, type, level (primary, middle, secondary etc.), management (public, private etc.), location (urban/rural), gender (male/female) etc.

Since this is the first comprehensive education census in the country therefore its results are not directly comparable with the data collected through Administrative set up. However, where found

necessary comparisons have been made with the available data from National Education Management Information System (NEMIS) and other sources.

## Reference Period

Reference Period for this census is 31<sup>st</sup> January 2005 for enrolment, teaching staff and building but for expenditure the information was collected for the entire year i.e. from July 2004 to June 2005 (2004-2005).

## Data Quality

In order to have quality data strong monitoring mechanism was devised and followed:

- 1 Supervisors in the Regional/Field Officers were required to check the 10% work of Enumerators
- 2 Teams from FBS headquarter were sent throughout field operations in all parts of the country to check the quality of work as well to ensure complete coverage.
- 3 Ministry of Education had also deputed their monitoring teams and these teams checked the field operations from all aspects i.e. coverage and quality.

## Problems

- **Winter Vacations**

Field Operation was started on in November 2005 just after completing training of field staff. The Educational Institutions remained closed due to winter vacation for most of the time in December 2005 and January 2006 and in some northern areas up to 15<sup>th</sup> March 2006, which caused delay in data collection activities and its further processing.

- **Reluctance (Non Co-operation)**

Among the private institutions and Deeni Madaris a number of heads of educational institutions were reluctant to supply the information particularly regarding income and expenditure due to fear of tax imposition. Despite repeated clarifications that individual data will be kept confidential and that only aggregate data will be used for official purposes, even then some of the respondents were reluctant to supply the needed data.

## Limitations

- 4 This census covered Public and Private educational institutions set up on 31<sup>st</sup> January 2005. As such the institution established after 31<sup>st</sup> January 2006 were not included in the data.
- 5 Tuitions centres have not been included in this census.
- 6 There were problems in the identifications of NCHD and NFBE centres as majority of these are functioning in the already existing schools and dwelling units respectively without showing their own identity. This factor may have caused less reporting of these institutions.

## MAJOR FEATURES

## MAJOR FEATURES

The importance of educational statistics for successful planning and efficient administration in education can hardly be over-emphasized. The need for accurate and timely data is being increasingly felt in every sphere engaged in the task of educational planning and development.

To realize the goals it was felt that there was a need for data consolidation and interpretation at national, as well as provincial levels. Now since the district governments are functional, they need different data sets to prepare district plans, longitudinal studies in education as well as learning materials etc.

Further, within the context of EFA, MDG, commitments to international declarations and recent devolution on education reforms, it was desired that at various levels data on all categories of educational institutions be furnished to decision makers. Therefore, in order to facilitate in evidence-based formulation and result oriented program implementation and monitoring, efforts were made to carryout National Education Census (NEC) across the country.

After compilation and consolidation of NEC data, an attempt has been made to prepare national and provincial documents consisting of the comprehensive education data by level, type etc. It will help in computing education indicators for the preparation and implementation of educational development plans and its monitoring.

Major features and findings of the National Education Census are as under:

### 1. Institutions covered in NEC, 2005

**Table No. 1: Total Number of Institutions Covered in NEC, 2005.**

Area	Total	Public	Private
Pakistan	245,682	164,579 <b>(67.0)</b>	81,103 <b>(33.0)</b>
Punjab	115,311	66,770 <b>(57.9)</b>	48,541 <b>(42.1)</b>
Sindh	59,312	46,738 <b>(78.8)</b>	12,574 <b>(21.2)</b>
NWFP	40,706	29,430 <b>(72.3)</b>	11,276 <b>(27.7)</b>
Balochistan	11,492	9,742 <b>(84.8)</b>	1,750 <b>(15.2)</b>
ICT	1,348	598 <b>(44.4)</b>	750 <b>(55.6)</b>
FATA	5,344	4,704 <b>(88.0)</b>	640 <b>(12.0)</b>
FANA	4,366	1,505 <b>(34.5)</b>	2,861 <b>(65.5)</b>
AJK	7,803	5,092 <b>(65.3)</b>	2,711 <b>(34.7)</b>

Figures in parenthesis are percentages.

During the census, it was revealed (Table No.1) that in all 245,682 institutions including all categories of education were enumerated, of which, 164,579 (67 percent) were public sector institutions and 81,103 (33 percent) were privately sector institutions.

The Area wise picture indicated that out of the total 245,682 educational institutions, 115,311 (47 percent) were in Punjab of which, 66,770 (58 percent) were public sector and 48,541 (42 percent) were private sector institutions.

Sindh shares 59,312 (24 percent) of the total institutions, out of which 46,738 (about 79 percent) were public sector and 12,574 (21 percent) were private sector institutions.

In NWFP, 40,706 (17 percent) were covered out of which 29,430 (72 percent) were public and 11,276 (28 percent) were private sector institutions.

In Balochistan, there were 11,492 (4.7 percent) institutions of which, 9,742 (about 85 percent) were public and 1,750 (15 percent) were private sector institutions.

In Islamabad Capital Territory (ICT), there were 1,348 (0.5 percent) institutions. Out of this 598 (44 percent) were public and 750 (56 percent) were private institutions.

In Federally Administered Tribal Area (FATA), there were 5,344 (2.2 percent) institutions of which, 4704 (88 percent) were public and 640 (12 percent) were private institutions.

**Table No.2: Number of institutions by Functional, Non-Functional and Out of Reference Period**

Area	No of Institutions Covered	Number of Institutions			
		For which data is collected	Non-Functional	Refusal	Out of Reference Period
Pakistan	245,682	227,791 (92.7)	12,737 (5.2)	4,126 (1.7)	1,028 (0.4)
Punjab	115,311	110,459 (95.8)	2,742 (2.4)	1,679 (1.5)	431 (0.4)
Sindh	59,312	51,006 (86.0)	7,442 (12.5)	659 (1.1)	205 (0.3)
NWFP	40,706	37,761 (92.8)	1,781 (4.4)	1,005 (2.5)	159 (0.4)
Balochistan	11,492	10,986 (95.6)	306 (2.6)	181 (1.6)	19 (0.2)
ICT	1,348	1,189 (88.2)	23 (1.7)	129 (9.6)	7 (0.5)
FATA	5,344	5,145 (96.3)	123 (2.3)	69 (1.3)	7 (0.1)
FANA	4,366	3,977 (91.1)	128 (2.9)	80 (1.8)	181 (4.1)
AJK	7,803	7,268 (93.1)	192 (2.5)	324 (4.1)	19 (0.2)

Figures in parenthesis are percentages.

In Federally Administered Northern Area (FANA), there were 4,366 (1.8 percent) institutions. Out of this 1,505 (34.5 percent) were public and 2,861 (65.5 percent) were private sector institutions.

In Azad Jammu & Kashmir (AJK), there were 7,803 (3.2 percent) institutions. Out of this 5,092 (65.3 percent) were public and 2,711 (34.7 percent) were private institutions.

It is to be noted that private sector institutions are growing rapidly, i.e., from 36,096 institutions in 1999-2000 as compared to 81,103 educational institutions in 2005 showing thereby an annual average increase of 25 percent.

## 2. Database of Functional and Non-Functional Institutions

The analysis of 245,682 institutions covered in the census (Table No.2), constitutes 227,791 (92.7 percent) those institutions for which data was collected; 12,737 (5.2 percent) institutions were non-functional; 4,126 (1.7 percent) were refusal cases and 1028 were (0.4) out of reference period new institutions.

In Punjab province, out of 115,311 institutions, 110,459 (95.8 percent) institutions were those for which data was collected. 2,742 (2.4 percent) were non-functional institutions, 1,679 (1.5 percent) refused cases and 431 (0.4 percent) were out of reference period.

In Sindh, out of 59,312 institutions, 51,006 (86 percent) institutions were those for which data was collected; 7,442 (12.5 percent) were non-functional, 659 (1.1 percent) were refusal cases and 205 (0.3 percent) were out of reference period institutions.

In NWFP, there were 40,706 institutions of which, 37761 (92.8 percent) were those for which data was collected; 1,781 (4.4 percent) were non-functional institutions; 1,005 (2.5 percent) were refusal cases and 159 (0.4 percent) were out of reference period.

In Balochistan, out of 11,492 educational institutions, 10,986 (95.6 percent) institutions were those for which data was collected; there were 306 (2.6 percent) non-functional institutions; 181 (1.6 percent) refusal cases and 19 (0.2 percent) were out of reference period institution.

It depicts from the Table No.2 that the highest refusal cases were reported in ICT (9.6%) followed by AJK (4.1 percent), (NWFP 2.5) percent and others remained within the range of 1.1% to 1.8% whereas the highest out of reference period institutions (i.e. new institutions) were found in FANA (4.1 percent) the remaining areas shows a very low percentage (i.e. 0.1% to 0.5%) in this respect.

## 3. Institutions by Location

It appears from the Table No.3 that out of 227,791 institutions for which the information is collected, 167,446 (73.5 percent) institutions were in rural areas and 60,345 (26.5 percent) were in urban. In Punjab out of 110,459 (48.5 percent) institutions, 77,054 (69.8 percent) were located in rural and 33,405(30.2) percent in urban.

**Table No. 3: Number of Institutions by Location**

Area	Total	Rural	Urban
Pakistan	227,791	167,446 (73.5)	60,345 (26.5)
Punjab	110,459	77,054 (69.8)	33,405 (30.2)
Sindh	51,006	34,056 (66.8)	16,950 (33.2)
NWFP	37,761	31,849 (84.3)	5,912 (15.7)
Balochistan	10,986	9,093 (82.8)	1,893 (17.2)
ICT	1,189	618 (52.0)	571 (48.0)
FATA	5,145	5,145 (100.0)	-

FANA	3,977	3,535	<b>(88.9)</b>	442	<b>(11.1)</b>
AJK	7,268	6,096	<b>(83.9)</b>	1,172	<b>(16.1)</b>

Figures in parenthesis are percentages.

In Sindh, out of 51,006 institutions 34,056 (66.8 percent) were rural institutions and 16,950 (33.2 percent) were urban institutions. Again, in NWFP, out of 37,761 there were 31,849 (84.3 percent) rural institutions and 5,912 (15.7 percent) were urban institutions.

In Balochistan, there were 10,986 institutions out of which 9093 (82.8 percent) were rural and 1,893 (17.2 percent) were urban institutions.

In ICT out of 1,189 institutions 618(52 percent) were rural and 571 (48 percent) were urban. As there are no urban localities in FATA so all the institutions located in rural localities. In FANA, out of 3,977 institutions, 3535 (88.9 percent) were in rural and 442 (11.1 percent) were in urban areas.

In AJK there were 7,268 institutions of which, 6,096 (83.9 percent) were rural and 1,172 (16.1 percent) were urban institutions.

**Table No. 4: Number of Institutions by Sector**

Area	Total	Public	Private
Pakistan	227,791	151,744 <b>(66.6)</b>	76,047 <b>(33.4)</b>
Punjab	110,459	63,962 <b>(57.9)</b>	46,497 <b>(42.1)</b>
Sindh	51,006	39,141 <b>(76.7)</b>	11,865 <b>(23.3)</b>
NWFP	37,761	27,720 <b>(73.4)</b>	10,041 <b>(26.6)</b>
Balochistan	10,986	9,433 <b>(85.9)</b>	1,553 <b>(14.1)</b>
ICT	1,189	566 <b>(47.6)</b>	623 <b>(52.4)</b>
FATA	5,145	4,583 <b>(89.1)</b>	562 <b>(10.9)</b>
FANA	3,977	1,435 <b>(36.1)</b>	2,542 <b>(63.9)</b>
AJK	7,268	4,904 <b>(67.5)</b>	2,364 <b>(32.5)</b>

Figures in parenthesis are percentages.

#### **4. Institutions by Level and Sector**

The data (Table No.4) reveal that Public Sector is major education provider with 151,744 institutions nearly two fold of Private Institution.

In Pakistan, the public sector institutions were 66.6 percent and in private sector these were 33.4 percent Observing the situation in the province/regions, it is found that in all provinces/regions public sector institutions, were more as compared to private sector except ICT and FANA.

## 5. Institution by Level and Location

Table No.5 reveals that out of 227,791 institutions 1081 (0.5 percent) were pre-primary schools; 14,123 (6.2 percent) were mosque schools; 122,349 (53.7 percent) were primary schools; 38, 449 (16.9 percent) were middle and 25,090 (11.0 percent) were secondary schools and 12,153 (5.3 percent) were Deeni Madaris rest 14,546 (6.4%) were other institutions including British System of education, Inter and Degree Colleges, General Universities, Technical Professional, Vocational and Poly Techniques, NFBE and other institutes .

It is appeared that out of 227,791 institutions 167,446 (73.5 percent) were rural institutions and 60,345 (26.5 percent) were urban institutions.

Out of 1081 institutions 589 (54.5 percent) were rural pre-primary schools and 492 (45.5 percent) were urban schools.

**Table No. 5: Number of Educational Institutions by Level and Location**

Level of Institutions	Total	Rural	Urban
Total	227,791	167,446 (73.5)	60,345 (26.5)
Pre-Primary	1,081	589 (54.5)	492 (45.5)
Mosque School	14,123	12,995 (92.0)	1,128 (8.0)
Primary	122,349	103,863 (84.9)	18,486 (15.1)
Middle	38,449	23,986 (62.4)	14,463 (37.6)
Secondary	25,090	11,971 (47.7)	13,119 (52.3)
British System	281	29 (10.3)	252 (89.7)
Inter and Degree College	1,882	470 (25.0)	1,412 (75.0)
General Universities	49	13 (26.5)	36 (73.5)
Technical /Professional	1,324	129 (9.7)	1,195 (90.3)
Vocational/Poly Technique	3,059	802 (26.2)	2,257 (73.8)
NFBE	4,831	3,726 (77.1)	1,105 (22.9)
Deeni Madaris	12,153	6,658 (54.8)	5,495 (45.2)
Others	3,120	2,215 (71.0)	905 (29.0)

Figures in parenthesis are percentages.

There were 14,123 mosque schools of which, 12,995 (92.0 percent) were in rural areas and 1,128 (8.0 percent) were in urban areas.

Out of 122,349 primary schools, 103,863 (84.9 percent) were rural schools whereas 18,486 (15.1 percent) were urban schools.

There were 38,449 middle schools out of which 23,986 (62.4 percent) were rural middle schools and 14,463 (37.6 percent) were urban middle schools.

Again, out of 25,090 secondary schools, 11,971 (47.7 percent) were rural secondary schools and 13,119 (52.3 percent) were in urban areas.

There were 12,153 Deeni Madaris out of which 6,658 (54.8 percent) were in rural areas and 5495 (45.2 percent) were in urban areas.

The remaining were 14,546 institutions out of which 7,384 (50.8%) were in rural areas and 7,162 (49.2%) were in urban areas.

## 6. Level of Institutions by Sector

Out of 122,349 Primary institutions (Table No. 6) 105,526 (86.2 percent) were in public sector where as 16,823 (13.8 percent) were in private. However, Middle and Secondary level schools were reported more in private sector as compared to public sector. Middle schools are 24,115 in private sector (62.7 percent) as compared to 14,334 (37.3 percent) in public sector. Similarly Secondary level schools were 14,540 (58.0 percent) and 10,550 (42.0 percent) in private and public sectors respectively.

It is observed that there were 1,882 colleges in the country of which, 1025 (54.5 percent) were in public sector and 857(45.5 percent) in the private sector.

It is also revealed that most of the Deeni Madaris were private (97.1 percent) as compared to public sector (2.9 percent).

**Table No. 6: Number of Private and Public Educational Institutions by Level**

Level of Institutions	Total	Public	Private
Total	227,791	151,744 <b>(66.6)</b>	76,047 <b>(33.4)</b>
Pre-Primary	1,081	287 <b>(26.5)</b>	794 <b>(73.5)</b>
Mosque School	14,123	14,035 <b>(99.4)</b>	88 <b>(0.6)</b>
Primary	122,349	105,526 <b>(86.2)</b>	16,823 <b>(13.8)</b>
Middle	38,449	14,334 <b>(37.3)</b>	24,115 <b>(62.7)</b>
Secondary	25,090	10,550 <b>(42.0)</b>	14,540 <b>(58.0)</b>
British System	281	11 <b>(3.9)</b>	270 <b>(96.1)</b>
Inter. and Degree Colleges	1,882	1,025 <b>(54.5)</b>	857 <b>(45.5)</b>
General Universities	49	31 <b>(63.3)</b>	18 <b>(36.7)</b>
Technical /Professional	1,324	426 <b>(32.2)</b>	898 <b>(67.8)</b>
Vocational/Poly Technique	3,059	916 <b>(29.9)</b>	2,143 <b>(70.1)</b>
NFBE	4,831	2,008 <b>(41.6)</b>	2,823 <b>(58.4)</b>
Deeni Madaris	12,153	354 <b>(2.9)</b>	11,799 <b>(97.1)</b>
Others	3,120	2,241 <b>(71.8)</b>	879 <b>(28.2)</b>

Figures in parenthesis are percentages.

## 7. Institution by Gender

The Table No.7 indicates that out of 227,791 institutions in the country, 57,868 (25.40 percent) were male institutions, 48,475 (21.3 percent) were female institutions and 121,448 (53.3 percent) were mixed institutions. In this census, the boys institutions were defined as the institutions where only boys are enrolled, girl's institutions defined as where only girls are enrolled and mixed institutions defined as where both boys and girls are enrolled.

In Punjab 29,376 (26.6 percent), 26,260 (23.8 percent), 54,823 (49.6 percent) are boys, girls and mixed institutions respectively.

Sindh shows 5,785 (11.3 percent), 6,352 (12.5 percent) and 38,869 (76.2 percent) for boys, girls and mixed institutions.

**Table No. 7: Number of Educational Institutions by Gender and Province/Region**

Area	Total	Boys	Girls	Mixed
Pakistan	227,791	57,868 (25.4)	48,475 (21.3)	121,448 (53.3)
Punjab	110,459	29,376 (26.6)	26,260 (23.8)	54,823 (49.6)
Sindh	51,006	5,785 (11.3)	6,352 (12.5)	38,869 (76.2)
NWFP	37,761	11,745 (31.1)	9,070 (24.0)	16,946 (44.9)
Balochistan	10,986	5,259 (47.9)	2,212 (20.1)	3,515 (32.0)
ICT	1,189	183 (15.4)	191 (16.1)	815 (68.5)
FATA	5,145	3,023 (58.8)	1,726 (33.5)	396 (7.7)
FANA	3,977	754 (19.0)	780 (19.6)	2,443 (61.4)
AJK	7,268	1,743 (24.0)	1,884 (25.9)	3,641 (50.1)

Figures in parenthesis are percentages.

In NWFP and Balochistan boy's institutions were in larger numbers 31.1 percent for NWFP and 47.9 percent for Balochistan.

It is also observed from the above table that Mixed institutions are more as compared to Boys and Girls institutions in all provinces/regions except FATA.

**Table No. 8: Enrolment by Location and Province**

Area	Total	Rural	Urban
Pakistan	33,379,578	19,159,897 (57.4)	14,219,681 (42.6)
Punjab	18,298,608	10,374,093 (56.7)	7,924,515 (43.3)
Sindh	6,552,795	2,551,368 (38.9)	4,001,427 (61.1)
NWFP	5,206,932	3,936,925 (75.6)	1,270,007 (24.4)
Balochistan	1,110,162	662,447 (59.7)	447,715 (40.3)
ICT	390,888	90,722 (23.2)	300,166 (76.8)
FATA	605,437	605,437 (100)	-
FANA	354,962	288,641 (81.3)	66,321 (18.7)
AJK	859,794	650,264 (75.6)	209,530 (24.4)

Figures in parenthesis are percentages.

## 8. Enrolment by Location

Table No.8 shows that the total enrolment was 33,379,578 out of which 19,159,897 (57.4 percent) was in rural areas whereas 14,219,681 (42.6 percent) was in urban areas.

The distribution of enrolment in each province indicates that Punjab enrolment was 18,298,608 (54.8 percent) out of the total enrolment 33,379,578 followed by Sindh 6,552,795 (19.6 percent); NWFP 5,206,932 (15.6 percent); Balochistan 1,110,162 (3.3 percent).

Province-wise urban and rural picture shows that the total enrolment of Punjab was 18,298,608 of which, 10,374,093 (56.7 percent) enrolment was in rural areas and 7,924,515 (43.3 percent) enrolment was in urban areas.

In Sindh, the total enrolment was 6,552,795. Out of this 2,551,368 (38.9 percent) was in rural areas whereas 4,001,427 (61.1 percent) was in urban areas.

In NWFP, there was a total enrolment of 5206,932 of which, 3,936,925 (75.6 percent) children were enrolled in rural areas and 1,270,007 (24.4 percent) were in urban areas.

The total enrolment in Balochistan was 1,110,162 of which, 662,447 (59.7) were enrolled in rural areas and 447,715 (40.3 percent) were in urban areas.

In ICT the total enrolment was 390,888 of which, 90,772 (23.2 percent) children were enrolled in rural areas and 300,166 (76.8 percent) in urban areas.

The enrolment in FATA was 605,437. As there are no urban localities in FATA so all the enrolment relates to rural areas.

In FANA, the total enrolment was 354,962 of which, 288,641 (81.3 percent) enrolment was in rural areas whereas 66,321 (18.7 percent) was in urban areas.

In AJK the total enrolment was 859,794 out of which 650,264 (75.6 percent) enrolment was in rural areas whereas 209,530 (24.4 percent) were in urban areas.

## 9. Enrolment by Gender

The gender situation of enrolment was analyzed in respect of each province. It was revealed (Table No.9) that out of 33,379,578 enrolment, the province of Punjab shared 18,298,608 (54.8 percent); Sindh 6,552,795 (19.6 percent), NWFP 5206,932 (15.6 percent); Balochistan 1,110,162 (3.3 percent). Four regions i.e., ICT, FATA, FANA and AJK shared 2211081 (6.6 percent).

From the data, the gender parity indices were determined. It is observed that in Punjab province the gender parity index (GPI) was 0.87 which means that against 100 boys there were 87 girls enrolled. This was followed by Sindh (0.70); NWFP (0.57); Balochistan (0.56); ICT (0.87); FATA (0.38); FANA (0.86) AND AJK (0.85). The minimum GPI was noticed in FATA, which may be due to their customs/culture and social taboos. The overall GPI was 0.76.

**Table No. 9: Enrolment by Gender and Province**

Province/Area	Total	Boys	Girls
Pakistan	33,379,578	18,981,213 (56.9)	14,398,365 (43.1)
Punjab	18,298,608	9,795,492 (53.5)	8,503,116 (46.5)
Sindh	6,552,795	3,844,929 (58.7)	2,707,866 (41.3)
NWFP	5,206,932	3,322,543 (63.8)	1,884,389 (36.2)
Balochistan	1,110,162	713,683 (64.3)	396,479 (35.7)
ICT	390,888	208,998 (53.5)	181,890 (46.5)
FATA	605,437	440,285 (72.7)	165,152 (27.3)
FANA	354,962	190,621 (53.7)	164,341 (46.3)
AJK	859,794	464,662 (54.0)	395,132 (46.0)

Figures in parenthesis are percentages.

Regarding the gender distribution, it was noted that in Punjab province out of 18,298,608 students 9,795,492 (53.5 percent) were boys and 8,503,116 (46.5 percent) were girls. In Sindh out of total 6552,795 students, 3,844,929 (58.7 percent) were boys and 27,07,866 (41.3 percent) were girls. In NWFP Province, there were 5,206,932 students of which, 3,322,543 (63.8 percent) were boys and 1,884,389 (36.2 percent) were girls. In Balochistan there were 1,110,162 students out of which 713,683 (64.3 percent) were boys and 396, 479 (35.7 percent) were girls. In ICT there were 390,888 students out of which 208,998 (53.5 percent) were boys and 181,890 (46.5 percent) were girls. In FATA there were 605,437 students of which, 440, 285 (72.7 percent) were males and 165,152 (27.3 percent) were females. In FANA, there were 354,962 students. Out of this 190,621 (53.7 percent) were males and 164, 341 (46.3 percent) were females. In AJK, there were 859,794 students of which, 464,662 (54.0 percent) were boys and 395,132 (46.0 percent) were girls.

## 10. Enrolment by Level and Gender

The proportion of enrolment at each level of institution was computed (Table No.10). It was noticed that out of 33,379,578 enrolled children 61,364 (0.18 percent) were enrolled in pre-primary. This was followed by mosque schools 802,904 (2.4 percent); Primary 12,433,240 (37.2 percent), middle school 6,652,870 (19.9 percent); and 9473,525 (28.4 percent) enrolled in secondary schools.

**Table No. 10: Enrolment by level and Gender**

Level of Institutions	Total	Girls	Boys
Total	33,379,578	14,398,365 (43.1)	18,981,213 (56.9)
Pre-Primary	61,364	30,151 (49.1)	31,213 (50.9)
Mosque School	802,904	200,209 (24.9)	602,695 (75.1)
Primary	12,433,240	5,317,576 (42.7)	7,114,664 (57.3)
Middle	6,652,870	3,129,383 (47.0)	3,523,487 (53.0)
Secondary	9,473,525	4,024,174 (42.5)	5,449,351 (57.5)
British System	149,266	61,766 (41.4)	87,500 (58.6)

Inter and Degree Colleges	1,158,489	618,789	<b>(53.4)</b>	539,700	<b>(46.6)</b>
General Universities	194,971	63,110	<b>(32.4)</b>	131,861	<b>(67.4)</b>
Technical/Professional	361,534	103,179	<b>(28.5)</b>	258,355	<b>(71.4)</b>
Vocational/Poly Technique	238,687	89,646	<b>(37.6)</b>	149,041	<b>(62.4)</b>
NFBE	174,045	108,910	<b>(62.6)</b>	65,135	<b>(37.4)</b>
Deeni Madaris	1,549,242	586,663	<b>(37.9)</b>	962,579	<b>(62.1)</b>
<b>Others</b>	129,441	64,809	<b>(50.1)</b>	64,632	<b>(49.9)</b>

Figures in parenthesis are percentages.

1,158,489 students in inter and Degree colleges were enrolled which constitutes 3.5 percent of the total enrolment. In 49 General Universities it was 194,971 (0.6 percent). In Technical/Professional education the proportion was 1.08 percent. It is interesting that 1.55 million children were found enrolled in Deeni Madaris of which, 962,579 were boys.

The gender situation in respect of level of institutions was also analyzed. It is observed that in Pre-primary schools out of 61,364, there were 30,151 (49.1 percent) were girls and 31,213 (50.9 percent) were boys. In mosque Schools, out of 802, 904 there were 200,209 (24.9 percent) were girls and 602, 695 (75.1 percent) were boys. In Primary Schools out of 12,433,240 children there were 5,317,576 (42.7 percent) girls and 7,114,664 (57.3 percent) were boys. In middle school, there were 6,652,870 children of which, 3,129,383 (47.0 percent) were girls and 3,523,487 (53.0 percent) were boys. The secondary schools enrolment was 9,473,525 out of which 4,024,174 (42.5 percent) were girls and 5,449,351 (57.5 percent) were boys.

In Deeni Madaris out of 1,549,242 children 586,663 (37.9 percent) were girls and 962579 (62.1 percent) were boys.

## 11. Teaching Staff by Location

During the census, 227,791 educational institutions were enumerated in the country. In these institutions 1,356,802 teachers were providing education of which, 687,613 (50.7 percent) were in rural areas and 669,189 (49.3 percent) were in urban areas (Table No.11).

The Punjab province shares 716,768 (52.8 percent) teachers of which, 365,061 (50.9 percent) were in rural areas and 351,707 (49.1 percent) teachers in urban areas.

**Table No. 11: Number of Teaching Staff by Location**

Area	No. Of Teachers	Rural		Urban	
Pakistan	1,356,802	687,613	<b>(50.7)</b>	669189	<b>(49.3)</b>
Punjab	716,768	365,061	<b>(50.9)</b>	351707	<b>(49.1)</b>
Sindh	290,749	84,495	<b>(29.1)</b>	206254	<b>(70.9)</b>
NWFP	198,893	139,104	<b>(69.9)</b>	59789	<b>(30.1)</b>
Balochistan	50,893	29,716	<b>(58.4)</b>	21177	<b>(41.6)</b>
ICT	19,387	4,656	<b>(24)</b>	14731	<b>(76.0)</b>
FATA	22,079	22,079	<b>(100)</b>	-	
FANA	15,196	12,222	<b>(80.4)</b>	2974	<b>(19.6)</b>
AJK	42,837	30,280	<b>(70.7)</b>	12557	<b>(29.3)</b>

Figures in parenthesis are percentages.

In Sindh 290,749 (21.4 percent) teachers were engaged in teaching out of which 84,495 (29.1 percent) were teaching in rural areas and 206,254 (70.9 percent) in urban areas. In NWFP province 198,893 (14.6 percent) teachers were teaching, out of which 139,104 (69.9 percent) were in rural areas and 59,789 (30.1 percent) in urban areas.

In Balochistan province, there were 50,893 (3.8 percent) teachers were working of which, 29,716 (58.4 percent) were in rural areas and 21,177 (41.6 percent) in urban areas.

ICT shares 19,387 (1.4 percent) teachers out of which, 4656 (24 percent) were in rural areas and 14,731 (76 percent) in urban areas.

There were 22,079 (1.6 percent) teachers working in rural areas in FATA.

In (FANA), 15,196 (1.0) teachers were working of which, 12,222 (80.4 percent) were found teaching in rural areas and 2,974 (19.6 percent) in urban areas.

In AJK there were 42,837 (3.2 percent) teachers out of which 30,280 (70.7 percent) were teaching in rural areas and 12,557 (29.3 percent) were in urban areas.

## 12. Teaching Staff by Gender

The overall situation indicates (Table No.12) that out of 1,356,802 teachers there were 661,073 (48.7 percent) male teachers and 695,765 (51.3 percent) were females.

**Table No. 12: Number of Teaching Staff by Gender**

Area	Total	Male	Female
Pakistan	1,356,802	661,037 (48.7)	695,765 (51.3)
Punjab	716,768	295,438 (41.2)	421,330 (58.8)
Sindh	290,749	145,673 (50.1)	145,076 (49.9)
NWFP	198,893	128,703 (64.7)	70,190 (35.3)
Balochistan	50,893	34,382 (67.6)	16,511 (32.4)
ICT	19,387	7,787 (40.2)	11,600 (50.8)
FATA	22,079	16,584 (75.1)	5,495 (24.9)
FANA	15,196	9,363 (61.6)	5,833 (38.4)
AJK	42,837	23,107 (53.9)	19,730 (46.1)

Figures in parenthesis are percentages.

In Punjab province, out of 716,768 teachers there were 295,438 (41.2 percent) male teachers whereas 421,330 (58.8 percent) female teachers. In Sindh, out of the total 290,749 teachers, there were 145,673 (50.1 percent) male teachers and 145,076 (49.9 percent) female teachers.

In NWFP, 198,893 teachers were found engaged. Out of which 128,703 (64.7 percent) were male teachers and 70,190 (35.3 percent) were female. There were 50,893 teachers in Balochistan. Out of which 34,382 (67.6 percent) were males and 16,511 (32.4 percent) were females. 19,387 teachers were teaching in ICT. Out of which 7,787 (40.2 percent) were males and 11,600 (50.8 percent) were females.

In FATA 22,079 teachers were working of which, 16,584 (75.1 percent) were males and 5,495 (24.9 percent) were females. There were 15,196 teachers in FANA. Out of which, 9,363 (61.6 percent) were male teachers and 5,833 (38.4 percent) were females. In AJK, there were 42,837 teachers. Out of which 23,107 (53.9 percent) were male teachers whereas 19,730 (46.1) female teachers were working.

### 13. Teaching Staff by Level

The overall distribution of teachers teaching at various levels of educational institutions by urban and rural was analyzed (Table No.13). Out of 1,356,802 teachers 687,613 (50.7 percent) were working in rural areas and 669,189 (49.3 percent) in urban areas.

In Pre-primary, there were 3,807 teachers, of which 921 (24.1 percent) were in rural areas and 2,886 (75.9 percent) in urban areas.

In mosque schools out of a total 22,603 teachers, 19,304 (85.4 percent) were teaching in rural areas whereas 3,299 (14.6 percent) were in urban areas.

**Table No. 13 : Number of Teaching Staff by level and Urban/Rural**

Level of Institutions	Total	Rural	Urban
Total	1,356,802	687,613 (50.7)	669,189 (49.3)
Pre-Primary	3,807	921 (24.1)	2,886 (75.9)
Mosque School	22,603	19,304 (85.4)	3,299 (14.6)
Primary	399,517	276,115 (69.1)	123,402 (30.9)
Middle	313,797	176,546 (56.3)	137,251 (43.7)
Secondary	418,376	163,051 (38.9)	255,325 (61.1)
British System	12,371	1,114 (15.7)	11,257 (84.3)
Inter. and Degree Colleges	59,097	9,253 (15.7)	49,844 (84.3)
General Universities	11,434	3,448 (30.2)	7,986 (69.8)
Technical/Professional	30,334	4,013 (13.2)	26,321 (86.8)
Vocational/Poly Technique	15,339	2,642 (17.2)	12,697 (82.8)
NFBE	5,262	3,962 (75.3)	1,300 (24.7)
Deeni Madaris	58,391	24,627 (42.1)	33,764 (57.9)
Others	6,474	2,617 (40.4)	3,857 (59.6)

Figures in parenthesis are percentages.

There were 399,517 teachers in Primary schools, of which 276,115 (69.1 percent) were in rural areas and 123,402 (30.9 percent) in urban areas.

Out of 313,797 teachers in Middle schools, 176,546 (56.3 percent) were in rural areas and 137,251 (43.7 percent) were in urban areas.

It is observed that there were 418,376 teachers in secondary schools of which, 163,051 (38.9 percent) were in rural areas and 255,325 (61.1 percent) were in urban areas.

As regard Inter and Degree Colleges, there were 59,097 teachers, out of which 9,253 (15.7 percent) were working in rural areas whereas 49,844 (84.3 percent) were in urban areas.

In Technical/Professional institutions there were 30,334 teachers out of which 4,013 (13.2percent) teachers were in rural areas and 26,321 (86.8 percent) were in urban areas.

In Vocational / Poly Techniques Institutes there were 15,339 teachers of which 2,642 (17.2 percent) were in rural areas and 12,697 (82.8 percent) were in urban areas.

In Deeni Madaris, there are 58,391 teachers out of which 24,627 (42.1 percent) were in rural area and 33,764 (54.8 percent) were teaching in urban areas.

It is appeared that out of 1,356,802 teachers, the proportions of teachers in pre-primary were 3807 (0.28 percent), mosque schools 22,603 (1.67 percent), primary school teachers 399,517 (29.45 percent), middle school teachers 313,797 (23.12 percent), secondary school teachers 418,376 (30.83 percent).

Inter and degree Colleges teachers 59,097 (4.36 percent) and Deeni Madaris 58,301 (4.30 percent). The remaining levels (British system, Gen. University, Tech/Professional, Vocational/ Poly Tech, NFBE and others constitute 812,14 (5.98 percent).

#### 14. Basic Facilities in the Institutions

The Table No.14 shows that 62 percent public educational institutions have boundary walls, 59 percent have latrine, 77 percent public schools have drinking water, 43 percent have electricity and 93 percent public schools have building.

The data indicates that 38 percent public educational institutions are without boundary walls, 41 percent are without latrine, 33 percent public schools are without drinking water, 57 percent are without electricity and 7 percent public schools are without building.

In public sector, out of 151,744 institutions 83.3 percent were housed in government buildings whereas 1.4 percent was in rented buildings. It was also noticed that 6.8 percent public institutions had no building.

**Table No. 14: Number of Schools Public without Basic Facilities**

Area	Educational Institutions				
	Without Boundary Walls	Without Drinking Water	Without Electricity	Without Latrine	Without Building
Punjab	18,339	13,690	32,189	22,206	3,433
Sindh	14,838	11,586	22,149	12,842	4,001
NWFP	9,014	9,774	13,716	10,392	1,214
Balochistan	5,447	5,621	6,950	6,137	585
ICT	51	32	20	39	-
FATA	1,275	2,013	2,045	2,079	292
FANA	748	1,085	1,033	738	36
AJK	3,769	2,965	3,531	2,783	215
Total	53,481	46,766	81,633	57,216	9,776
Percentage	37.8	32.3	56.4	40.5	6.8

## 15. Ownership of Building

The data reveal in Table No.15 that out of 227,791 institutions 55.9 percent institutions have government buildings while 15.3 percent were housed in rented building and 16 percent owned their own building, whereas 5 percent of the total institutions have no building.

It is interesting to note that in private sector the institutions were running in their “own buildings” and in “rented building” with same percentage of 43 whereas the percentage of private educational institutions running in “Govt. buildings” and “having no buildings” is same as 1.3.

**Table No. 15: Distribution of Institutions by Ownership of Building & Management**

Type of Management	No. of Institutions	Percentage of Institutions by Ownership of Building				
		Govt.	Owned	Rented	Rent Free	No Building
Total	227,791	55.9	16.1	15.3	7.7	5.0
Public	151,744	83.3	2.8	1.4	5.7	6.8
Private	76,047	1.3	42.8	43.1	11.6	1.3

## 16. Building Conditions

It emerges from the data in Table No.16 that the overall percentage of satisfactory condition of buildings of educational institutions was 51.6, whereas 26.7 percent needed minor repair, 16.0 percent required major repair and 5.7 percent educational institutions were housed in building, which was in dangerous conditions.

**Table No. 16:Percentage Distribution of Educational Institutions by Building Condition**

Area	No. Of Institutions	Satisfactory	Need Minor Repair	Need Major Repair	Dangerous
Pakistan	216,490	51.6	26.7	16.0	5.7
Punjab	106,435	57.5	23.8	13.7	5.0
Sindh	46,862	46.8	28.2	18.9	6.1
NWFP	36,029	50.2	27.0	16.7	6.1
Balochistan	10,381	30.2	36.5	24.7	8.6
ICT	1,155	67.5	26.6	5.5	0.4
FATA	4,813	49.8	38.2	10.4	1.6
FANA	3,791	21.9	52.3	23.0	2.8
AJK	7,024	48.0	22.8	16.2	13.0

The least satisfactory conditions of educational institutions building were observed as 21.9 percent in FANA followed by AJK (13 percent).

## 17. Expenditure

The census results (Table No.17) indicate that expenditures in private sector institutions during 2004-05 are Rs.35.91 billion. The public Sector expenditure on education is about Rs.132 billion. The private sector spending on education is higher than reported as 9000 private institutions have refused to provide the information on expenditures. The total expenditure on education of all sectors is 11.44% and GDP is calculated to be 2.21%.

**Table No. 17: Total Expenditure on Education 2004-2005**

<b>Sector</b>	<b>Current (In Millions)</b>	<b>Development (In Millions)</b>	<b>Total (In Millions)</b>
Federal Government	21,194.002	15,087.587	36,281.589
Provinces	77,437.441	19,199.924	96,637.365
Total (Public)	98,631.443	34,287.511	132,918.954
Total (Private)	-	-	35,914.0
Grand Total (Public +Private)	-	-	168,832.954

Source: Ministry of Education and NEC

## 18. Educational Indicators

In public sector institutions there are 140 students per institution against 159 in Private Sector. Similarly there are 29 students per teacher and 5 teachers per institution in public sector compared to 19 students per teacher and 8 teachers per institution in Private sector. Male vs Female student ratio indicates that 135 and 127 Male students against 100 Female students are studying in public and private institutions respectively.

**Table No. 18: Educational Indicators by Sector**

<b>Sector</b>	<b>Male per 100 Female Students</b>	<b>Students per Institution</b>	<b>Students per Teachers</b>	<b>Teachers per Institution</b>
Total	132	147	25	6
Public	135	140	29	5
Private	127	159	19	8

## STATISTICAL TABLES

## APPENDICES



**GOVERNMENT OF PAKISTAN**  
**ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT**  
 AND  
**Statistics Division**  
**FEDERAL BUREAU OF STATISTICS**

**NATIONAL EDUCATION CENSUS 2005**

- 1 The information required in this Census is obligatory under the Pakistan General Statistics Act 1975.
- 2 It is assured that information supplied will be treated **CONFIDENTIAL** and be used to produce aggregate statistics and not made available to any individual, government agency/department for tax or any other purpose.

**Section-1 Identification Particulars**

<b>1. Processing Code</b>																				
<b>2. Enumeration Block code</b>																				
<b>3. EMIS Institution Code (only for Govt. Institutions)</b>																				
<b>4. Serial No. of Institution</b>																				
<b>5. Name of Institution</b>																				
<b>6. Location &amp; Complete Address</b>																				
<b>6.1 Village/Mohalla/St./H.No.</b>																				
<b>6.2 Union Council</b>																				
<b>6.3 City/Town</b>																				
<b>6.4 Tehsil/Taluka</b>																				
<b>6.5 District/Agency</b>																				

<b>7. Phone Number</b>																		
------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

<b>8. Year of Establishment of Institution</b>	<b>Month</b>					<b>Year</b>						
--	--------------	--	--	--	--	-------------	--	--	--	--	--	--

Please write the appropriate code  
Code

<b>9. Status of Institution</b>					<input type="checkbox"/>
<b>1</b>	Functional	<b>2</b>	Non Functional	<b>(If code = 2 `Non-functional' go to next Institution</b>	

<b>10. Institutions by type</b>								<input type="checkbox"/>
<b>01</b>	Pre-Primary School	<b>11</b>	Medical College	<b>20</b>	Education College/University	<b>29</b>	Accountancy Institute	
<b>02</b>	Mosque School	<b>12</b>	Medical University	<b>21</b>	Home Economics College	<b>30</b>	Poly Technique Institute	
<b>03</b>	Primary School	<b>13</b>	Dental College/University	<b>22</b>	Business Management College/University	<b>31</b>	Mono Technique Institute	
<b>04</b>	Middle/Elementary School	<b>14</b>	School/College of Medical Technology	<b>23</b>	Commerce College	<b>32</b>	Vocational Institute	
<b>05</b>	Secondary/High School	<b>15</b>	Engineering College/University	<b>24</b>	IT College/University	<b>33</b>	Non Formal Basic Education (NFBE) Centre/School	
<b>06</b>	Higher Secondary School	<b>16</b>	School/College of Nursing	<b>25</b>	Law College/University	<b>34</b>	Distance Education Centre	
<b>07</b>	Intermediate College	<b>17</b>	Homeopathic College	<b>26</b>	Agriculture College/ University	<b>35</b>	Special Education	
<b>08</b>	Degree College	<b>18</b>	Tibbia College	<b>27</b>	Veterinary/Animal Sciences institute	<b>36</b>	Deeni Madrassa	
<b>09</b>	General University	<b>19</b>	Ayurvadic	<b>28</b>	Fine Arts College	<b>37</b>	Others (Specify)	
<b>10</b>	British System							

<b>11. Institution by Management</b>								<input type="checkbox"/>
<b>01</b>	Federal Govt.	<b>04</b>	Private	<b>07</b>	Community	<b>10</b>	Others (Specify)	
<b>02</b>	Provincial Govt.	<b>05</b>	Trust	<b>08</b>	Armed Forces			
<b>03</b>	Semi Govt./ Autonomous Body	<b>06</b>	Foundation	<b>09</b>	NGO's			

**11.1 Please specify the name of department/chain.....**  
(If Institutions by management mentioned in question 11 is Semi Govt/Autonomous Body/Private/Trust/Foundation write down the name of department/chain otherwise skip this)

**Name of Semi Government/Autonomous body in case code is 3 in Q-11**

<b>01</b>	OPF	<b>06</b>	KRL Laboratories	<b>11</b>	Social Welfare deptt.	<b>16</b>	National Commission for Human Develop.	<input type="checkbox"/>
<b>02</b>	Railway	<b>07</b>	National Shipping Corporation	<b>12</b>	PTCL	<b>17</b>	Social Security/WWF	
<b>03</b>	PIA	<b>08</b>	OGDC	<b>13</b>	Pakistan Ordinance Factories	<b>18</b>	TAVETA	
<b>04</b>	WAPDA	<b>09</b>	Pakistan Steel Mills	<b>14</b>	Labour Deptt.	<b>19</b>	Other Deptt.(Specify)	

05	Atomic Energy Commission	10	Local bodies/district Govt/City Govt.	15	Auqaf Deptt					
<b>Name of Chain of Education System in case code is 4,5,6 in Q-11</b>										
01	Beacon House Education System	06	FAST Institutes	11	Punjab Colleges	16	Ghazali Foundation			
02	City School Education System	07	Hamdard Institutes	12	Raees-ul-Ahrar	17	READ Foundation			
03	Froebels Education System	08	AIMS	13	Missionary Schools	18	Al-Khair			
04	The Educators	09	Marjan Schools	14	Shaheen School System	19	Others (Specify)			
05	Comsats Institutes of Information Technology	10	Tameer-e- Millat Foundation	15	Fauji Foundation					
<b>12. Registration Status (only for private institutions) (more than one box can be coded)</b>										
1	Registered	2	Recognized	3	Affiliated	4	Un-Registered	5	Others	<input type="checkbox"/>
<b>13. Shifts</b>									<input type="checkbox"/>	
1	Morning	2	Evening	3	Both				<input type="checkbox"/>	
<b>14. Institutions by gender</b>									<input type="checkbox"/>	
1	Boys	2	Girls	3	Mixed				<input type="checkbox"/>	
<b>15. Medium of Instructions</b>									<input type="checkbox"/>	
1	Urdu	2	English	3	Arabic	4	Sindhi			<input type="checkbox"/>
5	Pushto	6	Punjabi	7	Balochi	8	Others			<input type="checkbox"/>

## Section II Building Information & Instructional Material

<b>1. Ownership of the Building</b>									<input type="checkbox"/>	
1	Government	2	Owned	3	Rented	4	Rent Free	5	No Building (Go to Question-6)	<input type="checkbox"/>
<b>2. Type of Construction</b>									<input type="checkbox"/>	
1	Pakka	2	Kacha	3	Mixed				<input type="checkbox"/>	
<b>3. Building Condition</b>									<input type="checkbox"/>	
1	Satisfactory	2	Needs Minor Repair	3	Needs major Repair	4	Dangerous			<input type="checkbox"/>
<b>4. Number of Rooms (Please write down the numbers in the Boxes)</b>										
Total Rooms				Total Class Rooms				Head Teacher Room		

Please write the appropriate code

		1=Yes 2=No 3		1=Yes 2=No 3
		= Not applicable		= Not applicable
<b>5. Building Facilities</b>	5.1 Hall	<input type="checkbox"/>	5.8 Botany Lab.	<input type="checkbox"/>
	5.2 Library	<input type="checkbox"/>	5.9 Combined Lab.	<input type="checkbox"/>
	5.3 Computer Lab.	<input type="checkbox"/>	5.10 Student Hostel	<input type="checkbox"/>
	5.4 Home Econ. Lab.	<input type="checkbox"/> <input type="checkbox"/>	5.11 Boundary Wall	<input type="checkbox"/> <input type="checkbox"/>
	5.5 Physics Lab.	<input type="checkbox"/>	5.12 Play Ground	<input type="checkbox"/>
	5.6 Chemistry Lab.	<input type="checkbox"/>	5.13 Canteen	<input type="checkbox"/>
	5.7 Zoology Lab.		5.14 Latrine	

		1=Yes 2=No		1=Yes 2=No
<b>6. Basic Physical Facilities</b>	6.1 Electricity	<input type="checkbox"/>	6.3 Drinking Water	<input type="checkbox"/>
	6.2 Gas	<input type="checkbox"/>	6.4 Telephone	<input type="checkbox"/>

		1=Yes 2=No		1=Yes 2=No
<b>7. Instructional Material</b>	7.1 Maps	<input type="checkbox"/>	7.5 Text Books	<input type="checkbox"/>
	7.2 Black/White Boards	<input type="checkbox"/>	7.6 Teaching Guide	<input type="checkbox"/>
	7.3 Charts	<input type="checkbox"/>	7.7 Audio Visual Equipments	<input type="checkbox"/>
	7.4 Teaching Kits	<input type="checkbox"/>		

		<b>1=According to Requirement 2=Inadequate 3=Not available</b>		<b>1=According to Requirement 2=Inadequate 3=Not available</b>
<b>8. Furniture Available</b>	8.1 Tables for Teachers	<input type="checkbox"/> <input type="checkbox"/>	8.5 Benches for Students	<input type="checkbox"/> <input type="checkbox"/>
	8.2 Chairs for Teachers	<input type="checkbox"/> <input type="checkbox"/>	8.6 Mats for Students	<input type="checkbox"/> <input type="checkbox"/>
	8.3 Chairs for Students		8.7 Carpets for Students	
	8.4 Desk for Students		8.8 Almirahs	

		<b>1=Yes 2=No 3=Not Applicable</b>		<b>1=Yes 2=No 3=Not Applicable</b>
<b>9. Apparatus Availability</b>	9.1 Computers	<input type="checkbox"/>	9.5 Chemicals & Chemistry Apparatus	<input type="checkbox"/>
	9.2 Printers	<input type="checkbox"/>	9.6 Books in Library	<input type="checkbox"/>
	9.3 Physics Apparatus	<input type="checkbox"/> <input type="checkbox"/>	9.6 Home Economic Material	<input type="checkbox"/> <input type="checkbox"/>
	9.4 Biology Material		9.8 Sports Material	

Skip to Section VI on Page-15 for Deeni Madaress Enrolment and Teaching Staff. However, for Income & Expenditure for Deeni Madaress Section-V on Page-14 will be filled-in.

## Section III Enrolment on 31<sup>st</sup> January 2005

Stages	Class	Code	Enrolment as on 31 <sup>st</sup> January 2004			Enrolment as on 31 <sup>st</sup> January 2005		
			Boys	Girls	Total	Boys	Girls	Total
			1	2	3	4	5	6
<b>1. General Education</b>								
<b>Pre-Primary</b>	Un-Admitted	310101						
	Prep Class	310102						
	Nursery Class	310103						
	Kachi	310104						
<b>Primary</b>	Class 1	310201						
	Class 2	310202						
	Class 3	310203						
	Class 4	310204						
	Class 5	310205						
<b>Middle</b>	Class 6	310301						
	Class 7	310302						
	Class 8	310303						
<b>High</b>	Class 9 Science Group	310401						
	Class 9 Arts Group	310402						
	Class 9 Technical Stream	310403						
	Class 10 Science Group	310404						
	Class 10 Arts Group	310405						
	Class 10 Technical Stream	310406						

(If enrolment by single age upto high level is available then fill table Enrolment by Single Age at Page-17)

Stages	Class	Code	Enrolment as on 31 <sup>st</sup> January 2005		
			Boys	Girls	Total
			1	2	3
<b>Higher Secondary/Intermediate</b>	Class 11 Science Group	310501			
	Class 11 Arts Group	310502			
	Class 12 Science Group	310503			
	Class 12 Arts Group	310504			
<b>Degree</b>	Class 13 Science Group	310601			
	Class 13 Arts Group	310602			
	Class 14 Science Group	310603			
	Class 14 Arts Group	310604			
	B.A.Hon.1	310605			
	B.A. Hon.2	310606			
	B.A. Hon.3	310607			
	BSc. Hon.1	310608			
	BSc. Hon.2	310609			
	BSc. Hon.3	310610			

Stages	Class	Code	Enrolment as on 31 <sup>st</sup> January 2005		
			Boys	Girls	Total
			1	2	3
<b>Post graduation</b>	M.A. 1	310701			
	MSc 1	310702			
	M.A. 2	310703			
	MSc. 2	310704			
<b>M. Phil</b>	M. Phil	310801			
<b>Ph.D</b>	Ph.D	310901			
<b>British System</b>	O Level	311001			
	A Level	311002			
<b>Others</b>	Others	311101			
<b>2. Technical/Professional/Homeopathic/Tibbia</b>					
<b>Medical</b>					
<b>MBBS</b>	Year 1	320101			
	Year 2	320102			
	Year 3	320103			
	Year 4	320104			
	Year 5	320105			
<b>BDS</b>	Year 1	320201			
	Year 2	320202			
	Year 3	320203			
	Year 4	320204			
<b>FCS/FCP/M.Phil/MD/MS</b>		320301			
<b>Nursing</b>					
<b>Basic Nursing</b>	Year 1	320401			
	Year 2	320402			
	Year 3	320403			
	Year 4	320404			
<b>Specialization of Nursing</b>		320501			
<b>Pharmacy</b>					
<b>D. Pharmacy</b>	Year 1	320601			
	Year 2	320602			
	Year 3	320603			
	Year 4	320604			
	Year 5	320605			
<b>B. Pharmacy</b>	Year 1	320701			
	Year 2	320702			
	Year 3	320703			
	Year 4	320704			
<b>M. Pharmacy</b>	Year 1	320801			

	Year 2	320802			
Stages	Class	Code	Enrolment as on 31 <sup>st</sup> January 2005		
			Boys	Girls	Total
			1	2	3
<b>Medical Technology</b>					
Medical Technology	Year 1	320901			
	Year 2	320902			
	Year 3	320903			
	Year 4	320904			
<b>Veterinary/Animal Husbandry</b>					
Veterinary/Animal Husbandry	Year 1	321001			
	Year 2	321002			
	Year 3	321003			
	Year 4	321004			
M.Sc	Year 1	321101			
	Year 2	321102			
<b>Engineering</b>					
B.Sc/BE	Year 1	321201			
	Year 2	321202			
	Year 3	321203			
	Year 4	321204			
M.Sc Engineering	Year 1	321301			
	Year 2	321302			
M. Phil Engineering		321401			
Ph.D Engineering		321501			
<b>Information Technology</b>					
PGD	Year 1	321601			
I.T. (BCS/BSc/BSc Hon) in computer sciences	Year 1	321701			
	Year 2	321702			
	Year 3	321703			
MCS/MSc Computer	Year 1	321801			
	Year 2	321802			
M. Phil		321901			
Ph.D		322001			
<b>Fine Arts</b>					
BSc/BA (Textile/Fashion/ Arts) etc.	Year 1	322101			
	Year 2	322102			
	Year 3	322103			
	Year 4	322104			
MSc (Textile/Fashion/Arts etc).	Year 1	322201			
	Year 2	322202			
M. Phil		322301			

<b>Ph.D</b>		322302			
Stage	Class	Code	Enrolment as on 31 <sup>st</sup> January 2005		
			Boys	Girls	Total
			1	2	3
<b>Agriculture</b>					
<b>BSc/BSc Hon.</b>	Year 1	322401			
	Year 2	322402			
	Year 3	322403			
	Year 4	322404			
<b>MSc Agriculture</b>	Year 1	322501			
	Year 2	322502			
<b>M. Phil</b>		322601			
<b>Ph.D</b>		322701			
<b>Commerce</b>					
<b>D. Com/I. Com</b>	Year 1	322801			
	Year 2	322802			
<b>B. Com</b>	Year 1	322901			
	Year 2	322902			
<b>M. Com</b>	Year 1	323001			
	Year 2	323002			
<b>M. Phil</b>		323101			
<b>Ph.D</b>		323201			
<b>Business Administration</b>					
<b>BBA/BBA Hon.</b>	Year 1	323301			
	Year 2	323302			
	Year 3	323303			
	Year 4	323304			
<b>MBA</b>	Year 1	323401			
	Year 2	323402			
<b>M. Phil</b>		323501			
<b>Ph.D</b>		323601			
<b>Law</b>					
<b>LLB</b>	Year 1	323701			
	Year 2	323702			
	Year 3	323703			
<b>LLM</b>	Year 1	323801			
	Year 2	323802			
<b>Bar at Law</b>		323901			
<b>Education</b>					
<b>B.Ed</b>		324001			
<b>M.Ed</b>		324101			

Stages	Class	Code	Enrolment as on 31 <sup>st</sup> January 2005		
			Boys	Girls	Total
			1	2	3
<b>BA/BSc Education</b>	Year 1	324201			
	Year 2	324202			
	Year 3	324203			
<b>M.A. /MSc Education</b>	Year 1	324301			
	Year 2	324402			
<b>M. Phil</b>		324401			
<b>Ph.D</b>		324501			
<b>Home Economics</b>					
<b>BSc Hon.</b>	Year 1	324601			
	Year 2	324602			
	Year 3	324603			
	Year 4	324604			
<b>MSc</b>	Year 1	324701			
	Year 2	324702			
<b>Accountancy</b>					
<b>CMA (Cost &amp; Management Accountants)</b>	Year 1	324801			
	Year 2	324802			
	Year 3	324803			
<b>CAT (Certified Accounting Technician)</b>	Year 1	324901			
	Year 2	324902			
	Year 3	324903			
<b>ACCA (Association of Chartered Certified Accountants)</b>	Year 1	325001			
	Year 2	325002			
	Year 3	325003			
<b>CIMA (Chartered Institute of Management Accountants)</b>	Year 1	325101			
	Year 2	325102			
	Year 3	325103			
<b>PIPFA (Pakistan Institute of Public Financial Accounts)</b>	Year 1	325201			
	Year 2	325202			
	Year 3	325203			
<b>CA (Chartered Accountants)</b>	Year 1	325301			
	Year 2	325302			
	Year 3	325303			
	Year 4	325304			

Stage	Class	Code	Enrolment as on 31 <sup>st</sup> January 2005		
			Boys	Girls	Total
			1	2	3
<b>Tibbia</b>					
<b>Hikmat/Tibb-e-jerahi</b>	Year 1	325401			
	Year 2	325402			
	Year 3	325403			
	Year 4	325404			
<b>Ayurvedic System of Medicine</b>					
<b>Ayurvedic degree</b>	Year 1	325501			
	Year 2	325502			
	Year 3	325503			
	Year 4	325504			
<b>Homeopathic</b>					
<b>B.DH</b>	Year 1	325601			
	Year 2	325602			
	Year 3	325603			
	Year 4	325604			
<b>Post Graduate Diploma</b>					
<b>Post Graduate Diploma</b>	Year 1	325701			
<b>3. Mono/Poly Technique/Vocational</b>					
<b>Mono/Poly Technicque</b>					
<b>Associate Engineering Course</b>	Year 1	330101			
	Year 2	330102			
	Year 3	330103			
<b>B. Tech</b>		330201			
<b>Vocational</b>					
<b>1. Industrial</b>	Less than 3 months	330301			
	6 months	330302			
	6-9 months	330303			
	9 months - 1 year	330304			
<b>2. Para-Medical</b>	Less than 3 months	330401			
	6 months	330402			
	6-9 months	330403			
	9 months - 1 year	330404			
	1 Year +	330501			
<b>3. Management</b>	Less than 3 months	330601			
	6 months	330602			
	6-9 months	330603			
	9 months - 1 year	330604			

Stages	Class	Codes	Enrolment as on 31 <sup>st</sup> January 2005		
			Boys	Girls	Total
			1	2	3
4. Computer	Less than 3 months	330701			
	6 months	330702			
	6-9 months	330703			
	9 months - 1 year	330704			
5. Home Sciences	Less than 3 months	330801			
	6 months	330802			
	6-9 months	330803			
	9 months - 1 year	330804			
6. Education	PTC	330901			
	CT	330902			
	Other certificate courses	330903			
6. Other Certificate courses	Less than 3 months	331001			
	6 months	331002			
	6-9 months	331003			
	9 months - 1 year	331004			
Any other					
Any Other (Specify)		331101			
		331102			
		331103			
		331104			
		331105			
		331106			
		331107			

#### 4. Enrolment in Non-Formal Basic Education Centre/School (NFBE) and Distance Education Center

Level of Education	Male	Female
NFBE Center		
Distance Education Centre		
Other Literacy Programme		

#### 5. Number of repeaters

Repeaters 2003-04	Gender	Classes									
		I	II	III	IV	V	VI	VII	VIII	IX	TOTAL
	Boys										
	Girls										

## Section IV Teaching Staff

1. Number of teaching staff (including Principal / Head Teacher/Chairman/Vice Chancellor) in educational institution

Please fill appropriate Box/Boxes from (i) to (vi) according to type of institution and type of teaching staff available

(i). Number of Teaching Staff by qualification including Principal/Head Teacher (in general education)

1. General Education (Code in institution by type Section-I question-10 is from 01 to 10 or from 33 to 35).

Academic Qualification	Total	Professional Qualifications					
		P.T.C.	C.T	B.ED	M.ED	OTHER TRAINED	UN-TRAINED
1	2	3	4	5	6	7	8
<b>Male</b>							
Matric							
F.A.FS.c							
B.A./B.Sc/B.Com/BCS							
M.A./M.Sc/M.Com./MCS							
M. Phil							
Ph.D.							
Others							
<b>Female</b>							
Matric							
F.A.FS.c							
B.A./B.Sc/B.Com/B.CS							
M.A./M.Sc/M.Com./MCS							
M. Phil							
Ph.D.							
Others							

(ii). Medical/Dental Colleges & University (Code in institution by type Section-I question-10 is from 11 to 14).

Gender	Academic Qualification						Total
	MBBS	BDS	FRCS/FRCP/MRCP/MCPS	M.D.	Ph.D	Others	
1	2	3	4	5	6	7	8
Male							
Female							

(iii). Teaching Staff in Technical/Professional College & University (Code in institution by type Section-I question-10 is 15 to 16 and from 20 to 28 or 37).

Gender	Academic Qualification					
	Under Graduate	Graduate	Post Graduate	M.Phil	Ph.D	Total
1	2	3	4	5	6	7
Male						
Female						

(iv). Teaching Staff in Institute of Accountancy (Code in institution by type Section-I question-10 is 29)

Gender	Academic Qualification							Total
	BCS/PG D/ B.Com	M.A/M.Sc/ M.Com	CA/CMA/CAT /ACCA	ACA/ ACMA	FCA/ FCMA	M.Phil	Ph.D	
1	2	3	4	5	6	7	8	9
Male								
Female								

(v). Teaching Staff in Mono/Poly Techniques & Vocational Institutes (Code in institution by type Section-I question-10 is from 30 to 32).

Qualification	Total	Un-Trained	Degree/Diploma		
			Less than 1 Year	1 Year	1 Year+
1	2	3	4	5	6
<b>Male</b>					
Matriculation					
Intermediate					
Graduate					
Post Graduate					
<b>Female</b>					
Matriculation					
Intermediate					
Graduate					
Post Graduate					

(vi). Number of Teachers in Tibbia/Homeopathic/Ayureadic Colleges (Code in institution by type Section-I question-10 is from 17 to 19).

Qualification (Please Specify)	Male	Female	Total
1	2	3	4

## 2. Number of Teaching Staff by Designation (only for colleges/universities)

Gender	Lecturer	Assistant Professor	Associate Professor	Professor	Total
1	2	3	4	5	7
Male					
Female					

## 3. Teaching Strength

i) Filled in Head Teacher/Principal Post					<input type="checkbox"/>
1	Yes	2	No		

## ii) Strength of Teaching Staff

Gender	No of Sanctioned/ approved Posts	No. of Filled in Posts	Vacant Posts
Male			
Female			
Combined (Male & Female)			

## iii) Number of Qualified Teachers by Subject (only for general education upto High School other wise skip this)

	Male	Female	Total
i) Computer			
ii) Science			
iii) Mathematics			

## 4. Strength of Non Teaching Staff

Gender	No of Sanctioned/ Approved Posts	No. of Filled in Posts	Vacant Posts
Combined (Male & Female)			

<b>5. School Committee</b>	5.1 PTA/SMC/PTSMC	1=Yes 2=No <input type="checkbox"/>
	5.2 Functional Status	<input type="checkbox"/>

Note: PTA = Parent Teacher Association, SMC = School Management Committee, PTSMC = Parent Teachers School Management Committee

## **Section V Income & Expenditure**

### **1. Expenditure Incurred during the Last Academic Year 2004-05**

<b>Sr.No.</b>	<b>Head of Expenditure</b>	<b>Amount in Rs.</b>
1	Repair and Maintenance of Machinery & Equipment	
2	Purchases of Equipment, Store & Stationery	
3	Travelling/POL/Transport	
4	Utilities (Electricity, Gas Water, Telephone, Postage)	
5	Rent of Building	
6	Repair and Maintenance of Building	
7	Pay & Allowances of Teaching and Non Teaching Staff	
8	All other expenditures	
9	Total	

### **2. Receipts during the last academic year 2004-05**

<b>Sr.No.</b>	<b>Source</b>	<b>Amount in Rs.</b>
1	Student Admission Fee	
2	Student Tuition Fee	
3	Government Grant	
	i) in Cash	
	ii) in kind	
4	Community Donation	
	i) in Cash	
	ii) in kind	
5	Other Annual Receipts nec	
	Total	

**(For Deeni Madressa go to page-15-16 otherwise go to page-18)**

## Section VII Field Operation

Name of Respondent	Designation	Signature and Date	Official Stamp

Particular	Date	Name	Code	Designation	Signature
Enumerated by:					
Inspected by:					
Checking/editing in the Regional/Field Office:					
Despatched to Headquarter:					
Received at Head Quarter					

## Section VIII Editing/Coding/Data Processing at Head quarter

Particular	Date	Name	Code	Designation	Signature
Edited by:					
checked by:					
Despatch to D.P. Centre:					
Data entered by KPVO:					

Respondents are at liberty to contact the following officers of FBS for further explanation, if required in filling of NEC Questionnaire or any other related matter.

Mr. Khalid Mahmud, Deputy Director General	Ph # 051-9208203	Fax No. 051-9203233
Mr. Bashir Ahmed Chaudhary, Director	Ph # 051- 9261020	Fax No. 051-2250894
Mr. Muhammad Hanif Shakir, Chief Statistical Officer	Ph # 051-9261596-99 Ext.30	Fax No. 051-2250894

**Government of Pakistan**  
**Federal Bureau of Statistics**  
**Islamabad**

**National Education Census 2005-06**

**MONITORING REPORT**

Regional/Field Office \_\_\_\_\_, District \_\_\_\_\_ Tehsil \_\_\_\_\_

1. Name of Monitoring Officer \_\_\_\_\_

2. Designation & Department : \_\_\_\_\_

3. Dates of Inspection: From: \_\_\_\_\_ to \_\_\_\_\_

4. Coverage of Institutions

S.No.	Name of City/Town/Village	P.C. Code NO.	No. of Schedules filled in by enumerator	Actual No. of Institutions found during inspection	No. of Refusal Cases	No. of Non contact cases
1	2	3	4	5	6	7

5. Quality of Field Work/Quality of Data: \_\_\_\_\_

6. Problems faced during the census/enumeration \_\_\_\_\_

7. Suggestions for improvement: \_\_\_\_\_

\_\_\_\_\_

Signature of the Monitoring Officer: \_\_\_\_\_

Date: \_\_\_\_\_

## **DEFINITIONS**

Educational Institutions have been covered according to following definitions:

### **Pre-Primary**

Educational institution sometime designed primarily to introduce very young children usually below 5 year to a school type environment. Upon completion of this programme children continue their primary education.

### **Mosque School**

Teaching of organized or recognized education like primary, middle etc was given in the mosque.

### **Primary School**

School having enrolment upto 5 (five) classes.

### **Middle School**

School having enrolment upto 8 (eight) classes.

### **Secondary/High School**

School having enrolment upto 10 (ten) classes.

### **Higher Secondary School**

School having enrolment upto 12 (twelve) classes.

### **Intermediate College**

College having XI & XII classes.

### **Degree / Post Graduate Colleges**

College having upto XIV classes however, degree colleges offering post graduation education may also be included.

### **General University**

The university offering general education. However, general education universities are also providing professional education such as Information Technology, Business Administration and in such case such universities were classified as general universities as they predominantly teach general education.

### **British System**

School/College having British System of Education. The classes are O level or A level.

### ***Professional/Technical Institutes*** **Engineering College / University:**

It includes only that institution/college/university who offers graduate/post graduate/M.Phil, Ph.D degree in any field of Engineering.

### **Medical College**

Colleges designated for medical education and provide MBBS degree. (The institution providing medical qualification lower than this degree are included in vocational institutes).

### **Medical Universities**

The university offering graduation and post graduation in Medicine/Surgery/Dentistry etc.

### **Dental Colleges**

Colleges offering bachelor and higher degree in dentistry.

### **Medical Technology School/Colleges**

School/College of Medical Technology Colleges offering bachelor and higher degree in Medical Technology.

### **School/College of Nursing**

School/Colleges designated for nursing education. The certificate courses are classified in vocational education.

### **Homeopathic College**

The institutes offering doctor degree in Homeopathic like D.H. etc.

### **Tibbia College**

The institutes offering degree on Hikmut, Jerahi, Tib etc. are included.

### **Education College / University**

It includes only those institutions who offer Diploma/Degree in education like B.Ed, MA. (Edu), MSc (Edu), M.Phil (Edu) or Ph.D (Edu) etc. The certificate course like PTC, CT are included in vocational.

### **Home Economics College/ University**

The institutions which offer graduation/ post graduation degree in Home Economics/Fashion Designing, Preparation of Food etc. are included. The certificate course are included in vocational.

### **Business Management College/University**

Institutions designated for Business Management Education e.g. BBA, MBA , M.Phil and Ph.D in Business Administration.

### **Commerce College/ University**

Institutions designated for commerce education such as D.Com, I.Com, B.Com or M. Com ,M.Phil, Ph.D.etc.

### **IT College/ University**

All those institutions designated for education in Computer Science at Graduation, Post Graduation or at Ph.D Level such as BCS, BSc (Computer Science), MCS, MSc (Computer Science) etc. Only those colleges/university included who are specifically providing Information Technology education. The IT Centre who only offer certificate courses fall under vocational institution.

### **Law College/ University**

Institutions designated for Law Education such as LLB and LLM.

### **Agriculture College/ University**

Institute designated for Agriculture Education such as BSc, MSc, M.Phil, Ph.D in Agriculture related subjects.

### **Veterinary/ Animal Sciences Institute**

Institute/college/university designated for Veterinary/ Animal Sciences education such as Doctor of Veterinary Medicine (DVM) etc.

### **Fine Arts College/ University**

The college/university designated for Fine Arts education such as B.Sc MSc Fine Arts, Textile Designing etc.

### **Accountancy Institute**

Institute/college/university offering education in Management Accountancy such as Institute of Cost and Management Accountant of Pakistan (ICMAP), etc.

### **Poly Technique Institute**

The institution which offer diploma in different engineering fields.

### **Mono Technique Institute**

Institute offering diploma in only one engineering field.

## **Vocational**

Some institutions may be providing vocational type of education and offer short term courses to enhance the working skills of the students and issue certificates. They are treated as vocational institutions. Vocational Institutions may be of following types:

- 1 Industrial Arts
- 2 Para-Medical
- 3 Management
- 4 Computers
- 5 Agriculture
- 6 Education
- 7 Special Education
- 8 Home Sciences
- 9 Others

### **Industrial Art**

Industrial arts comprise wood works, carpet making, handicrafts, steel fixture, utensil making, weaving, printing, electrician, mechanic, welders etc.

### **Para Medical**

Para Medical institutions are those wherein courses of Midwives, Dai, X-ray technician, laboratory technician, Dental technician, Ward boys, lady health visitors, Dispensers etc. are offered and certificate are issued.

### **Commercial/ Management**

Institutions which offer management/commercial type of courses such as typing and short hand courses, book keeping, and letter writing etc.

### **Computer**

Institutions which provide short courses of computers like M.S. Word, Power Point, Excel, Access, CorelDraw, Computer Languages etc.

### **Education**

Institutions which offer certificate courses like PTC,CT etc .

### **Special Education**

Institutions which offer certificate courses for Special Children.

## **Home Science**

Pertain to preparation of different kind of foods (China foods, English foods, bread making etc), beautician, home decoration etc.

## **Others**

All those institutions, which are not classified/covered above be covered here. For example courses like photo-graphy, painting, driving etc.

## **Non formal Basic Education Centre/ School (NFBE)**

Any Organized educational activity outside the established formal system.

## **Distance Education Centre/ School**

The institution, which provide education through correspondence in any media i.e. through Postal, Electronic Media, Broadcasting etc.

## **Special Education Centre**

The institute/school designated for providing general education to special children such as duff, dumb, lamb etc.

## **Deeni Madaris**

Deeni Madaris is that which provides formal religious education such as Ibtadiya/Sunviya/Hifiz etc. The mosque where only nazra Quran is taught are not included.

## **Others**

Any other institute not classified above are mentioned here.

## **Income And Expenditure**

Expenditure incurred during the academic year 2004-05

## **Repair & Maintenance of Machinery & Equipments**

It includes expenditure incurred on repair & maintenance on the machinery & equipment (computer, photo-copy machine, fax machine, other machinery), furniture/fixture etc.

## **Purchases of Equipment, Store & Stationary Items**

The expenses on the purchase of equipment/store/stationary, crockery etc.

## **Traveling/POL/Transport**

Expenditure incurred on conveyance charges, transport charges, repair & maintenance of transport should be given. In case of hired transport, total amount given for hiring may also be given.

## **Utilities**

Expenditure on water, gas, electricity, telephones, postage and other utilities be given.

## **Rent of building**

Rent of building (only for rented building for private institutions) be given.

## **Repair & Maintenance of Building**

White washing, distempering and other repair of the Building be noted. (In case of own building).

## **Pay & Allowances of Teaching and Non Teaching Staff**

Pay and Allowances of the teaching and non teaching staff including the head teacher/principal be recorded. Allowance may include conveyance allowance, medical allowance, dearness allowance, house rent allowance, other compensatory allowances.

## **Receipt/Income – 2004-05 Student Admission Fee**

It is the total of admission fee during the academic year 2004-05 which is taken for the admission of students at the time of their admission. Fee received in dollars be converted into rupees.

## **Student Tuition Fee**

Total tuition fee received from the students during academic year 2004-05. Tuition fee in dollars be converted into rupees.

## **Government Grant in Cash**

Grant received from Government in Cash during the academic year 2004-05.

## **Government Grant in Kind**

The estimated cost of the furniture/fixture or other kinds received from the Government as a grant.

## **Community Donation in Cash**

Grant received from community in cash during the academic year 2004-05.

## **Community Donation in kind**

The estimated cost of the equipments, furniture/fixture or other kinds received from the community as a grant.

## **Other Annual Receipts**

Income from fines, from renting/hiring of any machinery/equipments, income from providing transport to the students, sports, funds, library funds, computer fee charges examination fee, school leaving certificate charges, fines, mosque funds and disposal of equipment, furniture and fixture.

## ***DEENI MADARIS***

### **1. Enrolment by level in Deeni Madaris:**

Students studying Nazra, Hifz, Ibtadaia, Mutwasat etc. by sex and levels.

### **2. a) Affiliation of Madaris**

Affiliation of Madaris by Wafaq, Tanzeem, Rabta or with any other.

### **b) Accommodation Facilities**

Accommodation facilities available in Madaris by local and non-local students.

### **3. Number of Teachers by Qualification**

Teaching Staff by academic and religious education.

### **4. Non-Teaching Staff**

Availability of non-teaching staff in Madaris.