



TEACH A CHILD SCHOOL SYSTEM
A PROJECT OF
“THE HELPCARE SOCIETY”



IMPACT STUDY REPORT 2007

Carried out, compiled and endorsed by:

[Lahore University of Management Sciences](#)

[Sponsored by: LUMS McGill Social Enterprise Development Programme](#)

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Teach A Child School System
Impact Study Report 2007

Project undertaken by:
Lahore University Of Management Sciences (LUMS)

Teach A Child School System, a project of The Helpline Society, has become very prominent among the leading NGOs which are striving to sanction and facilitate a healthy as well as competitive social and professional life for underprivileged children. Currently accommodating 272 children, it has the following objectives, clearly outlined in TAC's slogan as well:

- To provide competitive academic and professional excellence to enable "TAC Children" to enter the future market place with dignity.
- To impart high moral and balanced religious values and ethics.
- To inculcate a sense of duty towards the family, society and the country.
- To provide appropriate socio-cultural skills, for them to merge into the national mainstream.
- To develop self esteem, confidence and belief in themselves.
- To enable them to emerge as role models and positive agents of change in the family, neighborhood and the society at large.

The conception of "TAC" was based on the realization that the lower segment of society in Pakistan has been stuck in a poverty loop for many generations. The main reason for this deprivation was identified in the absence of equal opportunities for their children to compete in the market place with the privileged class.

The project aims to provide "Privileged Education to the Underprivileged" thereby empowering the children through equal socio-academic opportunities to become qualitatively competitive alongside the privileged class. With this aim in mind "Teach A Child (TAC) School System" was established by the 'Society' in September 1998 to realize its core objective.

The Project accepts the responsibility of its beneficiary child from the commencement of her/his education in Nursery to the completion of professional education at the university level. It is a comprehensive undertaking spanned over 18-20 years of privileged education based on GCE (O/A level) curriculum. Modern techniques, in vogue, are sensibly adopted with highly focused use of information technology. The school curriculum is comfortably comparable to the best private school systems in Pakistan. Starting in 1998 with 7 deprived children it has a population of 272 children in 10 classes up to grade 8 in 2006. It has successfully covered one half of the journey towards its destination before it becomes cyclical.



Excellence of the institution is achieved by keeping the following selection criteria in mind:-

- 36 students are inducted between the age of 4 and 5. One child from one family.
- Families are selected on the basis of:-
 - a. Economic merit based on “clean, well defined and Verifiable source of income”:
 - b. Desire and attitude to support quality education.
- Ground verification is an essential part of confirmation of economic status.
- Students are selected on the basis of competitive intellectual merit (IQ Testing + Entry Test).
- “Economic merit of the family and intellectual merit of the candidate child are merged according to an evolved formula (PSF (Poverty Compensation Factor) x MIS (Mean IQ Score) + Entry Test = Combined Merit) to work out the combined merit.
- Board of Governors and Ground Verifiers constitute the final selection board.
- Top 36 students are selected to commence 18-20 years long journey.

Poorer the better” is fundamental to selection criteria. TAC School beneficiary’s per capita income of US \$ 280 per annum is well below the poverty line.



Considering that the educational vehicle at TAC stays on track balanced on four wheels (Management, Teachers, Students and Parents), students’ families have to be fully involved and engaged to achieve the desired objectives of quality education. 70 % of fathers and 80% of mothers have either not gone to the school or have been exposed to low grade education for only 5 to 10 years. From the perspective of quality education they all are irrelevant. There is virtually no domestic support. “Two steps forward, one step back” is literally true. Parents, therefore, have to be motivated, guided, coached and counseled to be pro-active and fully integrated to create conducive domestic environment, and see TAC School as an opportunity for a better future.

Recognizing the limitations of a rented residential accommodation, Project’s immediate goal is to develop a customized campus with state of the art academic infrastructure to provide conducive academic environment. The campus is under-construction and will be completed very soon. Pictures are given on the next page.



In the long term perspective, THS envisages nation wide presence of similar schools all over Pakistan, and hopefully, in some point in time, even outside Pakistan.

Performance evaluation to measure the achievement of objectives is done through In-house and External Evaluation Programme and independent Impact and Evaluation studies carried out by research oriented prestigious institutions.

The very fact that TAC School has been retained on the itinerary of a British delegation for four consecutive visits is a source of satisfaction. The delegation as part of the programme called “Experience Pakistan” comprises of five British schools. The delegation is accompanied by members of the panel of judges comprising prominent British citizens such as Sir Christopher McRae, Former High Commissioner of UK to Pakistan, Lt Gen Anthony Palmer, Ms. Sarah Bayliss of “Times of London”, Mr. Humayun Akhter Mughal of “Akhter Computers,UK”, Lady Rosaline West wife of Sir Alan West, First Sea Lord and Chief of Naval Staff, Royal Navy. Ms. Sarah Bayliss has also published an article on “Teach A Child School System” in Times of London Educational Supplement.



First foreign grant OF US\$ 2000 came from Rotary International in 1999.

Aim & Scope of The Impact Study

The purpose of this Impact Study is to evaluate the extent to which TAC has been able to achieve its vision of ‘realizing potential through equal opportunities’. Since its inauguration in 1998, this kind of research study has been carried out once, in 2004. The current project has taken it a step further by incorporating detailed questions about every aspect of TAC families’ social, economic and professional lives and allowing the reader an insight into everything he/she can possibly want to know about them.

The LUMS team, comprising of 4 Bsc (Hons) sophomore students, embarked upon this journey on 20th of July 2007. It first prepared a questionnaire, comprising of 113 questions pertaining to every facet of TAC families' lives. The team then went on and visited a 100 of the 272 families to fill out a 100 questionnaires. It made sure that at least one of the parents was present while the family was questioned. It then set about to write a detailed report of its findings, and ultimately came up with the final version you are holding in your hands. This Herculean task was completed in only 30 days.



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It is essential to delineate the format of this Impact Study report for the convenience of its users. The questions have been classified into 15 categories, in the following order:

- 1) Mothers' Information
- 2) Fathers' Information
- 3) Siblings' Information
- 4) Financial Information
- 5) Access to basic electrical appliances
- 6) Utility expenses
- 7) Health issues
- 8) Neighborhood Information
- 9) About the student
- 10) Education at TAC
- 11) Reasons for choosing TAC
- 12) Impact of the child on his family and friends
- 13) Gender Issue
- 14) Administration at TAC
- 15) Future

Each section consists of 5 to 10 graphs, each corresponding to one question. Each graph is headed by the exact question that was asked, and is followed by a concise description/analysis.

This is followed by some of our observations as we carried out the surveys, and the concluding recommendations which we feel should be duly considered by TAC administration in order to improve its contribution to Pakistan's social sector.

Note of Gratitude

The LUMS team thanks General Maqbool and Madam Attiya Batool profusely for all their help, support and cooperation. The task was very difficult for us, since we had only just finished our freshman year. It was our first ever field job and it required good communication skills as well as a lot of patience and struggle. But their encouraging words every single morning kept us going.

This project has been an experience of a life time. Being students of an elite university, we had never had any contact with the poor sections of the society. We had never visited their slum-like residential areas. We had absolutely no idea that while we were fortunate enough to be born in affluent families, study in best educational institutions, wear the best of clothes, there were people out there who barely had enough money to buy two meals a day. There were homes, not very far, where 8 to 10 people lived in two little cramped rooms with just one fan. There were mal-nourished children out there who got to eat a meager amount of chicken only once a month. We spent thousands every month on frivolities such as fancy cell phones and branded tea shirts, oblivious of the fact that more than 60 percent of the population has monthly income far less than that.

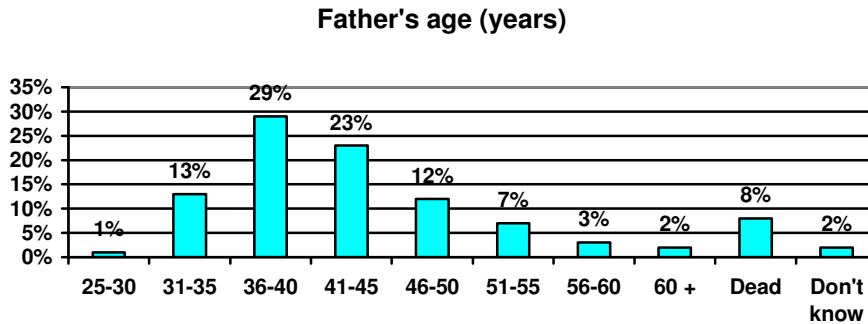
Up till a month ago, we were a bunch of carefree 20 year olds who used to worry about the most petty of issues.

Thank you TAC, for making us appreciate our fortune the way it deserves to be appreciated.

We hope that TAC children turn out to be the very best in their professional lives and pray that they spread their fortune wherever they go. We look forward to seeing TAC's name among the finest universities in the next 20 years..

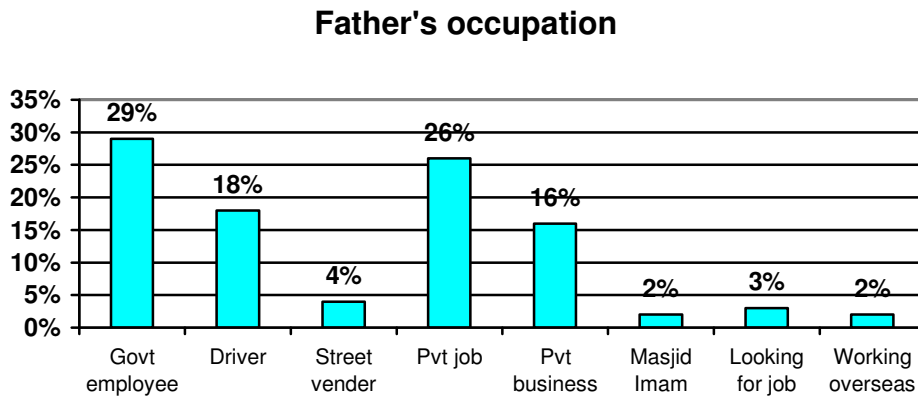
Nabiha Asghar
 Qurat-ul-Ain Rao
 Mahmood Haider
 Mohammad Ali Ahmad

1. Fathers' Information



(Fig. 1)

The positively skewed graph illustrates that most of the fathers are fairly young as well, with 66% up to the age of 45. 19% are between 45 and 55, and 5% older than 55. 8% of the fathers are dead.



(Fig. 2)

28% of the fathers are government employees while 41% have private jobs or business. 4% are street venders and these families are exceptionally poor, as are the 3% who's heads are looking for jobs. 2% work overseas as electricians and labourers.

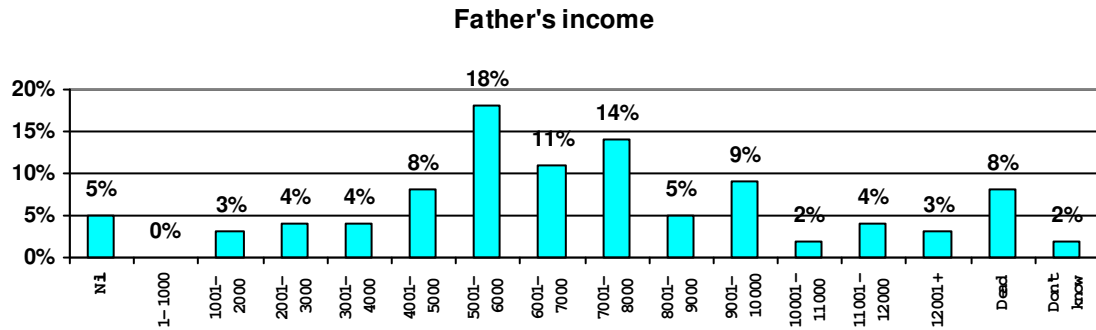
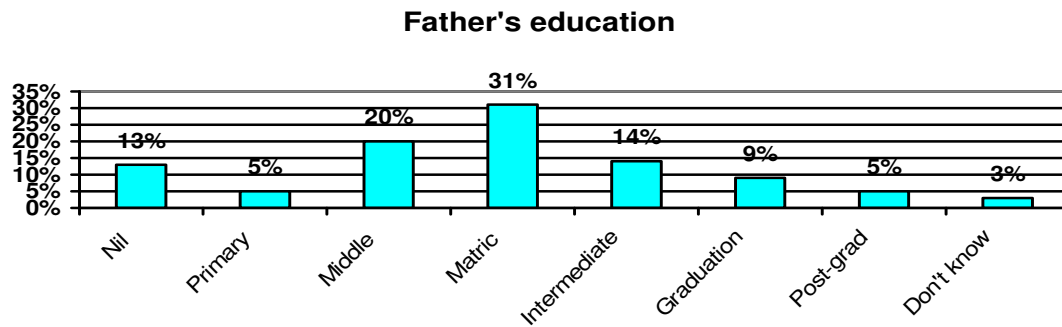


Fig. 3)

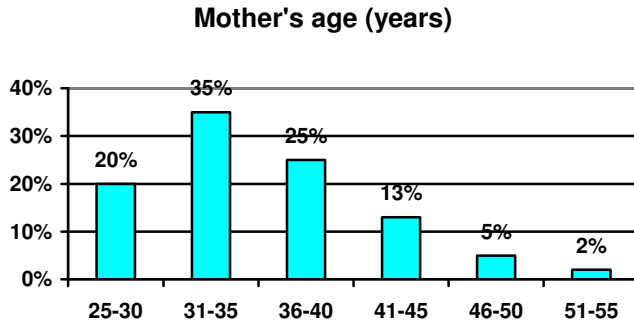
19% of fathers have a low income of up to Rs 5000. 43% have a moderate income of Rs 5000 to Rs 8000. 14% have incomes between Rs 8000 and 10,000, while 9% have high incomes of more than Rs 10,000.



(Fig. 4)

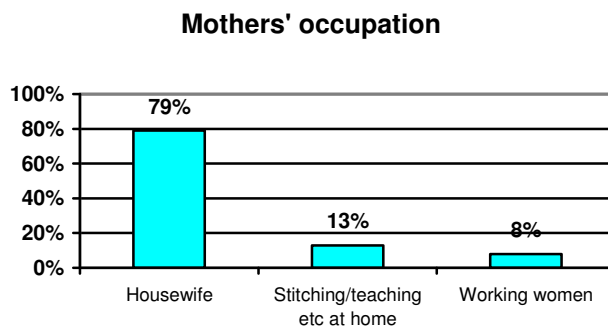
Fathers' education is concentrated around middle, matric and intermediate, which cumulatively make 65% of the distribution. Only 14% are highly educated.

2. Mothers' Information



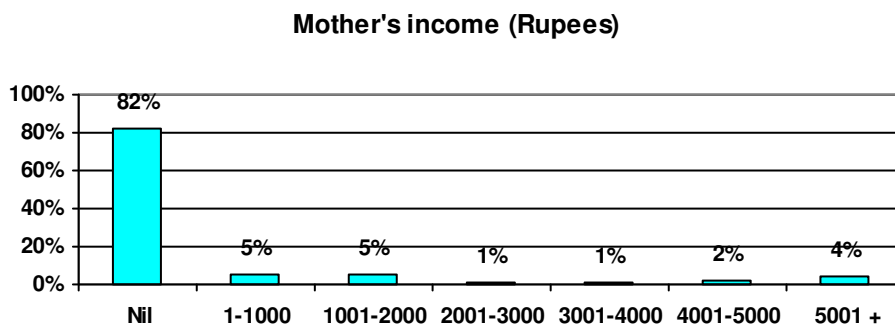
(Fig. 5)

Figure 5 gives the distribution of ages of mothers. It can be seen that 80% of them are below the age of 40, and thus fairly young.



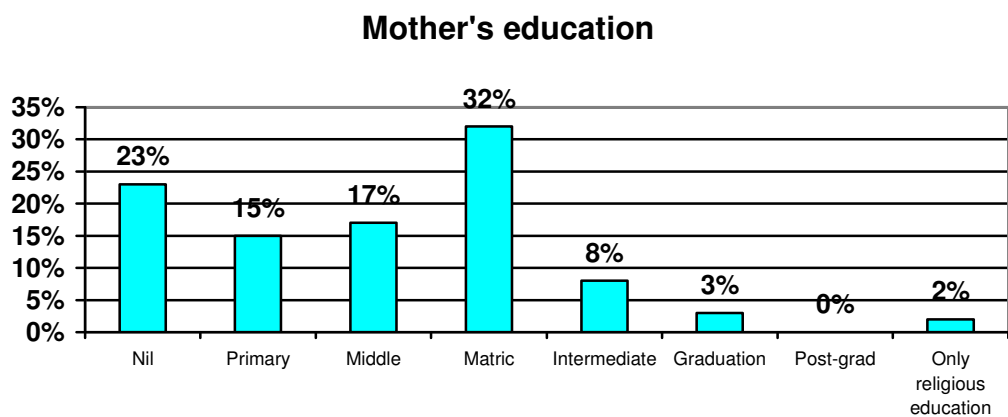
(Fig. 6)

Mothers of these families are predominantly housewives. Only 8% are employed, while 13% do occasional stitching or tailoring at home.



(Fig. 7)

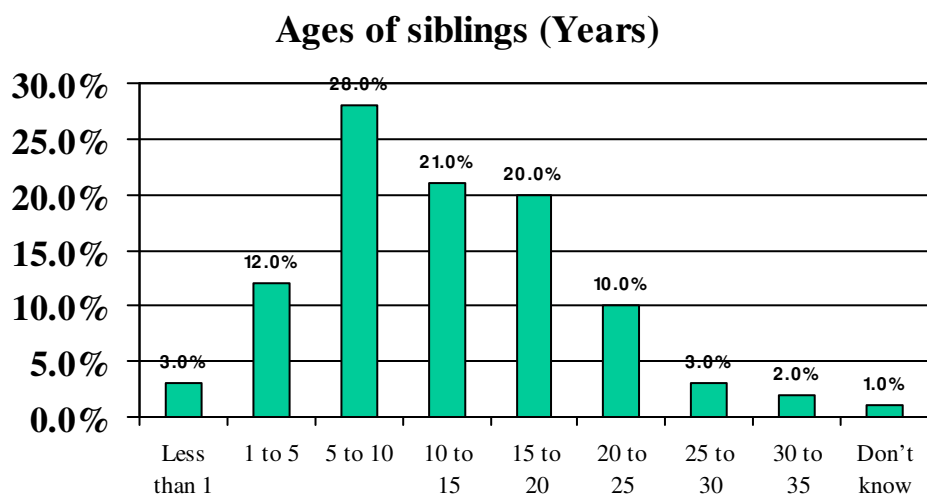
82% do not have any income, which co-incides with the fact that 79% of them are pure housewives. 10% have incomes upto Rs 2000. 6% have incomes above Rs 4000, and these are the women who are single parents.



(Fig8)

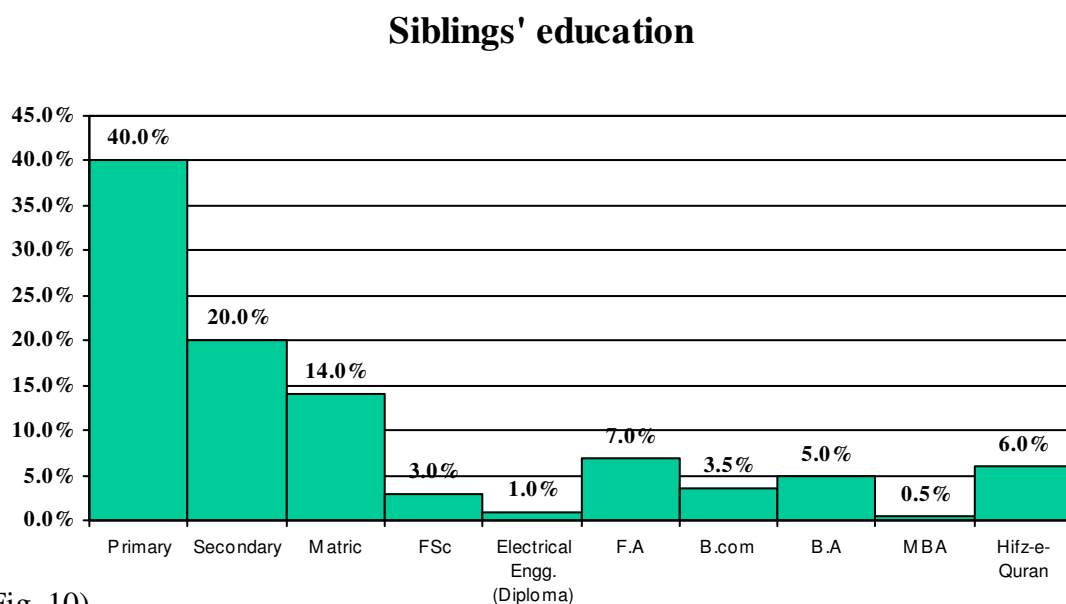
An overwhelming 23% of mothers are illiterate. 32% are under-matric and an equal amount have done matric. This, combined with 8% intermediate pass mothers, leaves only 5% who are highly educated.

3. Siblings' Information



(Fig. 9)

49% of the ages are concentrated between 5 and 15 years. 5% have siblings more than the age of 25.

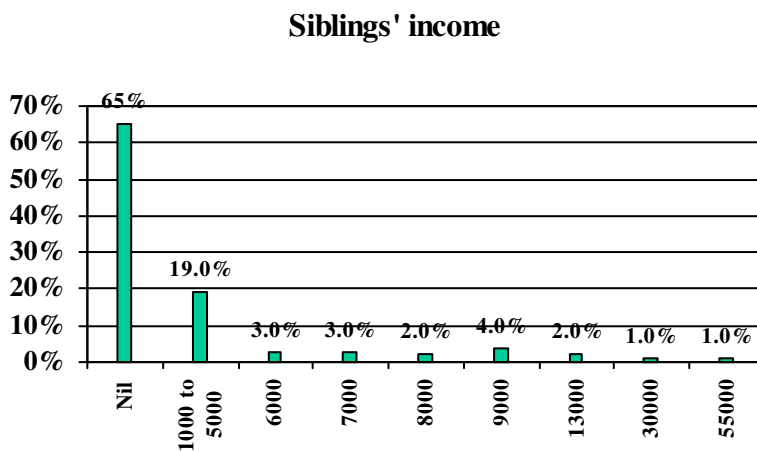


(Fig. 10)

Most of the siblings' education is concentrated around primary, middle and matric. Only 0.5% have done postgraduation.

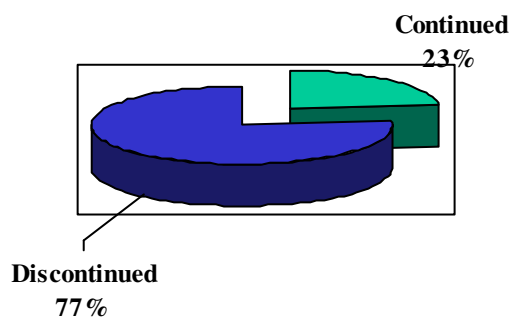
(Fig. 11)

3% of siblings are receiving free education, 16% are paying up to Rs 100, 54% pay between Rs 100 and 500. A few exceptional cases are paying more than Rs 1000.



(Fig. 12)

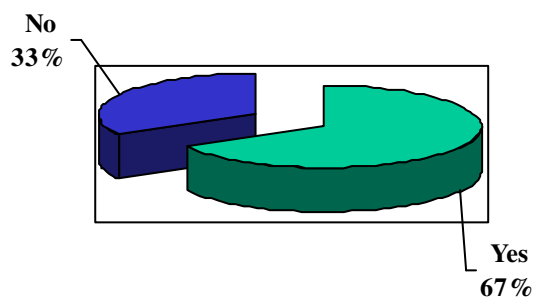
35% of all the siblings are employed. 19% earn between Rs 1000 and 5000. 12% earn between Rs 6000 and 9000. There are some unusual cases as well, which are depicted in the graph.



(Fig. 13)

Only 23% of siblings have continued their education to higher level, or are still studying. The rest have dropped out due to various reasons, catered by another question.

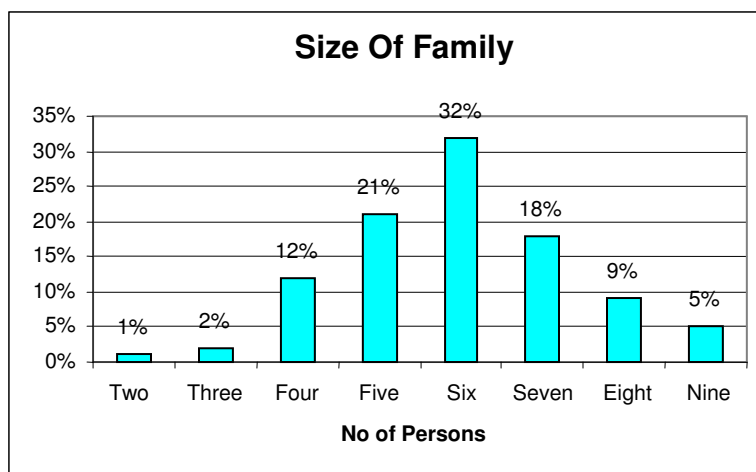
Madrasa Education Among Siblings



(Fig. 14)

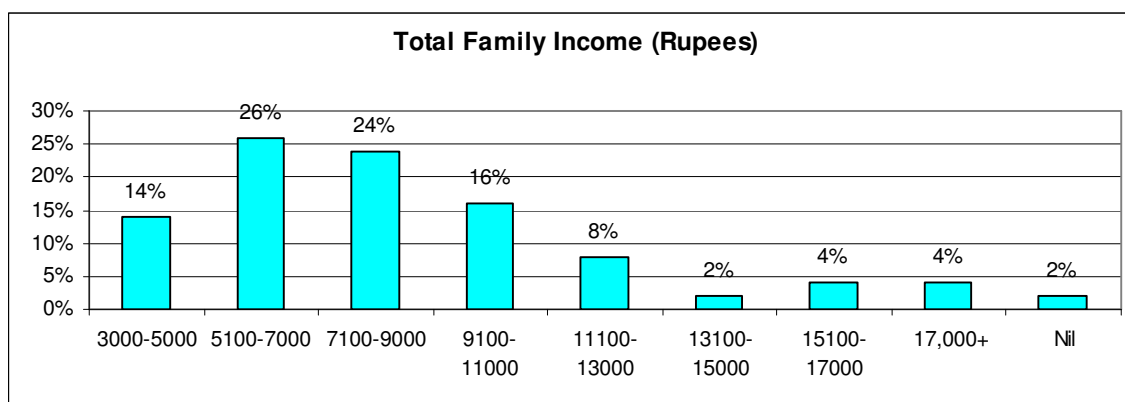
Madrasa education seems to be a popular choice among parents. 67% households have one or more children going to Madrasa either for simple Quranic learning or for Hifz.

4. Financial Information



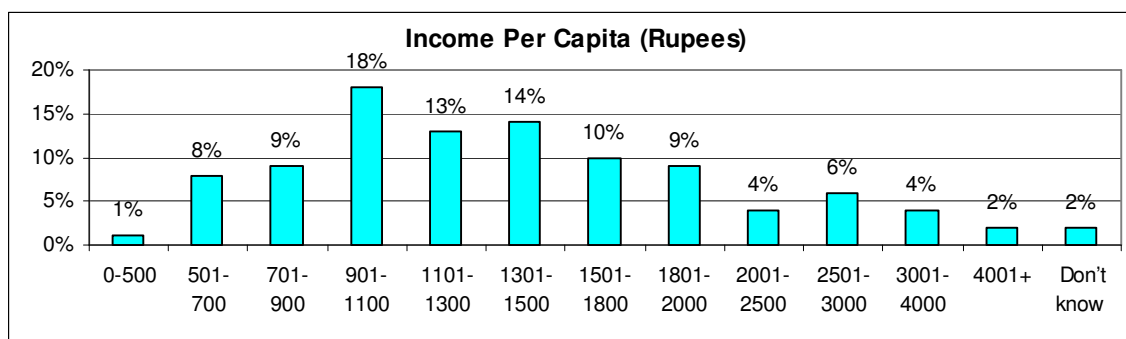
(Fig. 15)

Only 14% families comprise of up to 4 members i.e. up to 2 children. 21% families have 3 children, while 32% families have 6 members (4 children). 32% have 5, 6 and 7 children. During the surveys, it came to our notice that families having 6 and 7 children mostly had only one son, the rest being daughters. Not surprisingly, the son was the youngest.



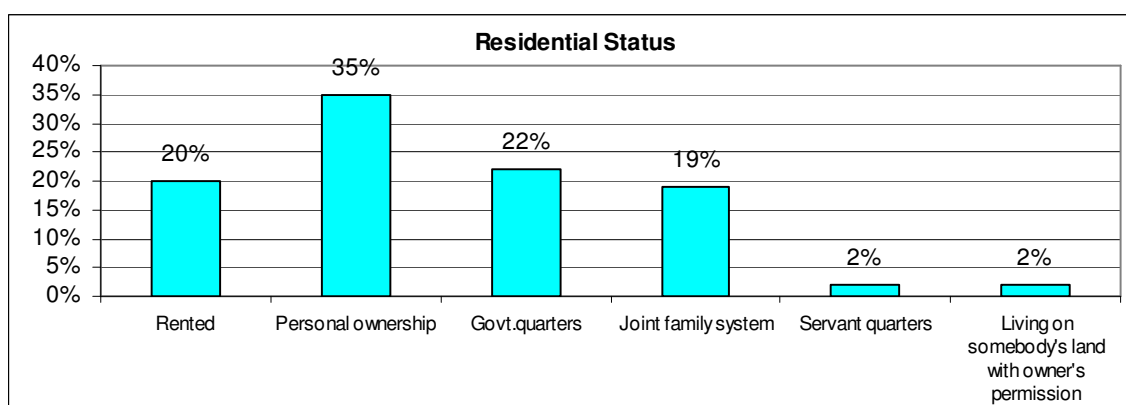
(Fig. 16)

Family incomes are mostly concentrated between Rs 5000 and Rs 9000 (50%). This is testimony to the fact that 64% of the families belong to lower class. 26% have a moderate income between Rs 9000 and Rs 15000. Only 8% have a healthy income of Rs 15000+. The 2% families who don't have any incomes are totally supported by relatives, and their male heads are dead.



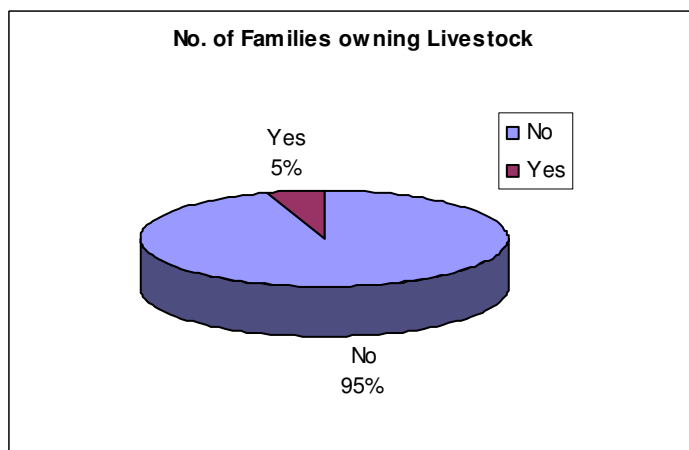
(Fig. 17)

36% families have a per capita income of up to Rs 1100 only. Another 46% have it between Rs 1100 and Rs 2000. This leaves only 16% who have a decent per capita of Rs 2000 and above.



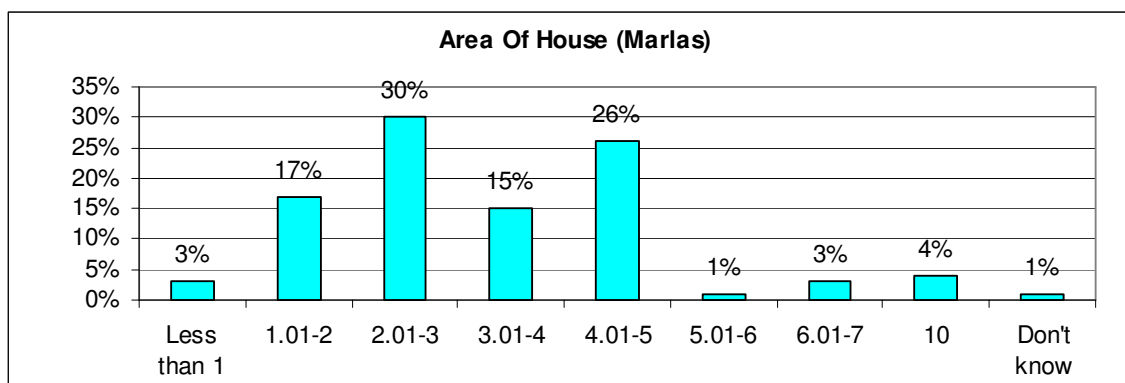
(Fig. 18)

35% families who own their houses, plus 19% living in joint family system, along with 24% who live in government quarters and servant quarters, make it a whopping 78% who live free of cost.



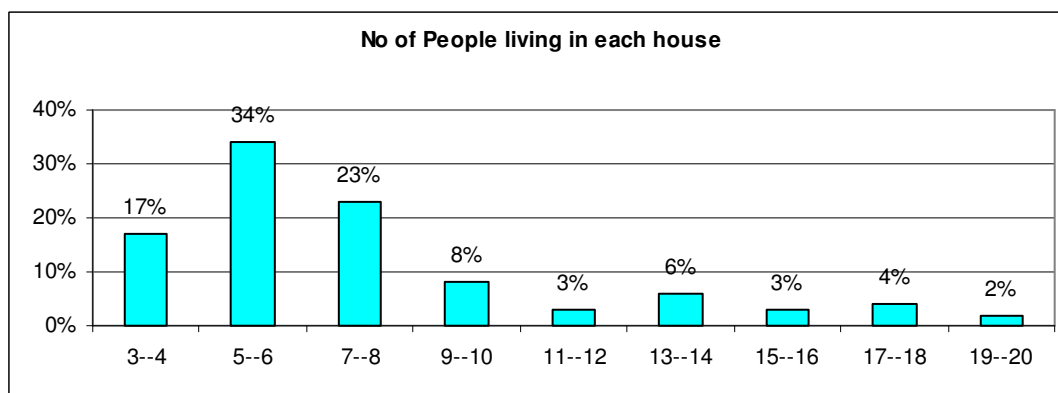
(Fig. 19)

Apart from monthly income from jobs or business, 5% families also earn through their livestock.



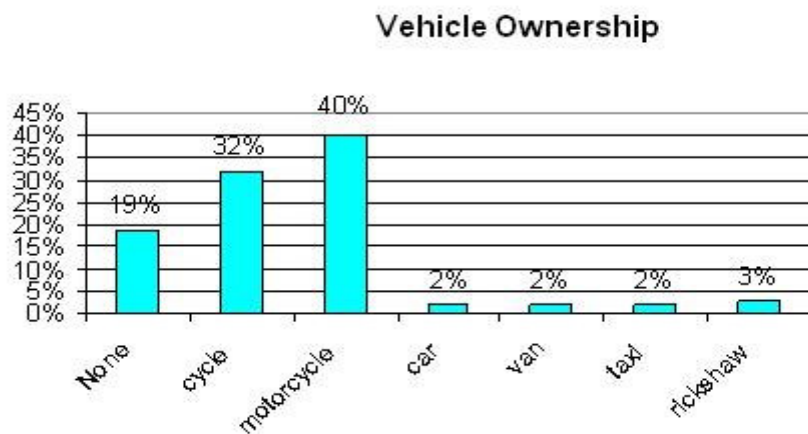
(Fig. 20)

A massive 50% families live in cramped homes of 3 marlas or less. 41% live in slightly more spacious homes of 3 to 5 marlas. Only 7% are fortunate enough to live on a decent area of 6 to 10 marlas.



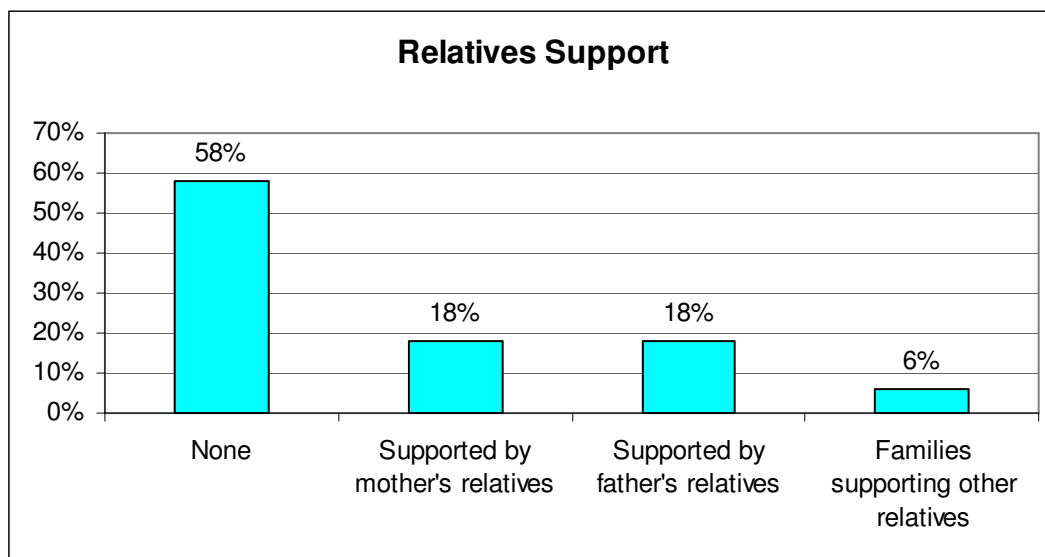
(Fig. 21)

34% of houses have 5 to 6 people living in it, and so on. 18% homes which have 11 or more residents are the ones which have joint family systems.



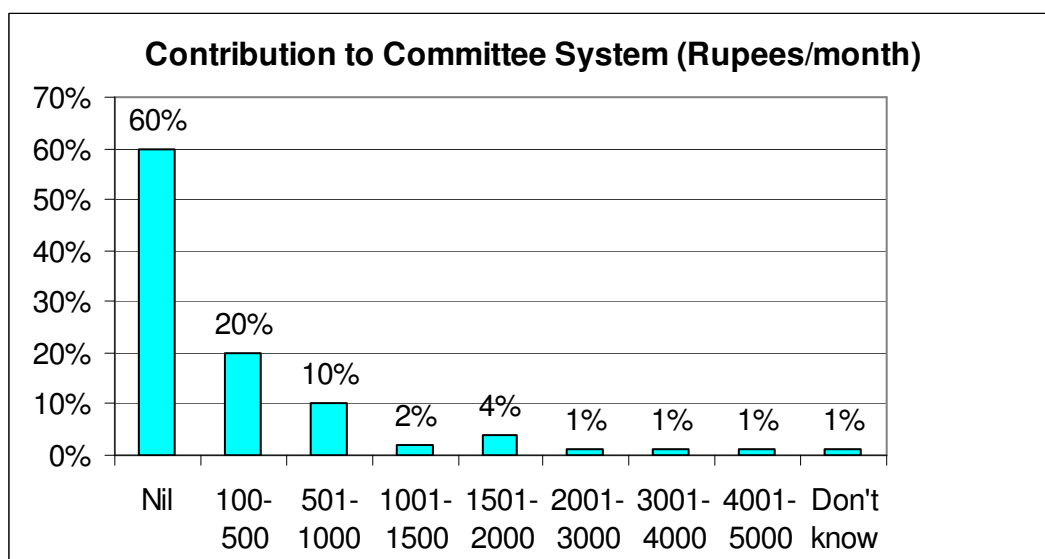
(Fig. 22)

Motorcycle is the most commonly used mode of transportation, having 41% users among TAC families. This is followed by bicycles, getting 32% votes. Many families (19%) have no vehicles at all, while 2% are wealthy enough to own cars.



(Fig. 23)

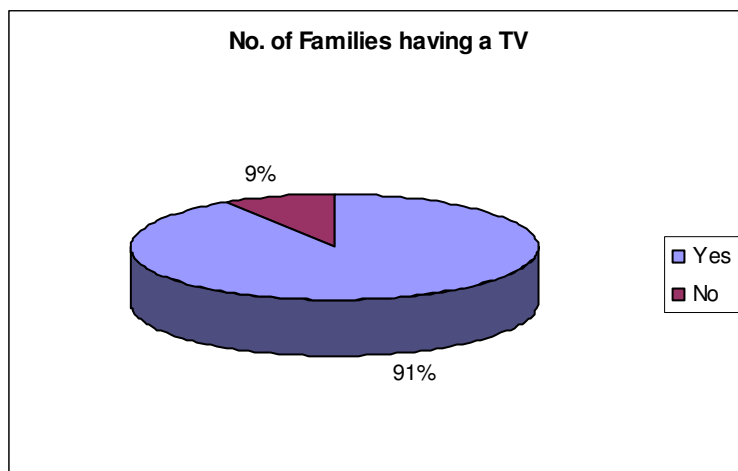
58% families do not support any relatives, neither receive financial help from them. 36% require such assistance, while 6% are financially stable enough to support relatives.



(Fig. 24)

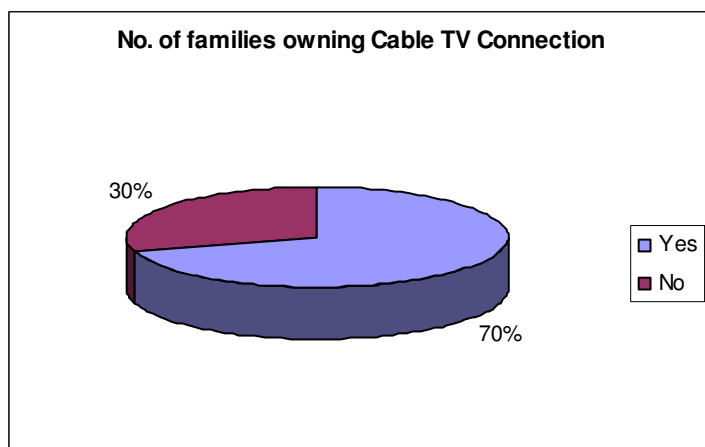
60% families do not have any money to spare and contribute to committee systems. 30% contribute a meager amount of up to Rs 1000 every month. 9% have the resources to spare more than Rs 1000.

5. Access to basic electrical appliances



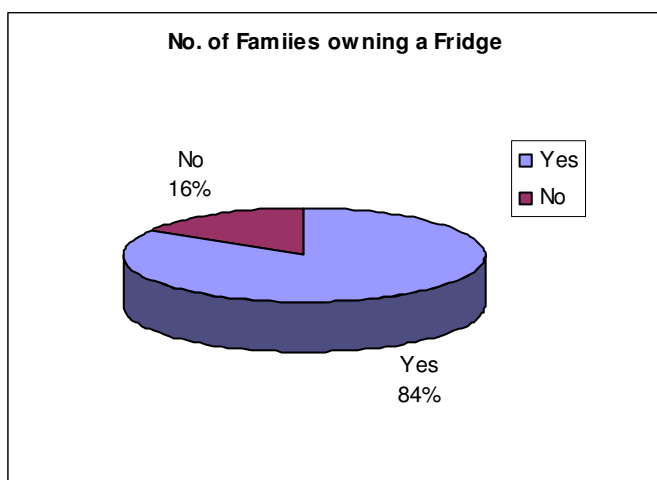
(Fig. 25)

Surprisingly, there is quite a high percentage of families (9%) who don't own such a basic entertainment appliance as TV. It shows how poor they must be.



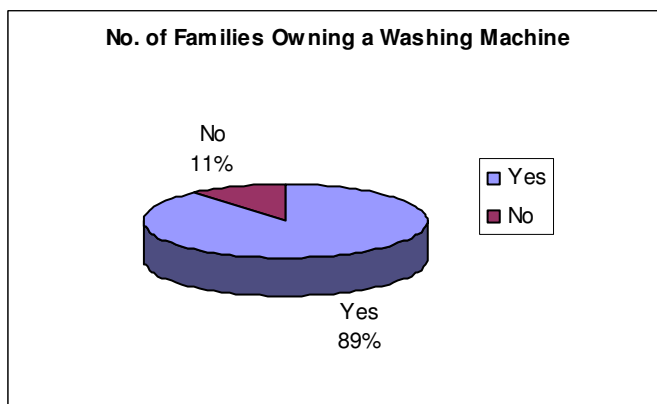
(Fig. 26)

70% of the families have access to, and can afford, Cable TV facility.



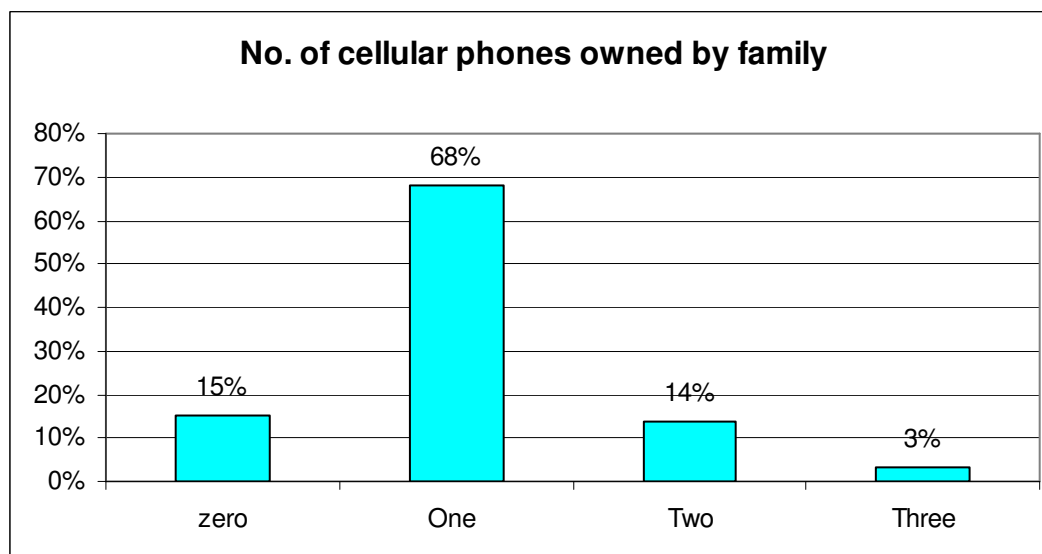
(Fig. 27)

16% of families do not have enough resources to buy a fridge. It evokes a lot of sympathy, to think that so many people don't have access to cool water during summers.



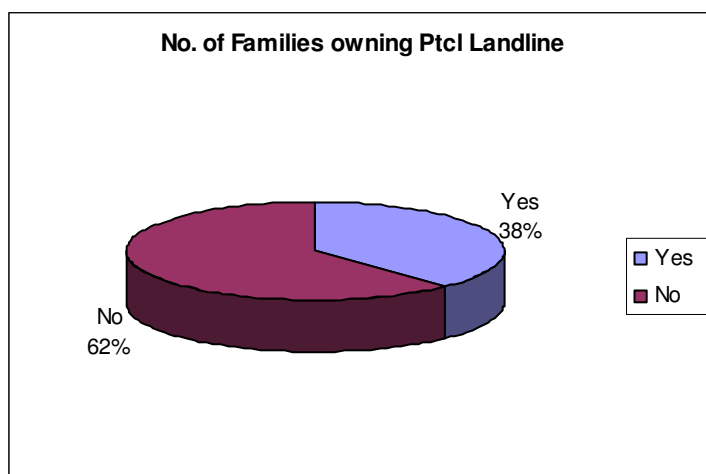
(Fig. 28)

Washing machine is not an absolutely necessary requirement, yet a whopping 89% seem to own one.



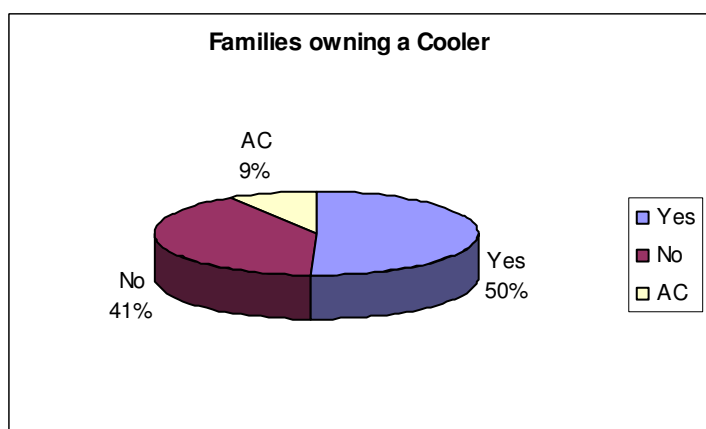
(Fig. 29)

Out of 85% families who own cell phones, 17% own more than one!



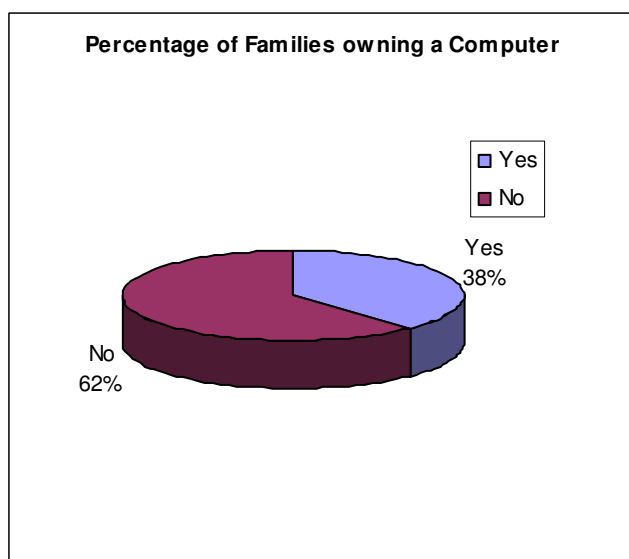
(Fig. 30)

62% families do not own a PTCL landline.



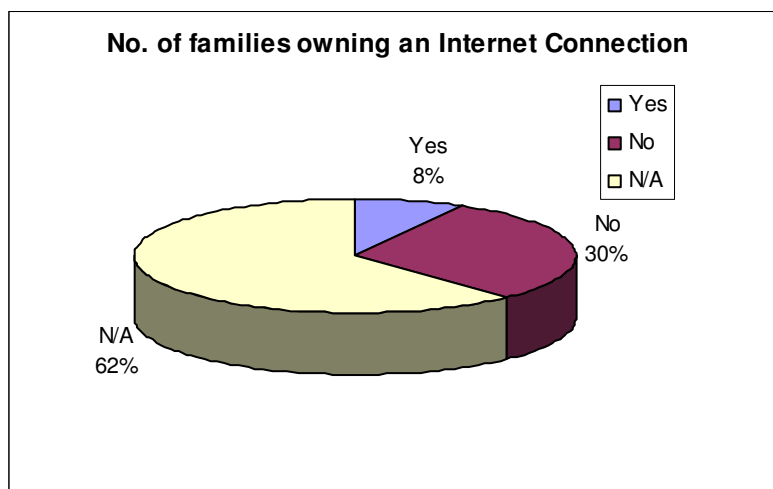
(Fig. 31)

41% families have to make do with simple fans during summers. 9% have the luxury to use Air Conditioners.



(Fig. 32)

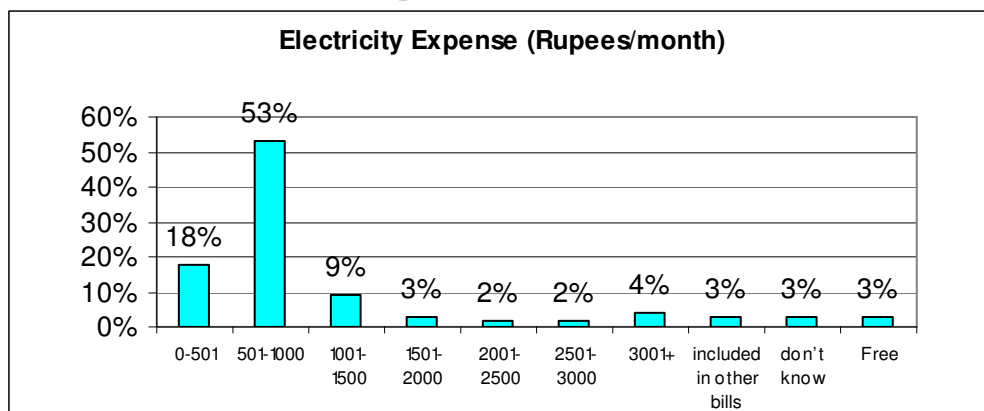
Only 38% families have a computer at home, and quite a few of them have been gifted to them by TAC.



(Fig. 33)

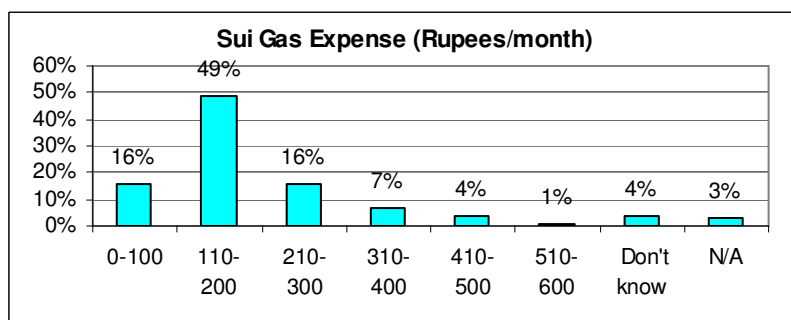
As suggested by Figure 32, only 8% people use internet out of the 38% who own a computer.

6. Utility Expenses



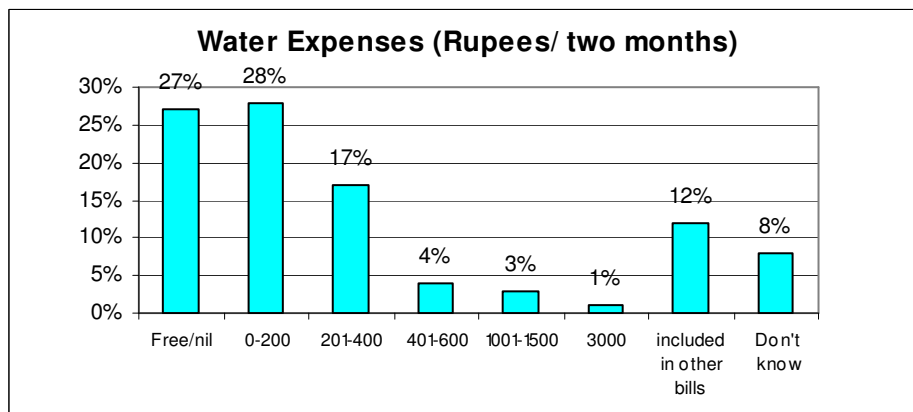
(Fig. 34)

71% of families pay up to Rs 1000 every month for electricity usage. 6% pay more than Rs 2500, while it is free for 3% of them.



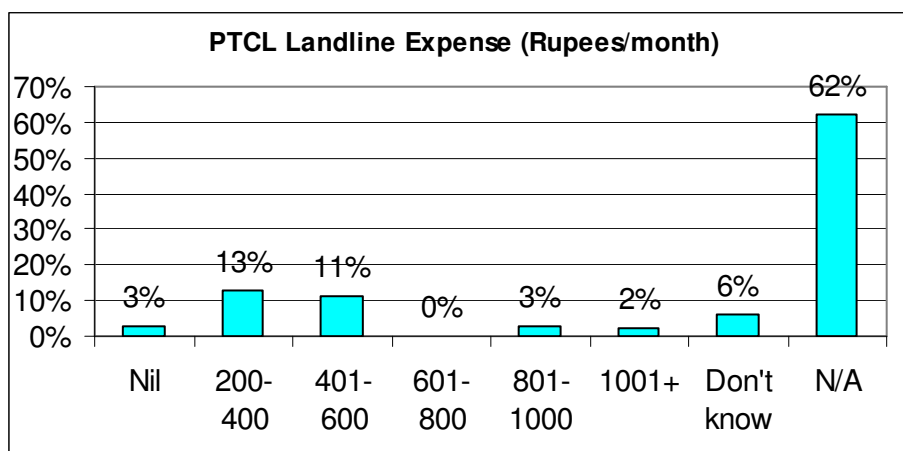
(Fig.35)

65% families pay up to Rs 200 as Sui gas bill. This is a relatively cheap fuel.



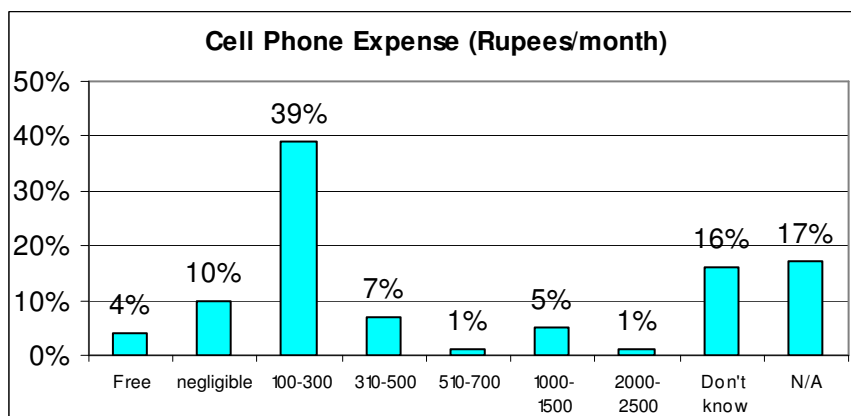
(Fig. 36)

27% households have free government supply of water. 45% pay up to Rs 400. Only 4% pay more than Rs 1000.



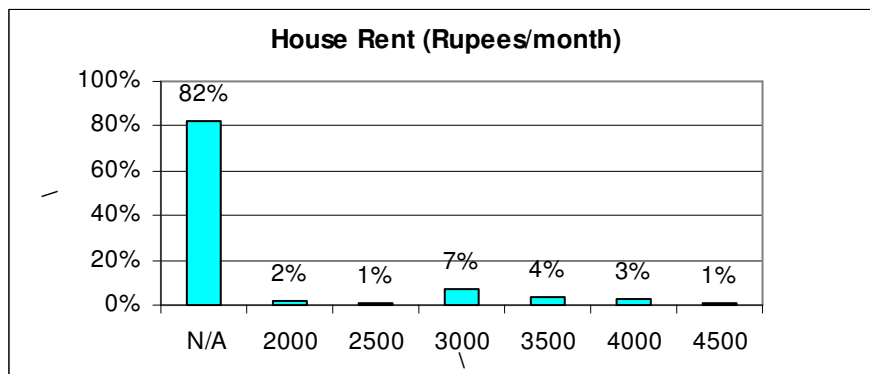
(Fig. 37)

62% families don't own a PTCL landline connection, which is understandable because of increasing popularity of the more handy and multi-purpose cellular telephones.



(Fig. 38)

17% families do not own a cellular telephone. The expenses of 4% families are paid by the companies where one or more members are employed. 49% have a low cost of up to Rs. 300/month. *People having cell phone expenses above Rs.2000 failed to give a reasonable explanation for their high phone bills.*

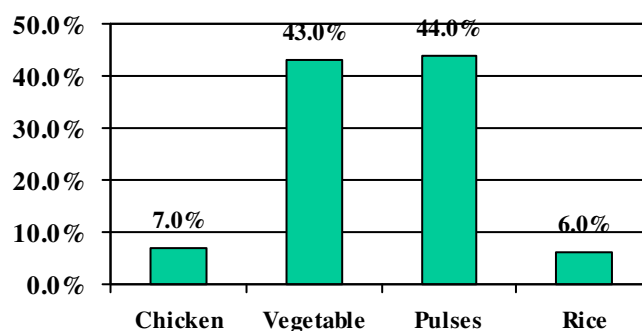


(Fig.39)

82% households either own their homes or live in government/servant quarters. 15% pay a high rent of Rs 3000 and above.

7. Health Issues

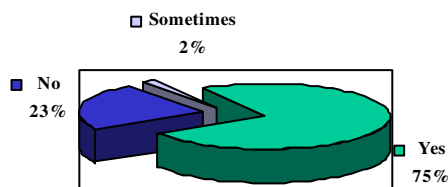
Contents of regular family diet



(Fig. 40)

Vegetables and pulses form the principal component of diet for these families. Only 7% eat chicken regularly. The rest can not afford meat and therefore live on low protein diet.

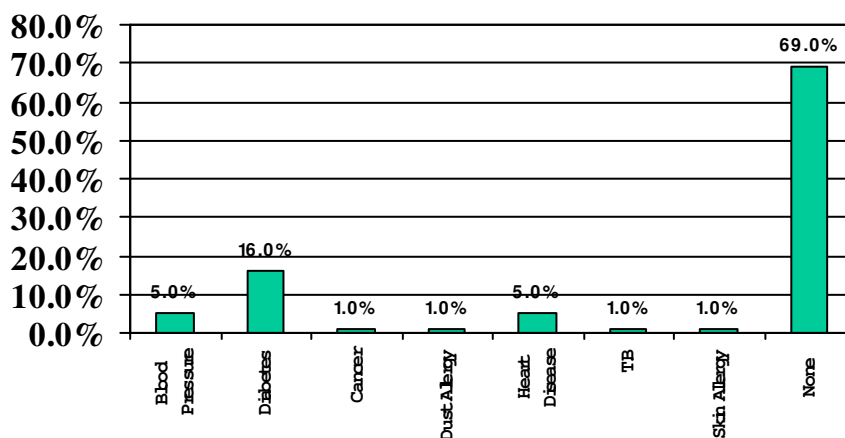
Access To Clean Water



(Fig. 41)

It is worrying to see that 25% of families do not have full time access to clean water. This is very disturbing, and reinforces the fact that water borne diseases are common among people belonging to lower middle class.

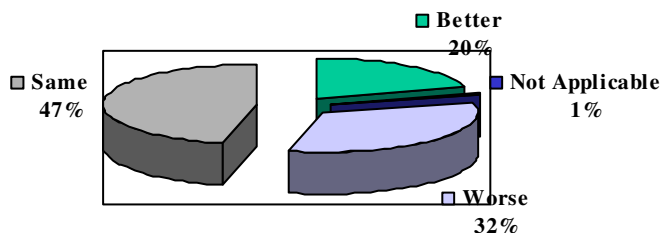
Hereditary diseases in family



(Fig. 42)

16% of the students are prone to diabetes in their future, 5% to heart disease, and 5% to blood pressure disorders. 69% have no such hereditary fiends following them.

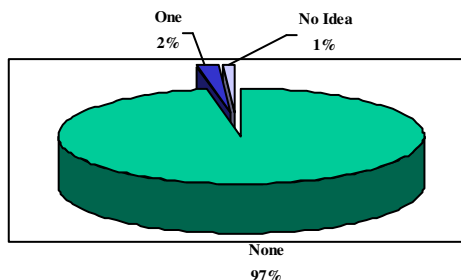
Child's Health As Compared To His Other Siblings



(Fig. 43)

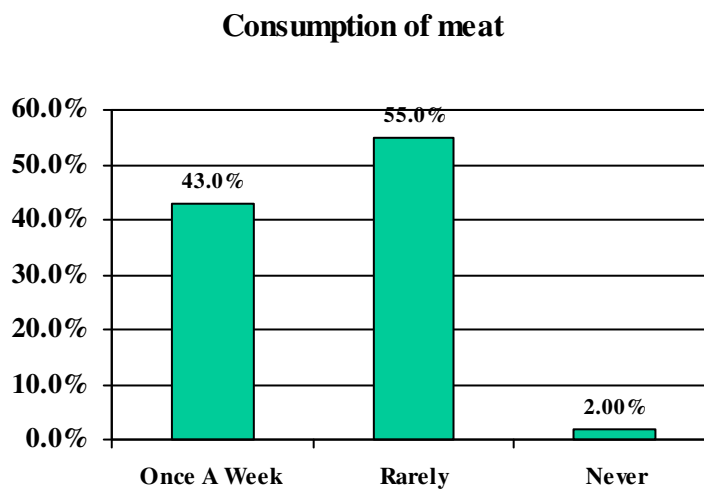
20% students have better health than their siblings, possibly due to the fact that they are given milk in school everyday. 47% have more or less the same health, while 32% are physically weaker.

No of addicts in family:



(Fig. 44)

97% of the families do not have any addicts in their families, which is an amiable sight.



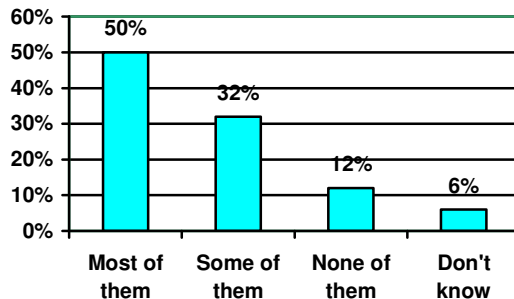
(Fig. 45)

Meat seems to be a rare treat for most of these families, 57% to be exact. The remaining 43% use it once a week, and that too, chicken. They can not afford beef or mutton.

8. Neighbourhood Information

Neighbourhood information is essential in the regard that it shows the characteristics of the localities where TAC families live. It helped us decipher some very interesting points.

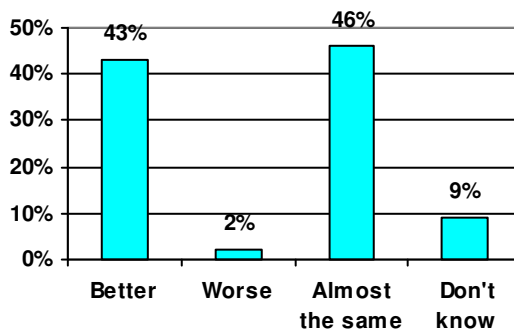
Do the neighbours belong to educated families?



(Fig. 46)

Figure 46 shows that 82% of the families live in areas where at least 50 % of the residents are educated. It can be safely concluded that the social ambience of these localities is conducive to the child's upbringing. However, 12% of the localities where none of the residents is educated, is a bit troublesome. During the surveys, it came to our attention that generally, TAC children belonging to these areas were academically more retarded as compared to the rest. Their behavioral patterns are also bothersome for their parents.

What is the neighbours' financial condition compared to yours?

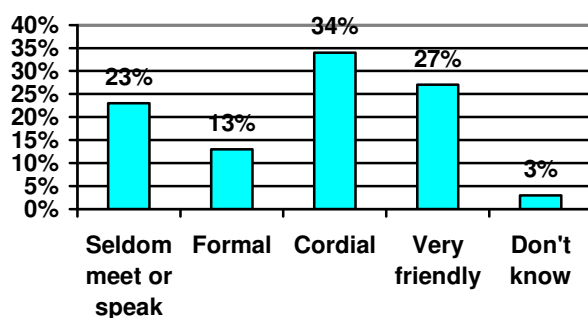


(Fig. 47)

This question was specifically designed to see the parents' reaction when asked about their relative financial condition. 43% of the parents claimed that their neighbours were much more well off than them. This may be fictitious, since most of them were keen to give the impression that they were poor and deserving people, and hence got defensive.

The 9% who did not know the answer to this question said that they don't have any relations with their neighbors. It is our conjecture that quite a few of these just said this to avoid giving a specific answer.

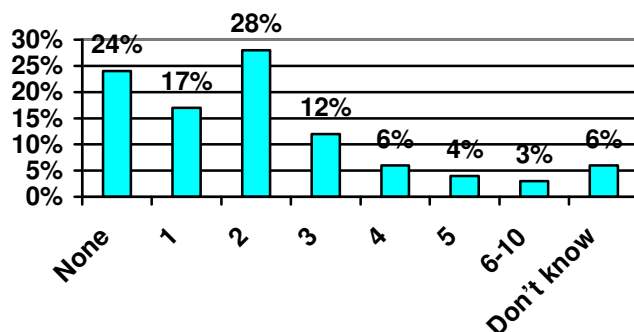
Relationship with neighbours



(Fig. 48)

Figure 48 shows that 61% of TAC families have cordial and friendly relations with neighbors. 23% had almost no relations with them. Majority of the families have a limited social circle. This indicates two things: 1) the neighbourhood might not have a decent environment, leading TAC parents to prevent their children from mixing up with the neighbours so that TAC's efforts may be prevented from getting undermined. 2) it may be the case that the neighbours are better off financially and hence the TAC families due to some inferiority complex refrain from socially mingling with them.

No. of children in neighbourhood who study in TAC

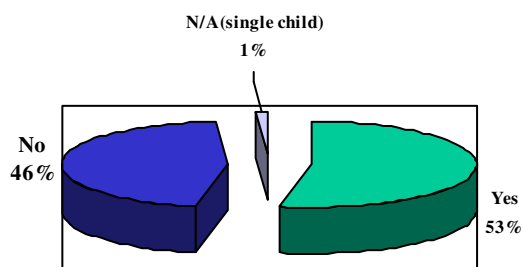


(Fig. 49)

The concentration of data around 1, 2 and 3 shows that 57% children live in areas (streets, to be specific) where at least one other TAC child lives. 13% children come from areas where more than 4 children live nearby. These are good signs, since being in the same school fosters good relations among neighboring families. Such children mostly share transport and help each other in studies as well.

9. About the student

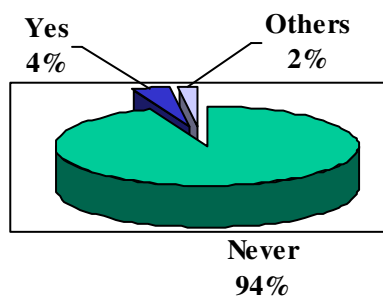
Provision Of Extra Attention To Child



(Fig. 50)

The intent of this question was to find out whether parents give the child more importance because of his better school and studies. The opinion of almost equally divided, with 46% saying no and 53% saying yes.

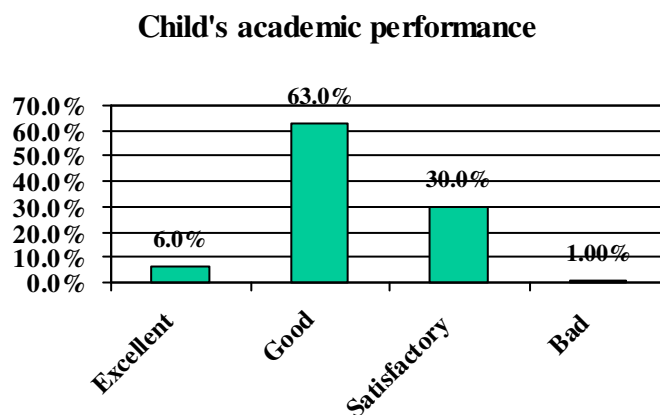
Intention Of Canceling Child's Admission At TAC



(Fig. 51)

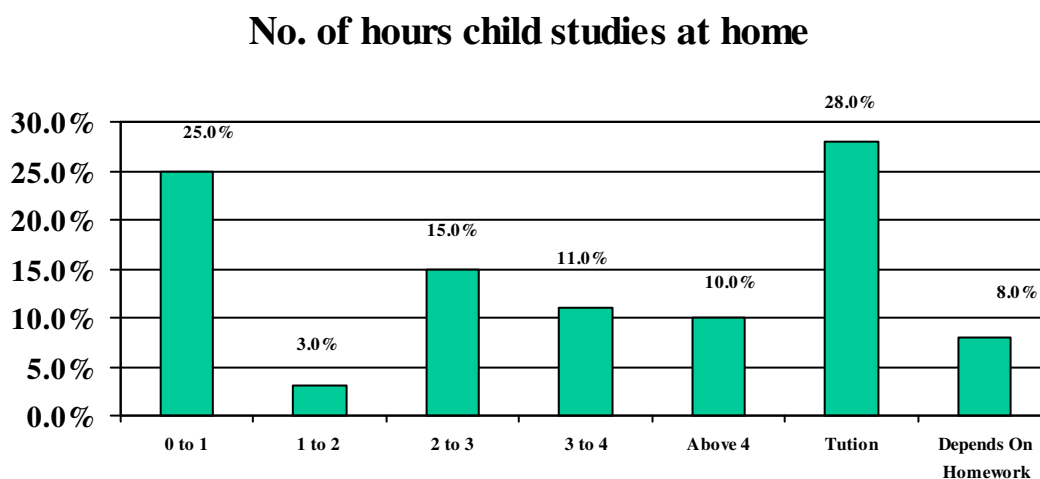
94% of parents vehemently denied ever having thought about taking their child out of TAC.

Most of them looked at us as if we were jesting. 4% replied in affirmative. The most common reason they gave was the strict attitude of the teachers during meetings and their continual threats to expel the child. To quote a disgruntled mother: "They humiliate us as if we're not human beings".



(Fig. 52)

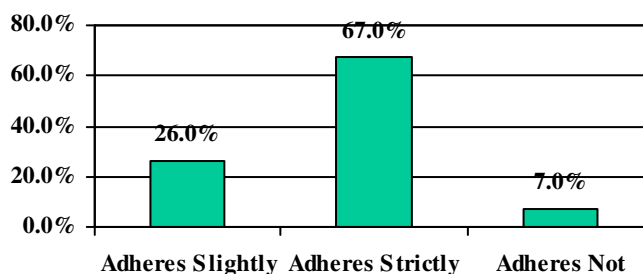
The graph is self-explanatory, with most votes going to “good”.



(Fig. 53)

Over here, majority is clustered at 0 to 1 hours, and around ‘tuitions’. A staggering 28% of students go for tuitions daily, which reasserts the fact that most of the students require extra guidance in studies. They are overburdened, and teachers are not doing their best to make students understand various concepts. Since parents are not educated enough to help students, they have no other choice but to send them for tuitions. 26% students study at home for 2 to 4 hours, which is more than sufficient.

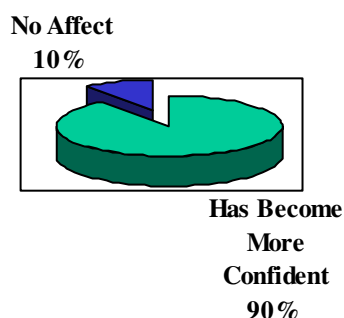
Child's adherence to discipline taught at TAC



(Fig. 54)

An overwhelming 67% of students adhere strictly to disciplinary rules when they are at home. 26% adhere slightly (which is a more natural thing to do) while 7% do not adhere to them at all. These 7% include students who have extremely bad behavior with family members as well as teachers and classmates.

Child's Confidence Level After Joining TAC



(Fig. 55)

A superb 90% of students have become more confident after joining TAC. The remaining 10% have not had any effect... YET.

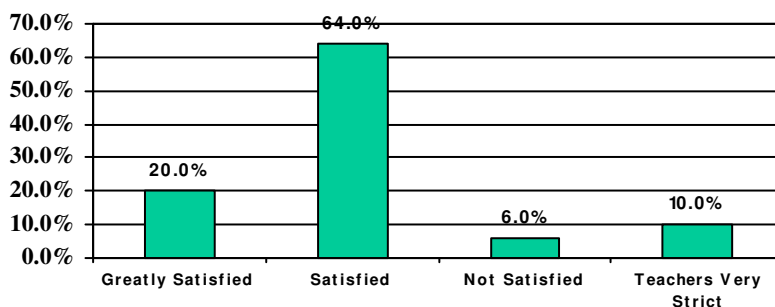
Child's dressing sense



(Fig. 56)

A majority (61%) is conscious about clothing and demands more and better clothes, especially for colored day at school and for other functions. The remaining are indifferent, primarily because of the fact that their parents can't afford new clothes every time.

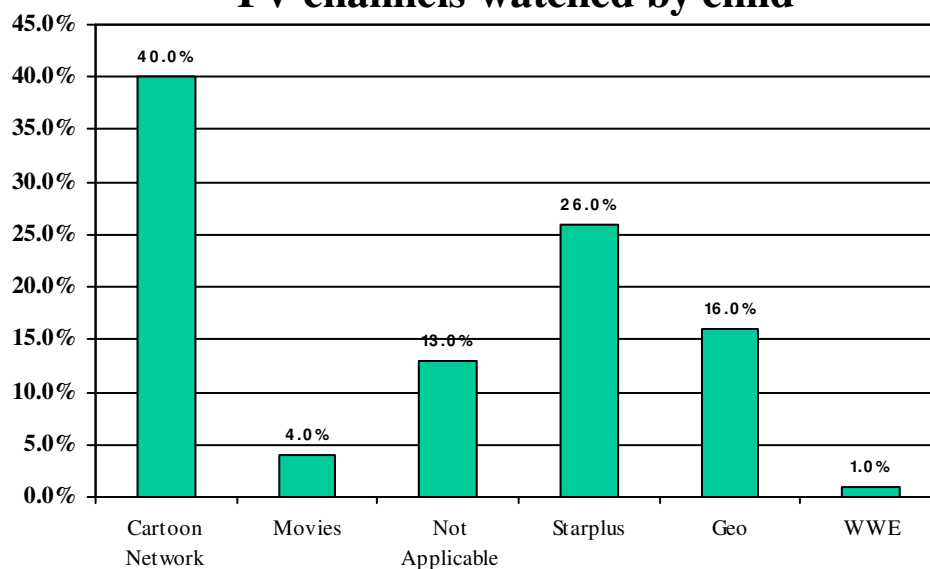
Child's satisfaction with TAC



(Fig. 57)

84% of students are completely satisfied with TAC. Only 16% grumbled about the fact that either teachers are too strict or studies are too difficult.

TV channels watched by child

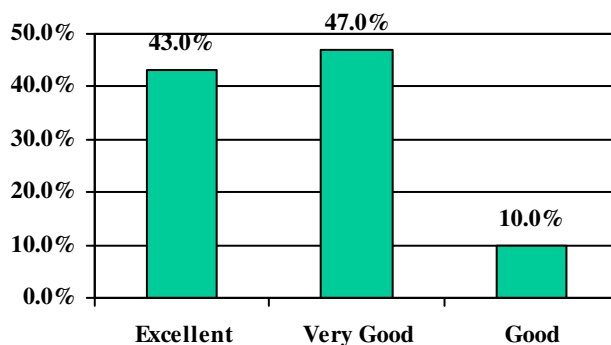


(Fig. 58)

Cartoon Network got 40% votes, while star plus dramas won 26%. Geo (News channel) got 16% votes. 1% students also like to watch WWE

10. Education at TAC

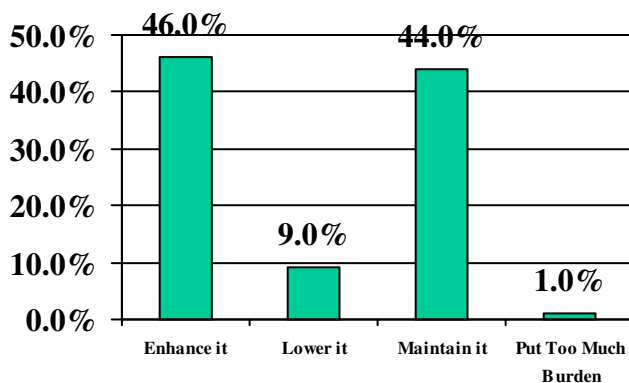
Standard of education at TAC



(Fig. 59)

100% parents rated TAC's standard of education as good or above. The break up can be seen above.

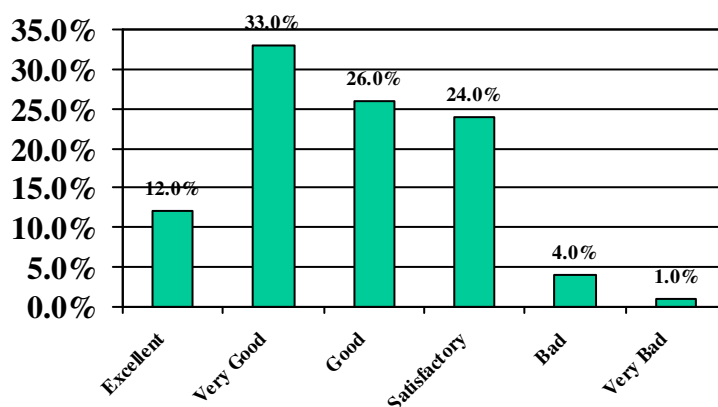
Suggestions for TAC's standard of education



(Fig. 60)

While 44% are happy with the present standard of education at TAC, 46% feel there is still room for improvement. The nature of improvement is catered by another question. 9% requested to lower the standard of education, because they felt the children were overburdened and could not perform good under such enormous pressure.

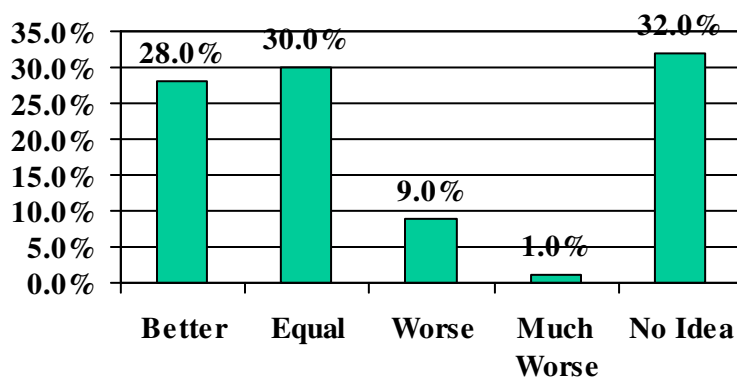
Discipline of child



(Fig. 61)

The graph shows that 71% of students have a discipline which is good or above. 24% have satisfactory discipline, which means they don't strictly adhere to the code of conduct taught at TAC. Only 4% were reported to be bad in discipline, with 1% for very bad. Therefore, there are still 29% students who either have not fully benefited from TAC or have wayward in manners and demeanor, and this is a hefty number.

TAC compared to Lahore's best elite schools

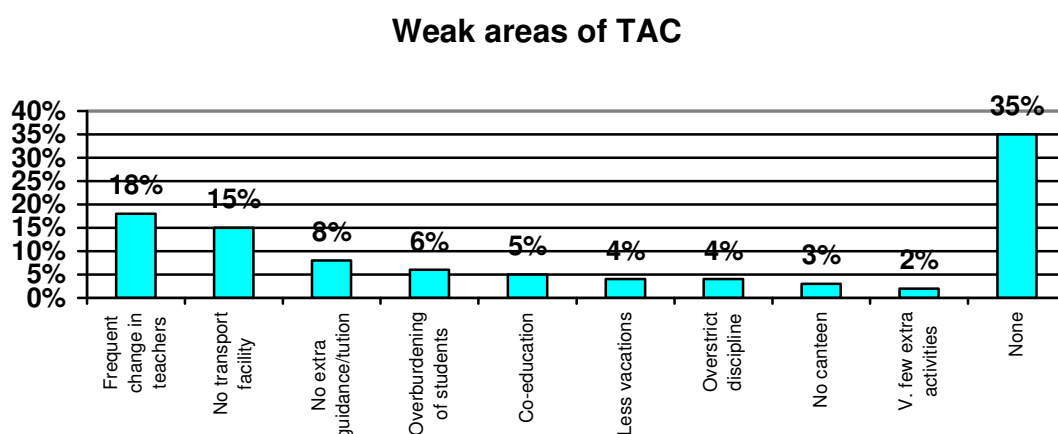


(Fig. 62)

100% parents said that TAC is better than government schools and private schools near their homes. When asked to compare TAC with Lahore's other elite schools such as Beaconhouse and Lahore Grammar School, 32% said they did not know about these schools since nobody in their family studied there. Based on what teachers told them during meetings, 30% think that TAC is equal to them while 28% think it is better than them education-wise. Most importantly, however, 9% think that Beaconhouse and LGS are still far better than TAC. The opinion of these 9% parents matters the most here, because these are the people who have beaconites and grammarians in their families and hence are in a better position to compare them to TAC.

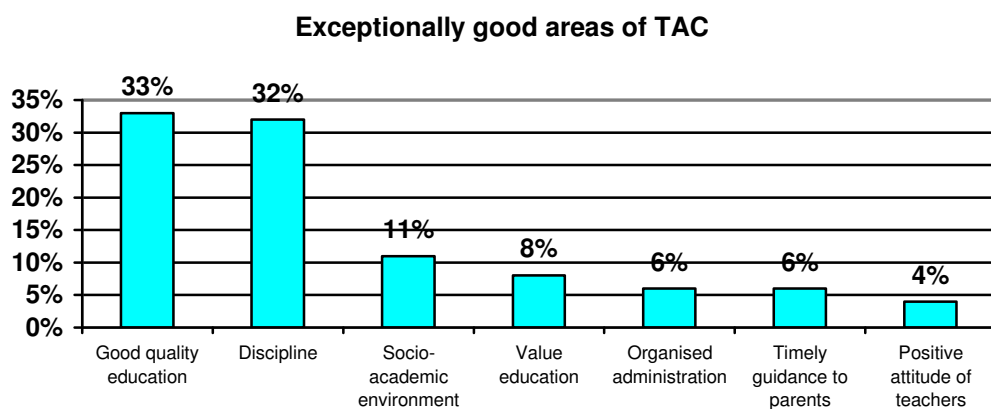
(Fig. 63)

57% parents think the value of education is between Rs 2000 to 3000, while 26% think it is between Rs 4000 to 5000. 4% think it is Rs 10,000. 9% parents claim it is as low as Rs 1000. These are the same 9% parents who think TAC is below Beaconhouse and LGS in standard of education.



(Fig. 64)

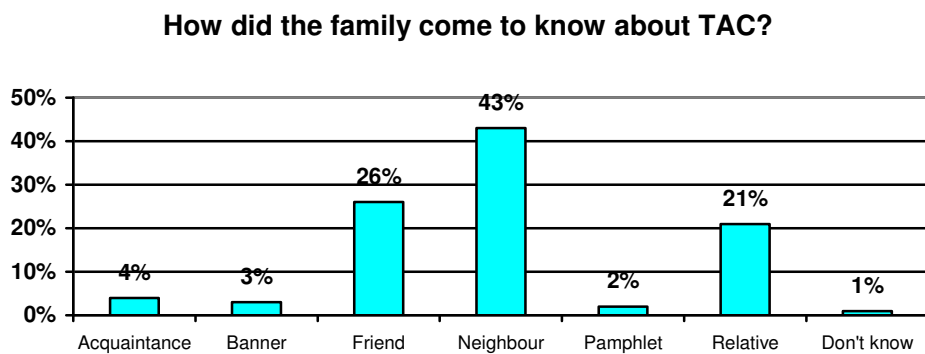
Frequent change in teachers is the weakest area according to students and parents. There are complaints that just before annual exams, teachers change, and they change the syllabus as well, resulting in the low grades. Lack of pick and drop facilities forms the other major weak area. 14% parents have complained that studies are overburdening the children, yet there is no one to guide them about their homework, as a result of which they have to sacrifice their games periods. This is also the reason for short summer vacations. Co-education is bothering 5% of the parents, while 4% think the discipline is a bit too strict. There were specific protests about the punctuality. To quote one particularly agitated father: “If students are late in morning, they are punished for that. But at home-time, teachers make parents wait for a long time. Punctuality doesn’t work both ways at TAC. Administration doesn’t realize that parents have other commitments too and that they can’t wait all day at the gates.”



(Fig. 65)

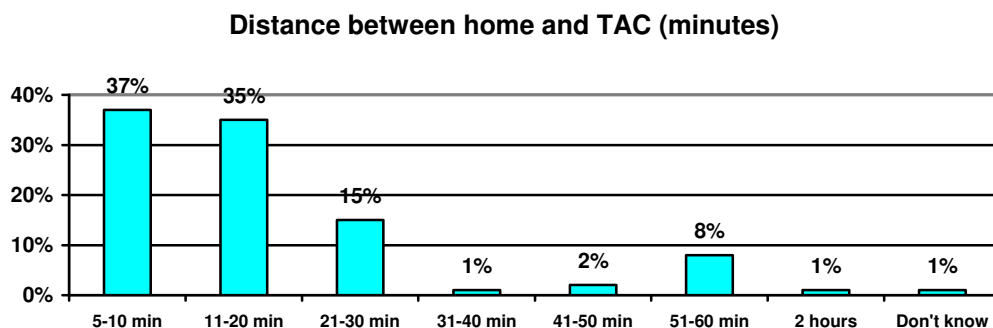
Good education is the most popular attribute of TAC with 42% parents voting for it, followed by good discipline and general environment, which got 55% votes. Value education was praised by 10% while 12% admired the administration and teachers. 7% parents also extolled the fact that regular parent teacher meetings are held and parents are kept up to date about the child's performance and conduct.

11. Reasons for choosing TAC



(Fig. 66)

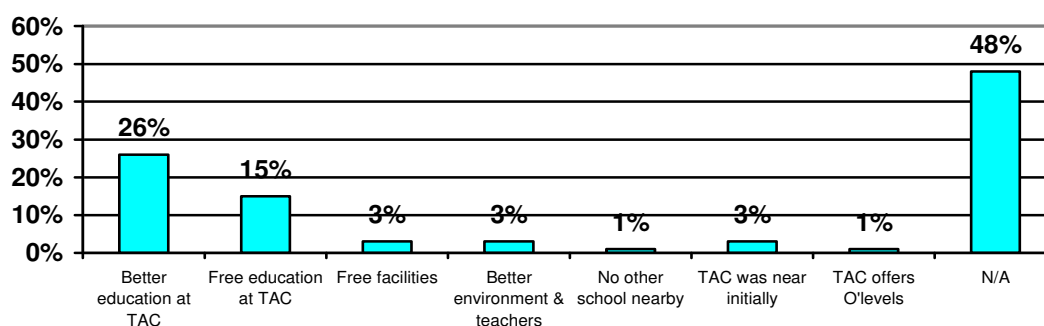
Most of the families seemed that have heard about TAC through friends, neighbours and relatives. A good sign again, since there are minimal expenses on advertisement.



(Fig. 67)

72% of the students take less than 20 minutes to come to TAC, which means they live in close vicinity. About 10% take 45-60 minutes. 1% even take around 2 hours! Yet parents keep sending them to TAC instead of a nearer school, which shows that TAC is superior to most of other schools.

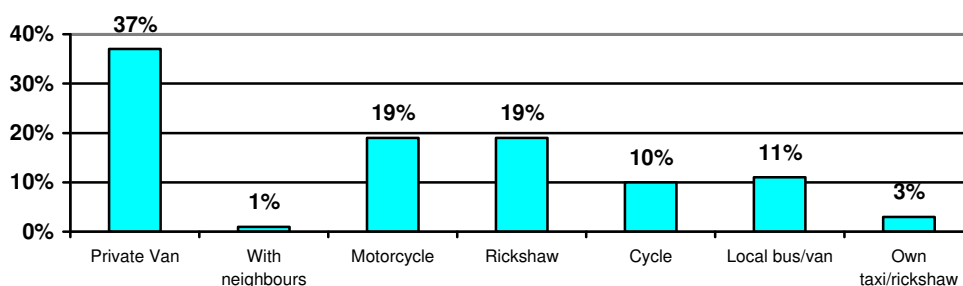
If far, why didn't you choose a nearer school?



(Fig .68)

This question was designed specifically for those parents who lived far away, yet did not pull their children out of TAC. The main reason seemed to be the better quality of education at TAC, which attracted 26% of parents. 18% did this merely because of free food and facilities, which does not make sense because many government schools in their vicinity provide such free facilities as well. 3% particularly praised the teachers and environment at TAC, while 1% appreciated that TAC offered O'levels stream. 48% N/As came from parents who live near Model Town.

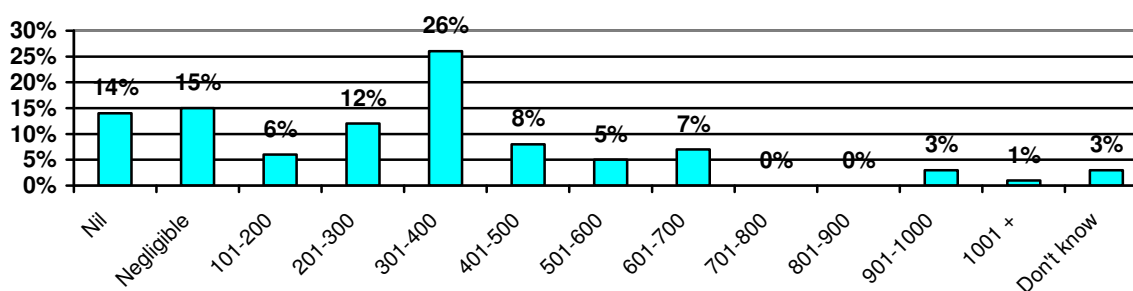
How does the child come to TAC daily?



(Fig 69)

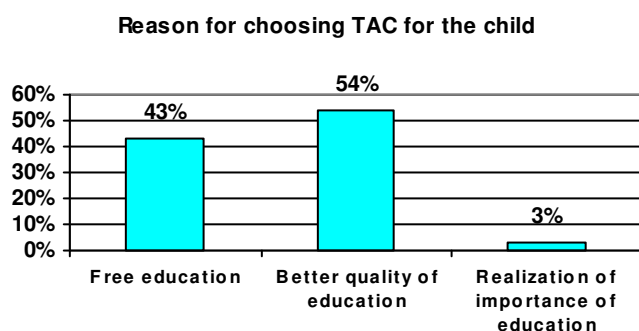
Figure 4 illustrates that 37% students come by private vans and 19% come by rickshaws. 32% come by private vehicles such as motorcycles, cycles, taxis and rickshaws. 11% travel by local buses. Nobody comes on foot.

Cost of transportation (Rupees)



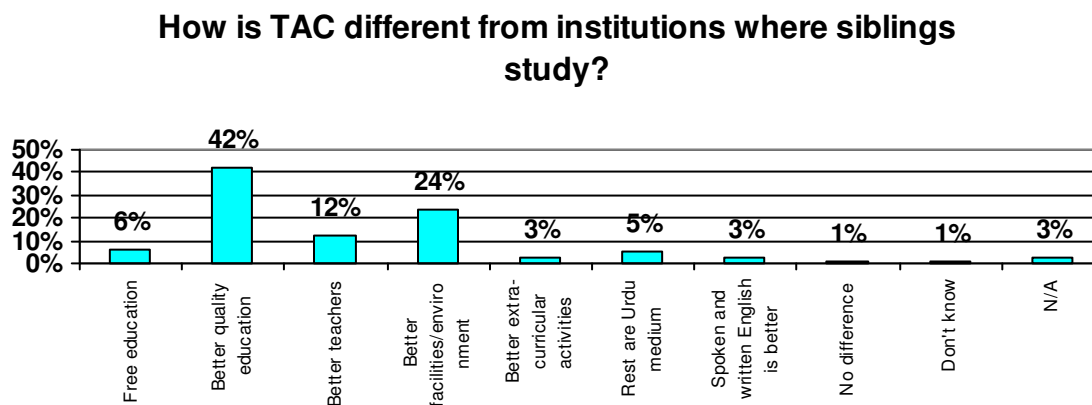
(Fig. 70)

29% have nil or negligible transportation costs. 38% spend Rs 200 to 400, while 20% spend between Rs 400 and 700. 4% spend more than Rs 900.



(Fig. 71)

Figure 6: a self explanatory illustration. TAC's superior quality of education seems the primary reason why these families chose TAC. 43% liked the fact that such good standard of education is being provided free of cost.

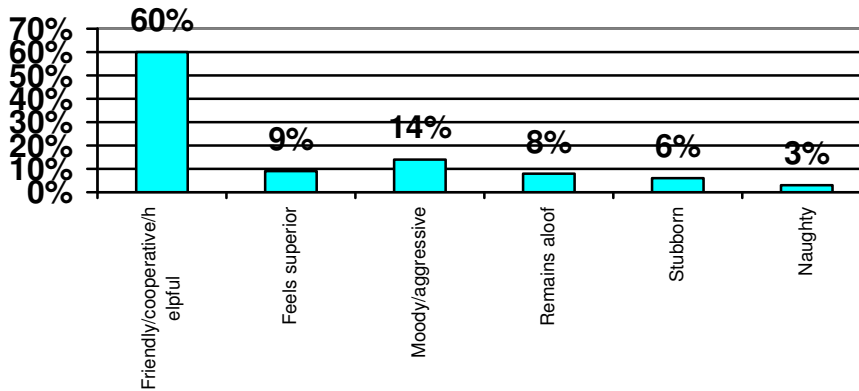


(Fig. 72)

78% of the parents think that TAC provides better quality education, teachers and environment than other schools, which is a huge achievement. 8% have stressed the fact the mode of education is in English.

12. Impact of child on family and friends

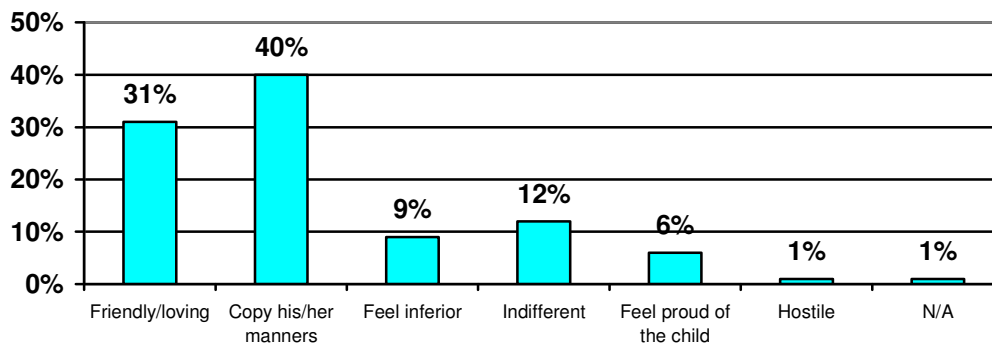
General behaviour of child with family



(Fig.73)

60% of the students seem to have a friendly and cooperative attitude towards their families. The 9% who feel superior than their siblings due to studying in a better school is worrisome for parents, which is why they insist that the one child policy should be changed. They feel that the 8% who remain aloof, do this for the same reason. 6% are stubborn because they are too haughty to give weightage to siblings' opinions about various things. This is something TAC should definitely give attention to.

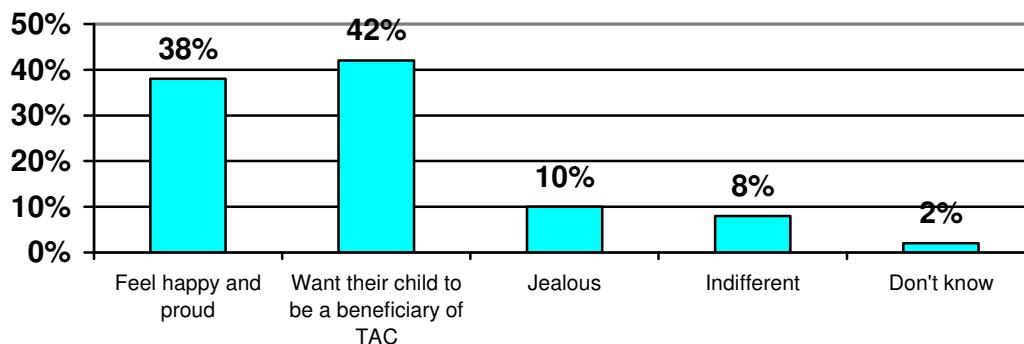
Siblings' reaction to child



(Fig 74)

The response to this question was quite encouraging. 31% siblings are friendly towards these students, while 40% copy their manners, which carries a positive message. 6% feel proud that their brother/sister is receiving better education than them. Overall, 77% homes see a cozy, genial relationship between all siblings. The fact that 9% students feel superior to their siblings is reiterated through this graph. TAC's children as per its vision are beginning to become the agents of a positive change.

Relatives' reaction at the educational influence and grooming of child

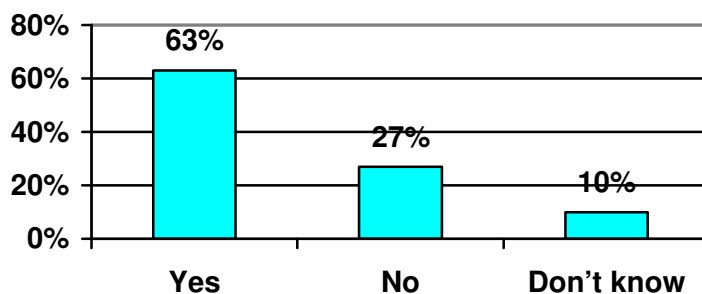


(Fig.

75)

Again, a heartening response. 38% relatives are happy and proud that these students are receiving good quality education. A staggering 42% want their children to be beneficiaries of TAC, another reminder to TAC that they should consider revising one child policy. 10% relatives are jealous, which is only natural. 8% are indifferent because their children study in elite schools such as Beaconhouse.

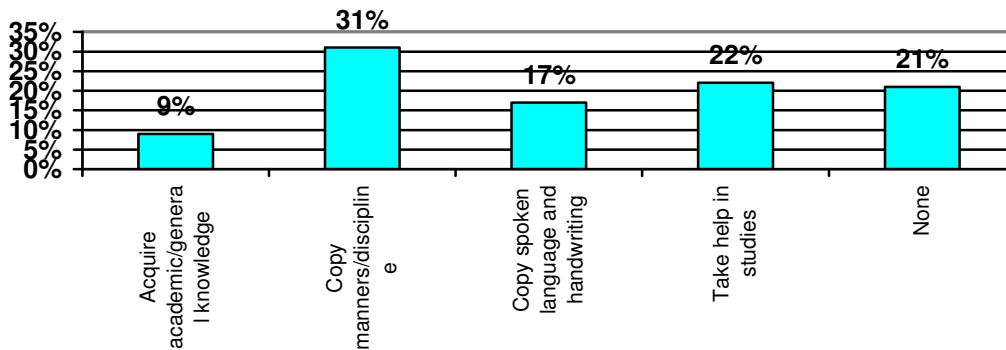
Is the child a role model/motivator for siblings or the source of any change in family?



(Fig. 76)

Figure 76 gives a convincing picture of nature of impact these students have on their homes and family members. 63% have a positive effect, they act as their siblings' role models and motivators. There is still, however, room for improvement. All efforts should be going into reducing the other 27%.

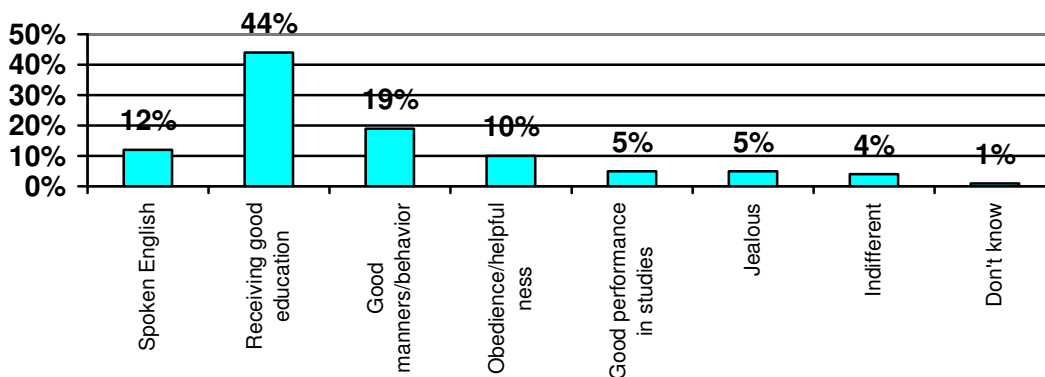
Areas where siblings emulate the child



(Fig. 77)

31% of siblings are benefiting by taking help in studies and general knowledge, while another 17% try to speak and write in English, or at least Urdu (most people speak Punjabi at homes). 31% profit by following their example in disciplining their lives.

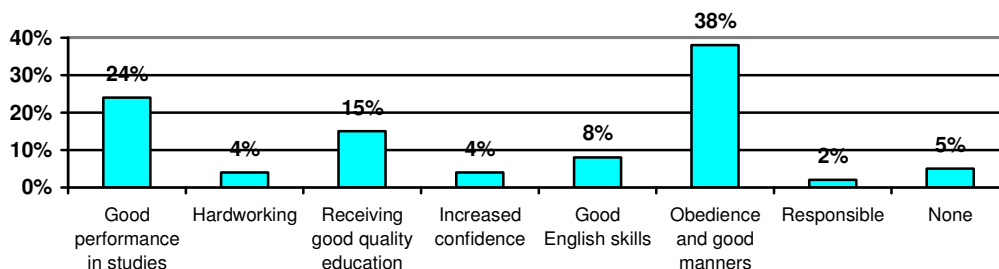
Areas where relatives admire the child



(Fig. 78)

Most of the relatives (44%) admire the fact that the child is receiving better quality education than most of the other children in the extended family. 29% appreciate the child's good manners and conduct, while 12% specifically marvel at the child's spoken English.

Areas where parents take pride in child

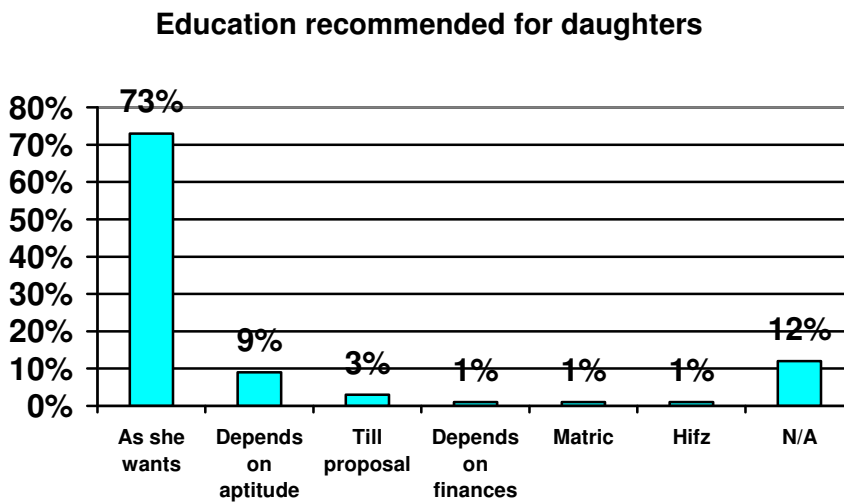


(Fig 79)

38% take pride in their child's conduct and manners, 39% take pride in their education and academics, 10% like their child's hard work, confidence and responsibility. Interestingly, 5% of the parents have nothing to be proud of! Most of these are the ones who demand a hostel from TAC.

13. Gender Issue

Questions under this category were designed to predict parents' attitude towards female education in general. It is important to bear in mind that these questions were not just about the girls studying in TAC, but about daughters studying in other institutes as well.

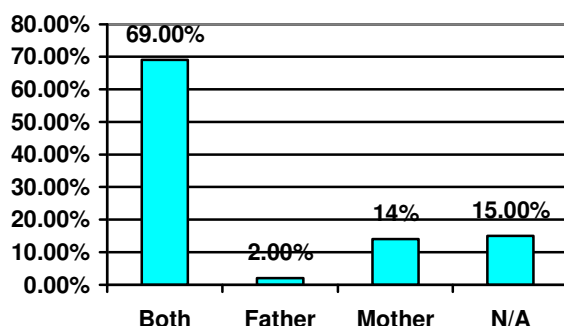


(Fig. 80)

A staggering 73% of parents declared that they would allow their daughters to study as much as they want. This seems a bit too far-fetched. Parents were not very truthful in this case. It is, of course, not very prudent to mistrust these opinions like this, but being a part of this society, we can safely say that a large part of our society still finds it hard to come to terms with the fact that female education is as important as male education. Only 3% were brave enough (AND severe enough) to own up to the fact that they would marry their daughters off as soon as a good proposal comes.

On the other hand, it may be concluded that our society is finally reaching the stage where three fourth of the population understands the importance of female education.

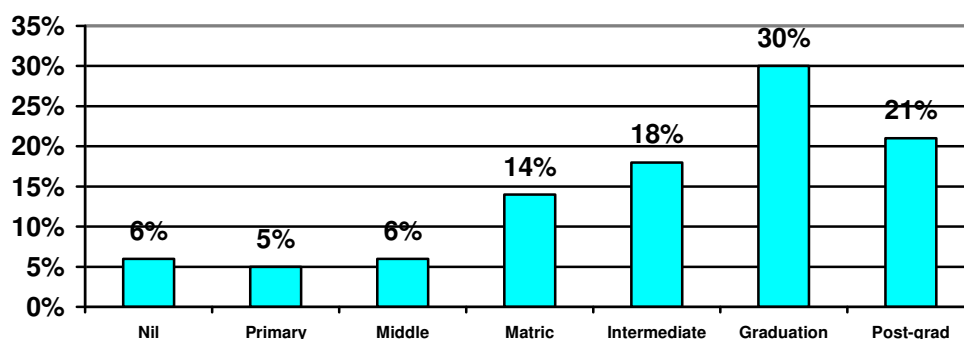
Among parents, who is keener on daughter's education?



(Fig. 81)

It is pleasant to see in Figure 81 that in 69% of the families, both the father and the mother are keen on their daughters' education. Only 14% of the fathers were less keen than mothers, which shows that there are still some families where males consider female education trivial. Interestingly, 2% of mothers were less keen than fathers, which is a social anomaly! The 15 % N/As were the families where either one of the parents is not alive anymore.

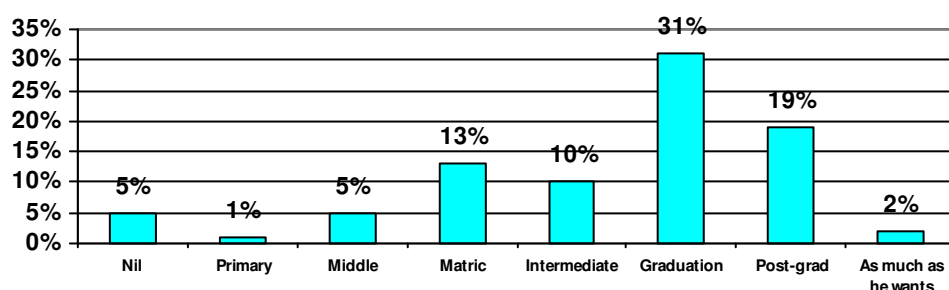
Extent to which girls usually study in family



(Fig. 82)

The negatively skewed Figure 82 shows that only 17% of TAC's beneficiaries belong to families where girls study up to middle. The presence of 30% graduates and 21% post-graduates indicates that TAC is rightly supporting families which appreciate high education for girls.

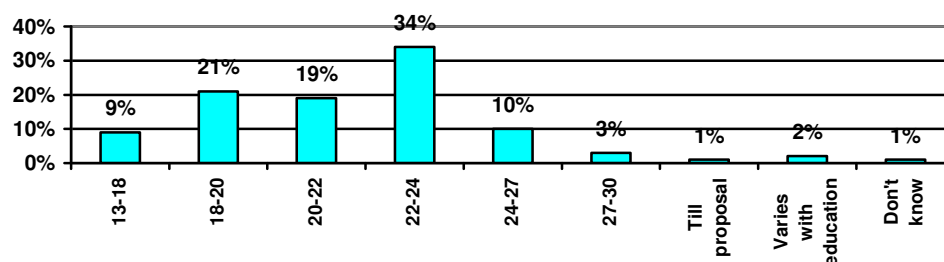
Extent to which boys usually study in family



(Fig. 83)

The graph for males has more or less the same shape. It is also negatively skewed, illustrating that most of the males in these families are highly educated. Only 11% of them have left education after middle. The similarity in these two graphs indicates that female education stands equal to male education in these families.

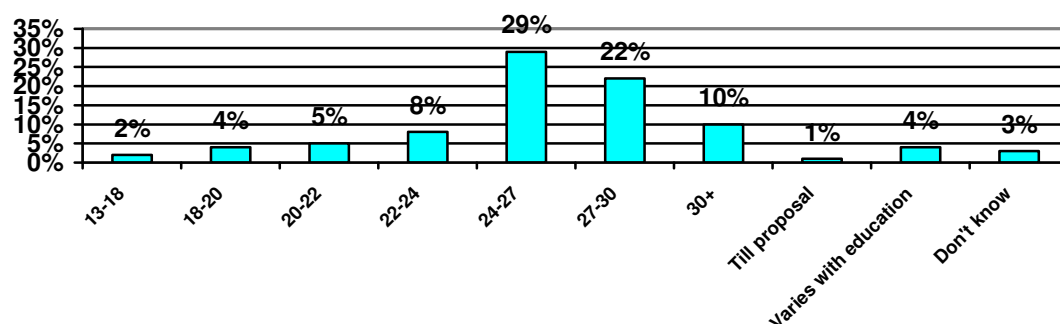
Age at which girls usually get married in family (years)



(Fig. 84)

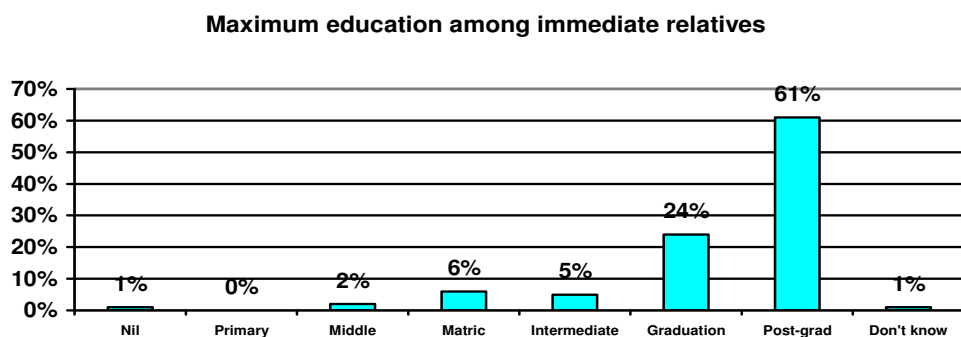
Figure 84 shows that 34% of female marriages are concentrated between ages of 22-24, hence they are given the chance to do graduation. 13% get married between 24 years and 30 years, and these are the only ones who get a chance to become postgraduates. 30% get married before they turn 20, which means they don't get a chance to study further than matriculation or intermediate.

Age at which boys usually get married in family (years)



(Fig. 85)

The corresponding graph for males tells a different story. 61% of males get married between the ages of 24 and 30. This means more males are given a chance to do graduation and post graduation. Only 6% get married before they turn 20, as opposed to 30% of females.

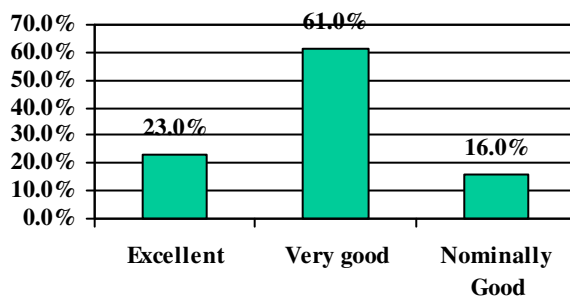


(Fig. 86)

The existence of 61% postgraduates and 24% graduates is a satisfying sight, demonstrating yet again that 85% families appreciate and try to acquire high degrees in education.

14. Administration

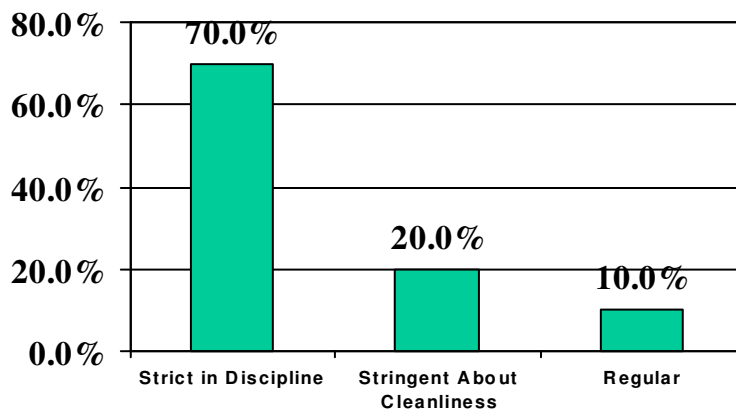
Behavior of teachers with children



(Fig. 87)

While 84% of parents gave a very good response, the remaining 16% is an area of concern. Parents generally complain that a few teachers physically punish students and beat them unnecessarily. A minority of the interviewees have rated the faculty as excellent showing that the faculty needs a serious upgradation quality and quantity wise.

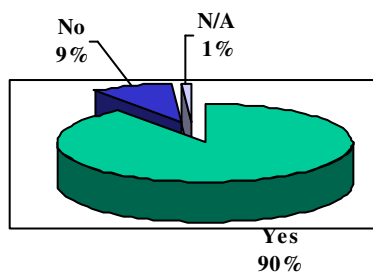
TAC's discipline and cleanliness ratings



(Fig. 88)

Most of the parents seem happy with TAC's discipline and environment. The break up can be seen in the graph.

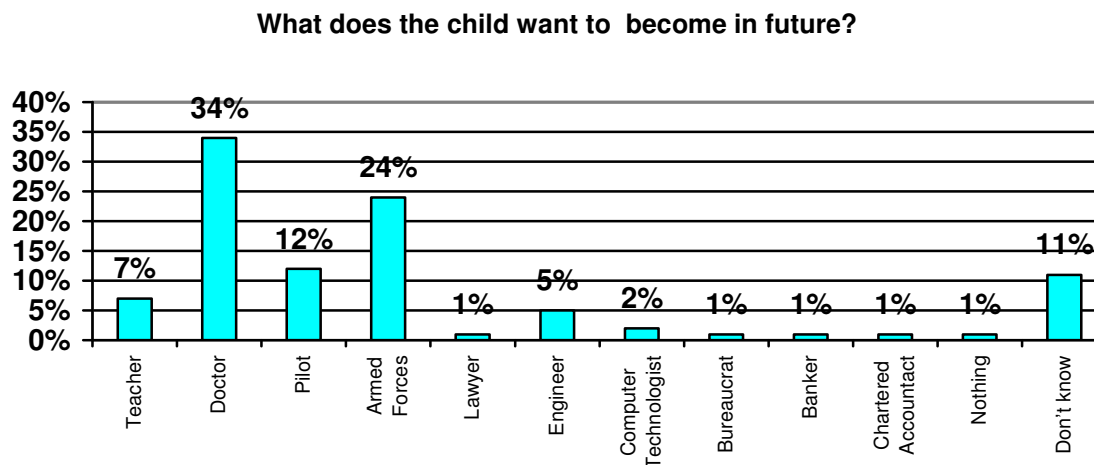
Parents – Teachers Meetings and Performance Feedback



(Fig. 89)

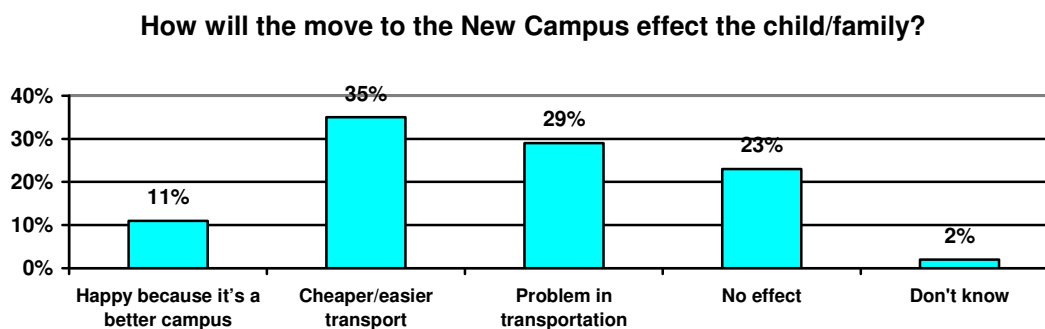
100% parents attend their child's school meetings regularly. When asked whether they are satisfied with the feedback system, 90% said yes, as shown above. The remaining 9% claimed that teachers are too harsh with parents, expect too much from them and don't pay heed to their problems and limitations.

15. Future



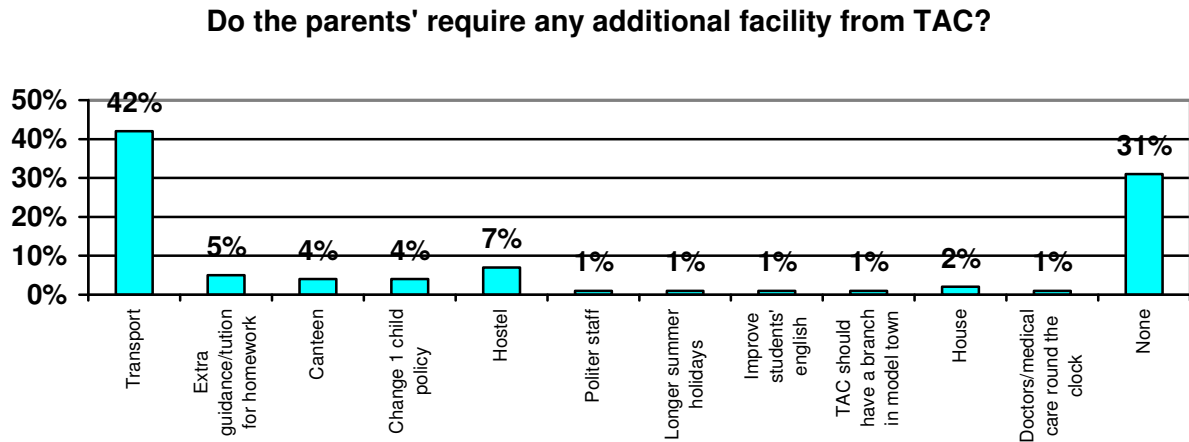
(Fig. 90)

MBBS seems to be the most popular profession among students, followed by Armed forces, which is understandable since many students are highly inspired by General Maqbool. 11% are unsure about what they want to become in future.



(Fig.91)

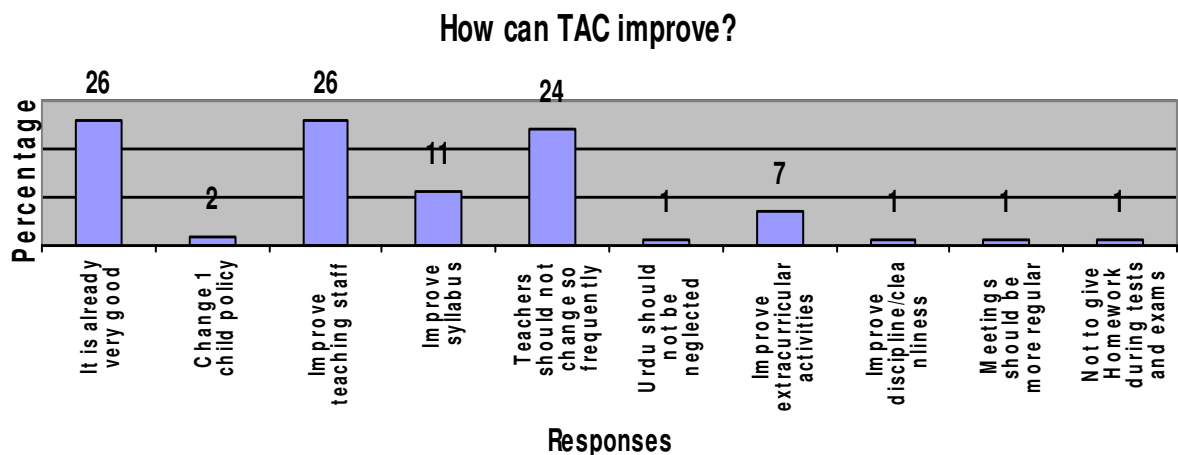
46% families are over all happy with the move to New Campus. The break up can be seen in the figure. 23% are indifferent to this change, while 29% are worried because their transportation expenses will blow up considerably. 2% don't have any knowledge of where the new campus is what it is like. A large number of the families will face transport problems due to the movement of the present campus. Therefore it is recommended that TAC provide transport service to the new campus for its students.



g. 92)

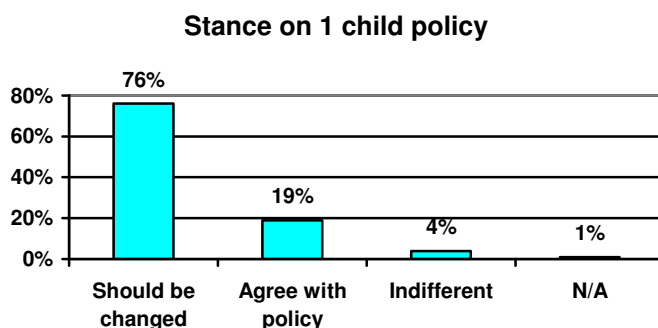
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The most popular demand is that of transport, with 42% parents requesting the administration to provide transportation facilities. They assert that private vans/rickshaws can not be trusted fully and they are not regular in their timings. Many of these parents are willing to pay TAC for giving transport facility. Interestingly, 7% of parents are demanding hostels for their kids, asserting that home environment is detrimental for the child's studies. 31% people are satisfied with TAC's existing facilities and do not ask for anything more.



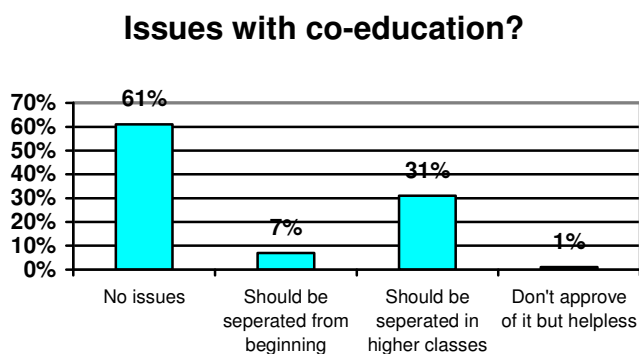
(Fig. 93)

26% parents think that it would be unfair to say that TAC needs improvement, and hence they stated that they are thankful for whatever TAC is doing for them and don't ask for more. However, an almost equal number of them have a problem with frequent change in teachers recently. They are very worried and declare that their children are falling behind in studies because they can't cope with a new teacher every month. 26% are also not happy with the teaching staff, saying that instructors are becoming careless about checking students' homework and classwork and are not attentive towards what they are supposed to teach. 7% parents also stated that extra curricular activities are almost nonexistent, and students are made to sit in class and work during their games periods.



(Fig. 94)

While 19% of parents understand why TAC has implemented the 1 child policy, 76% seem to disagree with it, many of them claiming that this policy is backfiring. In its pursuit to help more families, TAC is creating tensions among siblings by inducing inferiority complex in the ones who are not studying at TAC.



(Fig. 95)

Inspite of the social stigma attached to co-education, 61% parents do not have any problems with it. 8% do not approve of co-education. 31% want the gender separation in high school. However, those with reservations admitted that they have faced no problem at TAC on account of co-education.

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Observations and Conclusions

During the course of preparation of this impact study report, several important points come to the reader's attention. It is evident from mother's education graph (fig 4) that due to relatively low incidence of education among mothers, mothers can not be of much academic help to their children. That is why almost 30% of the children go for tuition after school and this adds to their financial burden. It is recommended that either extra after-school sessions should be held to help the weaker students or teachers should pay extra attention to the students during class.

When asked how the child is influencing his siblings, majority of parents replied that they have positive impact on their siblings. Most of the siblings see the TAC child as a source of inspiration which shows that TAC is succeeding in its mission of making its students agents of a positive change in their families. Through the TAC child, the siblings are improving their manners as well as spoken English. Again all of this proves that TAC is quite successful in its aim of bringing positive change in the family on the whole. In relation to that if we look at the fee the parents are paying for sibling education we can see that the 2% families are paying more than Rs.1000. This indicates that they can afford a decent level of education, and hence TAC should have these families re-verified to make sure that its resources are not being wasted on non-deserving families. For the employed siblings, there are some unusual cases as well, which are depicted in the graph. Siblings having an income of above Rs.30000 are employed abroad. These siblings' income is not used for the expenses of the respective students enrolled at TAC.

If we look at the family income chart we can see that there are few families whose income are above Rs. 17000. However, according to our observation the families who have income above Rs. 17000 still deserve to be at TAC because the size of the families is quite large and they support other relatives such as grand parents. Also, some members of these families are working abroad in Dubai or other Middle Eastern countries. However, their income is mainly used to support their own families thus they don't contribute anything significant to the child studying at TAC. Related to family income is the issue of committee system. We can see that there are families who are contributing more than Rs.2000 in the committee system should be put under scrutiny so that no one gets undeserved benefits from the so-called resources of TAC. According to our observation the presence of coolers in the family does not reflect its financial condition as most of the

coolers were in a debilitated condition. When inquired it was told that they were brought as dowry by the female members of the family. However the access to air conditioners for 9% of respondents is a cause for concern for TAC as this indicates that they are quite well off financially and don't deserve to be in TAC.

The social circle of many TAC families is quite limited. This indicates two things:-:

- 1) The neighborhood might not have a decent environment, convincing TAC parents to prevent their children from mixing up with the neighbors so that TAC's efforts may be prevented from getting undermined.
- 2) It maybe the case that the neighbors are better off financially and hence the TAC families, due to some inferiority complex, refrain from mingling with them.

When asked about the amount of attention the parents are paying to their child the results were almost equally divided, with 46% saying no and 53% saying yes. A relatively large number of parents are not providing proper attention to their child which shows that they are not conforming to their agreement with TAC made at the time of admission. Therefore, steps should be taken so that parents start providing due attention to their child. Also related to this was the question of impact of T.V on the child and which channel the child watches the most. A relatively large percentage of students watch movie and drama channels like Star Plus. These are non-informative channels and watching them results in wastage of time which could otherwise be spent on academics.

TAC wanted to know about its weaknesses and strengths. The major weakness included frequent change and in some instances lack of quality teachers. 16% of the 100 target families have rated the faculty as nominally good showing that the faculty needs up-gradation in quality and quantity. So it is recommended that TAC should take appropriate steps to counter this problem. Also the problem of transportation came up. As TAC is planning to shift to new campus which is quite far parents are demanding that TAC should provide transportation facilities. However, according to TAC the financial burden of providing transportation services is very heavy and currently TAC cannot afford the burden. On the other hand, majority of the parents appreciated the quality of education provided, high level of discipline and the behavior of the administration which according to them is very friendly and cooperative. Another important point is the TAC's policy of admitting only one child per family. Nearly 75% of families want this policy to be abolished because according to them it creates inferiority complex in siblings. They claim that they are poor and can not afford to provide education to their children.

In the light of these observations, we propose the following amendments in TAC's policies and administrative structure.

Concluding Recommendations

After careful deliberation, the following weak areas of TAC have been short listed. We feel that there is a strong need to work on these areas and improve TAC's performance even further.

1). 24% of parents have complained that teachers change too frequently, especially near the annual exams. This is a grave matter and needs immediate attention. Without consistent teachers, students can not be expected to show good performance. It takes time for students to adapt to a teacher's style of teaching. It is just a waste of energy and resources when students strive hard to acclimatize to a particular teacher's demands, just to see him/her leave after a couple of months.

2). 28% of students go for home tuitions. Their parents have expressed concern that students are over-burdened i.e. too much is being taught hence students feel difficulty in grasping concepts fully. Therefore, to do their homework they have to rely on extra tuitions. Also, this clearly indicates that something is wrong with the teaching method which is why students have to turn to outside help. TAC can facilitate matters by providing after-hours tuition to weak students, and holding special training sessions for the teachers which are usually fresh graduates and therefore inexperienced.

3). 7% of parents feel that extra curricular activities (ECA) are limited due to limitation of space. We agree with them and feel that such activities are equally essential for child's physical as well as psychological well being. Many parents have also complained that sometime students are forced to complete their classwork / homework during games period. This is unreasonable and unfair. Currently, every alternate Friday is dedicated to ECA. Also a basketball court has been arranged in the limited space of the front yard. TAC Management is looking forward to the customized campus, which is under construction, where the environment will be conducive to enhance the indoor as well as the outdoor extra curricular activities.

4). 42% parents feel that TAC should provide transport facility. We understand that TAC is still in its growing stages and may not be able to afford it at this stage, but this is definitely something that should be on the agenda as a goal to be accomplished in perhaps the next 5 to 6 years to come.

5). 9% of the TAC children feel superior to their siblings, evident from Figure 73. This is a noticeable percentage. Such cases of child alienation can be very detrimental to TAC's aim of enabling students to disseminate their knowledge to their families. On the contrary, such alienation may cause the child to want to leave the surroundings which are not fit for him anymore. This may be remedied by allowing the admission of more than one child from each family. While we understand that it is not feasible for TAC at this point in time, it is essential that this should be their aim in near future. One child policy is beneficial in the sense that more families are being helped. However, it can undeniably form cracks in the family structure.

6). TAC is an English medium school and is preparing students to take their O'level exams after 2 years. However, having conversed with a lot of students, we feel that their English speaking and English writing skills are far below the standard expected by Cambridge University. An obvious reason for this deficiency is the fact that these students can not speak English at home. We therefore recommend that instead of sending them to the O'levels stream where they might not be able to get more than 3 As, let them do matriculation. Secondly, rigorous training in English language should be started from an early age so that by the time they reach 8th grade, they are capable enough to take Cambridge University examinations.

7). Finally, such studies must be undertaken on a regular basis, every year if possible, to monitor the performance of the school and to assess whether any introduced changes are producing the desired results or not.

END OF REPORT

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