

Women's Secondary Education Programme

By

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I support my family with tailoring business, since my father has died. I need the Secondary School Certificate to improve my chances for a good job. I can become a trainer in a vocational school then. But I have no time to go to school daily.

(Perveen-A student of Punjab)

In 1986, the Allama Iqbal Open University (AIOU) added a new and unique branch to its educational tree: the *Women's Secondary Education Project*. It started on small scale i.e., in pilot area, but as the project matured into a regular University programme, it expanded into a growing number of regions and consequently the number of students increased. Presently the programme covers the whole of Pakistan, including Azad Kashmir and the current enrollment is about 4000 students per semester. This number represents a wide variety of women, young and old, married and unmarried, living in cities like Rawalpindi and in tiny villages situated in the mountains of the Northern Areas or in the desert of Sindh. They have in common that they had to discontinue their education after eight class. It may have been due to marriage or some other family situation which made it difficult for them to attend school, or (most likely) there was no secondary school near enough for them to attend.

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The AIOU took up the challenge to provide these women the opportunity of continuing their education through the Distance Learning System. This article discusses the results of the students of the Women's Secondary Education Programme, but first a brief introduction to the programme will be given.

WOMEN'S SECONDARY EDUCATION PROGRAMME

The students of the Women's Secondary Education Programme take 2 to 4 courses per six-month semester, depending on the weightage of the course (half credit or full credit). In two years, they can complete the curriculum, consisting of 5 1/2 credits of compulsory courses and 2 1/2 of elective courses. Once in a week the students receive guidance from a tutor, during a tutorial session in a local study centre. For each subject the students submit assignments, which are marked by the tutor. At the end of the semester, examinations are held in regional examination centres. After completing the curriculum, the student acquires the Secondary School Certificate. The certificate of the AIOU is officially recognized as equal to those of the formal secondary schools.

AIOU has developed a curriculum of course material for self study, supported with media and tutorial support. Although the curriculum covers the compulsory subjects of the formal education system, it is different in two ways. Firstly, it is designed for distance learning; and secondly, it is developed especially for its main target group-adult rural women. In course books are included examples of women's everyday life and teach them more than just what is necessary to get the Secondary School Certificate. The students for example read about balanced food, how to deal with a bank or to treat minor injuries. A number of elective courses explicitly aims at enhancing women's income generating opportunities, for example *Poultry farming*, *First Aid and Garment making*. (See Annex-1 for list of courses.)

OBJECTIVES AND METHODOLOGY OF THE RESULT ANALYSIS

A side effect of the distance learning system is that there is only limited contact between the students and the educational institute. It is, therefore,

more difficult to assess the students' progress and their problems, than in a regular school system, where teacher and student meet each other daily. The study presented below is an effort fill in part of this information gap.

The result analysis was done during June to September 1995. Its main objectives were:

- o To get a picture of the performance of the students in different stages of their study.
- o To compare the results of different courses and regions.
- o To find out the possible dropout at different stages.
- o To provide feedback to course coordinators who are in the process of the revision of their courses.
- o To formulate questions for a forthcoming Dropout and Completers Study.

The researchers compiled the result data of three semesters (Spring 1993 to Spring 1994) of all students of Women's Secondary Education Programme. In this way they could follow the performance of the students for a longer period, through various semesters and the various chances they get to clear a course. The combination of the results of various semesters not only provides a more complete picture (because students may take several semesters to clear a course), but it also shows the developments in the results.

The basis of the study are the result lists of Spring 1993, Autumn 1993 and Spring 1994. The result statistics of Autumn 1994 were received shortly after the calculations had been completed, but some of these data could also be included. The result lists present the data of assignments, practicals, written examination and final results, per student and per course. In each semester, the University issues three result lists: one for the results of the students who appear for the first time in the examination, one for the Reappear and one for the Again Reappear exams. All these lists were included in the study. This adds up to a total of 8 result lists. (See table 1.) The examinations for the ninth, the Again Reappear for Spring 94, were taking place at the time of the study and its results could not yet be made available. The data were counted

manually, with help of the Lotus 123 software for the calculations. The total number of students in each stage of study can be found in Annex II, Course wise result data.

The study is a quantitative analysis where appropriate, possible explanations for the outcomes were explored. However, the researchers intend to implement a qualitative Dropout and Completers Study to get a better insight in the causes of the trends that appear from this study.

Table-1 Results used for Analysis

Date of Exam	Exams that were	Exams that were	Exams that were
Oct-Nov.1993	Spring 1993 Fresh		
April 1994	Spring 1993 RA*	Autumn 1993 Fresh	
August 1994	Spring 1993 ARA*	Autumn 1993 RA	Spring 1994 Fresh
April 1995		Autumn 1993 ARA	Spring 1994 RA

ASSIGNMENTS AND PRACTICALS

Assignments

When the last date for the assignment comes near, I drop all work. My family members do it for me, so I can spend the whole day on writing the assignment.

(Nargis-A student from Northern Areas)

The assignments form one of the most important components of the learning system of the AIOU. The purpose of the assignments is not only enhancing students' writing ability, but also to make them go through the course material to find the answers. The students are required to submit four

* RA means Reappear, ARA means Again Reappear.

assignments for a full credit course and two for a half credit course. A student is only eligible for the final exam if she passes the assignment component.

The below table presents the average and course wise pass percentage in assignments over three semesters (Spring 1993, Autumn 1993 and Spring 1994). This table actually represents the students who made and submitted the assignments. In fact, the number of the students who fail in assignments is very low (less than 5%). Therefore, the rest of the students who have not made the assignment (absent) are the dropouts for this course. The average pass percentage in assignments shows an increasing trend. This trend is quite encouraging because it means that more students are writing their assignments, and are making themselves eligible for the final exams. This also shows that the students are interested in continuing their education through Women's Secondary Education Programme.

Table-2 Pass Percentage in Assignments

Course Title	Spring 1993	Autumn 1993	Spring 1994
Islamiat	58%	71%	80%
Pakistan Studies	0.65	77%	77%
General Science	62%	58%	77%
Urdu	--	73%	78%
Family health & Care	45%	70%	82%
English I	58%	55%	72%
Garment Making I	48%	56%	63%
Home Economics	43%	57%	76%
Garment Making II	60%	58%	43%
Sindhi	--	97%	96%
Arithmetic	60%	52%	65%
English II	59%	60%	50%
Average pass %age	56%	68%	77%

The course wise analysis of data shows that with the exception of one or two courses, all others have an increase in pass percentage in each semester. For the compulsory courses, i.e.; Islamiat, Pakistan Studies, General Science, Urdu and Arithmetic, the pass percentage in assignment has increased over three semesters. The pass percentage in assignments of English part I also shows an increasing trend, but English part II has fluctuating pass percentage. For English I and II, Arithmetic and General Science, a low pass percentage is expected because students give the impression that these are difficult courses. However, we get an average result with an occasional low performance.

The results of some elective courses surprised the researchers. For example, the pass percentage in assignments of Garment Making I and II and General Home Economics remains low in all semesters under study. We expected a high pass percentage in assignment and practicals because generally these are the courses of women's interest and are related to their daily life. But, the figures show a contrary situation. Further study will be done to find the explanation of these results. However, the pass percentage of the Family Health and Care, another elective course, has been rising over these semesters.

PRACTICAL WORK

The courses are very useful, especially Garment Making. After studying the course and doing the practical work, I now know how to stitch my children's clothes and I also make the covers for the furniture.

(Khair-un-Nisa-A student from Punjab)

For three courses, i.e; Home Economics and Garment Making I & II, the students have to do practical work which is compulsory, like the assignments. Its marks are included in the final result. The table below gives the average and course wise pass percentage in the three semesters. The percentage is taken of those who were enrolled in these courses.

Table-3**Pass Percentage in Practicals**

Course	Spring 1993	Autumn 1993	Spring 1994
Garment Making I	48%	9/18*	61%
Home Economics	30%	55%	80%
Garment Making II	59%	44%	40%
Average pass %age	48%	49%	61%

9/18 means that 9 students out of 18 passed the practicals.

The practical pass percentage of Garment Making part-I and Home Economics has an increasing trend and is consistent with the average pass percentage. Garment Making part II has a decreasing pass percentage in practical work that goes down from 59% to 40%. There is a considerable difference in the result of Garment Making part I & II. A possible reason for this difference can be that the students have to make relatively difficult practicals in part two (drafting, embroidery etc.). The average pass percentage is increasing, but it is quite low in all semesters (Spring 1993-48%, Autumn 1993-49%, Spring 1994-61%).

The reasons of the low pass percentage in practicals can be that either students do not submit their practicals or that the marks are not included in the result lists by the tutor. The later reason is reported by the students more frequently. In general, we know that sometimes the assignment and practical marks are not reflected in result list by mistake, although the students have submitted both. From the students we know that this problem occurs, but in the table we see that figures do not support this reason. The problem lies somewhere else, perhaps with the submission of assignments.

After analyzing the above tables we see that the average pass percentage of assignments and practicals have overall an increasing trend. This trend is very encouraging because the higher the pass percentage in assignment and practicals the lower will be the dropouts at the first stage of

the programme. The average pass percentage in practicals is quite low, but still has an increasing trend. It is obvious from the data that almost all those who pass assignment also pass practical work with only one exception (Garment Making II in Autumn 1993). That indicates that the students are well aware of the importance of the practical work.

PERCENTAGE OF APPEARANCE IN WRITTEN EXAMINATION

The examination centre is very far and there is no public transport available. But we have to go, so we hired private transport. All the girls of this village went together and some of the fathers also came with us.

(Shabana-A student of Azad Kashmir)

The students who pass the assignments and practical work are considered eligible for the final examination. They receive a roll number slip and appear in written examination at central places. The table below gives the percentage of the students who appeared in the exam. after passing the assignments and practicals. In AIOU examination system, every student gets three chances to pass the examination. First attempt, Reappear and Again Reappear, Separate percentage for these have been calculated for three semesters.

Table-4 **Percentage of Appear in Examination**
(Of those who passed the assignments)

Examination	Spring 1993	Autumn 1993	Spring 1994	Autumn 1994
First Attempt	55%	78%	82%	86%
Reappear	31%	30%	52%	— [*]
Again Reappear	22%	23%	— [*]	— [*]

Results of these exams were not announced at the time of the study.

The above table shows an increasing trend in the percentage of the students who appear for the examination. This trend for the first attempt is quite encouraging. It means that more and more students after passing the assignments try for the examination, which results in less dropout at this stage.

For the Reappear (RA) and Again Reappear (ARA) exams, the appearance percentage (of those who get the chance) remains quite low. There can be a number of possible reasons for the low appearance in RA and ARA exams. One reason can be related to the administration i.e. the way the roll number slip and result sheets are presented. We know from our students through correspondence that due to the late mailing of roll number slips, results and the use of confusing symbols in result card, they miss the exam. The analysis of the correspondence with students shows that roughly 20% of the total result problems are related to the confusion about symbols, like RA, ARA*, etc. About 10 to 15% of the students complain about the late arrival of the roll number slips. Some of the students sit and wait for their roll number slips and would not contact the University to find out the examination dates. The other reason, of course, is that students get discouraged of the failure in the first chance and do not try for the second chance. Finally, the students who, after completing their assignments, stopped studying (for whatever reason) still automatically get their three examination chances. As most of the serious students pass the exams, the percentage of 'on paper' students increases comparatively.

There is an overall increasing trend of appearance in all chances which indicates that there is some improvement in the administration of roll number slips and result cards and students get more instructions and better guidance from the University.

PASS PERCENTAGE IN EXAMINATION

For me the courses are very easy. I sit down to prepare for the exam for only two days and I pass with good marks. But my sister needs much more time. She has to read the books again and again to understand and remember them.

(Zeba - A student from Balochistan)

In an examination some students pass and others fail. Besides, a number of students do not appear in the exam. Those who fail and those who did not appear, automatically get a Reappear chance and, if necessary, an Again Reappear chance. If after these three chances the student still does not manage to clear the course, she either has to re-enroll for the course or will be a dropout for that course.

Table-6

**Pass Percentage in Examination
(Of those who appeared in examination)**

Examination	Spring 1994	Autumn 1993	Spring 1994	Autumn 1994
First Attempt	65%	77%	66%	76%
Reappear	55%	57%	57%	—
Again Reappear	78%	51%	—	—

Data not available at the time of the study, because exams were held in the same period.

Table-6 gives the pass percentages for the first attempt, the Reappear and the Again Reappear exams of those who appeared in the examinations. This represents the three chances of the *same group of students*. It means that those who did their first attempt in Spring 1993, had the Reappear chance for the same course in the Autumn 1993 semester and their Again Reappear exam was in the Spring 1994 semester. (See also Table 1.)

For the first attempt, the pass percentage goes up and down between 65% and 77%. The pass percentage for the Reappear exam is more or less stable at 55 to 57%. This is much lower than the pass percentage for the first attempt. For Again Reappear exams, the data of only two semesters are available, 78% in Spring 1993 and 51% in Autumn 1993. The figures do not show any clear trend. One could expect the pass percentages to go up from the first attempt to the Reappear exam and from the Reappear to Again Reappear exam. After all, if students read the same course material for the second or third time, their chances to pass could increase. On the other hand, time has passed since the first exam attempt. The students are busy in other things and thus they may forget part of what they learned. Also, for the students who failed the first time, apparently the course is difficult. Even in a second attempt they may find it hard to pass the exam. In this light the pass percentages for the Reappear and Again Reappear exam are not so surprising.

The pass percentage of the students of Women's Secondary Education Programme in Autumn 1994 (76%), is comparable to that of the FA students

of the AIOU in the same semester, which was 77%. Comparison to the results of the formal schools is difficult, because the systems are different. In the formal system exams are held only once a year, instead of each semester and the students have to prepare for all subjects at the same time, which makes it more difficult. On the other hand, schools sometimes conduct admission tests before sending the registration for the exams to the Board and only send the papers for those who passed the admission test. This means that the schools' pass percentages are artificially increased. In the Open Learning system, it is up to the student to decide if she is well enough prepared to make the exam.

There are several factors which can influence the pass percentages. Pass percentages for the same course can fluctuate from semester to semester, because the *difficulty of the examination paper* is different. If in one semester, the examination paper is relatively easy, this will result in higher pass percentages for that course in that semester. If the *services* of the University improve (for example clear and timely information about the exams), this can help the students to prepare themselves better. This can payoff in an overall improvement in the results. Both these factors are likely to have played a role during the period of the study. A *change in the course material* can also have effect on the pass percentages. However, the course material of Women's Secondary Education Programme remained the same during the whole period of study, so it is not likely that the course material caused any fluctuation in the results. Lastly, the *relative difficulty of the course books of one course, as compared to the other*, can explain differences in pass percentages between courses. This would appear as pass percentages which are consistently lower or higher than those of other courses.

The table below presents the course wise pass percentages of the students who appeared in the exam. The data of all three semesters have been combined for each course. This is done to make sure that for each course a considerable number of students is involved, to make comparison between course possible. The data in this table only represent the pass percentages of the first attempts. For the Reappear and Again Reappear results the numbers of students in some courses are too small for a course wise comparison.

Table-7

**Course wise Pass Percentage in Exams in
First Chance
(Of those who appeared)**

Course	Compulsory/ Elective	Cumulative Pass
Islamiat	Compulsory	88%
Pakistan Studies	Compulsory	41%
General Science	Compulsory	72%
Urdu	Compulsory	94%
English 1	Compulsory	33%
English 2	Compulsory	71%
Sindhi	Compulsory	99%
Arithmetic	Compulsory	72%
Family Health and Care	Elective	94%
Garment Making 1	Elective	56%
Garment Making 2	Elective	82%
General Home Economics	Elective	76%
Average	Elective	68%

The overall average pass percentage over the three semesters is 68%, but the table shows considerable differences between courses. Three courses stand out for their very high pass percentages, namely Urdu, Sindhi and Family Health and Care. Urdu or Sindhi is studied by students in their first semester. Apparently these new students, who still have to get familiar with Distance Learning system, have no difficulty with these courses. The other course which new students take is Pakistan Studies, which has a very low pass percentage. The most likely explanation for this low performance is the course material. For Pakistan Studies the book of the formal system is used, because the

distance learning book is still in the developing stage. In itself this is no explanation for the low performance, because for Islamiat, which has a high pass percentage, also the books of the formal are used. However, the Text Board book for Pakistan Studies is much thicker than that of Islamiat and the contents of the last mentioned book are relatively easy to memorize.

The pass percentage of the remaining compulsory subjects is around or even above the average. A striking exception to this *rule* is the English-I course, with a pass percentage of only 33%. The figure is not surprising, because in the formal system, the results for English are also much lower than for the other subjects. This is not to negate the seriousness of such a low pass percentage, as students who do not clear this compulsory course, cannot get their certificate. Luckily, the students perform better in the second part of the English course, with a pass percentage of 71%. The analysis of the results reveals no indication for the striking difference in pass percentage between English-I and English-II.

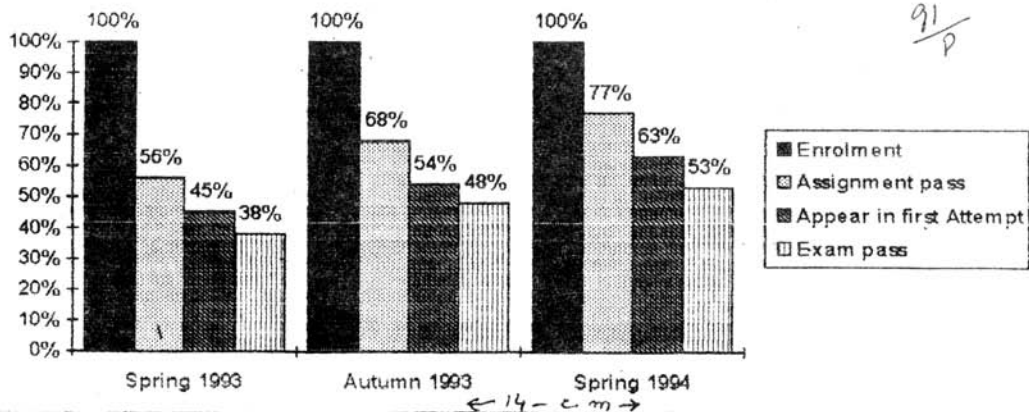
Students usually perform well in the examinations for the elective courses. The topics of these courses are close to students daily life. The high pass percentage can indicate that students take a special interest in the courses, or that they already know most of what is written in the course books. However, this seems contradictory to the fact that the students do not perform particularly well in the assignments of the same courses (see previous paragraph).

FLOW OF STUDENTS THROUGH THE SEMESTERS

With the flow of students we mean the number of students who go through all the stages of a semester. In the previous paragraphs, we have looked at the *pass percentages* for assignments and examinations separately. Now, if we combine these data, a picture emerges of the stages in which the majority of the dropout takes place and the variation over the semesters.

Figure 1

Flow of students through evaluation stages



The above figure shows how many students of the initial enrollment in each semester, pass through the various evaluation stages of the WSEP. Each first bar represents the total initial enrollment, shown as 100%. The next bar shows how many of those 100% passed the assignment, while the third bar represents those who appeared in the examination. The last bar shows how many students passed the examination, either in the first attempt, or in the Reappear or the Again Reappear examination. These are the cumulative data of all courses. The percentages given, refer to the *initial enrollment* for the courses. This is why, for example, the examination pass percentages are different from the pass percentages in paragraph 4 (which refer to the students who *appeared in the examination*). In Spring 1993, only 56% of the total enrollment of the students passed the assignments and were eligible to appear in the written examination. Not all of them actually appeared in the examination: about 9% did not appear, so that the third column of Spring 1993 shows that 45% of the initial enrollment appeared in the first attempt of the

examination. The fourth column shows how many cleared the course. Of the total of 38% who passed the examination, 29% passed in the first attempt, 5% in the Reappear examination and 4% in the Again Reappear examination. In Autumn 1993 we see an increase of all figures: a larger percentage of the students passes the assignments, appears in the examination and clears the course. Of the total of 48% who cleared their course, 41% passed in the first attempt, 5% in the Reappear examination and 2% in the Again Reappear examination.

The figures of Spring 1994 are better again. Of the total enrollment 77% passed the assignments and 63% appeared in the examination. The figure of students who cleared the course: 53%, though higher than the previous semesters, is still incomplete. This figure includes only the first attempt (42% passed) and the Reappear examination (11% passed). When the data of the Again Reappear examination become available, the figure will raise to approximately 55%*.

The phase which shows the highest dropout in each semester is that of the assignments. As has been mentioned above, the problem is not so much that students cannot pass the assignments. Rather they either do not submit the assignments or there is some problem with the making, due to which the marks could not be included properly in the evaluation system. Luckily the dropout in the stage of the assignments is decreasing. As it is the first phase, this automatically influences the following stages. More students who pass the assignments means more students who can appear in the examination and more to pass the examinations. The figure clearly shows the effect of the increasing trend in appearance and pass percentages. Each semester more students manage to clear the course, which means that less students dropout. Combined with the fact that enrollment is rising, this causes a sharp increase in the absolute number of students passing the courses (from 1006 in Spring 1993, via 1151 in Autumn 1993 to an estimated 3700 in Spring 1994). See Annex II.

COURSE WISE COMPARISON OF THE FLOW OF STUDENTS

The figures that have been discussed above, represent the average of

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Assuming that 22% of the 1761 students eligible for the ARA exam and 55% of those pass the ARA examination.

all courses. A comparison of the courses can give information on which courses cause more drop out.

Figure 2 Course wise percentage of students who clear the course

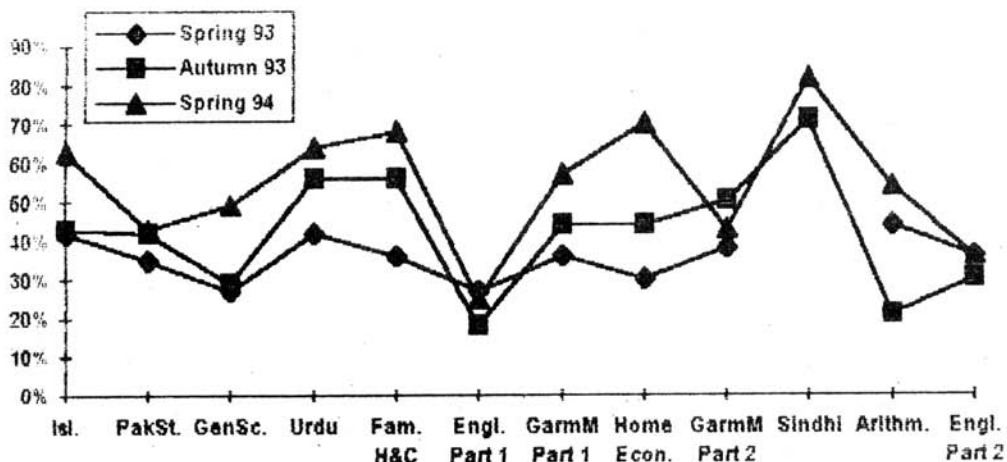


Figure 2 represents the percentage of students for each course who cleared the course in the three chances (first examination, Reappear and Again Reappear) that every student has. For Spring 1994, the data of the Again Reappear examination were not yet available, so the results of only two chances are given. This graph shows the *combined effect of the various evaluation stages* (assignments, practical work, examination) that have been discussed in the previous paragraphs. For most of the courses, the group of Autumn 1993 did better than the students of Spring 1993 and for Spring 1994 the results were again better. Only for English I and II and for Mathematics the results for Autumn 1993 were worse than for Spring 1993. All lines show a steep drop when they reach the English I course. This means that this course could not be cleared by many students. English is a compulsory course, so the students who did not clear it after three chances, have to enroll again for this course, or they will dropout. General Science scored low for the Spring 1993

and Autumn 1993 semesters, but luckily the students of Spring 1994 performed better. The success percentage of Pakistan Studies, though not as low as English, remains below average. Urdu and Family Health and Care scored high for all three semesters, which confirms earlier suggestions that these are easy courses. The other elective courses (Garment Making 1 and 2, Home Economics) fluctuate around the average. As mentioned before, we expected better results for these courses, because they are close to women's daily life. Because they score relatively low at the assignment stage and relatively high at the stage of the examination, the combined result is near the average. Most other courses also fluctuate around the average. It means that success percentage for these courses are more or less the same, with the exception of English, which scores low and Urdu and Family Health and Care, which score high.

CONCLUSIONS

The analysis of the results of the students of Women's Secondary Education Programme for the Spring 1993, Autumn 1993 and Spring 1994 semesters shows that the dropout rate decreases in each semester. At the same time, the enrollment of new students increases sharply. This is a positive trend, because it means that not only more students start studying in the Secondary Education Programme, but also more will be able to complete their Matric through this University.

The other outcomes are as follows:

The average pass percentage in assignments has an increasing trend, from 56% in Spring 1993 to 77% in Spring 1994. It means that more students submit their assignments and the dropout at this stage is decreasing. The average pass percentage in practicals is quite low, but still has an increasing trend (from 48% in Spring 1993 to 61% in Autumn 1994). The data show that almost all those who pass the assignments also pass the practical work. Only those students who passed the assignments and practical work are eligible to appear in the examinations. The overall trend of appearance in examination shows a significant rise, from 55% in Spring 1993 to 86% in Autumn 1994. The pass percentage in examination fluctuates between 65% and 75% and shows neither an upward nor a downward trend. Both figures combined mean that more and more students are passing the examinations and the dropout at this stage is also decreasing. For the Reappear and the Again Reappear

examination the appearance percentage is much lower than for the Fresh examinations. The same is the case for the pass percentage in examination. It needs further investigation to find out why only few students avail their second and third chance to clear the course.

All courses show the above mentioned increasing trend in the pass percentage in assignments, with the exception of Garment Making II and English I and II. In comparison between the courses, it appears that the percentage in assignments of Garment Making I, II and General Home Economics remains low, so that relatively many students drop out in the first stage of these courses. However, those who continue show an average pattern in appearance and pass percentages in the examinations. For English I and II, Arithmetic and General Science, we get an average performance in assignments, with an occasional low pass percentage. The percentage of appearance in examination fluctuates for General Science and English II, whereas for English I and Arithmetic it is average. The pass percentages for General Science, English II and Arithmetic are average (about 70%), but for English I it is disappointingly low, that is 33%. The combined effect of these outcomes is that mainly English I is a major cause for dropout. The other courses, General Science, English II and Arithmetic score just below the average of all courses in terms of the number of students that finally clears the course.

The two courses that are offered to new students are Urdu and Pakistan Studies. For both courses, the pass percentage in assignments and the appearance percentage in examination is above 70%. But the pass percentage in examination show quite different trends. The pass percentages for Urdu remain high throughout the semesters (90% and above). For Pakistan Studies however, the figures are low; the cumulative pass percentage over three semesters is 41% only. The number of students who clear Pakistan Studies course remains below average and it does not show an increasing trend, like the other courses do. In 1996, the researchers plan to conduct a Completers and Dropout study, which will give a deeper insight into the causes of the figures of the result analysis study presented above.

STUDENTS OF AUTUMN 1993 SEMESTER

Course	Enrol- ment	Ass. Pass	Pra. Pass	App. ex	Ex. Pass	Re- appear	App. R.Aex	R.A. Pass	A.R.A Pass	App. ARA	A.R.A Pass	Total Pass
201	14	10		8	6	4	0	0	3	0	0	6
202	589	452		334	186	266	94	31	207	65	28	245
203	24	14		14	2	12	3	3	6	3	2	7
204	511	373		286	256	117	26	22	89	9	7	285
206	334	234		173	165	69	23	19	39	6	4	188
207	51	28		21	6	22	7	3	13	5	0	9
208	18	10	9	7	3	7	5	5	1	0	0	8
209	334	189	184	179	128	61	15	11	21	7	7	146
210	343	200	151	182	163	37	11	9	20	2	1	173
213	70	68		48	48	20	0	0	18	2	2	50
214	29	15		3	3	12	4	3	6	1	0	6
218	8	6		5	5	1	0	0	0	0	0	5
220	7	4		3	2	2	0	0	2	0	0	2
221	67	40		22	12	28	9	7	10	1	1	20
TOTAL	2403	1644	344	1287	986	658	197	113	435	101	52	1151

- Column 1. Course Code
 Column 2. Enrolment in the Course
 Column 3. Number of students who passed the assignments
 Column 4. Number of students who passed the practical work
 Column 5. Number of students who appeared in the exam.
 Column 6. Number of students who passed the exam.
 Column 7. Number of students who get a reappear chance
 Column 8. Number of students who appear in the Reappear exam.
 Column 9. Number of students who pass the Reappear exam.
 Column 10. Number of students who get an Again Reappear chance
 Column 11. Number of students who appear in the Again Reappear exam.
 Column 12. Number of students who pass the Again Reappear exam.
 Column 13. Total number of students who clear the course.

STUDENTS OF SPRING 1994 SEMESTER

Course	Enrolment	Ass. Pass	Pra. Pass	App. ex	Ex. Pass	Reappear	App. Reap.	R.A. Pass	A.R.A
201	425	342		248	219	123	52	47	90
202	2502	1983		1671	624	1359	775	454	887
203	443	332		255	194	138	45	23	103
204	2351	1829		1451	1382	447	181	125	412
206	68	66		46	44	12	2	2	10
207	452	326		236	82	244	150	30	220
208	30	19	18	23	17	2	0	0	2
209	79	60	63	55	52	8	3	3	7
210	70	30	28	49	27	3	4	3	1
213	130	125		95	93	32	13	13	19
214	26	17		15	12	5	4	2	1
218	8	7		5	5	2	1	1	1
220	4	3		2	2	1	0	0	1
221	66	33		40	23	10	3	1	1
TOTAL	6668	5166	109	4195	2778	2388	1233	704	1761

- Column 1. Course Code
- Column 2. Enrolment in the Course
- Column 3. Number of students who passed the assignments
- Column 4. Number of students who passed the practical work
- Column 5. Number of students who appeared in the exam.
- Column 6. Number of students who passed the exam.
- Column 7. Number of students who get a reappear chance
- Column 8. Number of students who appear in the Reappear exam.
- Column 9. Number of students who pass the Reappear exam.
- Column 10. Number of students who get an Again Reappear chance

(Again Reappear results were not yet available at the time of study)