Ministry of Primary and Mass Education
Diretoarte of Primary Eduaction

Bangladesh Primary Education Statistics-2020

Annual Primary School Census 2020

Report (Final Draft)

Monitroing and Evaluation Division
Dhaka-1216
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Government Primary School

Advised By

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Annual Primay School Census-2020

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Message

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Preface

Acronyms

ADPEO	Assistant District Primary Education Officer
AMO	Assistant Monitoring Officer
APSC	Annual Primary School Census
APA	Annual Performance Agreement
ASC	Annual School Census (MoPME re-phrasing the name as APSC)
ASPR	Annual Sector Performance Report
ATEO	Assistant Thana Education Officer
AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
B. Ed	Bachelor of Education
BNFE	Bureau of Non-Formal Education
BRAC	Bangladesh Rural Advancement Committee
CCR	Cycle Completion Rate
C-in-Ed	Certificate in Education
CHTs	Chittagong Hill Tracts
CPD	Continuous Professional Development
CS	Community School
DD	Deputy Director
DLI	Disbursement-Linked Indicator
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DPEO	District Primary Education Officer
DPs	Development Partners
DR	Descriptive Role
DR	Dropout Rate
EAHM	Ebtedayee Attached to High Madrasha
EBM	EbtedayeeMadrasha
EECE	Ebtedayee Education Completion Exam
EFA	Education for All
EMIS	Education Management Information System
EXP	Experimental School
JCM	Joint Consultation Meeting
JARM	Joint Annual Review Meeting
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index

GPS	Government Primary School
GT	Grade Transition
HT	Head Teacher
ICT	Information and Communication Technology
IMD	Information Management Division
KG	Kindergarten
KPI	Key Performance Indicator
LCs	Learning Centres
LGED	Local Government Engineering Department
M&E	Monitoring & Evaluation (Division)
MOC	Ministry of Commerce
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
MDG	Millennium Development Goal
MICS	Multiple Cluster Indicator Survey
MIS	Management Information System
NAPE	National Academy for Primary Education
NCCC	National Curriculum Coordination Committee
NCTB	National Curriculum and Textbook Board
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGO	Non-Government Organisation
NIR	Net Intake Rate
NNPS	Newly Nationalized Primary School
Non-KPI	Non-Key Performance Indicators
NRNGPS	Non- Registered Non-Government Primary School
NSA	National Student Assessment
OOSC	Out of School Children
PAHS	Primary attached to High School
PEDP2	Second Primary Education Development Program
PEDP3	Third Primary Education Development Program
PEDP4	Fourth Primary Education Development Program
PECE	Primary Education Completion Examination
PPE	Pre Primary Education
PSQL	Primary School Quality Level
PTI	Primary Training Institute
PTR	Pupil Teacher Ratio
RNGPS	Registered Non-Government Primary School (currently NNPS)

ROSC	Reaching Out-of-School Children
RR	Repetition Rate
SCR	Student–Classroom Ratio
SDG	Sustainable Development Goals
SK	ShishuKollyan
SLIP	School-Level Improvement Plan
SMC	School Management Committee
STR	Student-Teacher Ratio
SR	Survival rate
SWAp	Sector-Wide Approach
TEO	Thana Education Officer
TA	Technical Assistance
UEO	Upazila Education Officer
UEPP	Upazila Education Performance Profile
UNESCO	United Nations Education Scientific and Cultural Organization
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children Fund
UPEP	Upazila Primary Education Plan
URC	Upazila Resource Centre
WB	World Bank
WFP	World Food Program

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Executive Summary

The Directorate of Primary Education (DPE) has been constructing the Annual School Census Report (APSC) since 2007. It is one of the flagship reports of the Directorate of Primary Education (DPE), which integrates all the relevant and reliable sources information of primary education subsector. The APSC-2020 presents an enormous statistical information to support DPE for evidence-based planning and decision-making on activities outline in the Annual Operation Plan (AOP) in Head Quarter (HQ) level as well as Upazila Primary Education Plan (UPEP) and School Level Improvement Plan (SLIP) at subnational and school levels. The ASPR 2020 has increasingly reflected progress made during the Third Primary Education Development Programme (PEDP3) period and implementation of the Fourth Primary Education Development Programme (PEDP4) including other outputs like as Discrete Projects, which are outside of the Primary Education Development Programmes (PEDPs). These discrete projects interventions support and harmonize the development of primary education sub-sector indeed.

The APSC is the main data source in the primary Education sub sector to measure the different type of national indicator such as Net Enrollment Rate (NER), Gross Enrollment Rate (GER), Repitition Rate, Survial rate and Drop out Rate.

BY the APSC 2020, it presents the trend analysis achieved by the implementation of the PEDP4. How ever, some results displayed for the previous year. Tables, graphs and selected statistics have been included, which enable trends analysis of the Primary Education Sub Sector. In the PEDP4, there are twenty-one sub-components under the 3 components, for which specific DPE line divisions and other agencies are responsible for implementation and producing annual reports of their Achievement with the help of Annual Primary School Censu. It also helps to develop ASPR 2021. This data also used to generate the report of Key Performance Indicators (KPIs), Non-Key Performance Indicators (Non-KPIs), Disbursement Linked Indicators (DLIs), Primary school Quality Level indicators (PSQLs), Sub-Components Indicators (SCIs) and Programme Indicators (PIs) provides the main structure for reporting this ASPR 2021.

The Gross Intake Rate (GIR) of primary education was 107.86% (109.91% girls and 105.95% boys) in APSC 2020 (lower from 110.17% in 2019 and 112.6% in 2016 of the PEDP4 baseline). The Net Intake Rate (NIR) of primary education was 96.62% (96.82% girls and 96.43% boys) in APSC 2020 (up from 96.56% in 2019 and lower from 97.94% in 2016).

The Gross Enrolment Rate (GER) of primary education stands 104.9% (108.9% girls and 100.1% boys) in APSC 2020 (lower from 109.60% in 2019 and 112.12% in 2016). The Net Enrollment Rate (NER) of primary education was calculated to 97.81% (98.25% girls and 97.37% boys) in 2020 (slightly increased from 97.74% in 2019 and up from 94.8% in 2016). NER calculation may relate to the number of 6-10 years old in the population cohort. The population projected by the BBS every for this cohort. This year particularly for 6-10-years old, which is 16.78-million. Total enrolment in formal primary education of children aged 6-10 years, has increased intensely since 2020.

Over 21.5 million students enrolled in all types of schools from grade PPE to grade 5. The numbers for overage children are consistent with previous years. Enrolment disparities continue between boys and girls. The gender parity index was 1.088% for the gross enrolment rate and virtually the same for the net enrolment rate 1.009%, indicating that a higher proportion of girls than boys attend primary school. The very little lowest shares of male students observed consistently in the country.

Between 2016 and 2020, repetition has been stable in grades 1-5 decreased from 6.1 in 2016 to 5.0 in 2020 where it significantly decreased in primary education cycle. Cycle Dropout appears to have fallen rapidly

since 2011 and in grades 1 (1.0%), grade 2 (1.5%), grade 3 (4.6%) and grade 5 (2.2%), while it also high in Grade 4 (7.6%) in 2020. Primary cycle dropout rate also steadily decreased from 39.8% in 2010 to 19.2% in 2016, 17.9% (15.7% girls and 19.2% boys) in 2019 and 17.2 in 2020. The survival rate to Grade 5 slihgtly decreased from 67.2% in 2010 to 82.1% in 2016 and 85.5% in 2019 to 84.7 (85.90% girls and 83.30% boys) in 2020. Due to late enrolment and repetition, a number of children do not complete primary education until the age of 14-15 years even. The primary cycle completion rate in 2019 is 82.8%.

Another source of information on student achievement is Primary/Ebtedayee Education Completion Examination (PECE/EECE) performance Since PECE in 2009 and EECE in 2010, the total number of all types of schools entering candidates for the Exam has risen gradually after commencement of the exam. In 2020, all students are passed due to COVID-19 Pandemic situation. However, the Descriptive Role (DR), overall, eligible students listed.

With respect to the timely delivery of textbooks to schools, the 2020 book distribution cell shared very credible result of delivering textbooks to 99.5% of the schools by the end of December of previous year. A very high proportion of students, 99.9%, had received all their books by 31 January 2020. Government has taken initiative for printing textbooks for ethnic minority children in their mother tongue (Chakma, Marma, Garo, Tripura and Sadri) and printed textbooks for PPE learners.

The number of children with disabilities enrolled in all types and in particular for children with physical disabilities and eyesight problems. In 2020, total 24,918 (girls 10,775) disable children enrolled in pre-primary classes of mainstream primary schools and total 99,223 (girls 47,791) in grade 1 to grade 5 of mainstream primary schools. It has seen the continuation of this upwards trend; there appears to have been a trebling of the numbers of physically impaired children between 2010 and 2020.

Construction of additional classrooms, designated PPE classrooms, WASH block, boundary walls, is ongoing as per plan through LGED.

The provision of pre-primary education (PPE) or baby classes has also expanded since 2011. In 2020, there were 3.9 million pre-primary children enrolled, more than the enrolment of the PEDP4 baseline year in 2019. Nearly 100% of GPS and 99% NNPS now has been offering pre-primary education. The percentage of Grade 1 students with PPE also increased from 86.7% in 2019 to 86.76% in 2020.

The percentage of schools (single shift only) that meets the minimum standard student–teacher ratio (STR) of 34:1 has increased markedly in GPS - from 46% in 2010. This trend in GPS is partly explained by the substantial recruitment of additional teachers (about 1, 20,000) within the PEDP4 period.

Key Achievements:

- Increased Pre-Primary Education Enrolment Rate now over 3.94 million;
- Total enrolment of Grades 1 – 5: 17.60 million;
- Primary cycle completion rate: 82.80%
- Improved survival rate to Grade 5: 84.7%
- The enrolment of children with disabilities (99,223) has improved in all types of schools;
- School infrastructure has improved additional classrooms; WASH block; water supply; separate toilets for girls.
- Majority of Head and Assistant Teachers have achieved the required qualification level; and
- Almost all children (99.9%) have received their free textbooks in the first month of the school year.
- Minimum standard set for five teachers in each school and accordingly created new teachers post.

- Scaling-up pre-primary education – as enrolment rate increased and now over 3.9 million children attending PPE
- Disburse stipend money through mobile banking
- The enrolment of children with disabilities has improved in all types of schools
- School infrastructure has greatly improved additional classrooms; separate WASH block water supply; group hand wash facilities separate toilets for girls etc.

Underlying Issues:

Certain underlying issues have manifested themselves in APSC. They require examination in order to develop policies for their remediation.

- Revision of the APSC questionnaire aligned with result framework of the PEDP4 as well as SDG.
- Need to include the primary aged projected single year population data into the DPP or the PEDP4 document to trend analysis in the picture of Future Enrollment.
- Intensive training is need to capacity enhancement of HTs, AUEOs, M&E, IMD officials on data collection specially to fill the questionnaire.
- Impact of the COVID-19 pandemic situation in the schools need to investigate in the next year Census.
- Slum study is required to know the status of basic education provision of the SLUM children for policy makers to take proper measures.
- Dropout rate is persistently high in some areas as well as Grade 4 which need to be investigate
- Introduce 2 years ECD and PPE education instead 1 year starting at age 4.
- Need to introduce Unique ID of the every student at time of Admission, which ensure the quality of data.
- Some Government schools damaged by river course change, river erosion.
- Certain GPS and NNPS face acute teacher shortages due to many reasons. A policy is required to ensure that schools have adequate teachers for ensuring quality primary education for all children.
- Some GPS and NNPS have fewer enrolled students.

Validation Survey for Annual Primary School Census -2020

Findings from Post Enumeration Check (PEC)

Information or data storing process is nowadays one of the marking activities to make decision for a policy maker in the context of Bangladesh, especially a rising developing country: Bangladesh either by an organization or by an individual due to many logical reasons. Since data is the heart of any research activities and rest of the world emphasizes data storing and using it to serve a wide range of policy making purposes with the maximum level of priority, Bangladesh is still making is to mark in the stoning in this sector. Therefore, assessing and analyzing of various parameters of more than 133002 primary schools is really a challenging task. Bearing this struggle in mind, an earnest effort has been made to quantify various indicators of primary school through APSC2020, which is being validated through Post Enumeration Check (PEC) for the reliability of the collected data. The PEC of APSC-2020 was conducted by BANBEIS.

The main objective of the Post Enumeration Check (PEC) 2020 is to check and assess the data quality of Annual Primary School Census (APSC 2020) which had been collected through Monitoring and Evaluation Division (M&E) in the technical association with information Management Division (IMD). To serve the purpose, the study assessed the quality of census data of APSC 2020 data through PEC from representative sample of 51 union from all over the country. Apart from this, Coverage Error of APSC 2020 and Content Error for important key indicators were measured by the PEC. For this, the level of accuracy of every indicator and their corresponding adjustment factors were measured and suggested by the PEC. The PEC collected data was performed in the context of statistical analysis at 5% level of significance following the widely acclaimed statistical methods.

Major Findings and Conclusion from PEC

In summary, the major findings and conclusion of the survey are fitted out below:

- The Coverage Rate of APSC 2020 is found to be 95.77%.
- The Net Coverage Error Rate is 4.2.
- Around 4.199% of the schools remained undercounted.
- Only 0.612% of schools were overcounted.
- Rate of Net Under-Count is found to be 3.59%.
- The number of matched schools between APSC and PEC is 1088.
- The data validation test indicates that quality of data of APSC 2020 is seemed to be good and acceptable for the further use for all the indicators dealt with.
- Observed difference between PES2020 and APSC2020 data are statistically insignificant for all the indicators dealt with through study.
- The aggregate estimate of Post Enumeration Check data and APSC 2020 data is close enough so that estimate of different indicators need no further adjustment.
- Content Error Rate of Grade-Wise Enrollment lied within ± 3% irrespective of gender and grades.
- The Average Enrollment for GPS showed 0.645% of content error, while the overall rate is 1.602% across the all types of school.
- The highest rate (2.23%) of content error for grade-wise enrollment showed in grade IV.
- In the Pre-primary section, the overall content error rate of enrolment is -0.97%.
- The rate of content error for average number of Male and Female teachers are 1.233% and 0.78% respectively.
- The lowest proportion (-4.55%) of content error for the number of repeaters was found among the girls in Grade I.
- For GPS type school, content error for the number of repeaters was found -1.39%.
- Institution category Independent Ebtedaye showed the maximum rate of content error (4.904%) for the number of rooms across the all types of institute.
- the correction factors are very close to one for all the indicators under investigation, which is why, APSC2020 data need no adjustment by the correction factor.
- Estimated content error rate of the APSC 2020 data is small enough to be negligible. The error rate lies around ±5% for all the indicators dealt with.

- It is noticeable fact that the data of non-government school like KG, Independent Ebtedaye has showed higher level of inconsistency.
- Boys of Pre-Primary grade showed the highest rate of inconsistency (22.401%) as compared to other responses.
- KG schools showed the maximum rate of inconsistency (30.97%), although it is moderate enough to be acceptable.

Index of Inconsistency of gender-wise number of repeaters for all grades is < 19% which is low enough to be acceptable for the further utilization

Explorations from PEC

- Although the survey team senses that the record keeping system of the schools have improved a lot over the years, there is still a lot of scop to improve.
- The DPE has also improved its data management dimensions a lot over the years to introduce the Intregated Information sytem in IMD, DPE, but there are still spaces for further quality.
- Primary Schools in the remote area have been gone through difficulties to send APSC data due to lack internet facilities.
- It is worth to mention that due to COVID-19 pandemic, there were many privately run schools permanently closed because they cannot bear the expense of functioning it. This phenomenon had slightly affected our whole process.

Recommendations from PEC

For further improvement of the quality of upcoming APSC-20 data, the following tentative recommendations are proposed:

- It is worth mentioning that the APSC collected data from more than one hundred thousand primary schools in different types in the primary education sub-sector. Therefore, it needs to allocate time that could be enough to perform a good study and scope to check the quality of data. One month is more tied time interval to deal with such a massive study precisely. If this rush continues in future, it will unambiguously degrade the overall quality of the study spearheading to the chance of erroneous inference. Therefore, it is strongly recommended that the period to complete PEC should be extended.
- It is also suggested that PEC must be conducted within rational time frame of APSC data collection completion.
- There should be every single necessary information or data by City Corporation, Municipal area, Union and ward wise identifications. If this process is not followed well, the data matching for both APSC and PEC is extremely difficult which will mislead the analysis.
- In the data collection, DPE should pay more attention to Privately run schools
- In the data collection process, the non-government or privately run schools like KG schools should strictly monitor top to bottom.

Results from Internal Validation of APSC

The Monitoring and Evaluation Division in association with Information and Mangement Division performs Internal Validation on Annual Primary School Census. This machnisim recommended by the Technical committee of APSC. It is the first time; Monitoring and Evaluation Division execute this task. The Internal Validation crosschecks the census data crosschecked in 32 Upazilla as sample basis including Government Primary school, Private Primary School, Kindergarten school, NGO School and others. It iobserved from the internal Validation that the difference between the cesus data and Interval Validation data is very negligible. On the Other hand, the difference between census data and the Internal Vlaidation data is citable for KG School. It is found that the over enrollment exists in the KG school. In ternal validation Report, It found that Duplicate enrollment found the NGO oriented school: Brac. It revealed from the Internal Validation that 27% over enrollment in the KG School.

Key Indicators in APSC 2018, 2019 and 2020

Sl	Key Indicators		Year		
			2018	2019	2020
1	No. of Schools covered by APSC:		134147	129258	133002
	Government Primary School		65620	65620	65566
2	Total Teachers:	Male	258751	115593	131569
	(Since 2019 had been shows only GPS Teachers)	Female	426649	239129	235911
		All	685400	354722	367480
3	Total Enrolled Students (Grade I-V)	Boys	8,539,067	8075892	8596280
		Girls	8,799,033	8260204	9007559
		All	17,338,100	16336096	17603839
4	Total Pre-primary Enrollment	Boys	1792559	1893734	1963960
		Girls	1785825	1892507	1983892
		All	3578384	3786241	3947852
5	Total Enrollment (All Grade)	Boys	10331626	9969626	10560240
		Girls	10584858	10152711	10991451
		All	20916484	20122337	21551691
6	Gross Intake Rate - GIR (%)	Boys	109.07	107.62	105.95
		Girls	115.57	112.8	109.91
		All	112.32	110.51	107.86
7	Net Intake Rate- NIR (%)	Boys	95.99	96.29	96.43
		Girls	97	96.8	96.82
		All	96.48	96.5	96.62
8	Gross Enrollment Rate- GER (%)	Boys	110.32	106.15	100.1
		Girls	118.3	113.2	108.9
		All	114.23	109.49	104.90
9	Net Enrollment Rate – NER (%)	Boys	97.55	97.65	97.37

Sl	Key Indicators		Year		
			2018	2019	2020
		Girls	98.16	98.01	98.25
		All	97.85	97.74	97.81
10	Cycle Dropout Rate (%)	Boys	21.44	19.2	19.0
		Girls	15.69	15.7	15.5
		All	18.6	17.9	17.2
11	Survival Rate (%)	Boys	80.93	84.1	83.3
		Girls	87.73	86.1	85.9
		All	83.53	85.2	84.7
12	Coefficient of Efficiency%	Boys	80.81	81.9	81.1
		Girls	83.62	83.2	84.8
		All	82.21	82.6	83.20
13	Cycle Completion Rate (Grade I-V) (%)	Boys	78.56	80.8	81.0
		Girls	84.31	83.2	84.5
		All	81.4	82.1	82.8
14	Repetition Rate (%)	Boys	5.8	5.1	5.0
		Girls	5	4.9	4.9
		All	5.4	5.1	5.0
15	PECE Pass Rate	All	97.59	95.50	**[1]
16	Year Inputs Per Graduate	Boys	6.19	6.1	6.05
		Girls	5.98	5.95	5.90
		All	6.08	6.05	6.00

[1] The PECE exam is not held in 2020 due to Covid-19 Pandemic situation.

Chapter One:

CONCEPTS OF OPERATIONAL DEFINITIONS

1. CHAPTER ONE: CONCEPTS OF OPERATIONAL DEFINITIONS[2]

1.1 Access in primary education

Access in primary education	
Definition:	**Purpose:**
Access means a channel, a passage, an entrance or a doorway to primary education. It has a two-way role: 1. A physical approach; 2.Utilization of existing facilities: It is not only essential to provide education facilities but it is equally important that these facilities to be utilized	The purpose is to provide access for all children to primary education as per the national policy and where it would not be possible to provide, alternative schooling should be introduced for their teaching learning at comparable level.

1.2 Class size

Class Size		
Definition	**Purpose**	**Calculation Method**
The average number of students enroled per class.	The purpose is to measure the average number of children taught together at one time in a room. The results can compare with established country's national norms.	Divide the total number of students enroled by the total number of classes. .

1.3 New Entrants

New Entrants
Definition:
New entrants in the first grade of primary education who are of the official primary school entrance age (6 years), expressed as a percentage of the population of the same age (6 years in Bangladesh).

[2] Concepts of Operational Definitions are citation from the two Technical Guideline, UNESCO Institute of Statistics: 1.Meta data for the thematic indicators for the follow –up and review of SDG4 and Education 2030; 2 Education Indicators, Technical Guidelines, November 2009-Updated

1.4 Gross Intake Ratio (GIR) in the First Grade of Primary

Gross Intake Ratio (GIR) in the First Grade of Primary

Definition	Purpose	Calculation Method
Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.	To indicate the general level of access to primary education. It also indicates the capacity of the education system to provide access to grade 1 for the official school-entrance age population	Divide the number of new entrants in grade 1, irrespective of age, by the population of official school-entrance age, and multiply the result by 100. The formulae is given by $GIR^t = \frac{N^t}{P_a^t} * 100$ Where GIR^t Gross Intake Ratio in school year t N^t Number of new entrants in the first grade of primary education, in school year t P_a^t Population of official primary school entrance-age a, in school year t t = Year

Data required	Data source	Type of disaggregation
New entrants in the first grade of primary education (or enrolment minus repeaters in the first grade); population of the official primary school-entrance age.	School register, school survey or census for data on new entrants by age. Population census or Estimates for primary school-entrance age population	By gender and by geographical location like as region, rural/urban).

Quality standards:	Limitations:
Data on population used in deriving this indicator should refer strictly to the official schoolentrance age. Care should be taken not to include repeaters in grade 1 in the calculation, since this will lead to an inflated GIR	A high GIR may be the effect of a backlog of over-aged children who have not entered school when they were at the official primary school-entrance age

1.5 Net Intake Rate (NIR) in the First Grade of Primary Cycle

Net Intake Rate (NIR) in the First Grade of Primary Cycle

Definition	Purpose	Calculation Method
New entrants in the first grade of primary education who are of the official primary school-entrance age expressed as a percentage of the population of the same age.	To precisely measure access to primary education by the eligible population of primary school-entrance age.	Divide the number of children of official primary school-entrance age who enter the first grade of primary education for the first time by the population of the same age, and multiply the result by100.the formulae are given by $NIR^t = \frac{N_a^t}{P_a^t} * 100$ **Where** NIR^t = Net Intake Rate in school year t N_a^t = Number of children of official primary school-entrance age a who enter the first grade of primary education for the first time, in School year t P_a^t = Population of official primary school-entrance age a, in school year t t= Year
Data required	**Data source**	**Type of disaggregation**
New entrants in first grade of primary education by single years of age; population of official primary school-entrance age.	School register, school survey or census for data on new entrants by age; population census or Estimates for school-entrance age population.	By gender and by geographical location like as region, rural/urban).
Quality standards:	**Limitations:**	
Data on both new entrants and population used in deriving this indicator should refer strictly to the official school-entrance age. NIR in principle should not exceed 100%.	Caution is required when making cross-country comparisons; neither the length of the school year nor the quality of education is necessarily the same in each country. In addition, as this indicator does not directly take into account the effects of repetition, it is not strictly comparable between countries with automatic promotion and those allowing grade repetition. It should also be noted that, depending on countries, the enrolment data do not account for many types of continuing education and training. For these reasons, this indicator should be interpreted in the light of complementary indicators, particularly percentage of repeaters.	

1.6 Transition Rate (TR) from Primary to Secondary Education

Transition Rate (TR) from Primary to Secondary Education

Definition

The number of pupils (or students) admitted to the first grade of a higher level of education in a given year (grade 6), expressed as a percentage of the number of pupils (or students) enroled in the final grade of the lower level of education in the previous year (grade-5).

Purpose

The purpose is to convey information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator. Viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

Calculation Method

Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of pupils who enroled in the final grade of the preceding cycle or level of education in the previous school's year then multiply by 100. The formula is given by

$$TR^{t}_{h,h+1} = \frac{E^{t+1}_{h+1,1} - R^{t+1}_{h+1,1}}{E^{t}_{h,n}} * 100$$

Where:

$TR^{t}_{h,h+1}$ Transition rate (from cycle or level of education h to h+1 in school year t)

$E^{t+1}_{h+1,1}$ Number of pupils enroled in the first grade at level of education h+1 in school year t+1

$R^{t+1}_{h+1,1}$ = Number of pupils repeating the first grade at level of education h+1 in school year t+1

$E^{t}_{h,n}$ Number of pupils enroled in final grade n at level of education h in school year t

Data required

Enrolment in the final grade of a given cycle or level of education for year t and new entrants to (or enrolment minus repeaters) the first grade of the higher cycle or level of education for year t+1.

Data source

School register, school survey or census.

Type of disaggregation

By gender, level of education and geographical location (region, rural/urban).

Quality standards:

Limitations:

This indicator should be based on reliable data on new entrants (or on enrolment and repeaters), especially in the first grade of the higher cycle or level of education. High transition rates indicate a high level of access or transition from one level of education to the next. They also reflect the intake capacity of the next level of education. Inversely, low transition rates can signal problems in the bridging between two cycles or levels of education, due to either deficiencies in the examination system, or inadequate admission capacity in the higher cycle or level of education, or both	This indicator can be distorted by incorrect distinction between new entrants and repeaters, especially in the first grade of the specified higher level of education. Students who interrupted their studies for one or more years after having completed the lower level of education, together with the migrant students, could also affect the quality of this indicator.

1.7 Gross Enrolment Ratio (GER):

Gross Enrolment Ratio (GER)		
Definition	**Purpose**	**Calculation Method**

Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.	To show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment.	Divide the number of pupils (or students) enroled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, and multiply the result by 100.The formulae is given by $GER_h^t = \frac{E_h^t}{P_{h,a}^t} * 100$ Where: GER_h^t Gross Enrolment Ratio at level of education h in school year t E_h^t Enrolment at the level of education h in school year t $P_{h,a}^t$ Population in age group a which officially corresponds to the level of education h in school year t Example: If the entrance age for primary education is 7 years with a duration of 5 years, then a is (7-11) years.
Data required Total enrolment for a given level of education. Population of the age group corresponding to the specified level.	**Data source** School register, school census for data on enrolment by level of education. Population censuses or estimates for school-age population normally obtained from the central statistical office	**Type of disaggregation** By gender, geographical location (region, urban/rural) and by level of education
Quality standards: GER at each level of education should be based on total enrolment in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmer.	**Limitations:** GER can exceed 100% due to the inclusion of over-aged and under-aged pupils/students because of early or late entrants, and grade repetition. In this case, a rigorous interpretation of GER needs additional information to assess the extent of repetition, late entrants, etc..	

1.8 Net Enrolment Rate (NER)

Gross Intake Ratio (GIR) in the First Grade of Primary

Definition	Purpose	Calculation Method
Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.	To show the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education.	Divide the number of pupils (or students) enroled who are of the official age group for a given level of education by the population for the same age group and multiply the result by 100. $NER_h^t = \frac{E_{h,a}^t}{P_{h,a}^t} * 100$ Where: NER_h^t Gross Enrolment Ratio at level of education h in school year t E_h^t Enrolment at the level of education h in school year t $P_{h,a}^t$ Population in age group a which officially corresponds to the level of education h in school year t. Example: If the entrance age for primary education is 7 years with a duration of 5 years, then a is (7-11) years.

Data required	Data source	Type of disaggregation
Enrolment by single years of age for a given level of education. Population of the age group Corresponding to the given level of education.	School register, school census for data on enrolment by age; population censuses or estimates for school-age population normally obtained from the central statistical office	By gender, geographical location (region, urban/rural) and by level of education.

Quality standards:

Limitations:

NER at each level of education should be based on enrolment of the relevant age group in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmes.	For tertiary education, this indicator is not pertinent because of the difficulties in determining an appropriate age group due to the wide variations in the duration of programmes at this level of education.

1.8 AGE SPECIFIC ENROLMENT RATE (ASER)

Definition: Enrolment of a specific single age enroled, irrespective of the level of education, as a percentage of the population of the same age.
Purpose: To show the extent of the educational participation of a specific age cohort.
Calculation method: Divide the number of pupils (or students) of a specific age enroled in educational institutions at all levels of education by the population of the same age and multiply the result by 100.

$$ASER_a^t = \frac{E_a^t}{P_a^t} * 100$$

Where :

$ASER_a^t$ Age Specific Enrolment Rate of the population of age a in school year t

E_a^t Enrolment of the population of age a in school year t

P_a^t Population of age a in school year t

Data required: Enrolment by single years of age. Population of th e corresponding age.
Data source: School register, school survey or census for data on enrolment by age. Population censuses or estimates for single year school-age population normally obtained from the Central statistical office.
Types of disaggregation: By gender, geographical location (region, urban/rural) and by level of education.
Limitations: This indicator does not give an indication of the grade or the level of education in which pupils or students are enroled except when it is calculated by level of education.

1.9 Repetition Rate by Grade (RR)

Definition: Proportion of pupils from a cohort enroled in a given grade at a given school year who study in the same grade in the following school year.

Purpose: To measure the rate at which pupils from a cohort repeat a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.

Calculation method: Divide the number of repeaters in a given grade in school year t+1 by the number of pupils from the same cohort enroled in the same grade in the previous school year t.this given by

$$RR_i^t = \frac{R_t^{t+1}}{E_i^t}$$

Where

RR_i^t Repetition Rate at grade i in school year t

R_t^{t+1} Number of pupils repeating grade i, in school year t+1

E_i^t Number of pupils enroled in grade i, in school year t

Data required: Enrolment by grade for school year t and number of repeaters from the same cohort by grade for year t+1.

Data source: School register, school survey or census for data on enrolment and repeaters by grade.

Type of disaggregation: By grade, gender, geographical location (regions, urban/rural) and by type of institution (public/private).

Limitations: In some cases, low repetition rates merely reflect policies or practices of automatic promotion. The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially in comparisons between education systems.

1.10 Survival Rate (SR)

Definition: Percentage of a cohort of pupils (or students) enroled in the first grade of a given level or cycle of education in a given schools year expected to reach successive grades, regardless of repetition. DPE uses UNESCO reconstruction cohort model for calculating survival rate

Purpose: The purpose is to measure the retention capacity and internal efficiency of an education system. It illustrates the situation regarding retention of pupils (or students) from grade to grade in schools, and conversely the magnitude of dropout by grade.

Calculation method: Divide the total number of pupils belonging to a pupil cohort who reached each successive grade of the specified level of education by the number of pupils in the schools cohort, i.e. those originally enroled in the first grade of primary education, and multiplies the result by 100. Current survival rates to be estimate using the reconstructed cohort method. This technique calculates the survival rate for a theoretical cohort of children who experience the current promotion, repetition and dropout rates at each grade as they move through the schooling system. It uses data on enrolment and repeaters for two consecutive years. The Formulae is given by

$$SR_{g,i}^k = \frac{\sum_{t=1}^{m} P_{g,i}^t}{E_g^k} * 100$$

Where: $P_{g,i}^t = E_{g,i+1}^{t+1} - R_{g,i+1}^{t+1}$

i grade (1,2,3------n)

t year (1,2,3 ------m)

g pupil-cohort

$SR_{g,i}^k$ Survival Rate of pupil-cohort g at grade i for a reference year k

E_g^k Total number of pupils belonging to a cohort g at a reference year k

$P_{g,i}^{t}$ Promotees from E_{g}^{k} who would join successive grades i throughout successive years t

R_{i}^{t} Number of pupils repeating grade i in school year t

Data required: Enrolment by grade for two consecutive years (years t and t+1); number of repeaters by grade for year t+1.

Data source: School register, school survey or census.

Type of disaggregation: By gender, geographical location (region, urban/rural) and by type of institution

(Private/public). Survival rates can also be disaggregated with or without grade repetition.

Limitations: Given that this indicator is usually estimated using cohort analysis models that are based on a number of assumptions (i.e. the observed flow rates will remain unchanged throughout the cohort life), care should be taken in using of the results in comparisons. Care should also be taken in calculating the indicator at sub-national level because of possible pupils' transfers between localities.

1.11 Coefficient of Efficiency

Definition: The ideal (optimal) number of pupil years required (i.e. in the absence of repetition and dropout) to produce a number of graduates from a given schools cohort for primary education expressed as a percentage of the actual number of pupil years spent to produce the same number of graduates. DPE uses UNESCO reconstruction cohort model for calculating Coefficient of efficiency.

Purpose: This is an indicator of the internal efficiency of an educational system. It summarizes the consequences of repetition and dropout on the efficiency of the educational process in producing graduates.

Calculation method: Divide the ideal number of pupil years required to produce a number of graduates from a given schools cohort for the specified level of education by the actual number of pupil years spent to produce the same number of graduates, then multiply the result by 100. The coefficient of efficiency calculated based on the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.the formulae is given is by

$$CE_g = \frac{\sum_{j=n}^{n+k} G_{g,n*n}}{\left\{\sum_{j=n}^{n+k} G_{g,j*j}\right\}+\left\{\sum_{j=1}^{n+k} D_{g,j*j}\right\}}$$ For more details, see the flow diagram on cohort analysis.

Where

CE_g Coefficient of Efficiency for a pupil-cohort g

$G_{g,n}$ Number of pupils graduating from cohort g in final grade n after n years of study (without repetition)

$G_{g,j}$ Number of pupils graduating from cohort g in final grade n after j years of study

$D_{g,j}$ Number of pupils (of the cohort g) dropping out after j years of study

k Number of repetitions allowed
n Normal duration of study for a cycle or level of education
g Pupil-cohort
j Number of years of study.

Data required: Number of graduates and dropouts by length of study. These data can also be derived by using the reconstructed cohort model, which requires enrolment by grade for two consecutive years (years t and t+1); number of repeaters by grade for year t+1 and number of graduates for year t.

Data source: School register, school survey or census for data on repeaters and enrolment.

Type of disaggregation: By gender, geographical location (region, urban/rural) and by school type (private/public).

Limitations: Given that this indicator is usually derived using cohort analysis models that are based on a number of assumptions, and owing to the highly synthetic nature of this indicator, care should be taken in the use of the results in comparing education systems. From a conceptual viewpoint, having most pupils (or students) graduating within the prescribed duration of the cycle is optimal with regard to economic efficiency and resource utilization, but this does not necessarily imply achievement of the expected learning outcomes. Also, according to this calculation method, early dropouts (i.e. from lower grades) can result in higher internal efficiency than late dropout (i.e. from higher grades); this means that efficiency from the economic point of view can be in contradiction with educational objectives aiming at retaining pupils in schools until higher grades when they would have acquired the desired knowledge and skills.

1.12 Years Input Per Graduate

Definition: The estimated average number of pupil-years spent by pupils (or students) from a given cohort who graduate from a given cycle or level of education, taking into account the pupil-years wasted due to dropout and repetition. N.B. One school year spent in a grade by a pupil is equal to one pupil-year.

Purpose: To assess the extent of educational internal efficiency in terms of the estimated average number of years to be invested in producing a graduate.

Calculation method: Divide the total number of pupil-years spent by a pupil-cohort (graduates plus dropouts) in the specified level of education by the sum of the successive batch of graduates belonging to the same cohort. This indicator is calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.the formulae is given by

$$YIG_g = \frac{\{\sum_{j=n}^{n+k} G_{g,j} * j\} + \{\sum_{j=1}^{n+k} D_{g,j} * j\}}{\sum_{j=n}^{n+k} G_{g,j}}$$

Where

YIG_g Years input per graduate (for graduates belonging to cohort g)

$G_{g,j}$ Graduates from cohort g after j years of study

$D_{g,j}$ Dropouts from cohort g after j years of study

k Number of repetitions allowed
n Normal duration of study for a cycle or level of education
g Pupil-cohort
j Number of years of study.

Data required: Total number of pupil-years spent by the pupil-cohort and the total number of graduates from the same cohort. These data can be derived using cohort reconstructed model, which requires enrolment by grade for two consecutive years (years t and t+1); number of repeaters by grade for year t+1 and number of graduates for year t.

Data source: School register, school survey, census or records.

Type of disaggregation: By gender, geographical location (region, urban/rural) and by type of institution

(private/public).

Interpretation: The closer the value of this indicator is to the theoretical number of grades (or duration) of the

Specified education cycle, the higher the internal efficiency and the lesser the negative effects of repetition and dropout. A high number of pupil-years per graduate as compared to the normal duration, denotes waste of resources and hence inefficiency.

Quality standards: Since the calculation of this indicator is based on pupil-flow rates, its reliability depends on the consistency of data on enrolment and repeaters in terms of coverage over time and across grades.

Differences in national regulations concerning the number of repetitions allowed constitute an aspect to be taken into account when using this indicator for cross-country comparisons.

Limitations: From a conceptual viewpoint, having most pupils (or students) graduating within the prescribed

Duration of the cycle is optimal with regard to economic efficiency and resource utilization, but this does not

Necessarily imply achievement of the expected learning outcomes. Also, according to this calculation method, early dropouts (i.e. from lower grades) can result in higher internal efficiency than late dropout (i.e. from higher grades);

This means that efficiency from the economic point of view can be in contradiction with educational objectives aiming to retain pupils in schools until higher grades when they would have acquired the desired knowledge and skills.

1.13 Percentage of Repeaters

Definition: Total number of pupils who are enroled in the same grade as in a previous year, expressed as a

Percentage of the total enrolment to the specified grade.

Purpose: To measure the extent and patterns of repetition by grade, as part of the internal efficiency of education system.

Calculation method: Divide the number of pupils/students repeating a given grade in a given school year by the number of pupils or students enroled in the same grade in the same school year and multiply by 100. It can be

Calculated for the whole level of education by dividing the sum of repeaters in all grades of the given level by the total enrolment of that level of education and multiply the result by100.the formulae is given by

$$PR_i^t = \frac{R_i^t}{E_i^t} * 100$$

Where

PR_i^t Percentage of repeaters in grade i, in school year t

R_i^t Number of pupils repeating grade i in school year t

E_i^t Number of pupils enroled in grade i, in school year t

Data required: Number of repeaters and enrolment by grade for the same school year.

Data source: School register, school census or surveys for data on repeaters and enrolment by grade.

Types of disaggregation: By gender, geographical location (region, rural/urban areas) and level of education.

Interpretation: High values reflect serious problems of grade repetition or the internal efficiency of the education system.

Quality standards: The definition of repeaters should be unambiguously applied to include even pupils or students repeating more than once in the same grade and those who repeat the same grade while transferring from one school to another. Pupils or students who were not studying in the same grade in the previous year should be excluded.

Limitations: The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially in comparisons between education systems.

Data Required: Enrolment by grade for school year t and number of repeaters from the same cohort by grade for year t+1.

Data source: School register, school survey or census for data on enrolment and repeaters by grade.

1.14 Pupil Teacher Ratio (PTR) / Student Teacher Ratio (STR) :

Definition: Average number of pupils (students) per teacher at a specific level of education in a given school year.

Purpose: To measure the level of human resources input in terms of the number of teachers in relation to the size of the pupil population. The results can be compared with established national norms on the number of pupils per teacher for each level or type of education.

Calculation method:

$$PTR_h^t = \frac{E_h^t}{T_h^t}$$

Where:

PTR_h^t Pupil-teacher ratio at level of education h in school year t

E_h^t Total number of pupils or (students) at level of education h in school year t

T_h^t Total number of teachers at level of education h in school year t

Data required: Number of pupils enroled and teaching staff for the specific level of education.

Data source: School registers, teacher records, school census or surveys for data on enrolment and teaching staff.

Type of disaggregation: By level of education, type of institutions (private/public) and by geographical location (region, urban/rural).

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

Quality standards: In computing and interpreting this indicator, one should take into account the existence of parttime teaching, school-shifts, multi-grade classes and other practices that may affect the precision and meaningfulness of pupil-teacher ratios. If feasible, the number of part-time teachers is to be converted to 'full-time equivalent' teachers; a double-shift teacher is to be counted twice, etc. Care should be exercised to include all staff involved in teaching. Teachers are defined as persons whose professional activity involves the transmitting of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to students enroled in a formal educational institution.

Limitations: This indicator does not take into account factors which could affect the quality of teaching/learning, such as differences in teachers' qualifications, pedagogical training, experiences and status, teaching methods, teaching materials and variations in classroom conditions.

1.15 Percentage of Female Teachers

Definition: The number of female teachers at a given level of education expressed as a percentage of the total number
of teachers (male and female) at the same level in a given school year.
Purpose: To show the gender composition of the teaching force. It helps also in assessing the need for opportunities
and/or incentives to encourage women to participate in teaching activities at a given level of education.
Calculation method: Divide the total number of female teachers at a given level of education by the total number of
teachers (male and female) at the same level in a given school year, and multiply by 100.

$$\%FT_h^t = \frac{FT_h^t}{T_h^t} * 100$$

$\%FT_h^t$ Percentage female teachers in educational level h in year t

FT_h^t Number of female teachers in educational level h in year t

T_h^t Total number of teachers (male and female) in educational level h in year t

Data required: Number of teachers by gender.

Data source: School census or surveys and teachers' records.

Type of disaggregation: By level of education, geographical location (region, rural/urban), by type of institutions (public and private), by teacher age groups and teacher qualifications.

Interpretation: Percentage of female teachers approaching 50% indicates gender parity in the composition of the teaching force. A value of greater than 50% reveals more opportunities and/or preference for women to participate in teaching activities at a specific level, grade or programme of education.

Quality standards: This indicator should be based on reliable data on teaching staff by gender (full and/or part-time teachers) at each level of education. When calculating this indicator, care should be exercised to ensure that the number of female teachers and the total number of teachers correspond to the same type of institution, full or parttime. Such calculation should include all staff involved in teaching. Teachers are defined as persons whose professional activity involves the transmitting of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to students enroled in a formal educational institution.

Limitations: This indicator measures the level of gender representation in the teaching profession rather than the effectiveness and quality of teaching.

1.16 Out-of-Schools Children (OOSC)

Definition: Children in the official primary school age range who are not enroled in either primary or secondary schools.

Purpose: To identify the size of the population in the official primary school age range who should be targeted for policies and efforts in achieving universal primary education.

Calculation method: Subtract the number of primary school-age pupils enroled in either primary or secondary school from the total population of the official primary school age range.

Data required: Population of the official primary school age range and number of pupils of primary school age enroled in either primary or secondary school.

Data sources: School register, school survey or census for enrolment; population census or estimates.

Type of disaggregation: By gender and geographical location, (region, rural/urban areas).

Interpretation: The higher the number of out-of-school children, the greater the need to focus on achieving universal primary education. Some children of primary school-age who have never been in school may or may not eventually enrol as late entrants. Other children may have initially enroled but dropped out before reaching the 'official' age of primary completion. When disaggregated by geographical location, this indicator can identify areas needing the greatest efforts. Policies can also focus efforts on priority population groups or a particular gender.

Quality standards: Enrolment count should include in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmes.

Limitations: Discrepancies between enrolment and population data coming from different sources may not give the exact magnitude of out-of-school children.

1.17 Dropout Rate by grade (DR) :

Definition: Proportion of pupils from a cohort enroled in a given grade at a given school year who are no longer enroled in the following school year.

Purpose: To measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.

Calculation method: Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).

$$DR_i^t = 100 - (PR_i^t + RR_i^t)$$

Where :

DR_i^t Dropout Rate at grade i in school year t

PR_i^t Promotion Rate at grade i in school year t

RR_i^t Repetition Rate at grade i in school year t

Data required: Enrolment by grade for school year t and enrolment and number of repeaters by grade for year t+1.
Data source: School register, school survey or census for data on enrolment and repeaters by grade.
Type of disaggregation: By grade, gender, geographical location (regions, urban/rural) and type of institution (public/private).
Interpretation: Ideally, the rate should approach 0%; a high dropout rate reveals problems in the internal efficiency of the educational system. By comparing rates across grades, it is possible to identify those which require greater policy emphasis.

Quality standard: Like other pupil-flow rates (promotion and repetition rates), the dropout rate is derived by

analysing data on enrolment and repeaters by grade for two consecutive years. One should therefore ensure that such data are consistent in terms of coverage over time and across grades. Special attention should also

be paid to minimizing some common errors which may bias these flow-rates, such as: Over-reporting enrolment/repeaters (particularly in grade one); incorrect distinction between new entrants and repeaters; transfers of pupils between grades and schools.

Limitations: The level and maximum number of grade repetitions allowed can in some cases be determined by the educational authorities with the aim of coping with limited grade capacity and increasing the internal efficiency and flow of pupils (or students). Care should be taken in interpreting this indicator, especially when comparing education systems.

1.18 Cohort Completion Rate for Primary Education (CCR):

Definition: Percentage of a cohort of pupils enroled in the first grade of primary education in a given schools year expected to complete primary education. The CCR is the product of the probability of reaching the last grade (survival rate) and the probability of graduating from the last grade. DPE uses UNESCO reconstruction cohort model for calculating completion rate.

Purpose: To assess the likelihood that pupils of the same cohort, including repeaters, complete primary education.

1.19 Gender Parity Index (GPI)

Definition: Ratio of female to male values of a given indicator.

Purpose: The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society.

Calculation Method: Divide the female value of a given indicator by that of the male.

$$GPI_i^t = \frac{F_i^t}{M_i^t}$$

GPI_i^t Gender parity index of a given indicator i in year t

F_i^t Female value of a given indicator i in year t

M_i^t Male value of the same indicator i in year t

Data Required: Female and male values of the given indicator.
Data source: See source of the given indicator.
Type of disaggregation: By level of education, type of institution (private/public) and geographical location (region, urban/rural).
Interpretation: A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way round for indicators that should ideally approach 0% (e.g. repetition, dropout, illiteracy rates, etc). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.
Quality Standards: See quality standards for the underlying indicators.

Limitations: The index does not show whether improvement or regression is due to the performance of one of the gender groups. Interpretation requires trend analysis of the underlying indicators.

1.20 Ebtedayee Madrashas

Definition: This is the level of Madrasha system offering Islamic education equivalent to the primary level of general education. It offers both religious and general education instruction to the Muslim students.

1.21 Equity

Definition: Equity means equitable access to and participation in all management and program functions regardless of special characteristics including but not limited to gender, race, colour, national origin, disability and age.

Calculation Method: Divide the female value of a given indicator by that of the male.

Limitations: The index does not show whether improvement or regression is due to the performance of one of the gender groups. Interpretation requires trend analysis of the underlying indicators.

1.22 Grade Transition (GT)

Definition: In education, grade transition is the number of a cohort of pupils who enters first grade of primary education and who experience promotion, dropout and repetition from grade to grade, i.e., how many of them roll over to the next grade, next year and so on, and thus complete a particular level or stage of education.

1.23 Primary Education (Formal)

Definition: Formal primary education refers to education, as determined by the government for the children of age group 6^{+yrs} to 10^{+yrs} years in grades1-5 having a prescribed national curriculum, textbooks, schools hours and the schools year, which begins in January and ends in December.

1.24 Primary Graduate:

Definition: A pupil or students who are successfully complete a level of education such as primary education (from grade 1 to 5 in Bangladesh) called primary graduate. In other words, total numbers of new entrants to the first grade of primary in a given year, regardless of age, who are expect to graduate from the last grade of primary education, regardless of repetition, expressed as a percentage of the population at the official graduation age from primary education in the same year.

Purpose: To estimate the future outputs of primary education based on current new entrants to the first grade of primary education assuming current grade transition and repetition rates as well as last grade graduation probability remain unchanged. It therefore predicts the effect on last grade graduation of current education policies on entrance to primary education and future years of schooling.

Calculation method: Multiply the expected gross intake ratio to the last grade of primary education by the probability of graduation at the last grade of primary. This indicator is calculated by the DPE on the basis of the UNESCO reconstructed cohort method.

1.25 Promotion Rate by Grade

Definition: Proportion of pupils from a cohort enroled in a given grade in a given schools year those studies in the next grade in the following schools year.

Purpose: It is measure the performance of the education system in promoting pupils from a cohort from grade to grade, and its effect on the internal efficiency of educational systems. It is also a key indicator for analyzing and projecting pupil flows from grade to grade within the educational cycle.

Calculation method: Divide the number of new enrolments in a given grade in a given schools year (t+1) by the number of pupils from the same cohort enroled in the preceding grade in the previous schools year (t).

1.26 Pupil Cohort

Definition: Pupil-cohort is a group of pupils who enter the first grade of any level of education in the same schools year and subsequently experienced promotion, repetition, dropout each in his or her own way.

1.27 Pupil Year

Definition: Pupil year is a non-monetary measure of educational inputs or resources. One pupil year denotes the resources spent to maintain a pupil in schools for one year.

1.28 Urban Area

Definition: Urban areas of APSC refers to the area covered by municipalities, Upazila headquarters, District and divisional headquarters and City Corporations in the country

Chapter Two: Introduction

2. CHAPTER TWO: INTRODUCTION

2.1 Background

In Bangladesh, Primary Education is one of the most important sectors. After independence in 1971, there were various efforts and interventions undertaken to achieve the Universal Primary Education. This aspiration is clearly reflected in the Article 17 of the Constitution of the People's Republic of Bangladesh, which states "establishing a uniform mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law". This aspiration subsequently embedded in the legislation, policies and programs of the Bangladesh Government.

The primary education system in Bangladesh is one of the largest systems all over the world. The country has undertaken a number of measures to improve primary education since its independence. Creditable progress in access and gender equality is the major achievements of these efforts. However, in terms of quality education, student`s learning achievement and reduction of dropout in Bangladesh has not yet made similar breakthrough.

With a view to improve the quality primary education, the Government of Bangladesh has undertaken an integrated sub-sector wide program known as PEDP since 2005 in assistance with the Development Partners (DPs). Now the Fotrh Primary Education Development Program (PEDP4) for 2018-2023 running to improve the quality at all levels of the primary education sub sector. objectives of the PEDP4 are:

The main objective of PEDP4 is to:

• Provide quality primary education for all children of the country from pre-primary up to grade 5 through an inclusive and equitable education system.

The specific objectives of the program are to:

• Enhance the quality of teaching-learning practice being applied in schools that enable children to acquire the essential grade-level competencies stipulated in the curriculum;

• Provide all communities with learning environment that support participation of all children, ensure continuity of education and enable quality; and

• Ensure the strong governance, adequate and equitable financing and good management of the primary education system so as to enable the provision of quality education that is efficient, inclusive and equitable.

PEDP4 aims to provide quality education to all children of Bangladesh—from preprimary to grade 5—through an efficient, inclusive, and equitable education system. It will be implemented over the course of five years (2018/19–2022/23) and will cover one year of PPE and grades 1–5. The direct beneficiaries of PEDP4 are approximately more than twenty-one million children enrolled in the MoPME/DPE preprimary and primary education system. The indirect beneficiaries include over 90 million family and community members in all areas of the country. PEDP4 is clustered around three results areas or components: (a) quality, (b) equitable access and participation, and (c) management, governance, and financing. The objective of the first component is to enable children to acquire the essential grade-level competencies stipulated in the curriculum by implementing quality teaching-learning practices in all schools. The second component aims to provide all communities with learning environments that support participation of all

children and ensure continuity of education. The third component seeks to ensure strong governance, adequate and equitable financing, and good management of the primary education system to enable the provision of quality education that is efficient, inclusive, and equitable. The program has a total of 21 subcomponents to support the achievement of these objectives.

2.2 Objective of the Annual Primary School Census

The Annual Primary School Census makes preparations to cover the update information aimed at supporting the MoPME, DPE, DP's and other Government departments, for the planning and decision-making process. Additionally, it serves as an authentic source of information for the research community as well as the public in general. The ultimate objective of APSC 2020 is to collect necessary data for measuring the current trend of primary education compare with the PEDP3, SDG4 and PEDP4 by using the above KPIs, Non-KPIs and PSQL indicators.

2.3 Scope of the Annual Primary School Census

APSC 2020 report makes up twenty-five (25) types of primary level educational institutions offering primary education in Bangladesh. The census questionnaire collects information on enrollment, attendance, repetition, teachers' qualifications, SMC's information, water and sanitation, SLIPs, physical infrastructure and availability of teaching-learning materials. To adjust the PEDP4 requirement, new information on pre-primary education, distribution of textbooks, stipend beneficiaries, ICT information and school feeding beneficiaries etc. integrated into the APSC since 2013 and WASHBLOCK in 2020. There is a window for further development. The APSC is an indispensable and reliable source of information for the greater part of the primary education system. There is, however, a need to improve the process so that results are timely and widely available. The APSC has been in full operation since 2002, when it received technical support from the ESTEEM project implemented by the Cambridge Education Committee (CEC) and supported by the UK Department for International Development (DFID). Only four types of schools. The questionnaire, management of data, the analyses and interpretation of data have improved gradually and expanded to meet PEDP4 aligned with SDG4 requirements. The APSC school coverage has also improved in recent years covering 25 different types of schools in 2020.

2.4 Methodology

The APSC has attempted to ensure covering all types of primary level educational institutions all over the country in this year census. The methodology of APSC 2020 is as follows:

2.4.1 Questionnaire (APSC Data collection form)

The APSC uses a structured questionnaire for on-line based data collection. The questionnaire contains several sections. Essentially, the questionnaire collects basic information on the school – EMIS code, school type, name, address, establishment year, location, shift, play ground, electricity connection, the School Learning Improvement Plan (SLIP), geographical location of schools, etc.

Section 1 collects student information such as enrolment at pre-primary education, grade-wise enrolment, enrolment of special needs and indigenous children, stipend beneficiaries, school feeding beneficiaries, attendance, repeater and age specific numbers of children (4-18 years), etc.

Section 2 covers teacher information such as total teacher sanctioned posts, existing teachers including their educational qualifications, pre-service and in-service training.
Section 3 requests School Management Committee related information.
Section 4 addresses the school's physical infrastructure and related information such as number of school buildings, rooms, classrooms, furniture, etc.
Section 5 gathers water and sanitation related information such as functioning water sources, toilets, WASH block, etc.
Section 6 asks for SLIP related information, specifically as to SLIP preparation, implementation, and contribution collected from the local and government grants.
Section 7 requests ICT related information and finally
Section 8 in this section, others such as text book related information.

The Monitoring & Evaluation Division distributes the questionnaire along with an instruction manual (in Bangla) to all the schools through District Primary Education Officers (DPEOs), Upazila Education Officers (UEOs) / Thana Education Offcers (TEOs) and AUEOs (Assistant Upazila Education Officers) by December for data collection in February-March of the following year.

2.4.2 Method of Data Collection

The DPE has started online system as pilot basis at the 20 Upazilas in 2014, and then gradually increased the number of Upazila from 20 to 32 in 2015, 32 to 64 in 2016, 64 to 263 in 2017 and 263 to 508 in 2018. Now, this year (2020) the M&E division has collected data from all upazila/Thana through Online software. The Head teacher's fill-up the electronic copy of the questionnaire downloaded from the DPE server. In After that respective Assistant Upazila Education Officers (UEOs) electronically cross checked and verified the submitted date filledup by the Head Teacher.The Upazilla Education officer / thana Education officer also verified and electronically approved the filled-in questionnaire. Afterward Information Management Division retrieved the filled questionnaires from their server and appends along data and prepared the national APSC raw dataset. The Head Teacher of a primary school from government oriented or privates insert the school related information: update general information, student enrollment from pre primary to primary, teacher information, infrastructure related information, Classroom information, repeater information, ICT related information upto 28 February, 2020.

2.4.3 Work Plan for Designing APSC-2020

Activities	Year 2020-21												
	Month												
	1	2	3	4	5	6	7	8	9	10	11	12	1
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
APSC Data Collection Form send to all Primary School through Upazila education Office													
Head Teachers Fill up the APSC Form and data entry in Online Software. After that send to respective UEO / TEO Office through AUEO / ATEO.In this case AUEO cross check the data, which was filled up by Head Teacher.													
UEO / TEO Offices verify and approval in software with the help of AUEO / ATEO													
IMD in association of the Monitoring and Evaluation Division collected the data and cleaned, then, append the data as master data set.													
Internal Validation by IMD, Monitroing, and Evaluation Division and APSC report Preparation.													

Activities	Year 2020-21												
	Month												
	1	2	3	4	5	6	7	8	9	10	11	12	1
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
3nd week of December Technical Committee Meeting Organized by DPE for reviewing 1st Draft report approval. 4rd week of December Draft Report Sharing Workshop will be held with the Participant's of Expert & Stackholders. National Committee (NC) Meeting Organized by MoPME for Final report approval on January. After Approval of APSC Report by National Committee then it uploads in DPE web site by 31st January 2021.													

2.4.4 Data Checking, Processing and Analysis

IMD initially checks all data sets received and appends from all upazilla /Thana from all administrative division in 64 districts as a master data set to prepare a national level APSC database. Then, IMD initiates to check the quality of data to cross check with the prvious data in consultation with M&E personnel and concern APSC personnels. IMD cleans the data following a prescribed APSC Data Cleaning Manual developed by DPE. It also confirms the consistency, accuracy of data and ensures the quality of APSC.
The M&E Division and IMD of DPE process analyze and generate district wise data tables and essential figures such as enrollment, dropout, internal efficiencies etc. of APSC with the assistance of APSC personnels. We collect the previous enrollment along with current enrollment of different types of school in every census for Internal Validation due to every year the census covers the greater number of schools. In

2.4.5 Population Projection

The Directorate of Primary Education used the single age wise (06-10 years) population for calculating Gross of Intake Rate (GIR), Net Intake Rate (NIR), Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) based on the concepts of UNESCO Educational Technical Guidelines. For the calculation of this indicator, DPE used the projected population single aged population from Bangladesh Bureua of Statistics for the year 2020.

2.4.6 Reconstructed Cohort Analysis

Reconstructed Cohort Model
In order to determine the degree of internal efficiency in an actual school cycle, one needs an analytical device that helps to simplify, to a degree, the numerous, overlapping, and complicated movements of pupils. This simplifying device is that of a *cohort*, a term which educational planners have borrowed from demography.

- A cohort is defined as a group of persons who jointly experience a series of events over a period.
- A school cohort is defined as groups of pupils who enter the first grade of a given cycle in the same school year and subsequently experience promotion, repetition, dropout or successful completion of the final grade, as the case may be.
- Cohort analysis traces the flow of a group of pupils who enter Grade 1 in the same year and progress through an entire educational cycle.
- To illustrate cohort analysis in operation, imagine a cohort of, say, 1,000 pupils who enter Grade 1 of a 5-grade cycle in the same year t = 1. The 1,000 pupils will proceed systematic through the cycle, with the exception of some who will drop out at various points along the way, others being held up by one or more repetitions and only a few completing the entire cycle in the minimum time of four-years. This illusatrates cohort through a school cycle. This kind are used as a basis for calculating several indicators of the degree of 'internal efficiency' in a given ducational cycle.

- **The structure of the system**

· Country of the data set
· Starting grade number
· Number of grade-years
· Academic year (the first of two consecutive years)

- **Data requirement**

· Enrolment by grades
· Repeaters by grades year

Output of the cohort analysis

· Repetition Rate
· Dropout Rate
· Survivors to the Grade
· Years input per Graduate
· Coefficient of Efficiency

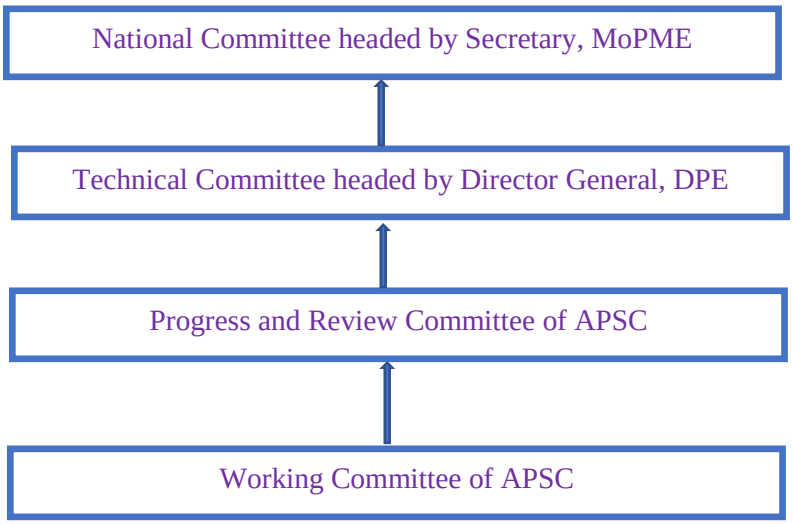
DPE used the Reconstructed Cohort Model to measure the Internal Efficiencies, which are output of the cohort analysis. In the cohort analysis, DPE used the cuurent enrollment, the previous year enrollment and the previous year Repater in Reonstructed Cohort Model Analysis. this census, we consider only Governmant primary school to measure the Internal Efficiency: Cycle Drop out Rate, Repitition rate, Survival Rate, Year Input Per Graduate and Coefficienct of Efficiency by reconstructed cohort analysis. The previous year enrollment is needed to adjust rationally to measure the Distrrict level Internal Efficiency Analysis: Internal Efficienfcy indicator like as drop out rate, Survial Rate, Coefficient of Efficiency and Year Input per Graduate. It is important to mention that DPE collected previous year enrollment by every Census to check the realiabily of the enrolment Data. Previous enrollment is one of the major input of Cohort Analysis.

2.5 Journey of Annual Primary School Census Report

There are several Committee committees for reviewing and advising on the methodologies and approval of APSC report such as:

- National Committee on Primary Education Statistics, MoPME
- Technical Committee in DPE and;
- Annaul Primary School Census Progress/Review Committee
- Annual Primary School Working Committee

Figure 1: Process of Generating APSC-2020



2.6 Organization of the Report

Chapter 1: Concepts of Operational Definition

Chapter 2: Introduction

Chapter 3: Pre-primary Education

Chapter 4: Primary Education
Chapter 5: Inclusive education

Chapter 6: Internal Efficiency

Chapter 7: Teachers Information
Chapter 8: Infrastructure Facilities

Chapter 9: Annexure

The report presents mainly the statistical tables. Some tables and figures also provide the information and trend of achievement as readers could easily understand and contrast the data in line with the previous years.

The tables and figures are organized mainly focus for computing the KPIs, Non-KPIs and PSQLs of PEDP4. Most of the tables arranged with gender segregated historical data starting from the PEDP4 baseline to present the changes over the period. District and Division wise tables are also prepared to reflect the geographical differences for some of SDG4 and PEDP4 indicators.

2.7 Limitations of the Annual Primary School Census 2020

The Annual Primary School Census has been conducting since 2005 and started with only few types of schools (GPS, RNGPS, and Community) and DPE is extending its coverage gradually. Almost twenty-five types of schools that provide primary education in Bangladesh have been covered in this report this year. However, still there might be some more primary schools, which are outside the coverage of the APSC 2020, that are not directly under the purview of DPE. Moreover, many of these institutions do not have formal institutional set up in terms of land, physical infrastructure, and regular teachers and student's enrollment. As a result, it is difficult to collect data from all types of schools.

Head teachers usually fill up the APSC questionnaire (data collection form) but due to time, capacity and budget constraints so far DPE could not able to orient huge number of Head teachers which is extremely necessary to accomplish the function properly.

2.8 Future Plan of Annual Primary School Census (APSC)

The Monitoring & Evaluation Division has been publishing the APSC report every year since 2005. After a review of the process, the DPE management develops a plan to accelerate the preparation of the report and ensuring the timely dissemination, considering its increasing demand from different users. The DPE has also planned to collect data from field through web based customixed software in future in 2020. Accordingly, online data collection piloted in 2014 of 20 Upazilas, 32 Upazilas in 2015, 64 Upazilas in 2016, and 263 Upazilas in 2017 and executed all over Upazilas since 2018. The total work of APSC from the data collection process to publishing the final report will be completed within the calendar year. In the mean time, the M&E has integrated some components into the APSC questionnaire as per SDG's Goal and PEDP4 requirement and further scope for integration of Infrastructure chapter (e.g. wash block, playground, water, sanitation, boundary wall, electricity faciclities, mid day meal etc.) into the questionnaire.

2.9 Pre- Primary Education by type of Institutes

Table 2. 1 :Pre-Primary Education Enrollment Students by school Type and Gender 2020

#	Primary Institutions	Boys	Girsl	Total	Girls (%)
1.	Government Primary School	868573	898692	1767265	50.9
2.	Private Primary School	48961	49160	98121	50.1
3.	Ebtadayee Madrasa	43138	40200	83338	48.2
4.	Kindergarten	613320	578315	1191635	48.5
5.	NGO Schools (Garde 1-5)	85710	91133	176843	51.5
6.	High Madrasa attached Primary Section	34651	32978	67629	48.8
7.	High Schools attached Primary Section	41633	43128	84761	50.9

8.	NGO Learning Centers[3]	189037	212211	401248	52.9
9.	Sishu Kollyan Primary School	1749	1670	3419	48.8
10.	Others[4]	37188	36405	73593	49.5
Total		**1963960**	**1983892**	**3947852**	**50.3**

2.10 Primary Education by Type of Institutes

In Bangladesh, there are many types of formal and non-formal primary level educational institutions manages by the government as well as NGOs. Although primary education system of Bangladesh is comprised of a mix of heterogeneous providers. A variety of schools operate within the country: government run schools, privately run schools and madrasah, NGOs Schools and Learning center and kindergarten schools. In 2020 Annual primary School censu are marked in the 25 types school in the Primary Education sub sector.

From the Census Result, it is observed that more than 10.6 million students are enrolled in the government primary School from Grade 1 to Grade 5. It is also observed that more that half of stedents is girl's student which figure out 51.2% of the total student. In 2020 Annual primary school Census are covered mone than one thousand primay schools including different types of school as shown in the table 2.2. The 2020 Primary School Census covered 133002 schools with preprimary and primary, learning center level educational institutes. Among those, the following Tables 2.2 present the number of primary schools by type, primary teachers and enrolled children by type of schools in 2020.

From the Census Result, it obsevered that more 21.5 million students are enrolled in the Promary education subsetor from pre primary to grade 5 level. It is also observed that more half of the students are girls as enrolment. The Ministry of Primary and mass Eduaction emphasised the pre primary stage in all government primary School as shown in the table 2.3.

Table 2. 2 : Student Enrolment from Grade 1 to Grade 5

Primary Institution Type	Boys	Girls	Total	% Girls
Government Primary School	5061989	5592528	10654517	52.5
Private Primary School	292341	293621	585962	50.1
Ebtadayee Madrasa	380756	350307	731063	47.9
Kindergarten	1499143	1384755	2883898	48.0
NGO Schools (Garde 1-5)	239157	250537	489694	51.2
High Madrasa attached primary section	508673	484263	992936	48.8
High Schools attached primary section	327601	353774	681375	51.9
NGO Laerning Center [5]	170955	185598	356553	52.1

[3] NGO Learning Centers includesBrac Learing Center and Learning Center from Different NGO.

[4] Other categories include 10 different type of tiny learning centre's e.g. (i) Mosque-based LCs, (ii) Temple- based LCs, (iii) Jail schools, (iv) CHT Council managed schools, (v) Schools for the Deaf and Dumb, (vi) Social welfare-based LCs, (vii) Schools for Blind, (viii) Quami Madrasas, and (ix) Second chance school, and (x) 0ther LCs run by the different organisation

[5,6] NGO Learning Centers Incude Brac Learing Center and Learning Center from Different NGO.

ROSC Learning Center (Compound)	2902	2831	5733	49.4
Sishu Kollyan Primary School	13349	14237	27586	51.6
Others[6]	99414	95108	194522	48.9
Total	8596280	9007559	17603839	51.2

Table 2. 3: Student Information by type of School (Preprimary to Grade V) -2020

Primary Institutions Type	Boys	Girls	Total	Girls (%)
Government Primary School	5,930,562	6,491,220	12,421,782	52.3
Private Primary School	341,302	342,781	684,083	50.1
Ebtadayee Madrasa	423,894	390,507	814,401	48.0
Kindergarten	2,112,463	1,963,070	4,075,533	48.2
NGO Schools (Garde 1- 5)	324,867	341,670	666,537	51.3
High Madrasa attached primary section	543,324	517,241	1,060,565	48.8
High Schools attached primary sections	369,234	396,902	766,136	51.8
NGO Learning Center[7]	359,992	397,809	757,801	52.5
ROSC Learning Center	2,902	2,831	5,733	49.4
Sishu Kollyan Primary School	15,098	15,907	31,005	51.3
Others[8]	136,602	131,513	268,115	49.1
Total	**10,560,240**	**10,991,451**	**21,551,691**	**51.0**

[6],[7] Other categories include 10 different type of tiny learning centre's e.g. (i) Mosque-based LCs, (ii) Temple- based LCs, (iii) Jail schools, (iv) CHT Council managed schools, (v) Schools for the Deaf and Dumb, (vi) Social welfare-based LCs, (vii) Schools for Blind, (viii) Quami Madrasas, and (ix) Second chance school

Table 2. 3: Teacher and Student Information by type of School (Preprimary to Grade V) -2020

Primary Institutions Type	No of School	Student				Teacher			
		Boys	Girls	Total	Girls (%)	Male	Female	Total	% Fem
Government Primary School	65,566	5,930,562	6,491,220	12,421,782	52.3	131,569	235,911	367,480	64.2
Private Primary School	4,841	341,302	342,781	684,083	50.1	6,810	13,670	20,480	66.7
Ebtadayee Madrasa	5,882	423,894	390,507	814,401	48.0	19,948	7,487	27,435	27.3
Kindergarten	29,897	2,112,463	1,963,070	4,075,533	48.2	92,776	144,071	236,847	60.8
NGO Schools (Garde 1- 5)	4,619	324,867	341,670	666,537	51.3	2,221	9,385	11,606	80.9
High Madrasa attached primary section	7,198	543,324	517,241	1,060,565	48.8	26,864	5,530	32,394	17.1
High Schools attached primary section	2,005	369,234	396,902	766,136	51.8	8,315	10,163	18,478	55.0
NGO Learning Center	9,592	359,992	397,809	757,801	52.5	529	12,505	13,034	95.9
Sishu Kollyan Primary School	205	15,098	15,907	31,005	51.3	576	1,258	1,834	68.6
Others	3,197	139,504	134,344	273,848	49.1	3,890	6,993	10,883	64.3
Total	133,002	10,560,240	10,991,451	21,551,691	51.0	293,498	446,973	740,471	60.4

In 2020 annual primary School, It is found that more than 0.7-mill ion teacher are working in the primary education sub sector in all types of school. It is mentionable that 60.4 % oh the female teacher out of the whole teacher. In the Government Primary School, the total of teacher is more three hundred and sixety five thousand teacher. Of the m 64.2 % of the Female teacher are working in the government primary school. It is also found that more than two hundred thousand teachers are woring in the Kinsergarten level school. The above table also dipcts that more tha 60% o f there are female. The result from the Annual primary school that the female teacher of the Ebtadayee madrasa is 27.3%. In comparison among the others types of school lke as Government school and kindergarden school, the figure is low marked in the above table.

This Trend also are marked in High Madrasa attached primary section which figiut is 17.1%

Share of Schools: In Bangladesh the primary school management and oversight system is highly fragmented under five different authorities. The DPE under the MoPME is the main primary education provider in Bangladesh. For 2020, From the Figure 2.1 shows the different types of Primary Schools in terms of percentage of total Primary Schools / Learning Centres in the country.

Figure 2.1: Percentage of Primary Level Educational Institutions by School Type 2020

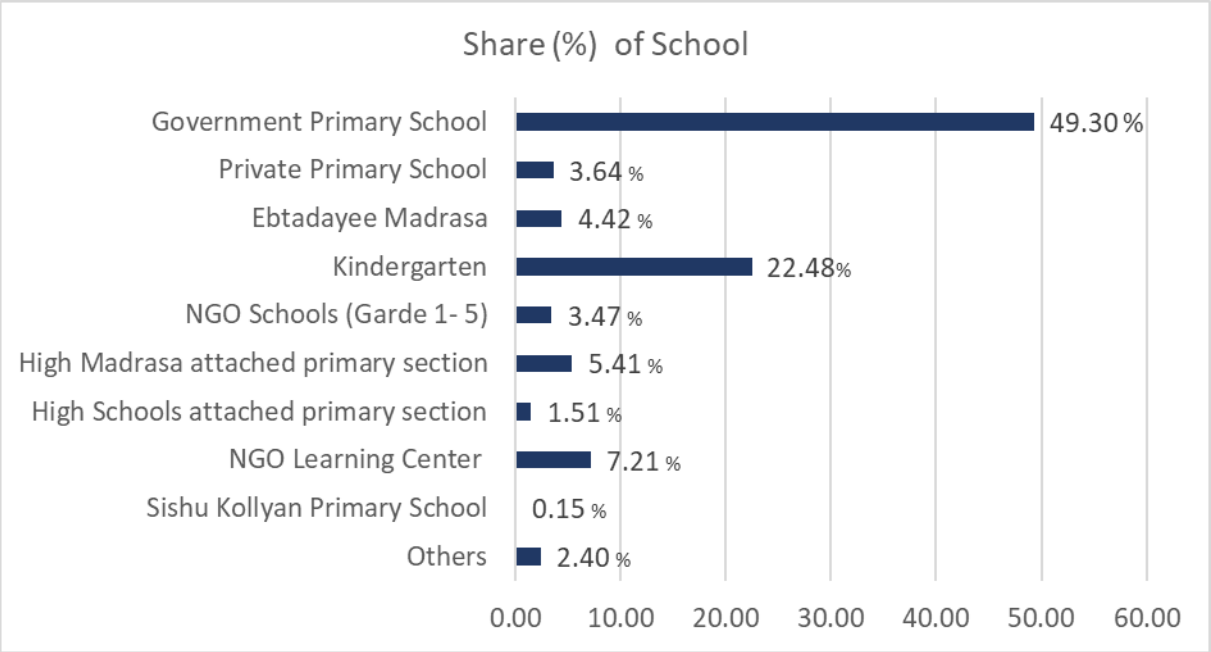


Figure 2.1: Share (%) of Enrolled Students (Grade 1 to Grade 5) in 2020

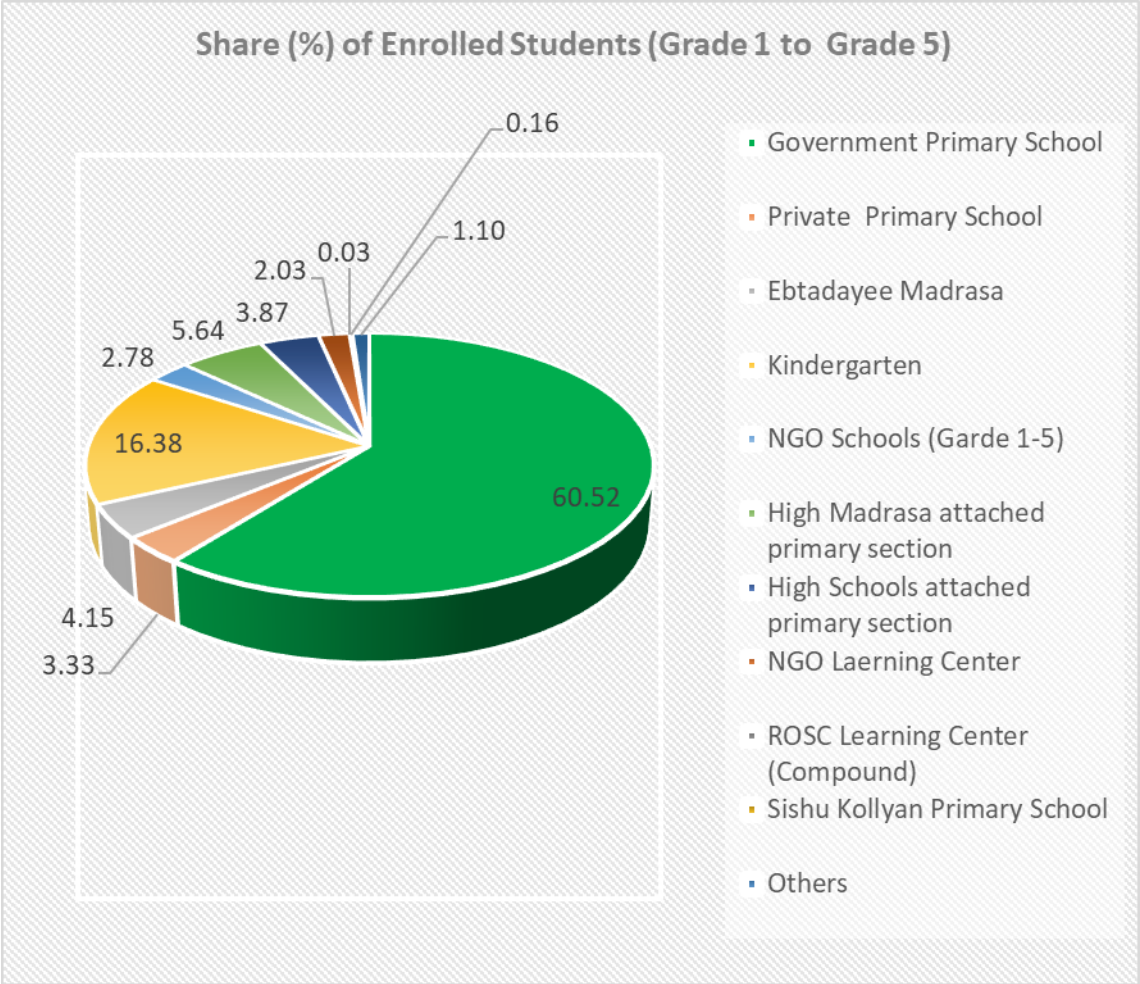


Figure 2.2: Share (%) of Enrolled Students of Pre Parimary in 2020

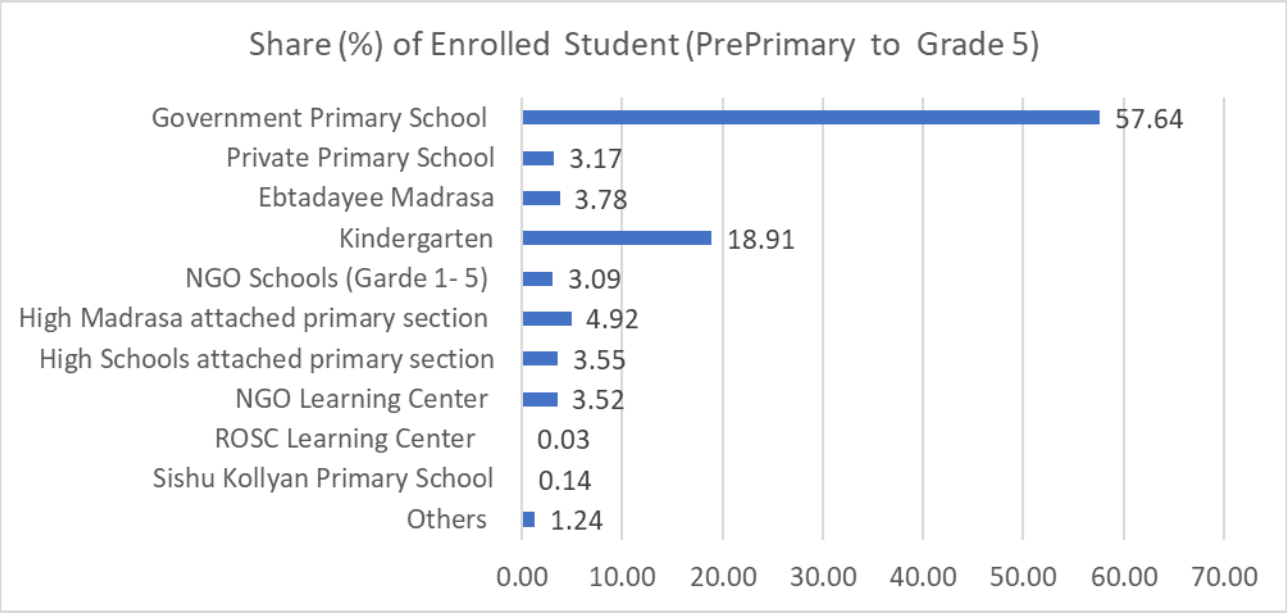


Figure 2.3: Enrolled Students (Pre Parimary To Grade 5) 2020

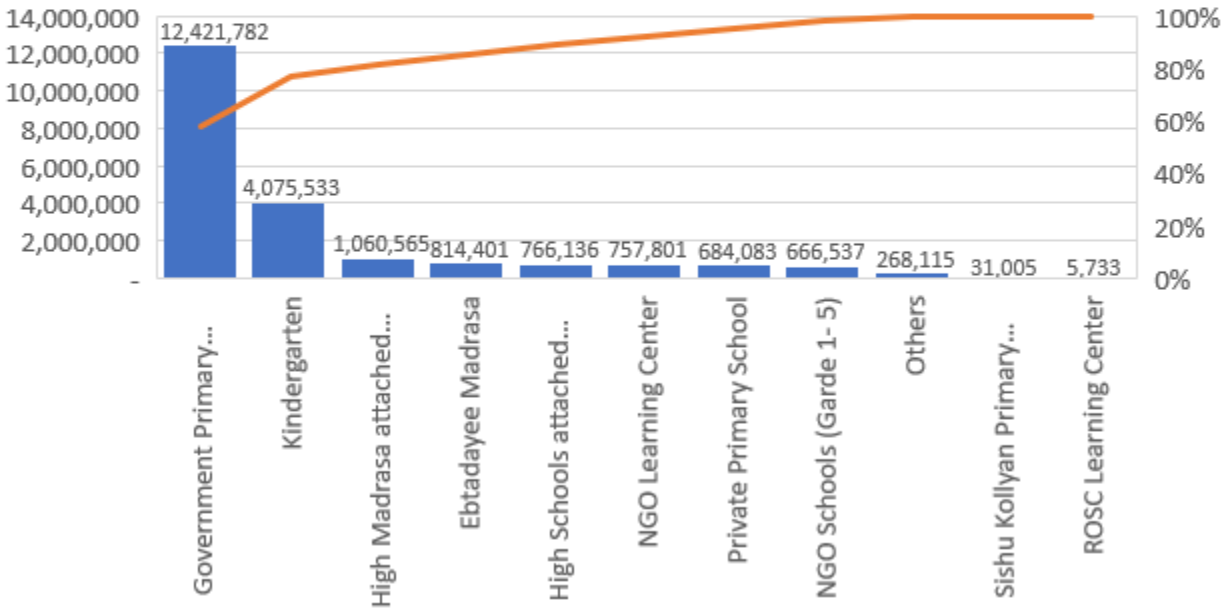


Figure 2.4: Share (%) of working Teachers in 2020

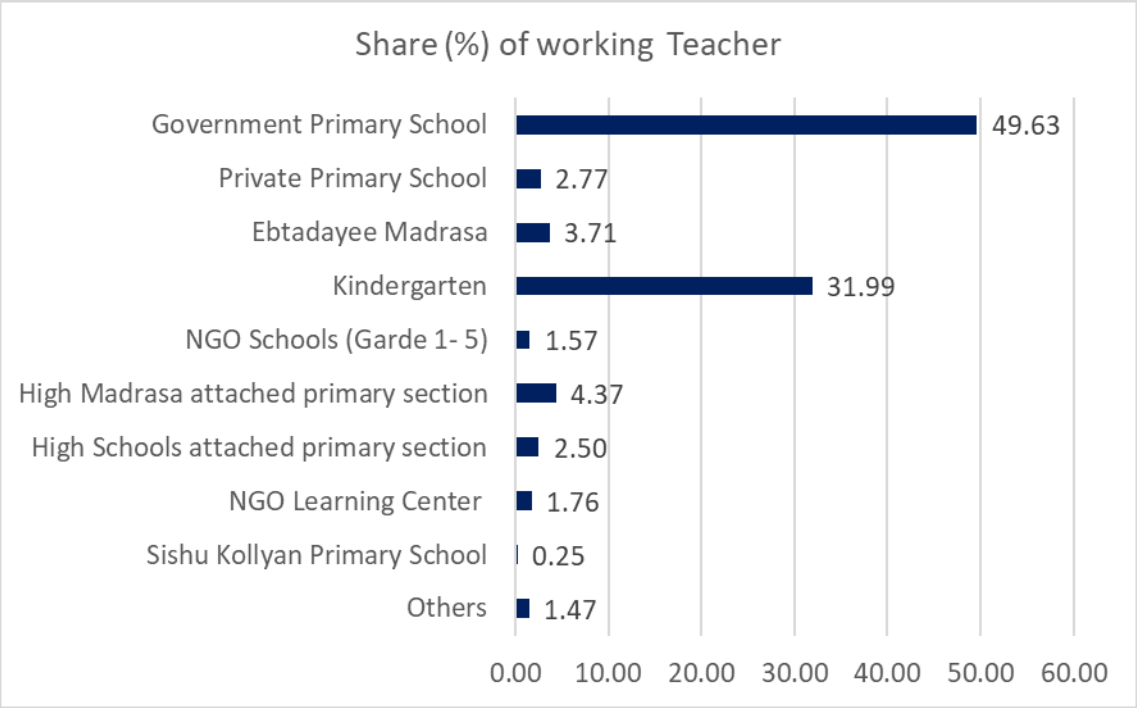


Table 2.1: Number of Enrolled Students in Madrasa (Preprimary to Grade V) in 2020

Type of Madrasa	No of School	Student			
		Boys	Girls	Total	Girls (%)
Ebtadayee Madrasa	5882	423894	390507	814401	48.0
High Madrasa attached primary section	7198	543324	517241	1060565	48.8
Total	13080	967218	907748	1874966	48.4

Table 2.2: Number of Teacher in Madrasa in 2020

Type of Madrasa	Teacher			
	Male	Female	Total	% Fem
Ebtadayee Madrasa	19948	7487	27435	27.3
High Madrasa attached primary section	26864	5530	32394	17.1
Total	46812	13017	59829	21.8

Table 2.3: Number of Students (Garde I to Grade V) by Gender 2011-2020

Year	All	Boys	Girls
2011	18432499	9293319	9139180
2012	19003210	9540102	9463108
2013	19584972	9780952	9804020
2014	19552979	9639095	9913884
2015	19067761	9369079	9698682
2016	18602988	9227580	9375408
2017	17251350	8508038	8743312
2018	17338100	8539067	8799033
2019	16336096	7949759	8386337
2020	17603839	8596280	9007559

Chapter Three: Primary Education

3. CHAPTER PRE-PRIMARY EDUCATION

3.1 Introduction

The global and national evidence strongly emphasize that children who attend Quality PrePrimary Education have better chances for a smoother transition to primary school leading to significant improvement in school retention and lowering dropout rates. Programs focusing on early learning promote awareness of child development and lead to higher net enrolments and better achievements, especially among the most disadvantaged children and children from the poor families. A cost benefit analysis based on longitudinal research conducted in the US demonstrates a seven-fold increase in benefits for every dollar invested in early childhood education.

Hence, the pre-primary education (PPE) has been identified as an effective strategy to address high dropout and repetition and low achievement rates that many primary school systems are facing now a days. The GoB recognizes the benefits of early learning and its importance for preparing young children to survive and thrive in primary school settings. Keeping this in mind, the "Pre-Primary Education Operational Framework" was approved by MoPME in 2008 for effective implementation of one-year pre-primary education for all children of 5 - 6 years age. The government has also demonstrated its support and commitment to PPE by stating its intent to universalize pre-primary education PPE service in Bangladesh.

Pre-Primary Education (PPE) is a very important part of the primary education system, plays a vital role in ensuring timely schooling, and contributes to better learning in the subsequent years. It is very useful to prepare children for enrolment in formal primary education through pre-primary exposure. After completing Pre-Primary, children adapt him / her to the school environment and get prepared for formal education from grade 1 and onward. The DPE guided by the MoPME has taken many initiatives for the development of PPE particularly mapping of the PPE services, PPE Framework, Development of PPE Curriculum and teaching learning materials, PPE minimum Quality Standards, PPE Expansion Plan and framework. DPE has been supplying teaching and learning materials and fund to the schools every year.

Table 3.1: Number of Institutes Providing Pre-primary Education-2020

Division	GPS	Others	Total
Barisal	6,249	2,005	8,254
Chittagong	11,575	8,816	20,391
Dhaka	10,911	13,295	24,206
Khulna	8,115	4,512	12,627
Mymensingh	5,350	3,625	8,975
Rajshahi	8,664	5,861	14,525
Rangpur	9,534	5,677	15,211
Sylhet	5,049	4,181	9,230
Total	**65,447**	**47,972**	**113,419**

Table 3.2: Enrolment in PPE by Division and Type of School Type-2020

Division	GPS			NNGPS			All Types of School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Barisal	40,866	45,102	85,968	26,828	28,898	55,726	98,597	103,926	202,523
Chittagong	116,302	129,052	245,354	43,565	46,552	90,117	380,938	396,472	777,410
Dhaka	124,490	127,882	252,372	41,635	41,935	83,570	502,895	508,580	1,011,475
Khulna	59,862	59,382	119,244	38,886	38,277	77,163	195,396	188,325	383,721
Mymensingh	44,171	45,748	89,919	30,994	31,458	62,452	149,833	155,701	305,534
Rajshahi	73,919	74,611	148,530	41,035	41,313	82,348	242,220	236,524	478,744
Rangpur	63,683	64,203	127,886	57,997	57,772	115,769	257,629	253,260	510,889
Sylhet	47,048	48,755	95,803	17,310	17,785	35,095	136,452	141,104	277,556
Total	**570,341**	**594,735**	**1,165,076**	**298,250**	**303,990**	**602,240**	**1,963,960**	**1,983,892**	**3,947,852**

Table 3. 3 : Enrolment in PPE of Private Primary School and Experimental School by Division and Gender

Division	Private Primary School			Experimental		
	Boys	Girls	Total	Boys	Girls	Total
Barisal	4,440	4,448	8,888	70	87	157
Chittagong	4,408	4,651	9,059	166	178	344
Dhaka	2,895	2,881	5,776	214	203	417
Khulna	2,313	2,228	4,541	161	164	325
Mymensingh	6,954	7,267	14,221	43	55	98
Rajshahi	6,667	6,604	13,271	134	151	285
Rangpur	18,936	18,721	37,657	105	145	250
Sylhet	2,348	2,360	4,708	99	94	193
Total	**48,961**	**49,160**	**98,121**	**992**	**1,077**	**2,069**

Table 3. 4 : Ebtedayee and Ebtedayee attach to High Madrasa and Primary Section to High Schools Enrolment in PPE

Division	Ebtedayee Madrasa			Ebtedayee attach to High Madrasa			Primary Section to High Schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Barisal	6,622	6,168	12,790	3,230	3,099	6,329	717	711	1,428
Chittagong	11,310	10,519	21,829	11,584	10,578	22,162	6,277	6,823	13,100
Dhaka	5,879	5,424	11,303	6,427	6,148	12,575	21,112	22,938	44,050
Khulna	5,468	4,847	10,315	5,864	5,807	11,671	2,101	2,136	4,237
Mymensingh	3,262	3,344	6,606	870	839	1,709	1,794	1,851	3,645
Rajshahi	4,337	4,064	8,401	5,228	5,175	10,403	4,724	4,368	9,092
Rangpur	5,029	4,743	9,772	606	589	1,195	3,043	2,607	5,650
Sylhet	1,231	1,091	2,322	842	743	1,585	1,865	1,694	3,559
Total	**43,138**	**40,200**	**83,338**	**34,651**	**32,978**	**67,629**	**41,633**	**43,128**	**84,761**

Table 3. 5: District Wise Enrolment in PPE of GPS and Type of School

Division	District	GPS			NNGPS			All Types of School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Barisal	Barguna	4,424	4,740	9,164	3,498	3,571	7,069	10,824	10,927	21,751
	Barisal	13,168	14,732	27,900	6,197	6,768	12,965	27,880	29,810	57,690
	Bhola	6,778	7,765	14,543	7,022	7,941	14,963	19,508	21,582	41,090
	Jhalokathi	2,942	3,490	6,432	1,039	1,290	2,329	5,971	6,609	12,580
	Patuakhali	8,083	8,286	16,369	6,550	6,668	13,218	22,767	22,736	45,503

Division	District	GPS			NNGPS			All Types of School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	Pirojpur	5,471	6,089	11,560	2,522	2,660	5,182	11,647	12,262	23,909
Chittagong	Bandarban	2,922	2,704	5,626	1,733	1,781	3,514	13,203	12,495	25,698
	Brahmonbaria	15,907	16,369	32,276	6,082	6,055	12,137	52,997	53,932	106,929
	Chandpur	12,011	14,020	26,031	3,452	3,784	7,236	28,456	31,138	59,594
	Chittagong	29,175	32,851	62,026	8,045	8,788	16,833	100,200	102,255	202,455
	Comilla	22,107	24,844	46,951	8,564	9,424	17,988	81,946	87,018	168,964
	Cox's Bazar	8,115	8,594	16,709	4,089	4,302	8,391	27,469	29,261	56,730
	Feni	4,425	5,508	9,933	1,082	1,363	2,445	14,078	14,945	29,023
	Khagrachhari	2,298	2,415	4,713	1,565	1,531	3,096	9,581	9,797	19,378
	Luxmipur	7,047	8,106	15,153	2,732	2,895	5,627	16,807	18,004	34,811
	Noakhali	9,464	10,902	20,366	4,695	5,155	9,850	25,709	27,395	53,104
	Rangamati	2,831	2,739	5,570	1,526	1,474	3,000	10,492	10,232	20,724
Dhaka	Dhaka	18,948	20,100	39,048	3,408	3,559	6,967	146,196	150,285	296,481
	Faridpur	9,743	9,296	19,039	3,721	3,746	7,467	29,184	28,405	57,589
	Gazipur	9,151	9,626	18,777	2,683	2,738	5,421	70,131	69,674	139,805
	Gopalgonj	7,419	7,415	14,834	2,717	2,629	5,346	14,774	14,597	29,371
	Kishorgonj	12,134	12,752	24,886	5,891	6,085	11,976	46,154	48,134	94,288
	Madaripur	6,742	6,981	13,723	2,965	2,937	5,902	15,161	15,485	30,646
	Manikgonj	7,516	7,404	14,920	2,157	2,067	4,224	16,904	16,125	33,029
	Munshigonj	8,916	9,151	18,067	1,074	1,054	2,128	17,401	17,445	34,846
	Narayangonj	8,708	9,330	18,038	1,819	1,743	3,562	39,485	41,124	80,609
	Narsingdi	9,310	9,369	18,679	2,158	2,207	4,365	32,839	33,105	65,944
	Rajbari	4,870	4,793	9,663	2,744	2,711	5,455	16,609	16,157	32,766
	Shariatpur	6,753	6,956	13,709	2,879	2,851	5,730	14,548	14,962	29,510
	Tangail	14,280	14,709	28,989	7,419	7,608	15,027	43,509	43,082	86,591
Khulna	Bagerhat	6,568	6,524	13,092	4,823	4,750	9,573	18,380	17,702	36,082
	Chuadanga	4,032	4,124	8,156	2,153	2,259	4,412	12,874	12,558	25,432
	Jessore	10,442	10,240	20,682	7,039	6,692	13,731	37,936	36,584	74,520
	Jhenaidah	5,671	5,634	11,305	4,946	4,969	9,915	20,254	19,477	39,731
	Khulna	7,651	7,759	15,410	4,709	4,605	9,314	25,469	24,370	49,839
	Kushtia	6,725	6,644	13,369	4,347	4,279	8,626	29,000	27,856	56,856
	Magura	3,273	3,148	6,421	2,016	2,026	4,042	10,959	10,621	21,580
	Meherpur	2,126	2,025	4,151	1,473	1,512	2,985	8,689	8,041	16,730
	Narail	4,006	3,891	7,897	2,123	2,044	4,167	7,991	7,532	15,523
	Satkhira	9,368	9,393	18,761	5,257	5,141	10,398	23,844	23,584	47,428
Mymensingh	Jamalpur	8,386	8,580	16,966	7,312	7,300	14,612	27,503	27,555	55,058
	Mymensingh	22,378	23,273	45,651	12,656	13,045	25,701	75,101	78,699	153,800
	Netrokona	8,517	8,927	17,444	6,959	7,020	13,979	31,462	33,546	65,008
	Sherpur	4,890	4,968	9,858	4,067	4,093	8,160	15,767	15,901	31,668
Rajshahi	Bogra	12,706	12,712	25,418	6,233	6,492	12,725	49,144	47,450	96,594
	Jaipurhat	3,176	3,254	6,430	1,077	1,046	2,123	9,215	9,011	18,226
	Naogaon	10,001	9,829	19,830	5,196	5,167	10,363	25,810	24,373	50,183
	Natore	5,903	5,851	11,754	3,208	3,299	6,507	19,034	18,427	37,461
	Nawabgonj	5,487	5,765	11,252	4,200	4,096	8,296	20,923	20,809	41,732
	Pabna	13,037	12,944	25,981	6,691	6,476	13,167	42,824	41,348	84,172
	Rajshahi	8,038	7,911	15,949	4,929	4,918	9,847	29,873	29,278	59,151
	Sirajgonj	15,571	16,345	31,916	9,501	9,819	19,320	45,458	45,828	91,286
Rangpur	Dinajpur	10,002	10,101	20,103	8,898	8,755	17,653	48,072	46,312	94,384
	Gaibandha	12,155	12,207	24,362	9,249	9,475	18,724	39,777	38,825	78,602
	Kurigram	9,906	10,049	19,955	9,604	9,408	19,012	31,435	31,170	62,605
	Lalmonirhat	4,602	4,821	9,423	5,113	5,226	10,339	23,246	23,797	47,043
	Nilphamari	8,087	7,883	15,970	8,077	7,939	16,016	34,695	33,367	68,062
	Panchagarh	3,749	3,909	7,658	3,233	3,155	6,388	14,422	14,456	28,878
	Rangpur	10,124	10,200	20,324	8,707	8,776	17,483	44,436	44,477	88,913
	Thakurgaon	5,058	5,033	10,091	5,116	5,038	10,154	21,546	20,856	42,402
Sylhet	Hobigonj	10,590	10,841	21,431	3,664	3,710	7,374	28,076	29,565	57,641
	Moulvibazar	8,346	8,581	16,927	3,132	3,163	6,295	22,427	22,308	44,735
	Sunamgonj	12,547	12,890	25,437	6,537	6,652	13,189	43,110	44,807	87,917
	Sylhet	15,565	16,443	32,008	3,977	4,260	8,237	42,839	44,494	87,333
Total	**Total**	**570,341**	**594,735**	**1,165,076**	**298,250**	**303,990**	**602,240**	**1,964,021**	**1,983,962**	**3,947,983**

Table 3. 6: District Wise Enrolment in PPE in PRIVATE PRIMARY SCHOOL and Experimental Schools

Division	District	PRIVATE PRIMARY SCHOOL			Experimental Schools		
		Boys	Girls	Total	Boys	Girls	Total
Barisal	Barguna	933	910	1,843	3	4	7
	Barisal	304	308	612	20	33	53
	Bhola	1,272	1,325	2,597	19	17	36
	Jhalokathi	96	99	195	2	5	7
	Patuakhali	1,098	1,071	2,169	11	9	20
	Pirojpur	737	735	1,472	15	19	34
Chittagong	Bandarban	259	230	489	11	4	15
	Brahmonbaria	52	48	100	26	19	45
	Chandpur	5	6	11	17	15	32
	Chittagong	775	802	1,577	32	34	66
	Comilla	103	126	229	18	27	45
	Cox's Bazar	356	425	781	11	18	29
	Feni	56	40	96	16	14	30
	Khagrachhari	760	772	1,532	3	4	7
	Luxmipur	587	724	1,311	11	19	30
	Noakhali	776	857	1,633	16	16	32
	Rangamati	679	621	1,300	5	8	13
Dhaka	Dhaka	281	305	586	-	-	-
	Faridpur	142	140	282	43	28	71
	Gazipur	40	30	70	21	26	47
	Gopalgonj	514	513	1,027	7	3	10
	Kishorgonj	525	561	1,086	13	18	31
	Madaripur	270	275	545	5	5	10
	Manikgonj	177	142	319	13	16	29
	Munshigonj	42	41	83	11	28	39
	Narayangonj	146	144	290	23	19	42
	Narsingdi	56	69	125	37	24	61
	Rajbari	341	321	662	15	13	28
	Shariatpur	96	110	206	20	15	35
	Tangail	265	230	495	6	8	14
Khulna	Bagerhat	371	360	731	-	-	-
	Chuadanga	82	117	199	16	10	26
	Jessore	93	86	179	15	20	35
	Jhenaidah	992	896	1,888	37	39	76
	Khulna	58	49	107	11	16	27
	Kushtia	244	272	516	16	21	37
	Magura	36	35	71	52	48	100
	Meherpur	51	51	102	3	2	5
	Narail	159	157	316	11	8	19
	Satkhira	227	205	432	-	-	-
Mymensingh	Jamalpur	768	792	1,560	10	9	19
	Mymensingh	2,450	2,584	5,034	17	23	40
	Netrokona	3,077	3,205	6,282	14	18	32
	Sherpur	659	686	1,345	2	5	7
Rajshahi	Bogra	1,468	1,486	2,954	27	24	51

Division	District	PRIVATE PRIMARY SCHOOL			Experimental Schools		
		Boys	Girls	Total	Boys	Girls	Total
	Jaipurhat	176	184	360	15	17	32
	Naogaon	301	286	587	15	11	26
	Natore	609	564	1,173	13	12	25
	Nawabgonj	729	730	1,459	24	24	48
	Pabna	1,515	1,364	2,879	21	28	49
	Rajshahi	182	179	361	7	21	28
	Sirajgonj	1,687	1,811	3,498	12	14	26
Rangpur	Dinajpur	2,418	2,267	4,685	15	16	31
	Gaibandha	3,771	3,779	7,550	24	27	51
	Kurigram	3,450	3,540	6,990	13	19	32
	Lalmonirhat	918	966	1,884	8	20	28
	Nilphamari	2,974	2,757	5,731	13	18	31
	Panchagarh	500	524	1,024	5	14	19
	Rangpur	2,828	2,836	5,664	7	12	19
	Thakurgaon	2,077	2,052	4,129	20	19	39
Sylhet	Hobigonj	100	112	212	17	15	32
	Moulvibazar	538	514	1,052	42	48	90
	Sunamgonj	394	365	759	23	11	34
	Sylhet	1,316	1,369	2,685	17	20	37
Total	**Total**	**48,961**	**49,160**	**98,121**	**992**	**1,077**	**2,069**

Table 3. 7: District Wise Enrolment in PPE in Ebtedayee Madrashas

Division	District	Ebtedayee Madrasa		
		Boys	Girls	Total
Barisal	Barguna	645	496	1,141
	Barisal	1,119	1,070	2,189
	Bhola	74	83	157
	Jhalokathi	102	86	188
	Patuakhali	3,913	3,714	7,627
	Pirojpur	769	719	1,488
Chittagong	Bandarban	59	64	123
	Brahmonbaria	84	96	180
	Chandpur	297	280	577
	Chittagong	5,147	4,502	9,649
	Comilla	984	956	1,940
	Cox's Bazar	1,950	1,982	3,932
	Feni	739	679	1,418
	Khagrachhari	218	191	409
	Luxmipur	542	540	1,082
	Noakhali	1,251	1,177	2,428
	Rangamati	39	52	91
Dhaka	Dhaka	1,508	1,254	2,762
	Faridpur	161	152	313
	Gazipur	818	805	1,623
	Gopalgonj	74	65	139
	Kishorgonj	335	333	668
	Madaripur	161	152	313
	Manikgonj	142	147	289

Division	District	Ebtedayee Madrasa		
		Boys	Girls	Total
	Munshigonj	300	289	589
	Narayangonj	559	582	1,141
	Narsingdi	731	617	1,348
	Rajbari	163	97	260
	Shariatpur	160	147	307
	Tangail	767	784	1,551
Khulna	Bagerhat	474	411	885
	Chuadanga	32	29	61
	Jessore	1,361	1,252	2,613
	Jhenaidah	515	455	970
	Khulna	970	828	1,798
	Kushtia	289	216	505
	Magura	243	203	446
	Meherpur	31	23	54
	Narail	396	301	697
	Satkhira	1,157	1,129	2,286
Mymensingh	Jamalpur	495	477	972
	Mymensingh	2,156	2,195	4,351
	Netrokona	572	625	1,197
	Sherpur	39	47	86
Rajshahi	Bogra	1,299	1,206	2,505
	Jaipurhat	143	145	288
	Naogaon	477	475	952
	Natore	234	210	444
	Nawabgonj	298	292	590
	Pabna	665	641	1,306
	Rajshahi	270	235	505
	Sirajgonj	951	860	1,811
Rangpur	Dinajpur	714	684	1,398
	Gaibandha	1,335	1,221	2,556
	Kurigram	510	553	1,063
	Lalmonirhat	560	604	1,164
	Nilphamari	965	979	1,944
	Panchagarh	15	15	30
	Rangpur	576	336	912
	Thakurgaon	354	351	705
Sylhet	Hobigonj	149	152	301
	Moulvibazar	170	173	343
	Sunamgonj	190	145	335
	Sylhet	722	621	1,343
Total	**Total**	**43,138**	**40,200**	**83,338**

Table 3. 8: Number of Institutions with PPE by District

Division	District	GPS	Others School	All Types School
	Barguna	799	254	1,053
	Barisal	1,590	447	2,037
	Bhola	1,047	330	1,377
	Jhalokathi	585	137	722
	Patuakhali	1,236	579	1,815
Barisal	Pirojpur	992	258	1,250

Division	District	GPS	Others School	All Types School
	Bandarban	435	107	542
	Brahmonbaria	1,106	1,285	2,391
	Chandpur	1,157	661	1,818
	Chittagong	2,270	2,223	4,493
	Comilla	2,105	2,117	4,222
	Cox's Bazar	658	412	1,070
	Feni	560	505	1,065
	Khagrachhari	592	293	885
	Luxmipur	733	351	1,084
	Noakhali	1,253	683	1,936
Chittagong	Rangamati	706	179	885
	Dhaka	951	3,891	4,842
	Faridpur	889	787	1,676
	Gazipur	777	2,324	3,101
	Gopalgonj	863	235	1,098
	Kishorgonj	1,326	1,133	2,459
	Madaripur	720	186	906
	Manikgonj	651	357	1,008
	Munshigonj	610	379	989
	Narayangonj	547	1,338	1,885
	Narsingdi	774	847	1,621
	Rajbari	483	415	898
	Shariatpur	695	242	937
Dhaka	Tangail	1,625	1,161	2,786
	Bagerhat	1,108	335	1,443
	Chuadanga	446	300	746
	Jessore	1,290	1,027	2,317
	Jhenaidah	907	464	1,371
	Khulna	1,157	541	1,698
	Kushtia	806	811	1,617
	Magura	503	304	807
	Meherpur	308	189	497
	Narail	495	107	602
Khulna	Satkhira	1,095	434	1,529
	Jamalpur	1,157	439	1,596
	Mymensingh	2,141	1,876	4,017
	Netrokona	1,313	966	2,279
Mymensingh	Sherpur	739	344	1,083
	Bogra	1,607	1,223	2,830
	Jaipurhat	372	308	680
	Naogaon	1,374	557	1,931
	Natore	739	511	1,250
	Nawabgonj	705	580	1,285
	Pabna	1,137	876	2,013
	Rajshahi	1,057	827	1,884
Rajshahi	Sirajgonj	1,673	979	2,652
	Dinajpur	1,872	1,098	2,970
	Gaibandha	1,467	828	2,295
	Kurigram	1,241	528	1,769
	Lalmonirhat	760	330	1,090
	Nilphamari	1,080	862	1,942
	Panchagarh	663	453	1,116
	Rangpur	1,452	931	2,383
Rangpur	Thakurgaon	999	647	1,646
	Hobigonj	1,052	881	1,933
	Moulvibazar	1,051	730	1,781
Sylhet	Sunamgonj	1,471	1,343	2,814

Division	District	GPS	Others School	All Types School
	Sylhet	1,475	1,227	2,702
	Total	65,447	47,972	113,419

Chapter Four

Primary Education

4. CHAPTER FOUR: PRIMARY EDUCATION

4.1Introduction

Bangladesh is committed to achieve Universal Primary Education in line with the targets of the Sustainable Development Goals (SDGs), which envisages the provision of a quality basic education for all children by 2030. As a result, the primary education system in Bangladesh aims to maximize the enrolment of all primary school age (6-10 years) children. This chapter presents the findings of access to and participation in Primary Education in Bangladesh. In this chapter, data has clustered into enrolment in Grade-I, New Entrants in Grade-1, Gross and Net Intake Rate (GIR and NIR) and achievement trend since 2010, enrolment in all type schools, Gross and Net Enrolment (GER and NER) and Grade wise Enrolment by Division, District, Gender and type of institutes.

Table 4. 1: Enrolment in Grade 1 by Division and Gender (All Type of Schools) 2020

Division	Grade 1 Enrollment (Regardless of Age)			Grade 1 Enrollment (Regardless of Age)		
	Boys	Girls	Total	Boys	Girls	Total
Barishal	109,454	100,688	210,142	100,216	89,988	190,204
Chattogram	396,354	375,270	771,624	369,436	329,462	698,898
Dhaka	449,670	408,837	858,507	409,590	365,648	775,238
Khulna	166,798	178,125	344,923	152,366	154,682	307,049
Mymensingh	153,063	167,259	320,322	134,237	148,330	282,567
Rajshahi	197,733	211,721	409,454	178,040	187,304	365,344
Rangpur	186,339	168,964	355,303	169,247	147,777	317,024
Rangpur	152,375	145,249	297,624	135,825	123,792	259,617
Total	**1,811,786**	**1,756,113**	**3,567,899**	**1,648,957**	**1,546,983**	**3,195,941**

Table 4. 2: Enrolment in Grade 1 by Division and Gender (All Type of Schools) 2020

Division	District	Grade 1 Enrollment (Regardless of Age)			Grade 1 Enrollment (only 6 Age)		
		Male	Female	Total	Boys	Girls	Total
Barishal	Barishal	26248	28943	55191	23654	26711	50365
	Pirojpur	17041	11526	28567	15068	9922	24990
	Jhalokati	8633	6904	15537	7511	6105	13616
	Barguna	13377	5863	19240	12284	5076	17360
	Patuakhali	19927	21353	41280	18525	19245	37770
	Bhola	24228	26099	50327	23174	22929	46103
Chattogram	Brahmanbaria	46024	37083	83107	40982	32912	73894
	Cumilla	81084	82687	163771	79201	72544	151745
	Chandpur	35502	24597	60099	32472	21963	54435
	Lakshmipur	26779	25051	51830	24465	22316	46781
	Noakhali	44193	36065	80258	39869	31395	71264
	Feni	17126	19051	36177	15175	16270	31445
	Chattogram	95393	97312	192705	88646	85661	174307
	Cox's Bazar	26966	38342	65308	26082	32832	58914
	Khagrachhari	9483	5698	15181	9166	5199	14365
	Rangamati	6085	3981	10066	5841	3557	9398
	Bandarban	7719	5403	13122	7537	4813	12350

Division	District	Grade 1 Enrollment (Regardless of Age)			Grade 1 Enrollment (only 6 Age)		
		Male	Female	Total	Boys	Girls	Total
Dhaka	Kishoreganj	51416	47251	98667	47398	40862	88260
	Tangail	36426	40013	76439	33581	36825	70406
	Gazipur	40432	26641	67073	36921	24087	61008
	Narsingdi	31996	32675	64671	28929	29011	57940
	Manikganj	21721	11018	32739	19560	9995	29555
	Dhaka	124534	121324	245858	115193	108644	223837
	Narayanganj	43829	33534	77363	39002	29868	68870
	Munshiganj	18457	20043	38500	16016	17942	33958
	Rajbari	13597	13324	26921	11939	12054	23993
	Faridpur	25102	21108	46210	23124	18834	41958
	Madaripur	11952	15903	27855	10853	14413	25266
	Shariatpur	16598	13952	30550	15018	12440	27458
	Gopalganj	13610	12051	25661	12056	10674	22730
Khulna	Kushtia	25013	29146	54159	22858	25647	48505
	Meherpur	5967	5933	11900	5617	5237	10854
	Chuadanga	13701	11537	25238	12357	10002	22359
	Jhenaidah	21934	22045	43979	20603	19235	39838
	Magura	10266	10826	21092	9136	9345	18481
	Jashore	29014	28413	57427	26678	24172	50850
	Narail	7187	10905	18092	6539	9334	15873
	Satkhira	17005	25072	42077	15324	21624	36948
	Khulna	18042	18235	36277	16486	16309	32796
	Bagerhat	18669	16013	34682	16768	13777	30545
Mymensingh	Jamalpur	25047	31547	56594	21936	28154	50090
	Sherpur	15006	21854	36860	13694	19365	33059
	Mymensingh	78352	87807	166159	68091	77887	145978
	Netrakona	34658	26051	60709	30516	22924	53440
Rajshahi	Joypurhat	7920	7253	15173	7209	6362	13571
	Bogura	37751	45934	83685	34775	40250	75025
	Naogaon	26953	30273	57226	24527	26691	51218
	Chapainawabganj	21154	16798	37952	18953	14529	33482
	Rajshahi	23067	24353	47420	20937	21832	42769
	Natore	18735	23029	41764	16559	20876	37435
	Sirajganj	38652	39063	77715	34227	35021	69248
	Pabna	23501	25018	48519	20853	21743	42596
Rangpur	Panchagarh	15042	10253	25295	14183	9246	23429
	Thakurgaon	15948	16049	31997	14334	14220	28554
	Dinajpur	30926	30854	61780	27416	26915	54331
	Nilphamari	23986	22987	46973	21987	20331	42318
	Rangpur	25986	26051	52037	23401	22054	45455
	Lalmonirhat	20450	12326	32776	18466	10964	29430
	Kurigram	20352	26023	46375	18584	23024	41608
	Gaibandha	33649	24421	58070	30876	21023	51899
Sylhet	Sunamganj	40915	36353	77268	36646	31427	68073
	Sylhet	52622	48338	100960	46526	41425	87951
	Habiganj	31785	34934	66719	29058	28928	57986
	Maulvibazar	27053	25624	52677	23595	22012	45607
Total		**1811786**	**1756113**	**3567899**	**1648959**	**1546985**	**3195944**

Table 4. 3: New Entrance in Grade 1 By Division and Gender (All Type of Schools) 2020

Division	Grade 1 Enrollment (Regardless Of Age)			Grade 1 Enrollment (Only 6 Age)		
	Boys	Girls	Total	Boys	Girls	Total
Barishal	106,767	98,071	204,838	99,409	89,361	188,770
Chattogram	379,659	361,581	741,240	364,429	326,176	690,605
Dhaka	428,804	390,581	819,385	403,329	361,267	764,596
Khulna	156,794	170,634	327,428	149,365	152,885	302,250
Mymensingh	143,959	158,996	302,955	131,506	146,346	277,852
Rajshahi	188,148	203,935	392,083	175,164	185,437	360,601
Rangpur	172,592	155,559	328,151	165,122	144,558	309,680
Sylhet	138,741	134,560	273,301	131,735	121,226	252,961
Total	**1,715,464**	**1,673,917**	**3,389,381**	**1,620,059**	**1,527,256**	**3,147,315**

Table 4. 4: New Entrance in Grade 1 By District and Gender (All Type of Schools) 2020

Division	District	Grade 1 Enrollment (Regardless of Age)			Grade 1 Enrollment (only 6 Age)		
		Boys	Girls	Total	Boys	Girls	Total
Barishal	Barishal	26,189	28,891	55,080	23,636	26,699	50,335
	Pirojpur	16,472	11,064	27,536	14,897	9,811	24,708
	Jhalokati	8,449	6,646	15,095	7,456	6,043	13,499
	Barguna	13,234	5,728	18,962	12,241	5,044	17,285
	Patuakhali	18,495	19,935	38,430	18,095	18,905	37,000
	Bhola	23,928	25,807	49,735	23,084	22,859	45,943
Chattogram	Brahmanbaria	45,586	36,710	82,296	40,851	32,822	73,673
	Cumilla	77,841	80,279	158,120	78,228	71,966	150,194
	Chandpur	34,026	23,405	57,431	32,029	21,677	53,706
	Lakshmipur	22,491	21,380	43,871	23,179	21,435	44,614
	Noakhali	42,482	34,671	77,153	39,356	31,060	70,416
	Feni	15,880	18,063	33,943	14,801	16,033	30,834
	Chattogram	94,285	96,347	190,632	88,314	85,429	173,743
	Cox's Bazar	26,498	37,991	64,489	25,942	32,748	58,690
	Khagrachhari	8,249	4,484	12,733	8,796	4,908	13,704
	Rangamati	4,969	3,105	8,074	5,506	3,347	8,853
	Bandarban	7,352	5,146	12,498	7,427	4,751	12,178
Dhaka	Kishoreganj	46,183	42,197	88,380	45,828	39,649	85,477
	Tangail	35,226	39,140	74,366	33,221	36,615	69,836
	Gazipur	37,030	23,119	60,149	35,900	23,242	59,142
	Narsingdi	31,192	31,990	63,182	28,688	28,847	57,535
	Manikganj	18,822	8,770	27,592	18,690	9,455	28,145
	Dhaka	124,390	121,202	245,592	115,150	108,615	223,765
	Narayanganj	43,302	33,185	76,487	38,844	29,784	68,628
	Munshiganj	17,597	19,518	37,115	15,758	17,816	33,574
	Rajbari	12,276	12,066	24,342	11,543	11,752	23,295
	Faridpur	23,838	20,074	43,912	22,745	18,586	41,331
	Madaripur	11,200	15,259	26,459	10,627	14,258	24,885
	Shariatpur	15,893	13,431	29,324	14,806	12,315	27,121
	Gopalganj	11,855	10,630	22,485	11,529	10,333	21,862
Khulna	Kushtia	24,612	28,764	53,376	22,738	25,555	48,293
	Meherpur	4,623	5,082	9,705	5,214	5,033	10,247
	Chuadanga	11,655	10,015	21,670	11,743	9,637	21,380
	Jhenaidah	20,662	21,061	41,723	20,221	18,999	39,220
	Magura	9,232	10,067	19,299	8,826	9,163	17,989

Division	District	Grade 1 Enrollment (Regardless of Age)			Grade 1 Enrollment (only 6 Age)		
		Boys	Girls	Total	Boys	Girls	Total
	Jashore	28,117	27,782	55,899	26,409	24,021	50,430
	Narail	6,604	10,423	17,027	6,364	9,218	15,582
	Satkhira	16,502	24,687	41,189	15,173	21,532	36,705
	Khulna	17,162	17,634	34,796	16,222	16,165	32,387
	Bagerhat	17,625	15,119	32,744	16,455	13,562	30,017
Mymensingh	Jamalpur	24,234	30,761	54,995	21,692	27,965	49,657
	Sherpur	10,285	17,656	27,941	12,278	18,357	30,635
	Mymensingh	76,580	86,285	162,865	67,559	77,522	145,081
	Netrakona	32,860	24,294	57,154	29,977	22,502	52,479
Rajshahi	Joypurhat	6,124	5,693	11,817	6,670	5,988	12,658
	Bogura	36,786	45,050	81,836	34,485	40,038	74,523
	Naogaon	26,468	29,921	56,389	24,381	26,607	50,988
	Chapainawabganj	19,768	15,759	35,527	18,537	14,280	32,817
	Rajshahi	22,459	23,890	46,349	20,755	21,721	42,476
	Natore	17,167	21,807	38,974	16,089	20,583	36,672
	Sirajganj	36,801	37,604	74,405	33,672	34,671	68,343
	Pabna	22,575	24,211	46,786	20,575	21,549	42,124
Rangpur	Panchagarh	14,143	9,584	23,727	13,913	9,085	22,998
	Thakurgaon	14,016	13,696	27,712	13,754	13,655	27,409
	Dinajpur	27,852	27,685	55,537	26,494	26,154	52,648
	Nilphamari	23,463	22,514	45,977	21,830	20,217	42,047
	Rangpur	23,513	23,763	47,276	22,659	21,505	44,164
	Lalmonirhat	19,857	11,884	31,741	18,288	10,858	29,146
	Kurigram	16,555	22,356	38,911	17,445	22,144	39,589
	Gaibandha	33,193	24,077	57,270	30,739	20,940	51,679
Sylhet	Sunamganj	38,132	34,320	72,452	35,811	30,939	66,750
	Sylhet	50,324	46,738	97,062	45,837	41,041	86,878
	Habiganj	27,498	31,360	58,858	27,772	28,070	55,842
	Maulvibazar	22,787	22,142	44,929	22,315	21,176	43,491
Total		**1,715,464**	**1,673,917**	**3,389,381**	**1,620,059**	**1,527,256**	**3,147,315**

Table 4. 5: Number of Grade 1 New Intakes who Completed PPE

Division	District	Boys	Girls	Total
Barisal	Barguna	9,270	9,704	18,974
	Barisal	24,974	26,648	51,622
	Bhola	21,448	23,743	45,191
	Jhalokathi	5,560	6,074	11,634
	Patuakhali	22,075	22,149	44,224
	Pirojpur	11,124	11,762	22,886
Chittagong	Bandarban	6,503	6,220	12,723
	Brahmonbaria	46,091	45,762	91,853
	Chandpur	25,825	28,215	54,040
	Chittagong	83,015	86,080	169,095
	Comilla	67,113	71,038	138,151
	Cox's Bazar	25,052	26,661	51,713
	Feni	12,290	13,019	25,309
	Khagrachhari	8,317	7,979	16,296
	Luxmipur	17,471	19,417	36,888
	Noakhali	29,834	31,357	61,191
	Rangamati	6,526	6,585	13,111
Dhaka	Dhaka	131,691	135,407	267,098
	Faridpur	23,057	22,694	45,751
	Gazipur	51,779	51,723	103,502
	Gopalgonj	12,961	12,915	25,876
	Kishorgonj	40,792	41,202	81,994

Division	District	Boys	Girls	Total
	Madaripur	13,575	13,767	27,342
	Manikgonj	14,996	14,353	29,349
	Munshigonj	15,604	15,715	31,319
	Narayangonj	34,849	36,343	71,192
	Narsingdi	29,058	28,908	57,966
	Rajbari	14,448	13,951	28,399
	Shariatpur	13,006	13,557	26,563
	Tangail	41,413	41,734	83,147
Khulna	Bagerhat	14,816	14,329	29,145
	Chuadanga	11,352	11,123	22,475
	Jessore	30,440	29,410	59,850
	Jhenaidah	19,998	18,932	38,930
	Khulna	21,780	21,296	43,076
	Kushtia	25,904	24,857	50,761
	Magura	9,768	9,372	19,140
	Meherpur	6,659	6,416	13,075
	Narail	8,452	7,848	16,300
	Satkhira	19,938	19,458	39,396
Mymensingh	Jamalpur	39,696	38,904	78,600
	Mymensingh	76,890	80,057	156,947
	Netrokona	33,320	34,328	67,648
	Sherpur	21,188	21,347	42,535
Rajshahi	Bogra	44,419	42,725	87,144
	Jaipurhat	9,403	9,486	18,889
	Naogaon	27,643	26,670	54,313
	Natore	19,199	18,717	37,916
	Nawabgonj	19,851	19,701	39,552
	Pabna	38,223	37,313	75,536
	Rajshahi	27,823	26,356	54,179
	Sirajgonj	43,534	42,697	86,231
Rangpur	Dinajpur	44,769	42,038	86,807
	Gaibandha	47,219	45,542	92,761
	Kurigram	30,860	30,089	60,949
	Lalmonirhat	20,347	20,435	40,782
	Nilphamari	31,944	31,000	62,944
	Panchagarh	13,332	13,343	26,675
	Rangpur	39,920	38,222	78,142
	Thakurgaon	21,173	20,701	41,874
Sylhet	Hobigonj	27,958	28,712	56,670
	Moulvibazar	21,280	20,906	42,186
	Sunamgonj	31,799	31,417	63,216
	Sylhet	40,809	40,953	81,762
Total		**1,801,417**	**1,809,380**	**3,610,797**

Table 4. 6: Percentage (%) of Grade I who Completed PPE

Year	Boys	Girls	Total
2019	86.9	86.6	86.7
2020	86.07	87.43	86.76

Table 4.7 : Gross Intake Rate (GIR) and Net Intake Rate (NIR) by District and Gender

District	GIR%			NIR%		
	Boys	Girls	Total	Boys	Girls	Total
Barishal	106.98	104.56	105.70	96.41	96.50	96.46
Pirojpur	107.75	112.26	109.52	95.27	96.64	95.81
Jhalokati	107.47	111.84	109.37	93.50	98.90	95.85
Barguna	105.04	112.92	107.32	96.46	97.77	96.84
Patuakhali	105.17	108.87	107.05	97.77	98.12	97.95
Bhola	102.60	111.38	106.97	98.13	97.85	97.99
Brahmanbaria	108.53	109.52	108.97	96.64	97.20	96.89
Cumilla	100.78	108.24	104.41	98.44	94.97	96.75
Chandpur	104.20	109.53	106.32	95.31	97.80	96.30
Lakshmipur	104.47	106.24	105.32	95.45	94.64	95.06
Noakhali	102.25	108.47	104.95	92.24	94.42	93.19
Feni	108.37	110.37	109.42	96.03	94.26	95.10
Chattogram	104.04	108.60	106.29	96.68	95.60	96.15
Cox's Bazar	93.45	107.89	101.42	90.39	92.38	91.49
Khagrachhari	94.85	107.29	99.16	91.68	97.89	93.83
Rangamati	101.59	108.47	104.20	97.52	96.92	97.29
Bandarban	98.80	109.26	102.85	96.47	97.34	96.80
Kishoreganj	106.35	110.47	108.28	98.04	95.53	96.86
Tangail	106.42	107.50	106.98	98.11	98.94	98.54
Gazipur	108.30	108.24	108.27	98.89	97.87	98.48
Narsingdi	108.04	109.34	108.69	97.68	97.08	97.38
Manikganj	106.73	106.31	106.59	96.11	96.44	96.22
Dhaka	101.87	109.84	105.66	94.23	98.36	96.19
Narayanganj	105.14	110.17	107.26	93.56	98.13	95.49
Munshiganj	107.34	108.76	108.08	93.14	97.36	95.33
Rajbari	107.08	108.74	107.90	94.02	98.38	96.16
Faridpur	103.87	110.02	106.59	95.68	98.17	96.78
Madaripur	104.37	108.79	106.85	94.77	98.60	96.92
Shariatpur	107.42	108.98	108.13	97.20	97.17	97.19
Gopalganj	108.72	111.02	109.79	96.31	98.33	97.25
Kushtia	106.84	110.85	108.96	97.63	97.54	97.59
Meherpur	102.83	111.63	107.03	96.79	98.53	97.63
Chuadanga	105.78	112.44	108.72	95.41	97.48	96.32
Jhenaidah	105.57	110.88	108.17	99.16	96.75	97.98
Magura	109.14	111.68	110.43	97.13	96.40	96.76
Jashore	106.42	112.74	109.46	97.85	95.91	96.92
Narail	107.99	110.20	109.31	98.26	94.32	95.90
Satkhira	108.78	110.82	109.98	98.02	95.58	96.58
Khulna	108.26	109.94	109.10	98.93	98.33	98.63
Bagerhat	106.16	111.78	108.68	95.35	96.17	95.72
Jamalpur	111.03	110.06	110.49	97.24	98.22	97.79
Sherpur	108.13	109.86	109.15	98.67	97.35	97.89
Mymensingh	112.99	110.96	111.91	98.20	98.43	98.32
Netrakona	109.75	110.63	110.13	96.63	97.35	96.94
Joypurhat	108.36	110.11	109.19	98.63	96.58	97.66
Bogura	106.54	109.92	108.37	98.15	96.32	97.16
Naogaon	106.55	109.22	107.95	96.96	96.30	96.61
Chapainawabganj	107.59	111.16	109.14	96.39	96.15	96.29
Rajshahi	107.06	110.04	108.57	97.17	98.65	97.92
Natore	110.90	107.40	108.94	98.02	97.36	97.65
Sirajganj	109.64	107.90	108.76	97.08	96.74	96.91
Pabna	110.51	113.30	111.93	98.06	98.46	98.27
Panchagarh	103.04	108.10	105.03	97.16	97.48	97.28
Thakurgaon	107.67	107.54	107.60	96.77	95.28	96.03

Dinajpur	110.05	112.32	111.17	97.56	97.98	97.77
Nilphamari	107.08	110.53	108.74	98.16	97.75	97.96
Rangpur	108.55	112.89	110.68	97.75	95.57	96.68
Lalmonirhat	107.96	111.10	109.12	97.49	98.82	97.98
Kurigram	107.08	110.46	108.95	97.77	97.73	97.75
Gaibandha	106.33	112.11	108.69	97.57	96.51	97.14
Sunamganj	105.96	111.51	108.50	94.90	96.40	95.59
Sylhet	106.05	111.42	108.55	93.76	95.49	94.57
Habiganj	106.05	117.37	111.69	96.95	97.19	97.07
Maulvibazar	106.80	109.99	108.33	93.15	94.49	93.79
Bangladesh	105.95	109.91	107.86	96.43	96.82	96.62

Table 4.18: Gross and Net Intake Rate by Gender and Year (GIR & NIR) 2010-2020

Year	Gross Intake Rate (%)			Net Intake Rate (%)		
	Boys	Girls	All	Boys	Girls	All
2010	115.4	118.5	116.9	98.8	99.5	99.1
2011	125.6	126.2	125.9	99.9	99.8	99.9
2012	105	106.7	105.8	97	97.9	97.4
2013	111.5	112.6	112.0	97.5	98.2	97.8
2014	109.1	108.3	108.7	97.6	98.1	97.9
2015	109.5	109	109.2	97.63	98.07	97.91
2016	110.72	113.7	112.2	97.62	98.27	97.94
2017	107	112.6	109.8	96.59	99.33	97.93
2018	**109.07**	**115.57**	**112.32**	**95.99**	**97.00**	**96.48**
2019	107.65	112.80	110.17	96.30	96.83	96.56
2020	105.95	109.91	107.86	96.43	96.82	96.62

Figure 4. 1 Gross Intake Rate (GIR) by Gender 2010-2020

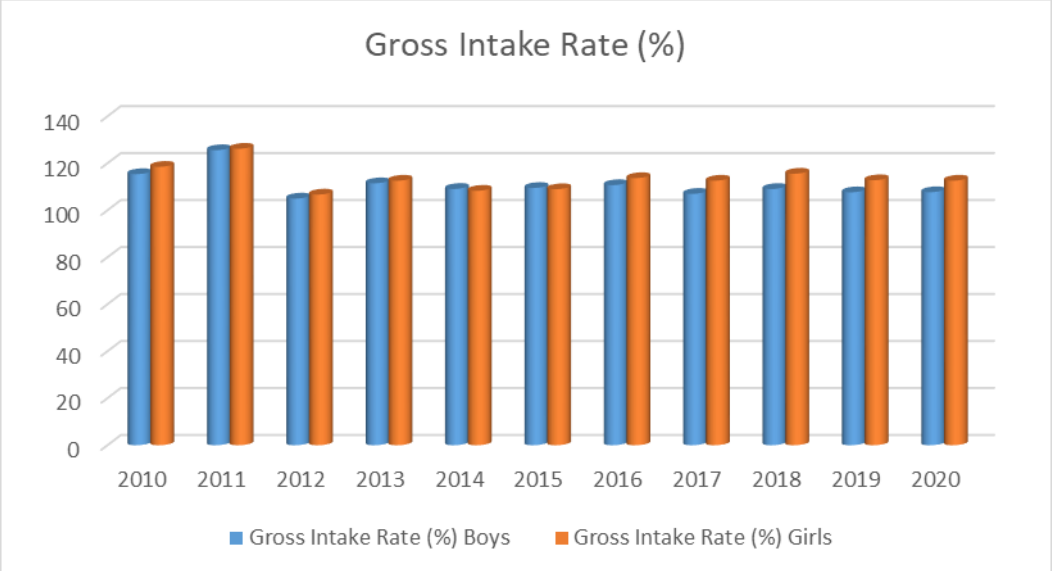


Figure 4. 2 Net Intake Rate (NIR) by Gender 2010-2020

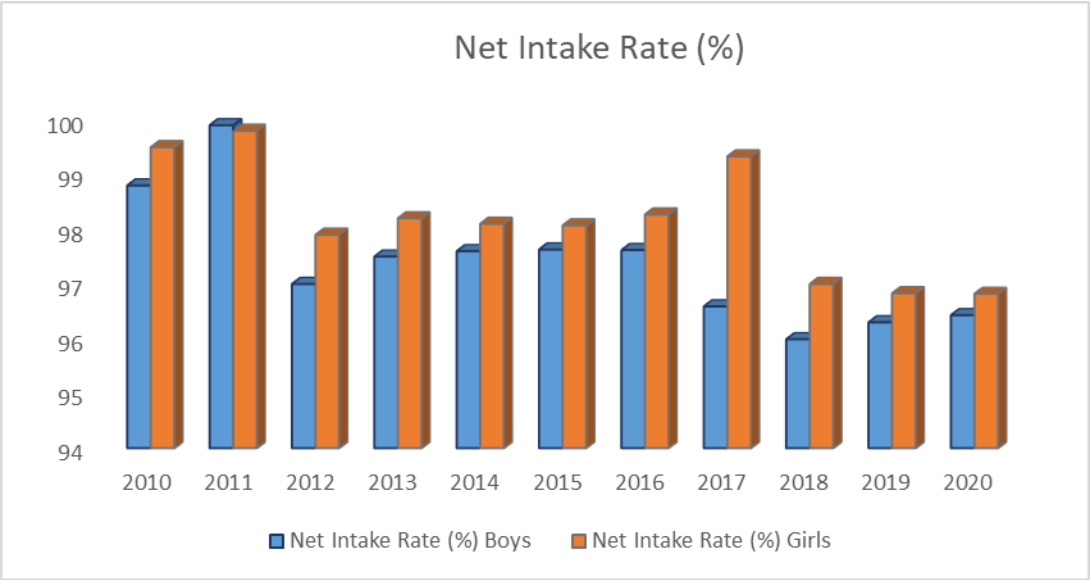


Figure 4. 3 Tend Analysis of Gross Intake Rate (GIR)

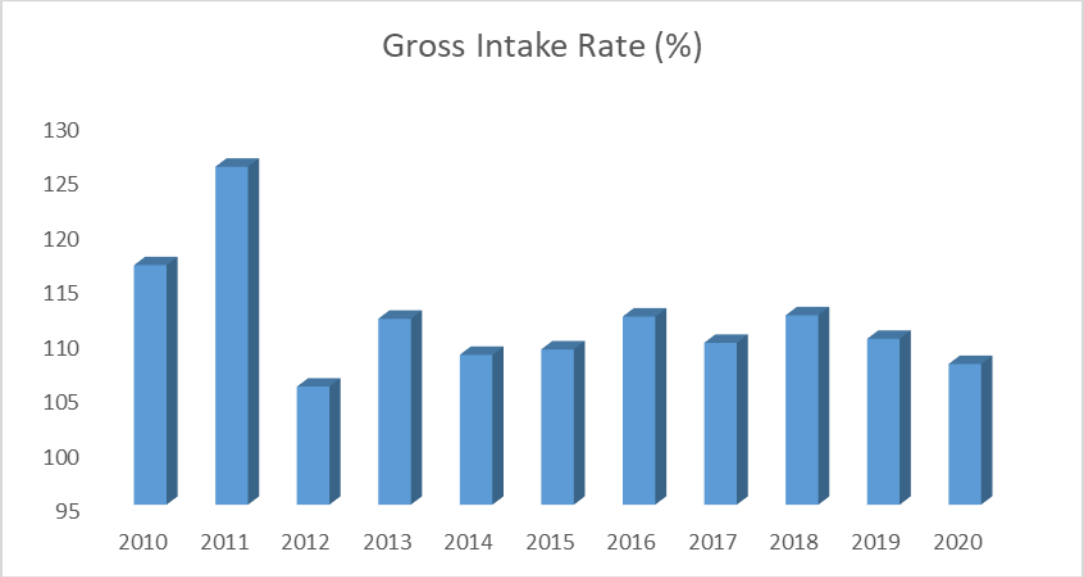
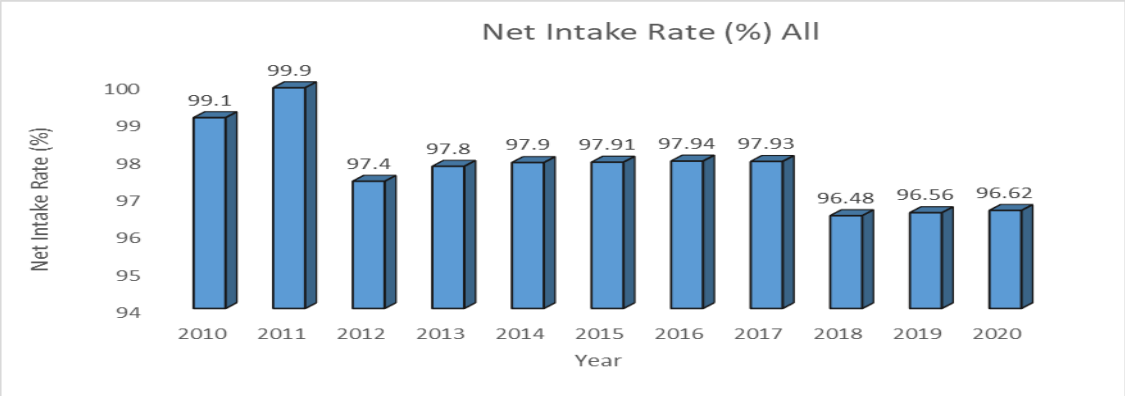


Figure 4. 4 Tend Analysis of Net Intake Rate (NIR)



4.2: Grade wise Enrolment in 2020

Table 4.19: Enrolment by District, Grade and Gender for GPS

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Barisal	Barguna	7574	8127	7294	8044	7649	8314	7835	8770	7070	8790
	Barisal	19364	21264	19930	22002	20601	23189	19013	22698	16697	21091
	Bhola	16873	18998	16632	19835	15986	20410	15083	20415	13203	19029
	Jhalokathi	4152	4857	4389	4995	4506	5194	4234	5142	4052	4927
	Patuakhali	14263	15175	13783	14812	13880	15094	13623	15421	12542	14536
	Pirojpur	8137	9086	8532	9370	8655	9758	8297	9974	7102	9321
Chittagong	Bandarban	5613	5435	5263	5167	5054	5462	4481	4820	3238	4017
	Brahmonbaria	31953	31168	29492	31027	28778	32164	25451	31718	19961	28099
	Chandpur	17524	19797	17463	20452	17805	21857	17083	21943	15508	20918
	Chittagong	46712	51487	50000	55659	55871	62724	52086	61505	41757	53390
	Comilla	37527	41102	37909	43510	39433	46838	38091	47761	33363	44974
	Cox's Bazar	16494	17333	18041	19231	19249	21133	17116	20719	12644	17977
	Feni	6261	7504	7035	8225	7890	9521	7964	10125	7165	9458
	Khagrachhari	6480	6195	6013	6271	6443	6447	6004	6063	4884	5488
	Luxmipur	11649	13548	12315	14347	13362	16408	12039	16115	9580	14087
	Noakhali	18723	20555	19974	22072	22672	26315	22379	28903	19073	26428
	Rangamati	5440	5535	5363	5349	5543	5772	5000	5322	4168	4610
Dhaka	Dhaka	28563	30477	29953	32043	28928	32955	25345	29888	20995	25809
	Faridpur	15848	15772	16496	16599	16399	17218	14527	16520	11461	14700
	Gazipur	14286	15176	14629	16102	14311	16279	12876	15526	10893	13836
	Gopalgonj	10605	10733	10530	10767	10683	11230	10210	10968	8508	9940
	Kishorgonj	27496	27503	26830	27851	25943	28232	23221	27816	17266	23401
	Madaripur	10458	10742	10424	10636	10690	11333	10307	11586	9114	10520
	Manikgonj	11298	10718	11940	11833	12046	12095	10978	11710	9975	10875
	Munshigonj	11850	11893	12479	12216	12977	12625	11351	11979	9506	10707
	Narayangonj	15729	16446	16064	17555	16371	18028	14811	17445	11660	14747
	Narsingdi	15637	15895	16969	17275	16217	17873	14846	17489	11161	15333
	Rajbari	9344	8977	10127	9860	10090	10112	9146	9596	7624	8971
	Shariatpur	10094	10630	10583	10826	10836	11536	10188	11722	8355	10518

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Tangail	24175	25558	26355	26861	26283	27780	24370	27210	22185	25870
Khulna	Bagerhat	10889	10948	10986	11047	10988	11801	10244	11507	8761	10659
	Chuadanga	9096	8800	9761	9530	10352	10334	9005	9316	6502	8010
	Jessore	19756	19234	20684	20142	20407	20617	18444	19101	14755	16683
	Jhenaidah	13510	12976	14274	14323	14389	14696	12496	13703	10684	12463
	Khulna	14225	14410	14630	14603	14753	15726	13532	14580	11029	12508
	Kushtia	14807	14507	16668	16688	16185	16773	13983	15591	11879	14257
	Magura	6886	6897	7428	7357	7639	7730	6708	7337	5348	6223
	Meherpur	4367	4250	4567	4668	4517	4966	4120	4577	3473	4328
	Narail	7242	6724	6853	6836	6936	7017	6262	6621	5023	5845
	Satkhira	14864	14799	15003	14731	16103	15956	14365	15153	12315	13689
Mymensingh	Jamalpur	19550	20110	20018	20494	18788	20346	17405	19659	15041	18328
	Mymensingh	43761	44886	43529	46387	39622	45178	35259	43200	28652	38531
	Netrokona	21907	22285	22812	23746	21313	23365	18655	21360	14680	17751
	Sherpur	10726	11029	10418	10933	9746	10875	9085	10710	8157	10110
Rajshahi	Bogra	21284	21991	21707	23217	21824	23664	19662	22584	17639	21630
	Jaipurhat	5125	5194	5168	5308	5413	5452	5129	5435	4478	5158
	Naogaon	16825	16968	17351	17549	18105	18626	17133	18313	15269	17367
	Natore	11931	11894	12619	12646	12329	12714	10999	11950	9300	11284
	Nawabgonj	12008	12174	12881	13116	13525	14209	12452	14346	10949	13952
	Pabna	22514	22433	23504	23823	23639	25163	20748	23731	17140	21729
	Rajshahi	16605	15847	17525	17282	17700	17516	16276	17071	14125	16336
	Sirajgonj	27442	28322	27961	29008	26701	29709	24662	28798	21341	26239
Rangpur	Dinajpur	21473	21025	22689	22548	22469	22888	21851	23152	20568	22916
	Gaibandha	22432	22781	21312	22643	20154	22216	18310	21605	15758	20041
	Kurigram	21463	21540	21590	21111	20734	21530	18773	20561	16190	19395
	Lalmonirhat	11728	11681	11920	12047	12224	12806	11446	12307	9373	11207
	Nilphamari	16623	16378	16166	16176	15673	16374	14781	16099	13115	15641
	Panchagarh	8276	8420	8487	8947	8873	9273	8426	9344	7461	8957
	Rangpur	21764	21363	22007	22148	21666	22441	19483	22324	17255	21026
	Thakurgaon	11185	11167	11480	11681	11278	11874	11014	12149	10370	12146
Sylhet	Hobigonj	22569	22359	22559	22995	21499	23862	18616	23314	13047	18829
	Moulvibazar	16672	16149	17138	16786	17426	17644	15807	17224	12285	15616
	Sunamgonj	30108	29771	29064	29584	28556	29940	25239	28783	17726	22902
	Sylhet	31038	31435	30912	31552	31638	32844	28573	32166	21255	27123

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total		**1060773**	**1088433**	**1084478**	**1132444**	**1088315**	**1180021**	**996898**	**1150540**	**831653**	**1041246**

Table 4.20: Enrolment by District, Grade and Gender for All Types of School

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Barisal	Barguna	9772	10128	9497	10159	9698	10228	11094	11636	10109	11563
	Barisal	25807	27399	25965	27801	26487	28875	26047	29140	23500	27279
	Bhola	23305	25372	22511	26149	22109	26808	21263	27300	18873	25075
	Jhalokathi	5870	6288	6161	6614	5843	6418	8351	8531	8387	8870
	Patuakhali	24609	24570	23253	23658	22550	23318	22399	23760	19874	20946
	Pirojpur	11553	12230	11840	12361	11692	14029	11764	14667	10104	13491
Chittagong	Bandarban	7152	6776	6736	6402	6451	6761	5921	6100	4473	5188
	Brahmonbaria	47046	45932	42546	43730	40221	43344	35991	41927	28436	36163
	Chandpur	26610	28756	25411	28197	25232	29100	24474	29254	22831	27838
	Chittagong	83271	86273	84486	87992	89702	94427	87980	95580	74149	84015
	Comilla	65418	69256	63974	69307	63733	71348	62663	72316	56202	68202
	Cox's Bazar	25832	27129	27793	29776	27428	30104	26871	32135	20934	28021
	Feni	12862	13576	13633	14201	13886	15536	15983	17989	15676	17762
	Khagrachhari	8978	8534	8481	8535	8860	8658	8245	8093	6893	7306
	Luxmipur	18605	20621	18764	21117	19115	22545	20869	25803	17316	23075
	Noakhali	30674	32123	30961	32967	33337	37223	34345	41982	29784	38402
	Rangamati	6989	6932	6827	6717	6854	7014	6518	6654	5434	5815
Dhaka	Dhaka	122458	126332	118750	122944	116283	122907	116268	123143	101180	108874
	Faridpur	23983	23277	24065	23583	22642	23071	20617	22313	17540	20945
	Gazipur	47173	47175	45757	46539	43790	45400	44985	47343	37035	39393
	Gopalgonj	13961	13848	13678	13719	13543	13868	12932	13502	10849	12304
	Kishorgonj	42835	42830	41061	41773	38747	41195	37039	41439	27241	33742
	Madaripur	13925	14159	13549	13688	13494	13945	13483	14601	11592	12967
	Manikgonj	15286	14469	15910	15462	15489	15310	14349	15115	12982	13773

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Munshigonj	15853	15703	16268	15852	16178	15825	14944	15325	12975	13968
	Narayangonj	32993	34353	32231	34358	30920	33570	31575	35451	24920	28323
	Narsingdi	28673	28371	28284	28294	26463	27837	25923	27957	20853	24490
	Rajbari	15280	14601	15132	14658	14163	14025	13406	13590	12385	13653
	Shariatpur	13594	13994	13589	13830	13665	14392	13583	15124	11298	13641
	Tangail	41437	41800	42142	41805	41956	42718	39960	41499	36333	38795
Khulna	Bagerhat	15247	14834	14777	14453	14501	15039	14268	15061	12252	13774
	Chuadanga	12481	11866	12601	12054	13026	12720	11889	11990	8978	10130
	Jessore	32555	31187	31745	30129	31283	30459	28616	28529	24140	25644
	Jhenaidah	21012	19765	21138	20563	20559	20179	19215	19588	16861	18006
	Khulna	22135	21468	22136	21510	21856	22154	21460	21780	18470	19624
	Kushtia	26325	25054	26126	25372	24748	24611	22623	23481	19023	20595
	Magura	10611	10082	11012	10621	10551	10264	9906	10223	7670	8424
	Meherpur	6927	6570	7083	6961	6861	7025	6968	6882	6215	6622
	Narail	9528	8638	8846	8620	8714	8639	8365	8490	7057	7678
	Satkhira	21340	20862	20907	20235	21606	20925	20105	20320	17611	18382
Mymensingh	Jamalpur	40054	39262	39729	39158	37499	37991	35238	35718	29216	30950
	Mymensingh	80774	83484	77435	81471	69274	75643	63599	72098	51466	61394
	Netrokona	35749	36586	35109	36237	33297	35729	30790	33139	24323	28130
	Sherpur	23567	23792	22080	22548	21111	22111	21008	22474	18116	19709
Rajshahi	Bogra	44679	43062	42781	41924	41326	41035	38482	39134	32984	34969
	Jaipurhat	10183	10221	9911	9817	9758	9611	9539	9459	8387	8877
	Naogaon	27629	26715	27391	26558	27208	26797	26230	26441	23100	24232
	Natore	20418	19627	20447	19558	19910	19610	18348	18614	16040	17453
	Nawabgonj	19785	19501	20041	19839	20103	20469	20551	22070	18128	20808
	Pabna	38754	37710	37708	36990	36622	37194	32945	35254	26219	30302
	Rajshahi	29070	27287	27588	26311	27177	25975	28117	28017	25186	26259
	Sirajgonj	44100	43547	42460	42315	40394	42175	38184	40903	32044	35643
Rangpur	Dinajpur	45429	42758	43897	41785	43651	41876	42623	41979	37592	37561
	Gaibandha	49401	48592	45999	46558	43387	43427	43926	45519	30946	33165
	Kurigram	34426	33898	32967	32036	30704	31296	27768	29356	23408	26193

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Lalmonirhat	21095	21137	20356	20455	19513	19888	19192	19601	15002	16423
	Nilphamari	34571	33323	31421	30843	29961	29635	28648	29120	24020	25770
	Panchagarh	13951	13819	13650	13797	13463	13642	13351	13716	11756	12832
	Rangpur	43261	41762	40748	39692	39820	39650	36763	38438	31813	33785
	Thakurgaon	21986	21333	20678	20210	20138	19873	21323	21166	19578	19910
Sylhet	Hobigonj	30688	30765	30314	31186	28789	31868	25188	30201	18428	24609
	Moulvibazar	23666	22590	23781	22927	23633	23115	22430	23041	18080	20775
	Sunamgonj	36774	35659	34612	34681	33712	34719	35212	38142	23133	28513
	Sylhet	45015	44497	43782	43708	47563	48152	46201	49197	32692	37987
Total		1854990	1854060	1810511	1833310	1772249	1843295	1718913	1848410	1440092	1629007

Table 4.23: Grade wise Enrollment

Grade	Gender	Students
Grade 1	Boys	1854990
	Girls	1854060
	Total	3709050
Grade 2	Boys	1810411
	Girls	1833010
	Total	3643421
Grade 3	Boys	1772149
	Girls	1843272
	Total	3615421
Grade 4	Boys	1718713
	Girls	1848210
	Total	3566923
Grade 5	Boys	1440017
	Girls	1629007
	Total	3069024

Table 4.24: District wise Gross Enrollment (Grade 1-5)

Division	District	Boys	Girls	Total
Barisal	Barisal	121555	135094	256649
	Pirojpur	54215	59313	113528
	Jhalokathi	41826	33538	75364
	Barguna	51335	49612	100947
	Patuakhali	89254	103682	192936
	Bhola	102577	122649	225226
Chittagong	Brahmonbaria	241368	230569	471937
	Comilla	345934	369464	715398
	Chandpur	167254	146996	314250
	Luxmipur	139103	123568	262671
	Noakhali	227301	197490	424791
	Feni	87622	99046	186668
	Chittagong	475602	491385	966987
	Cox's Bazar	161737	162073	323810
	Khagrachhari	40698	33484	74182
	Rangamati	33974	32644	66618
	Bandarban	31453	28654	60107
Dhaka	Kishorgonj	201957	201423	403380
	Tangail	169416	199597	369013
	Gazipur	171256	213175	384431
	Narsingdi	147257	141166	288423
	Manikgonj	73831	76048	149879
	Dhaka	676882	686722	1363604
	Narayangonj	199692	181694	381386
	Munshigonj	89975	81147	171122
	Rajbari	60474	69377	129851
	Faridpur	111287	114598	225885

Division	District	Boys	Girls	Total
	Madaripur	63219	70486	133705
	Shariatpur	69261	73174	142435
	Gopalgonj	71308	68265	139573
Khulna	Kushtia	105163	113610	218773
	Meherpur	33221	32486	65707
	Chuadanga	57168	59671	116839
	Jhenaidah	92224	107207	199431
	Magura	50257	51864	102121
	Jessore	141536	146017	287553
	Narail	39361	47044	86405
	Satkhira	81834	113571	195405
	Khulna	99227	99423	198650
	Bagerhat	78074	74396	152470
Mymensingh	Jamalpur	147159	136732	283891
	Sherpur	89418	93675	183093
	Mymensingh	351359	373734	725093
	Netrokona	157624	151459	309083
Rajshahi	Jaipurhat	43586	43352	86938
	Bogra	206147	181724	387871
	Naogaon	131425	131752	263177
	Nawabgonj	107502	98256	205758
	Rajshahi	131497	127352	258849
	Natore	85063	85231	170294
	Sirajgonj	202534	201202	403736
	Pabna	153509	169721	323230
Rangpur	Panchagarh	63768	63482	127250
	Thakurgaon	88573	96492	185065
	Dinajpur	175203	167338	342541
	Nilphamari	135696	116664	252360
	Rangpur	181258	155398	336656
	Lalmonirhat	93872	75762	169634
	Kurigram	153329	115063	268392
	Gaibandha	179640	157832	337472
Sylhet	Sunamgonj	199245	169624	368869
	Sylhet	249698	228633	478331
	Hobigonj	149995	175362	325357
	Moulvibazar	129324	128906	258230
Total		8596280	9007559	17603839

Table 4.24: District wise Net Enrollment of age 6-10 (Grade 1-5)

Division	District	Boys	Girls	Total
Barisal	Barisal	121232	126331	247563
	Pirojpur	53924	52203	106127
	Jhalokathi	39003	33232	72235
	Barguna	47859	48368	96227
	Patuakhali	82503	85698	168201
	Bhola	99779	108678	208457
Chittagong	Brahmonbaria	236258	225009	461267
	Comilla	338659	349866	688525
	Chandpur	159461	135671	295132
	Luxmipur	131459	119459	250918
	Noakhali	215053	194901	409954
	Feni	79247	92991	172238
	Chittagong	441958	485603	927561
	Cox's Bazar	151052	160863	311915
	Khagrachhari	40359	30733	71092
	Rangamati	31458	31294	62752
	Bandarban	29951	26458	56409
Dhaka	Kishorgonj	196742	180839	377581
	Tangail	155269	173958	329227
	Gazipur	163258	180985	344243
	Narsingdi	144645	139005	283650
	Manikgonj	70641	69657	140298
	Dhaka	669926	603577	1273503
	Narayangonj	193257	163359	356616
	Munshigonj	89164	79814	168978
	Rajbari	56299	56319	112618
	Faridpur	105801	105294	211095
	Madaripur	59684	69937	129621
	Shariatpur	68109	72992	141101
	Gopalgonj	68693	60641	129334
Khulna	Kushtia	98101	97569	195670
	Meherpur	31508	27762	59270
	Chuadanga	54517	54003	108520
	Jhenaidah	86292	95277	181569
	Magura	48179	49993	98172
	Jessore	134009	127580	261589
	Narail	37001	42145	79146
	Satkhira	74556	100115	174671
	Khulna	92436	85311	177747
	Bagerhat	73145	67969	141114
Mymensingh	Jamalpur	133056	119203	252259
	Sherpur	82004	85102	167106
	Mymensingh	325104	338501	663605
	Netrokona	140782	132924	273706
Rajshahi	Jaipurhat	38486	38952	77438
	Bogra	181507	163107	344614
	Naogaon	114005	119343	233348
	Nawabgonj	103759	89103	192862
	Rajshahi	114982	116107	231089
	Natore	73422	75008	148430

Division	District	Boys	Girls	Total
	Sirajgonj	180047	181200	361247
	Pabna	136048	147003	283051
Rangpur	Panchagarh	55540	52095	107635
	Thakurgaon	75781	80004	155785
	Dinajpur	153042	147053	300095
	Nilphamari	110603	99981	210584
	Rangpur	148924	140351	289275
	Lalmonirhat	76041	67043	143084
	Kurigram	128003	104836	232839
	Gaibandha	147050	145903	292953
Sylhet	Sunamgonj	195531	161866	357397
	Sylhet	247102	220357	467459
	Hobigonj	144367	161601	305968
	Moulvibazar	123825	125122	248947
Total		8299458	8123224	16422682

Table 4.25: GER and NER

Division	District	GER%			NER%		
		Boys	Girls	Total	Boys	Girls	Total
Barisal	Barisal	98.08	106.54	102.36	97.82	99.63	98.74
	Pirojpur	88.88	111.63	99.47	88.41	98.25	92.99
	Jhalokathi	105.42	100.00	102.94	98.30	99.09	98.66
	Barguna	106.59	102.29	104.43	99.37	99.73	99.55
	Patuakhali	106.24	118.88	112.68	98.21	98.26	98.24
	Bhola	95.37	111.59	103.57	92.77	98.88	95.86
Chittagong	Brahmonbaria	99.74	100.82	100.27	97.63	98.39	98.00
	Comilla	101.30	104.87	103.11	99.17	99.30	99.24
	Chandpur	103.39	107.18	105.13	98.57	98.92	98.73
	Luxmipur	104.33	102.36	103.40	98.60	98.96	98.77
	Noakhali	100.85	100.07	100.49	95.41	98.76	96.98
	Feni	104.21	101.60	102.81	94.25	95.39	94.86
	Chittagong	99.97	94.98	97.37	92.90	93.86	93.40
	Cox's Bazar	96.32	93.48	94.88	89.96	92.78	91.39
	Khagrachhari	97.38	108.00	101.90	96.57	99.13	97.66
	Rangamati	96.74	101.87	99.19	89.57	97.66	93.43
	Bandarban	96.81	106.23	101.09	92.19	98.09	94.87
Dhaka	Kishorgonj	99.71	110.08	104.63	97.13	98.83	97.94
	Tangail	107.83	113.88	111.02	98.83	99.26	99.05
	Gazipur	104.50	116.94	111.05	99.62	99.28	99.44
	Narsingdi	100.77	100.10	100.44	98.98	98.57	98.78
	Manikgonj	103.61	107.86	105.72	99.13	98.80	98.96
	Dhaka	97.89	112.25	104.63	96.89	98.66	97.72
	Narayangonj	101.53	109.95	105.38	98.26	98.86	98.53
	Munshigonj	97.83	100.36	99.01	96.95	98.71	97.77
	Rajbari	105.87	121.19	113.54	98.56	98.38	98.47
	Faridpur	103.48	107.57	105.51	98.38	98.84	98.61
	Madaripur	103.81	99.79	101.66	98.01	99.02	98.55
	Shariatpur	96.93	97.19	97.07	95.32	96.95	96.16
	Gopalgonj	103.32	111.60	107.21	99.53	99.13	99.34
Khulna	Kushtia	105.30	114.63	109.95	98.23	98.44	98.34
	Meherpur	104.58	115.13	109.54	99.19	98.38	98.81

	Chuadanga	104.47	108.47	106.48	99.63	98.17	98.90
	Jhenaidah	105.54	110.71	108.26	98.75	98.39	98.56
	Magura	103.27	102.97	103.12	99.00	99.26	99.13
	Jessore	104.87	113.08	108.88	99.29	98.80	99.05
	Narail	105.90	108.72	107.42	99.55	97.40	98.39
	Satkhira	108.45	111.92	110.44	98.80	98.66	98.72
	Khulna	105.92	114.45	110.02	98.67	98.20	98.44
	Bagerhat	104.84	107.60	106.17	98.22	98.30	98.26
Mymensingh	Jamalpur	109.67	113.55	111.50	99.16	98.99	99.08
	Sherpur	107.81	108.89	108.36	98.87	98.93	98.90
	Mymensingh	106.57	109.21	107.91	98.61	98.91	98.76
	Netrokona	109.89	112.87	111.33	98.15	99.06	98.59
Rajshahi	Jaipurhat	111.46	109.35	110.40	98.41	98.25	98.33
	Bogra	112.81	110.42	111.68	99.33	99.11	99.22
	Naogaon	113.50	109.55	111.49	98.46	99.23	98.85
	Nawabgonj	101.51	108.23	104.61	97.98	98.15	98.05
	Rajshahi	112.76	107.82	110.27	98.60	98.30	98.45
	Natore	114.32	111.90	113.09	98.67	98.48	98.57
	Sirajgonj	111.14	109.55	110.34	98.80	98.66	98.73
	Pabna	111.92	113.42	112.70	99.19	98.24	98.69
Rangpur	Panchagarh	113.62	119.66	116.55	98.96	98.19	98.59
	Thakurgaon	115.00	119.13	117.12	98.39	98.78	98.59
	Dinajpur	113.15	112.58	112.87	98.84	98.93	98.89
	Nilphamari	121.20	115.04	118.27	98.78	98.59	98.69
	Rangpur	120.52	108.55	114.68	99.02	98.04	98.54
	Lalmonirhat	121.77	111.35	116.88	98.64	98.54	98.59
	Kurigram	117.75	108.67	113.68	98.30	99.01	98.62
	Gaibandha	121.14	107.16	114.18	99.16	99.07	99.11
Sylhet	Sunamgonj	96.17	101.59	98.59	94.38	96.95	95.53
	Sylhet	97.32	102.13	99.56	96.30	98.43	97.30
	Hobigonj	100.09	107.56	103.98	96.33	99.12	97.79
	Moulvibazar	101.44	102.43	101.93	97.12	99.43	98.27
Total					97.39	98.25	97.81

Table 4.26: Trend of GER and NER

Year	GER (%)			NER (%)		
	Boys	Girls	Total	Boys	Girls	Total
2010	103.2	112.4	107.7	92.2	97.6	94.8
2011	97.5	105.6	101.5	92.7	97.3	94.9
2012	101.3	107.6	104.4	95.4	98.1	96.7
2013	106.8	110.5	108.6	96.2	98.4	97.3
2014	104.6	112.3	108.4	96.6	98.8	97.7
2015	105	113.4	109.2	97.09	98.79	97.94
2016	109.3	115	112.1	97.01	98.8	97.96
2017	108.1	115.4	111.7	97.66	98.29	97.97
2018	**110.32**	**118.3**	**114.23**	**97.55**	**98.16**	**97.85**
2019	104.49	114.93	109.60	97.65	98.01	97.74
2020	100.1	108.9	104.9	97.37	98.25	97.81

Figure 4. 4 Net Enrolment Rate (NER) by Gender 2010-2020

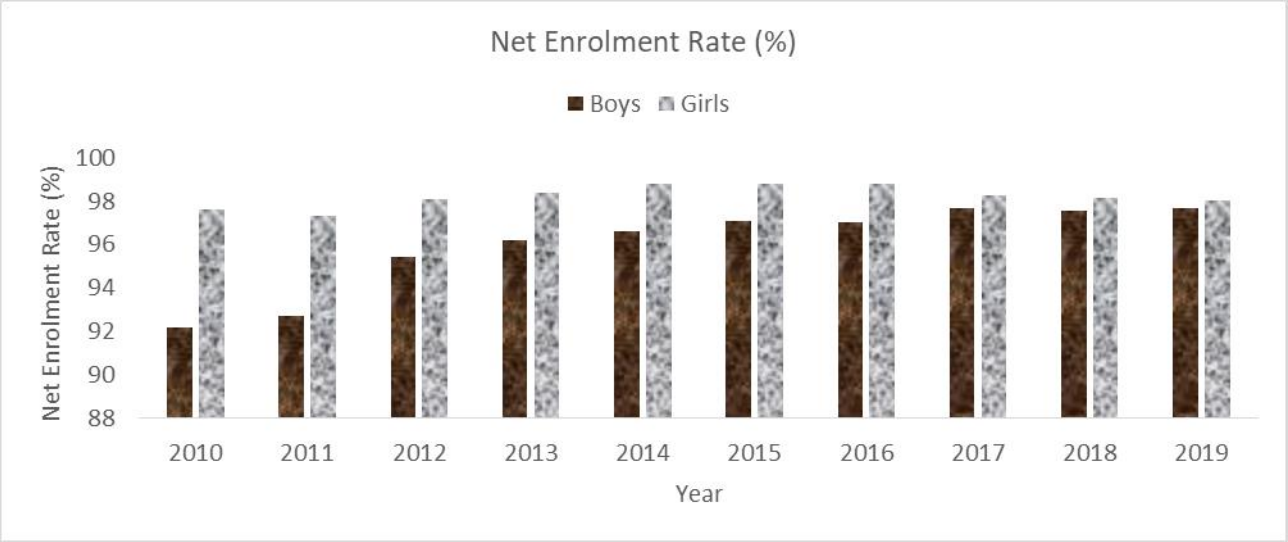


Figure 4. 5 Gross Enrolment Rate (GER) by Gender 2010-2020

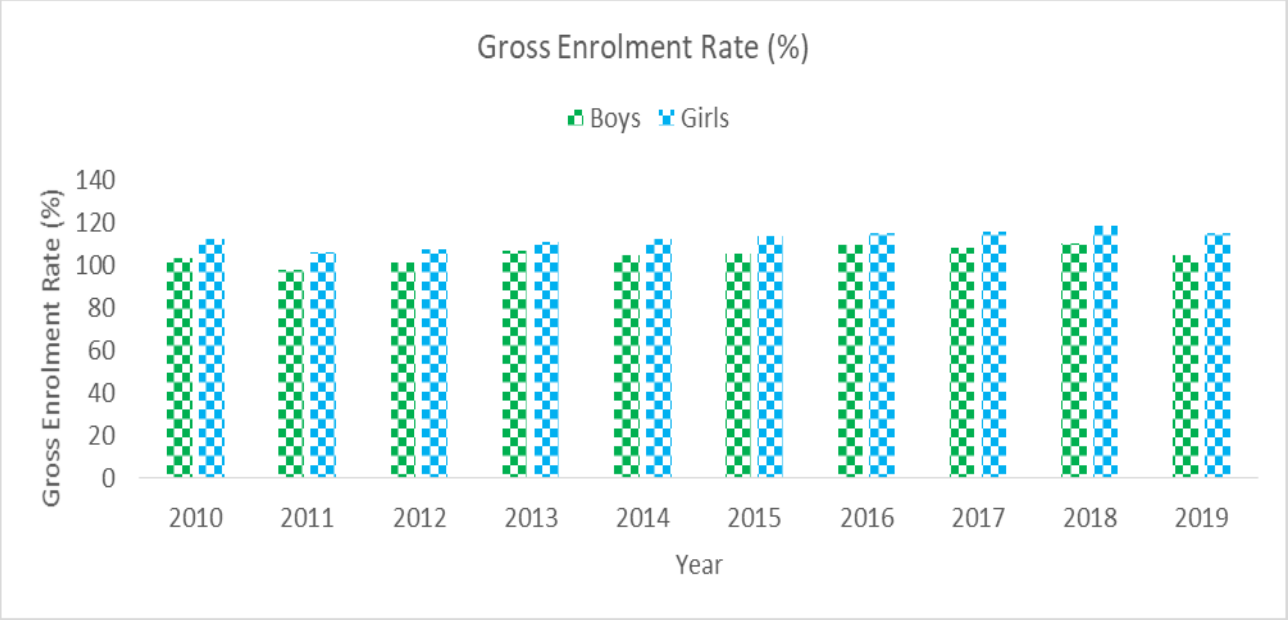
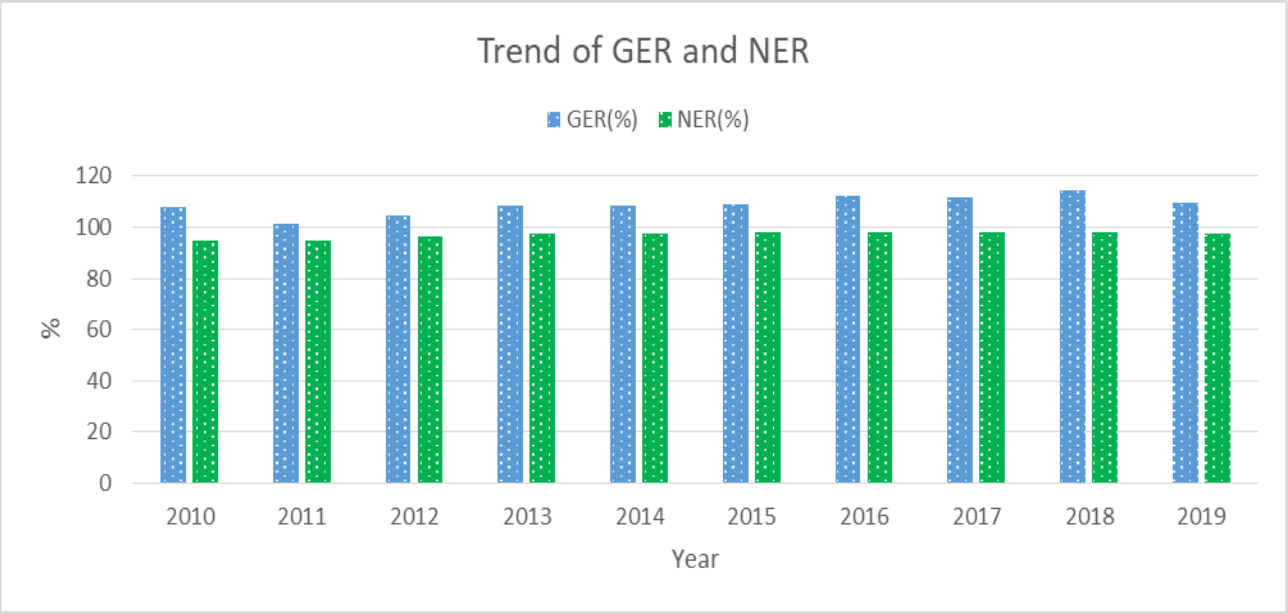


Figure 4. 6 Tend Analysis of Net Enrolment Rate (NER) and Gross Enroment Rate (GER)



Chapter Five

5. CHAPTER FIVE: INCLUSIVE EDUCATION

5.1Introduction

As part of the commitment to monitor the progress in inclusive education, the school census collects data on enrolment of children with special needs. There are six types 'mild and moderate disabilities included into the APSC questionnaire such as Physically Handicapped, Poor Eyesight, Short of Hearing, Problem in Speech, Intellectual/ Mental retarded and Autistics. The APSC accordingly collects information from all type of schools. The following tables present the information on special need children.

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Table 5. 1: Enrolment of Special Need Children in Pre primary Class

Types	Baby Boys	Baby Girls	Total
Physical Handicap	4,340	3,020	7,360
Poor Eyesight	1,209	1,021	2,230
Short of Hearing	713	667	1,380
Problem in Speech	2,554	1,996	4,550
Intellectual/ Mental	3,336	2,548	5,884
Autistics	1,163	789	1,952
Others	828	734	1,562
Total	14,143	10,775	24,918

Table 5. 2: Enrolment of Special Need Children in all Type of Schools by Grade

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total		
Types	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**All**
Physical Handicap	3,947	3,732	3,594	3,372	3,312	3,391	3,000	3,295	3,097	2,862	16,950	16,652	33,602
Poor Eyesight	1,201	1,071	1,188	1,005	1,181	1,011	1,079	968	890	774	5,539	4,829	10,368
Short of Hearing	808	931	1,009	1,065	636	552	600	618	507	579	3,560	3,745	7,305
Problem in Speech	1,962	1,572	1,788	1,518	1,615	1,430	1,470	1,329	994	960	7,829	6,809	14,638
Intellectual / Mental	3,298	3,050	2,898	2,427	2,584	2,292	2,123	1,977	1,354	1,237	12,257	10,983	23,240
Autistics	854	768	718	536	556	460	446	343	283	245	2,857	2,352	5,209
Others	714	652	560	548	462	609	411	321	293	291	2,440	2,421	4,861
Total	12,784	11,776	11,755	10,471	10,346	9,745	9,129	8,851	7,418	6,948	51,432	47,791	99,223

Table 5. 3: Enrolment of Special Need Children in GPS

Types	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical Handicap	1,658	1,114	1,662	1,143	1,607	1,133	1,451	1,073	1,018	778	7,396	5,241	12,637
Poor Eyesight	370	333	515	390	580	486	554	499	476	412	2,495	2,120	4,615
Short of Hearing	127	94	122	105	150	120	129	134	99	95	627	548	1,175
Problem in Speech	710	609	703	631	657	620	579	567	407	431	3,056	2,858	5,914
Intellectual/ Mental	1,505	1,220	1,367	1,156	1,265	1,143	1,027	1,025	601	664	5,765	5,208	10,973
Autistics	182	139	148	93	118	81	86	70	55	57	589	440	1,029
Others	98	107	129	106	117	100	104	98	68	70	516	481	997
Total	4,650	3,616	4,646	3,624	4,494	3,683	3,930	3,466	2,724	2,507	20,444	16,896	37,340

Table 5.4: Enrolment of Special Need Children in NNPS

Types	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical Handicap	586	331	551	358	460	321	452	328	310	215	2,359	1,553	3,912
Poor Eyesight	144	97	155	119	166	146	141	116	119	98	725	576	1,301
Short of Hearing	44	35	42	40	45	45	35	32	29	31	195	183	378
Problem in Speech	315	240	298	274	258	231	238	202	143	174	1,252	1,121	2,373
Intellectual/ Mental	358	295	347	292	322	282	225	274	175	169	1,427	1,312	2,739
Autistics	52	42	42	28	41	20	24	17	14	8	173	115	288
Others	78	58	54	70	22	28	45	29	33	44	232	229	461
Total	1,577	1,098	1,489	1,181	1,314	1,073	1,160	998	823	739	6,363	5,089	11,452

Table 5. 5: Enrolment of Special Need Children in PRIVATE PRIMARY SCHOOL

Types	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical Handicap	109	81	81	67	47	47	71	44	47	38	355	277	632
Poor Eyesight	19	11	17	10	13	14	8	5	5	4	62	44	106
Short of Hearing	10	7	13	9	8	4	4	-	5	1	40	21	61
Problem in Speech	17	8	17	13	25	16	7	10	2	2	68	49	117
Intellectual/ Mental	39	37	36	33	33	30	26	27	15	10	149	137	286
Autistics	21	18	16	12	7	4	10	5	4	3	58	42	100
Others	21	21	12	12	2	4	7	2	4	3	46	42	88
Total	236	183	192	156	135	119	133	93	82	61	778	612	1,390

5.2 Single Shift School

The purpose of single shift school is to increase the contact hours for teaching and learning and interaction between the teachers and the students. To increase the number of single shift schools and thus to rise the contact hours between teachers and students was one of the PSQLs of PEDPII and PEDP4.

Table 5.6 : Number of Single Shift Schools by Division and Type of schools 2020

Division	GPS	Other Types School	ALL Type
Barisal	994	1,779	2,773
Chittagong	1,497	6,596	8,093
Dhaka	1,480	8,010	9,490
Khulna	1,364	4,143	5,507
Mymensingh	463	3,400	3,863
Rajshahi	2,200	6,227	8,427
Rangpur	1,486	5,243	6,729
Sylhet	376	4,736	5,112
Total	**9,860**	**40,134**	**49,994**

Table 5. 7 : Number of Single Shift Schools by District and Types of schools 2020

Division	District	GPS	Other Types	ALL Type
Barisal	Barguna	88	174	262
	Barisal	303	402	705
	Bhola	142	283	425
	Jhalokathi	75	159	234
	Patuakhali	189	548	737
	Pirojpur	197	213	410
Chittagong	Bandarban	71	74	145
	Brahmonbaria	106	795	901
	Chandpur	129	584	713
	Chittagong	393	1,449	1,842
	Comilla	257	1,797	2,054
	Cox's Bazar	80	300	380
	Feni	99	425	524
	Khagrachhari	55	146	201
	Luxmipur	93	410	503
	Noakhali	126	530	656
	Rangamati	88	86	174
	Dhaka	176	1,821	1,997
	Faridpur	80	729	809
	Gazipur	93	851	944
	Gopalgonj	67	210	277
	Kishorgonj	94	853	947
	Madaripur	87	120	207
	Manikgonj	126	267	393
	Munshigonj	59	258	317
	Narayangonj	76	679	755

Division	District	GPS	Other Types	ALL Type
Dhaka	Narsingdi	171	550	721
	Rajbari	51	448	499
	Shariatpur	52	192	244
	Tangail	348	1,032	1,380
Khulna	Bagerhat	147	269	416
	Chuadanga	107	271	378
	Jessore	224	931	1,155
	Jhenaidah	158	492	650
	Khulna	217	462	679
	Kushtia	116	634	750
	Magura	62	392	454
	Meherpur	88	136	224
	Narail	65	104	169
	Satkhira	180	452	632
Mymensingh	Jamalpur	164	635	799
	Mymensingh	93	1,630	1,723
	Netrokona	123	835	958
	Sherpur	83	300	383
Rajshahi	Bogra	508	1,190	1,698
	Jaipurhat	114	398	512
	Naogaon	359	690	1,049
	Natore	146	742	888
	Nawabgonj	151	535	686
	Pabna	293	853	1,146
	Rajshahi	281	830	1,111
	Sirajgonj	348	989	1,337
Rangpur	Dinajpur	217	952	1,169
	Gaibandha	296	733	1,029
	Kurigram	294	374	668
	Lalmonirhat	141	304	445
	Nilphamari	161	1,038	1,199
	Panchagarh	74	464	538
	Rangpur	205	723	928
	Thakurgaon	98	655	753
Sylhet	Hobigonj	92	1,098	1,190
	Moulvibazar	133	752	885
	Sunamgonj	64	1,714	1,778
	Sylhet	87	1,172	1,259
Total	**Total**	**9,860**	**40,134**	**49,994**

Chapter Six:Internal Efficiency

6. CHAPTER SIX: INTERNAL EFFICIENCY

6.1 Introduction

Internal efficiency shows overall efficiency of education system in Bangladesh. It includes the best uses of resources and produces results in terms of children's continuation and completion of primary education cycle. The most efficient system would be one in which all children who enrolled and progressed through the cycle. In other words, there would be no repetition and no dropout because of efficient use of teachers, classrooms and other resources.

The indicators namely Repetition Rate, Dropout Rate, Coefficient of Efficiency, Survival Rate, Years Input per Graduate and Average Student Absenteeism has been considered for measuring internal efficiency of primary education.

Primary education internal efficiency indicators in Bangladesh are important because they show whether the system is converting inputs (budgets) into outputs (graduate students) in an efficient manner. Internal efficiency is calculated using the reconstructed cohort approach.

6.2 Repeaters in Primary Education

Table 6. 1: Repeaters in Government Primary School (GPS)

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Barisal	Barguna	31	24	45	40	70	60	51	52	17	27
	Barisal	352	278	531	450	949	808	631	557	174	174
	Bhola	97	102	152	151	225	231	163	181	21	16
	Jhalokathi	26	24	58	57	134	94	76	51	16	15
	Patuakhali	570	553	235	177	280	223	186	143	79	42
	Pirojpur	150	137	278	194	411	307	312	218	61	55
Chittagong	Bandarban	319	248	349	314	350	388	317	322	23	44
	Brahmonbaria	1,951	1,352	1,945	1,470	2,112	1,774	1,599	1,705	175	252

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Chandpur	835	617	1,005	757	1,218	1,192	913	985	200	218
	Chittagong	2,895	2,455	5,087	4,149	7,150	6,312	5,348	4,880	637	727
	Comilla	1,095	834	1,735	1,564	2,534	2,339	2,081	1,937	408	493
	Cox's Bazar	669	557	1,249	1,081	1,747	1,617	1,365	1,479	134	178
	Feni	447	407	520	471	771	740	738	613	96	115
	Khagrachhari	310	229	321	239	503	391	412	307	49	46
	Luxmipur	641	637	515	494	847	896	654	691	90	172
	Noakhali	546	392	825	642	1,257	1,100	1,099	996	235	238
	Rangamati	285	199	333	250	437	386	336	267	56	49
Dhaka	Dhaka	1,049	892	1,530	1,211	2,190	1,859	1,483	1,275	305	348
	Faridpur	847	636	1,314	1,140	1,720	1,468	1,342	1,198	443	539
	Gazipur	535	387	935	858	1,023	822	789	647	62	58
	Gopalgonj	551	453	818	619	985	773	825	625	114	141
	Kishorgonj	1,766	1,285	2,371	2,003	3,009	2,798	2,484	2,564	301	412
	Madaripur	111	90	206	169	221	177	153	156	58	49
	Manikgonj	411	261	896	676	927	689	717	564	253	203
	Munshigonj	671	404	1,387	874	1,821	1,198	1,069	676	118	104
	Narayangonj	748	657	1,123	839	1,308	988	1,213	888	231	184
	Narsingdi	826	626	1,657	1,259	1,868	1,617	1,618	1,378	199	210
	Rajbari	275	214	544	379	642	533	497	385	145	143
	Shariatpur	448	339	750	521	858	742	758	664	175	174
	Tangail	1,126	839	1,839	1,403	1,844	1,490	1,095	878	184	174
Khulna	Bagerhat	259	250	332	230	517	430	348	251	68	52
	Chuadanga	860	513	1,276	885	1,516	1,215	1,105	873	79	89
	Jessore	1,269	903	1,665	1,209	1,918	1,527	1,387	1,215	181	245
	Jhenaidah	602	412	807	613	1,036	803	584	496	97	102
	Khulna	607	455	1,002	664	1,458	1,115	910	770	143	112
	Kushtia	530	357	1,295	1,027	1,210	1,055	810	667	106	132

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Khulna	Magura	340	309	752	664	958	812	640	520	85	99
	Meherpur	269	209	418	270	467	337	268	233	34	10
	Narail	598	360	554	398	625	434	543	419	56	47
	Satkhira	450	377	646	512	1,113	772	633	534	125	98
Mymensingh	Jamalpur	402	381	794	699	870	830	700	684	124	149
	Mymensingh	2,011	1,559	3,531	3,079	3,551	3,564	2,819	2,917	662	749
	Netrokona	659	509	1,394	1,127	1,557	1,448	1,170	1,060	217	194
	Sherpur	368	330	396	337	463	404	413	373	97	63
Rajshahi	Bogra	526	433	1,105	868	1,334	1,172	825	753	243	224
	Jaipurhat	434	367	320	230	385	251	251	173	28	23
	Naogaon	290	201	635	461	763	521	446	329	102	81
	Natore	655	475	1,041	777	1,195	998	842	732	205	175
	Nawabgonj	231	141	562	373	690	514	392	281	138	144
	Pabna	740	496	1,028	851	1,401	1,207	733	717	191	191
	Rajshahi	675	464	1,129	900	1,412	984	939	685	207	181
	Sirajgonj	670	545	915	698	956	847	718	672	137	152
Rangpur	Dinajpur	364	256	516	378	591	506	397	300	90	90
	Gaibandha	311	232	426	389	563	538	349	342	54	58
	Kurigram	826	755	376	267	458	386	317	301	63	105
	Lalmonirhat	234	185	287	238	461	406	413	351	93	80
	Nilphamari	434	415	380	363	473	382	395	376	178	181
	Panchagarh	205	139	342	300	456	380	358	293	84	121
	Rangpur	952	913	479	342	524	406	404	345	92	102
	Thakurgaon	226	162	393	319	336	283	234	211	91	85
Sylhet	Hobigonj	1,954	1,368	2,705	2,226	3,200	2,746	2,580	2,798	504	791
	Moulvibazar	1,569	1,048	1,967	1,401	2,535	1,938	1,889	1,700	295	362
	Sunamgonj	2,817	2,243	2,876	2,271	3,541	3,017	2,888	2,830	793	827
	Sylhet	3,189	2,534	3,955	3,130	5,244	4,404	4,139	3,704	755	920

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total		47,109	36,424	66,852	52,947	83,188	70,644	62,163	56,187	11,476	12,634

Table 6. 2: Repeaters in NNPS by District, Grade and Gender 2020

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Barisal	Barguna	5	9	12	10	19	14	15	13	9	6
	Barisal	156	125	153	109	171	146	158	121	66	67
	Bhola	32	24	88	67	74	87	60	75	13	15
	Jhalokathi	16	7	7	10	12	12	15	7	8	8
	Patuakhali	699	710	84	75	82	68	49	44	44	26
	Pirojpur	56	55	64	57	74	74	73	61	28	17
Chittagong	Bandarban	103	113	117	118	132	124	97	95	30	38
	Brahmonbaria	428	313	545	407	596	415	509	479	103	104
	Chandpur	127	95	162	133	180	158	178	127	71	79
	Chittagong	566	484	892	828	1,296	1,129	1,074	972	317	290
	Comilla	257	207	439	315	476	405	416	386	167	163
	Cox's Bazar	182	165	374	329	501	488	413	383	69	121
	Feni	76	61	78	76	130	106	101	104	29	24
	Khagrachhari	133	100	124	113	158	156	132	119	40	49
	Luxmipur	227	207	158	129	226	243	169	255	33	95
	Noakhali	235	187	325	243	402	391	345	391	122	149
	Rangamati	61	41	57	43	57	41	43	29	17	8
Dhaka	Dhaka	221	223	195	167	202	169	156	131	73	50
	Faridpur	221	145	306	246	394	306	271	267	204	217
	Gazipur	66	55	123	102	150	112	132	113	10	3
	Gopalgonj	149	127	188	139	205	161	218	132	75	55
	Kishorgonj	727	562	811	674	881	829	828	820	115	138
	Madaripur	7	4	39	46	31	39	33	36	17	13

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Dhaka	Manikgonj	103	79	177	154	210	147	130	112	35	38
	Munshigonj	67	39	111	78	137	79	84	78	25	22
	Narayangonj	82	87	143	116	111	96	89	98	28	21
	Narsingdi	130	85	226	182	252	203	241	213	28	32
	Rajbari	114	72	204	147	186	165	166	143	74	60
	Shariatpur	208	134	176	149	250	223	203	227	89	114
	Tangail	452	429	506	424	538	425	338	288	102	110
Khulna	Bagerhat	113	109	111	93	171	140	133	105	31	20
	Chuadanga	436	300	498	376	638	522	474	412	88	92
	Jessore	609	476	758	591	845	677	768	593	147	123
	Jhenaidah	454	383	483	367	501	432	407	321	85	69
	Khulna	313	210	353	288	500	401	422	306	90	70
	Kushtia	205	140	337	313	413	310	236	233	78	92
	Magura	231	160	319	246	340	321	274	231	46	47
	Meherpur	175	126	223	143	195	152	151	107	25	25
	Narail	253	215	211	145	202	173	209	180	49	45
	Satkhira	172	144	210	190	341	246	307	228	92	86
Mymensingh	Jamalpur	243	232	399	349	363	271	270	267	72	117
	Mymensingh	889	745	1,201	1,052	1,055	987	874	907	338	382
	Netrokona	389	350	599	595	712	663	537	512	135	106
	Sherpur	202	144	229	231	221	198	165	165	52	79
Rajshahi	Bogra	135	116	214	183	242	227	191	149	96	111
	Jaipurhat	107	124	64	61	78	59	46	36	10	12
	Naogaon	113	89	192	154	222	160	151	157	53	39
	Natore	281	230	384	273	397	311	331	242	129	139
	Nawabgonj	118	80	190	151	246	190	179	181	82	110
	Pabna	212	167	176	160	191	146	130	106	38	45
	Rajshahi	257	190	350	259	365	277	367	268	132	122

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Sirajgonj	141	153	183	165	189	180	138	164	53	45
Rangpur	Dinajpur	215	154	212	137	155	134	118	118	74	62
	Gaibandha	124	87	121	98	108	73	104	111	34	43
	Kurigram	845	838	120	122	128	119	96	110	64	72
	Lalmonirhat	188	176	111	96	178	134	164	172	45	49
	Nilphamari	356	342	188	153	195	167	202	142	111	106
	Panchagarh	98	58	143	105	168	111	120	96	40	25
	Rangpur	540	568	175	132	174	166	138	112	51	62
	Thakurgaon	123	103	123	115	109	104	70	65	52	51
Sylhet	Hobigonj	421	313	594	458	557	531	458	527	150	215
	Moulvibazar	473	365	621	456	688	541	584	473	119	110
	Sunamgonj	1,133	1,031	1,121	916	1,226	1,051	1,052	1,008	335	328
	Sylhet	660	487	891	716	1,055	870	870	872	301	335
Total	Total	17,130	14,349	18,988	15,575	21,301	18,055	17,472	15,995	5,338	5,566

Table 6. 3: Repeaters in All Schools

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Barisal	Barguna	36	33	57	50	89	74	66	65	26	33
	Barisal	519	416	711	583	1,134	968	799	689	246	242
	Bhola	129	126	329	353	435	490	345	427	134	180
	Jhalokathi	43	32	68	69	146	106	94	59	24	23
	Patuakhali	1,377	1,375	353	281	386	313	256	207	140	80
	Pirojpur	265	250	365	266	495	387	400	294	95	81
Chittagong	Bandarban	432	370	485	449	496	528	429	429	56	85
	Brahmonbaria	3,210	2,381	2,777	2,139	2,983	2,434	2,350	2,381	413	478
	Chandpur	1,418	1,162	1,216	927	1,410	1,367	1,107	1,129	300	327
	Chittagong	4,117	3,521	6,415	5,337	8,810	7,702	6,703	6,055	1,189	1,170
	Comilla	1,636	1,328	2,354	2,087	3,216	2,938	2,650	2,526	676	761
	Cox's Bazar	1,204	940	1,859	1,617	2,524	2,387	2,072	2,204	248	330
	Feni	1,030	925	624	579	927	871	859	735	155	161
	Khagrachhari	459	349	464	374	688	567	560	440	109	115
	Luxmipur	1,184	1,150	674	623	1,090	1,150	826	952	125	275
	Noakhali	1,027	768	1,202	938	1,751	1,566	1,488	1,440	401	425
	Rangamati	352	246	402	308	512	442	385	303	77	57
Dhaka	Dhaka	5,171	5,006	2,372	2,314	3,000	2,886	2,213	2,293	809	1,196
	Faridpur	1,160	852	1,678	1,447	2,183	1,826	1,656	1,522	684	818
	Gazipur	3,333	3,475	2,212	2,184	2,271	2,095	1,931	1,878	972	1,046
	Gopalgonj	803	685	1,024	782	1,206	957	1,057	774	200	258
	Kishorgonj	2,803	2,155	3,267	2,759	3,977	3,717	3,400	3,476	471	602
	Madaripur	118	94	245	216	253	217	190	193	75	64
	Manikgonj	515	340	1,074	834	1,150	846	855	688	298	250
	Munshigonj	794	499	1,516	960	1,981	1,295	1,159	762	147	128
	Narayangonj	1,265	1,214	1,401	1,073	1,534	1,219	1,444	1,106	347	269
	Narsingdi	1,215	989	2,099	1,499	2,173	1,849	1,918	1,632	248	265

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Rajbari	717	607	829	598	1,052	911	986	836	629	596
	Shariatpur	681	493	958	695	1,134	988	987	922	272	305
	Tangail	1,695	1,377	2,507	1,945	2,554	2,039	1,561	1,273	386	355
Khulna	Bagerhat	375	364	450	331	694	575	484	360	100	72
	Chuadanga	1,322	830	1,791	1,269	2,175	1,757	1,586	1,293	170	184
	Jessore	2,020	1,496	2,507	1,875	2,859	2,283	2,231	1,870	378	410
	Jhenaidah	1,249	957	1,315	999	1,552	1,242	998	835	187	176
	Khulna	995	717	1,401	1,002	2,010	1,561	1,376	1,125	301	238
	Kushtia	875	610	1,685	1,386	1,653	1,396	1,068	910	194	237
	Magura	578	477	1,102	934	1,334	1,165	938	770	136	147
	Meherpur	489	368	652	422	670	494	424	345	77	37
	Narail	864	582	776	548	829	612	756	604	107	93
	Satkhira	1,010	878	1,133	978	1,801	1,330	1,031	831	266	231
Mymensingh	Jamalpur	720	699	1,279	1,113	1,303	1,172	1,031	1,012	251	313
	Mymensingh	4,622	4,110	4,826	4,245	4,718	4,671	3,813	3,938	1,097	1,225
	Netrokona	1,710	1,481	2,108	1,826	2,423	2,271	1,855	1,706	399	342
	Sherpur	1,765	1,735	1,081	1,041	1,084	1,031	943	926	344	302
Rajshahi	Bogra	1,694	1,472	1,464	1,157	1,665	1,466	1,158	983	478	442
	Jaipurhat	956	875	395	299	483	333	314	231	60	46
	Naogaon	452	320	920	695	1,061	761	666	551	202	144
	Natore	1,328	988	1,459	1,071	1,625	1,585	1,388	1,456	342	572
	Nawabgonj	568	428	785	570	987	773	618	536	233	308
	Pabna	1,494	1,145	1,649	1,520	2,045	1,909	1,373	1,607	400	448
	Rajshahi	1,780	1,391	1,569	1,222	1,900	1,363	1,423	1,052	503	399
	Sirajgonj	861	738	1,141	913	1,182	1,064	878	868	200	203
Rangpur	Dinajpur	836	618	816	593	819	711	587	484	207	194
	Gaibandha	1,893	2,309	653	578	725	655	542	537	117	128
	Kurigram	3,067	3,160	530	424	605	525	440	436	147	199

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	Lalmonirhat	498	441	433	366	685	586	597	544	151	141
	Nilphamari	2,429	2,262	2,150	1,943	1,999	1,789	1,806	1,721	1,122	1,114
	Panchagarh	586	438	737	620	786	638	593	472	143	169
	Rangpur	3,755	3,649	996	767	1,044	875	838	719	424	389
	Thakurgaon	404	304	567	486	505	441	330	308	155	143
Sylhet	Hobigonj	2,741	2,005	3,447	2,822	3,933	3,420	3,136	3,448	672	1,020
	Moulvibazar	2,258	1,556	2,791	2,049	3,419	2,670	3,012	2,573	911	875
	Sunamgonj	4,182	3,457	4,219	3,366	4,968	4,235	6,273	5,857	1,210	1,252
	Sylhet	4,218	3,427	5,072	4,046	8,247	7,331	7,272	6,830	1,357	1,537
Total		93,302	79,445	95,436	77,762	115,348	99,825	92,524	85,428	22,993	24,705

Table 6. 4: Repetition Rate by Grade and Gender 2020

Grade	Repetition Rate (%)	2020
Grade I	6.0	4.7%
Grade II	5.0	5.1%
Grade III	4.8	6.5%
Grade IV	6.2	6.5%
Grade V	2.3	1.6%
All Grade	5.1	5.0%

Figure 6. 1: Repetition Rate by Grade and Gender 2020

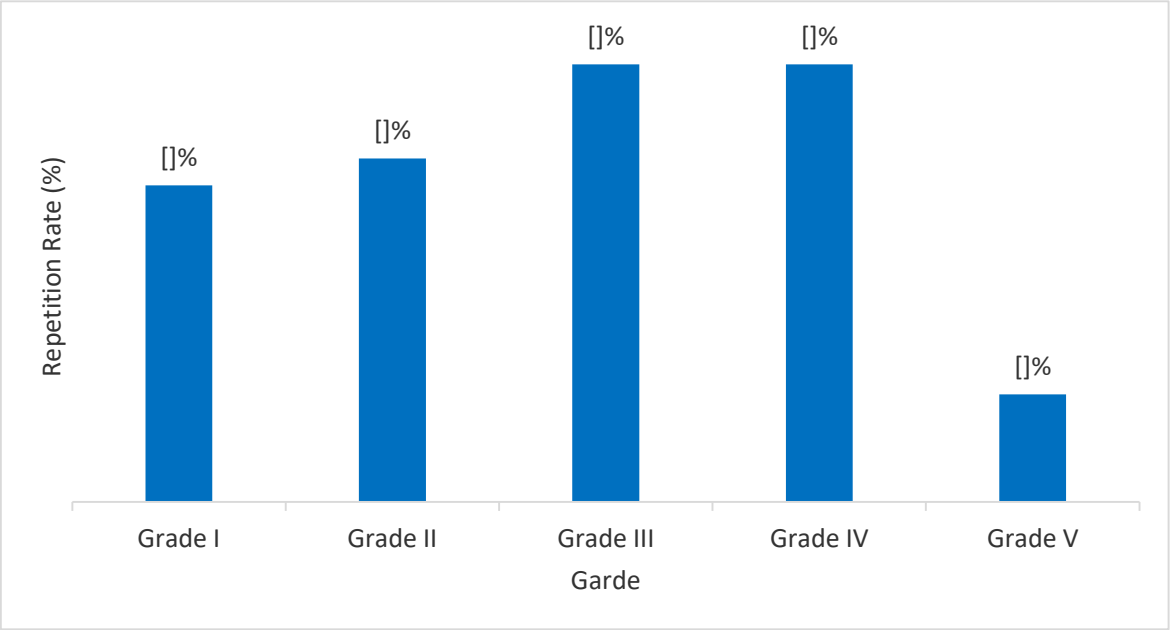


Table 6. 5: Year wise Repetition Rate by Gender 2010-2020

Year	Boys	Girls	All (%)
2010	12.8	12.4	12.6
2011	11.6	10.6	11.1
2012	7.7	6.9	7.3
2013	7.3	6.5	6.9
2014	6.9	6	6.4
2015	6.4	6	6.2
2016	6.4	5.8	6.1
2017	6.2	5.1	5.6
2018	5.8	5	5.4
2019	5.1	4.9	5.1
2020	**5.1**	**4.8**	**5.1**

Figure 6. 2: Trend of Repetition Rate 2010 – 2020

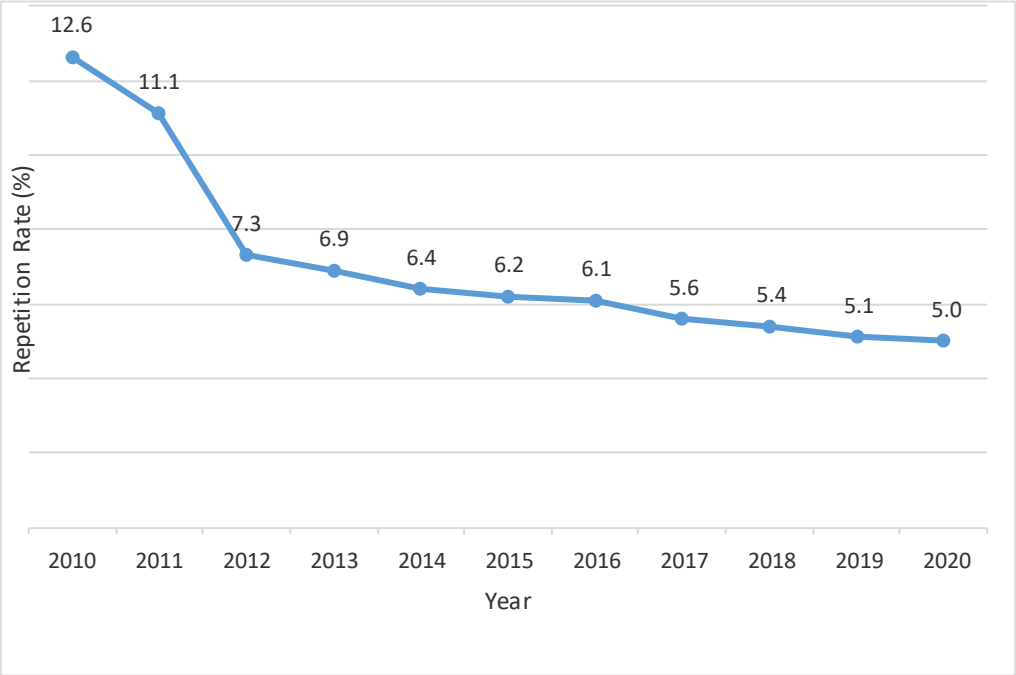


Table 6. 6: Dropout Rate by Grade 2020

Grade	2019	2020
Grade 1	1.4	1.0
Grade 2	2.7	1.5
Grade 3	3.2	4.9
Grade 4	7.4	7.6
Grade 5	3.5	2.2

Figure 6. 4: Dropout by Grade -2020

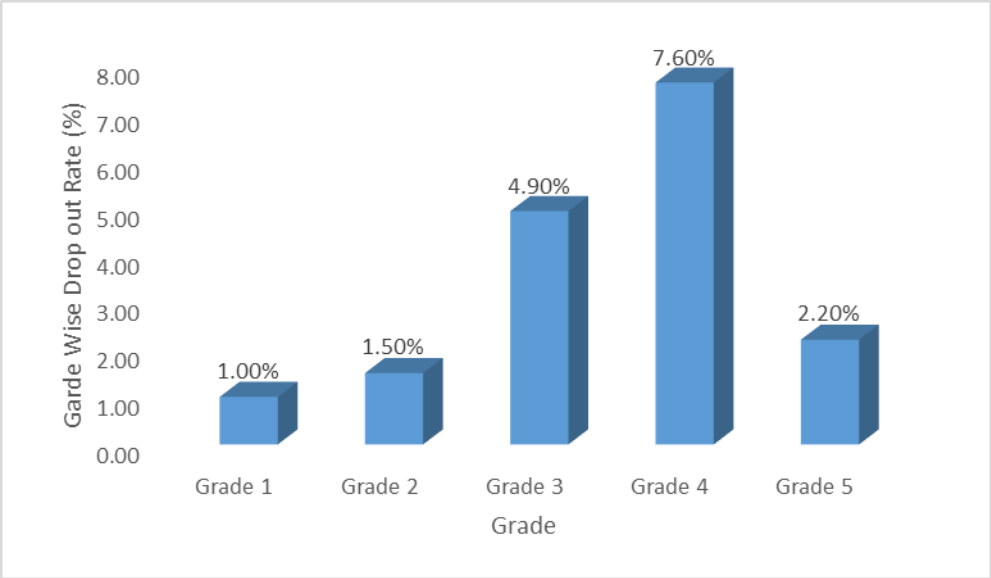


Table 6. 7 : Trend of Cycle Dropout Rate 2010-2020

Year	Cycle Dropout Rate (%)
2010	39.8
2011	29.7
2012	26.2
2013	21.4
2014	20.9
2015	20.4
2016	19.2
2017	18.8
2018	18.6
2019	17.9
2020	17.2

Figure 6. 3: Trend of Cycle Dropout Rate 2010-2020

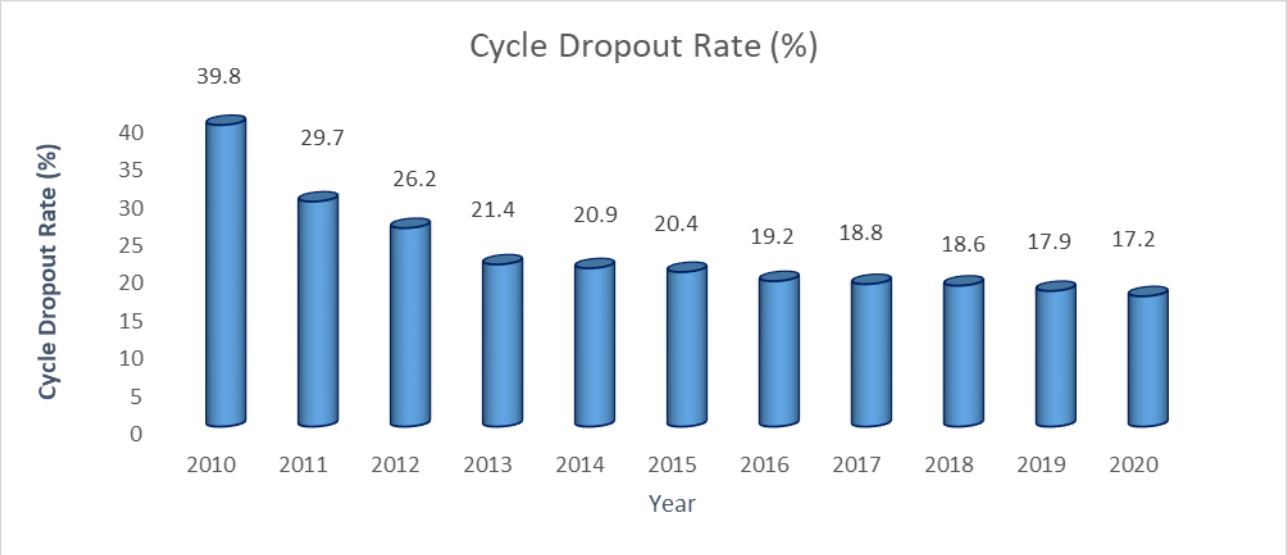


Figure 6. 4: Cycle Dropout Rate by District

Cycle Drop out Rate				
Division	District	Boys	Girls	Both
Rajshahi	Jaipurhat	18.9	13.5	16.1
	Bogra	20.5	14.9	17.6
	Naogaon	19.2	16.1	17.7
	Nawabgonj	21.0	21.4	21.2
	Rajshahi	17.9	12.0	14.9
	Natore	17.5	11.1	14.2
	Sirajgonj	20.7	15.8	18.1
	Pabna	20.3	15.3	17.6
Khulna	Kushtia	17.1	13.7	15.3
	Meherpur	17.9	13.7	15.7
	Chuadanga	19.0	15.5	17.1
	Jhenaidah	20.2	15.0	17.5
	Magura	20.8	15.2	17.9
	Jessore	19.9	11.0	15.4
	Narail	20.3	12.2	16.1
	Satkhira	20.8	12.7	16.8
	Khulna	20.8	16.2	18.4
	Bagerhat	19.6	14.5	16.9
Dhaka	Kishorgonj	19.4	19.4	19.3
	Tangail	20.0	10.9	15.4
	Gazipur	20.0	14.2	16.9
	Narsingdi	19.0	15.3	17.0
	Manikgonj	15.3	14.0	14.6
	Dhaka	15.8	10.3	12.8
	Narayangonj	16.2	14.4	15.2
	Munshigonj	16.2	11.1	13.5
	Rajbari	17.5	14.3	15.8
	Faridpur	23.8	16.4	19.9
	Madaripur	21.2	15.9	18.5
	Shariatpur	21.8	16.2	18.8
	Gopalgonj	18.6	10.3	14.3
Chittagong	Brahmonbaria	22.4	19.1	20.5
	Comilla	14.3	10.3	12.1
	Chandpur	15.6	13.6	14.4
	Luxmipur	21.2	23.6	22.4
	Noakhali	19.7	13.6	16.3
	Feni	12.8	10.6	11.5
	Chittagong	13.6	10.0	11.6
	Cox's Bazar	27.6	18.2	22.5
	Khagrachhari	18.6	18.3	18.5
	Rangamati	15.2	14.6	14.9
	Bandarban	20.9	19.0	19.9
Barisal	Barisal	17.2	11.2	14.0
	Pirojpur	16.4	13.4	14.7

Cycle Drop out Rate				
Division	**District**	**Boys**	**Girls**	**Both**
	Jhalokathi	15.7	12.3	13.9
	Barguna	19.5	13.5	16.3
	Patuakhali	17.6	15.4	16.4
	Bhola	24.0	23.6	23.8
Sylhet	Sunamgonj	27.2	18.1	22.4
	Sylhet	19.2	16.5	17.7
	Hobigonj	18.2	15.0	16.4
	Moulvibazar	18.3	11.0	14.4
Rangpur	Panchagarh	18.8	17.2	17.9
	Thakurgaon	19.5	15.5	17.4
	Dinajpur	19.2	18.4	18.8
	Nilphamari	18.9	17.7	18.3
	Rangpur	19.8	13.1	16.3
	Lalmonirhat	20.5	25.5	23.2
	Kurigram	20.5	26.3	23.6
	Gaibandha	19.9	29.9	25.4
Mymensingh	Jamalpur	20.3	17.1	18.6
	Sherpur	20.7	21.1	20.9
	Mymensingh	18.2	15.3	16.5
	Netrokona	18.6	14.4	16.4
	National	**19.1**	**15.5**	**17.2**

6.3 Survival Rate

Table 6. 8: Year and Gender wise Survival Rate 2010-2020

Year	Boys	Girls
2010	65.90	68.60
2011	77.00	82.10
2012	73.50	77.00
2013	77.70	83.30
2014	77.60	84.40
2015	77.90	84.70
2016	78.60	85.40
2017	81.30	85.40
2018	80.93	87.73
2019	84.10	86.10
2020	83.30	85.90

Figure 6. 5: Survival Rate by Year and Gender 2010-2020

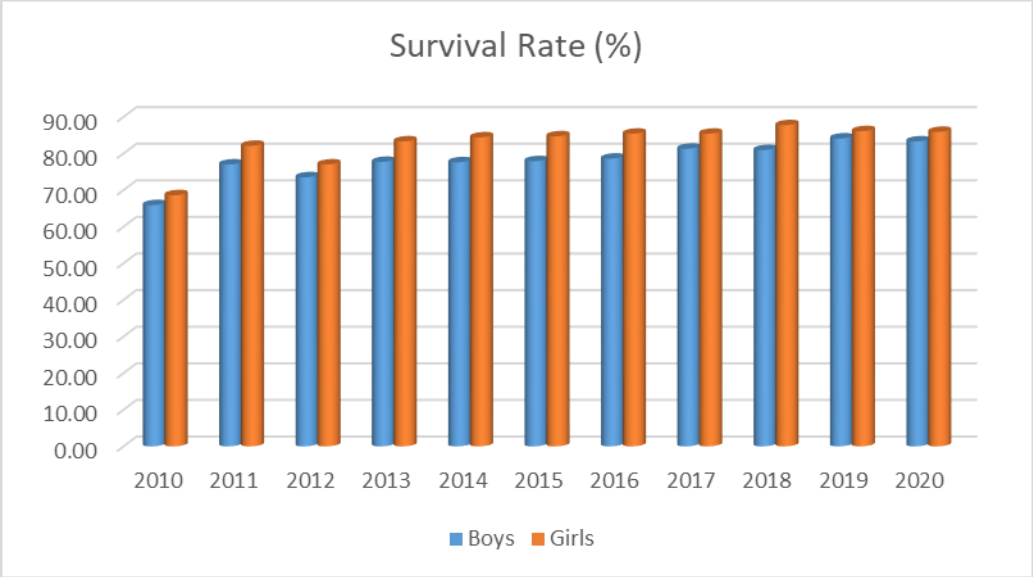


Figure 6. 6: Trend of Survival Rate by Year and Gender 2010-2020

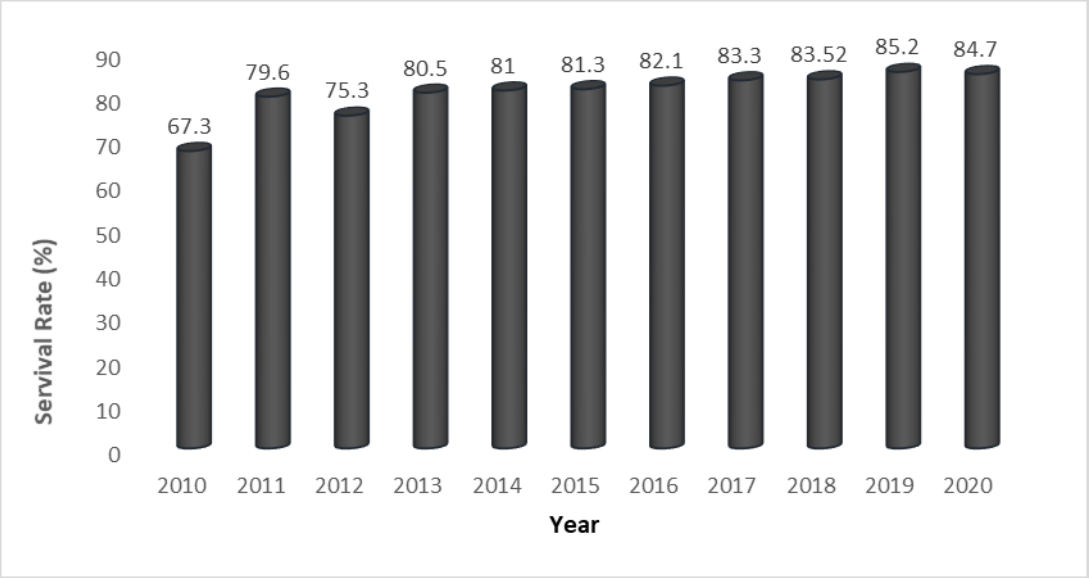


Figure 6.7: Survial Rate by District -2020

Survival Rate				
Division	**District**	**Boys**	**Girls**	**Both**
Rajshahi	Jaipurhat	82.2	87.7	85.0
	Bogra	81.6	86.9	84.3
	Naogaon	82.2	85.6	83.9
	Nawabgonj	80.9	80.0	80.4
	Rajshahi	83.5	89.4	86.5
	Natore	84.2	90.4	87.4
	Sirajgonj	81.1	86.1	83.7
	Pabna	81.1	86.0	83.7
Khulna	Kushtia	84.4	87.9	86.2
	Meherpur	83.6	88.2	86.0
	Chuadanga	82.1	86.5	84.5
	Jhenaidah	81.0	87.0	84.1
	Magura	80.8	86.9	83.9
	Jessore	81.6	90.5	86.1
	Narail	80.8	88.8	84.9
	Satkhira	81.0	89.1	85.1
	Khulna	80.4	85.6	83.1
	Bagerhat	81.8	87.5	84.8
Dhaka	Kishorgonj	82.1	82.5	82.4
	Tangail	81.2	90.4	85.9
	Gazipur	81.7	88.0	85.1
	Narsingdi	82.7	86.6	84.9
	Manikgonj	86.0	87.7	86.9
	Dhaka	85.4	91.2	88.5
	Narayangonj	85.5	87.2	86.5
	Munshigonj	85.2	90.3	87.9
	Rajbari	84.0	87.4	85.8
	Faridpur	78.1	85.7	82.1
	Madaripur	80.4	86.1	83.4
	Shariatpur	80.4	85.6	83.2
	Gopalgonj	82.7	91.7	87.3
Chittagong	Brahmonbaria	79.2	82.5	81.1
	Comilla	87.1	91.2	89.4
	Chandpur	85.9	87.5	86.9
	Luxmipur	80.5	78.1	79.3
	Noakhali	81.8	88.3	85.5
	Feni	88.6	90.8	89.9
	Chittagong	87.8	91.2	89.7
	Cox's Bazar	74.6	83.6	79.5
	Khagrachhari	83.2	84.0	83.6
	Rangamati	85.8	87.0	86.4
	Bandarban	80.5	83.3	82.0
Barisal	Barisal	84.6	90.6	87.8
	Pirojpur	85.2	88.0	86.8

Survival Rate				
Division	**District**	**Boys**	**Girls**	**Both**
	Jhalokathi	85.7	89.3	87.6
	Barguna	82.3	88.2	85.4
	Patuakhali	84.4	86.0	85.3
	Bhola	77.8	78.8	78.4
Sylhet	Sunamgonj	75.1	84.4	80.0
	Sylhet	83.1	85.6	84.5
	Hobigonj	84.0	87.2	85.8
	Moulvibazar	83.9	89.9	87.1
Rangpur	Panchagarh	83.2	84.2	83.7
	Thakurgaon	82.3	86.1	84.3
	Dinajpur	82.6	83.4	83.0
	Nilphamari	83.2	84.4	83.8
	Rangpur	82.1	89.1	85.7
	Lalmonirhat	81.6	77.3	79.3
	Kurigram	81.4	76.6	78.9
	Gaibandha	83.0	73.5	77.7
Mymensingh	Jamalpur	81.7	85.3	83.6
	Sherpur	81.1	80.9	81.0
	Mymensingh	83.6	86.8	85.5
	Netrokona	83.0	87.5	85.4
	National	**83.3**	**85.9**	**84.7**

6.4 Coeffcient of Efficiency

Table 6. 9: Coefficient of Efficiency by Year and Gender 2010-2020

Year	Boys	Girls	All
2010	62.8	61.8	62.3
2011	67.7	70.5	69.1
2012	75.6	79.2	77.4
2013	77.3	82	79.7
2014	77.3	82.7	80
2015	77.8	82.3	80.1
2016	78.7	83	80.9
2017	80.2	83.4	81.8
2018	80.81	83.62	82.21
2019	81.9	83.2	82.6
2020	81.1	84.8	83.2

Figure 6. 8: Trend of Coefficient of Efficiency

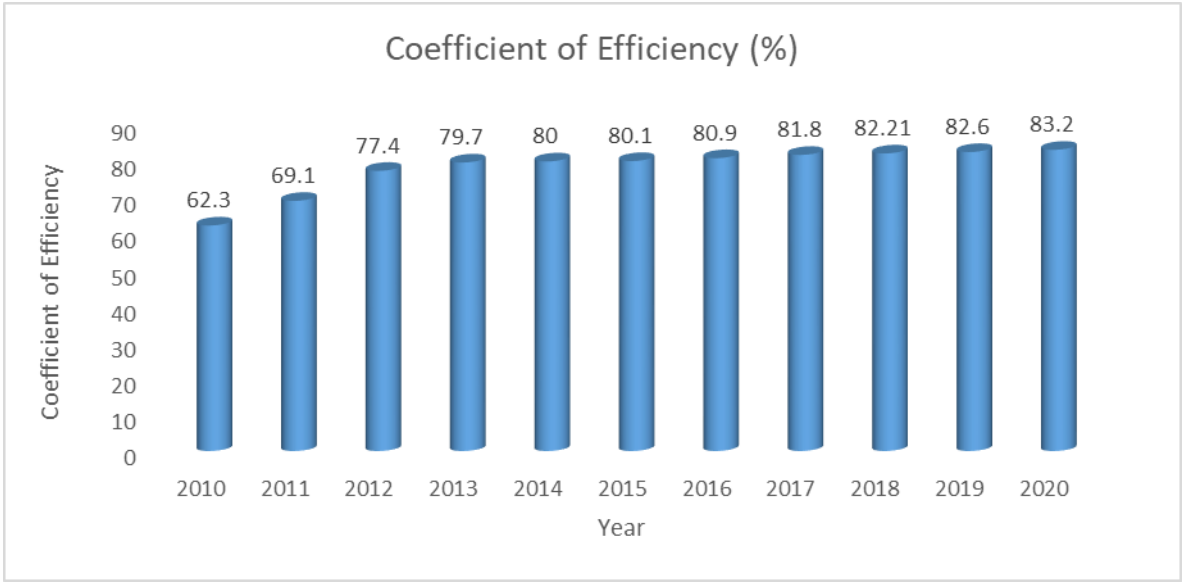


Figure 6. 7: Coefficient of Efficiency by Gender

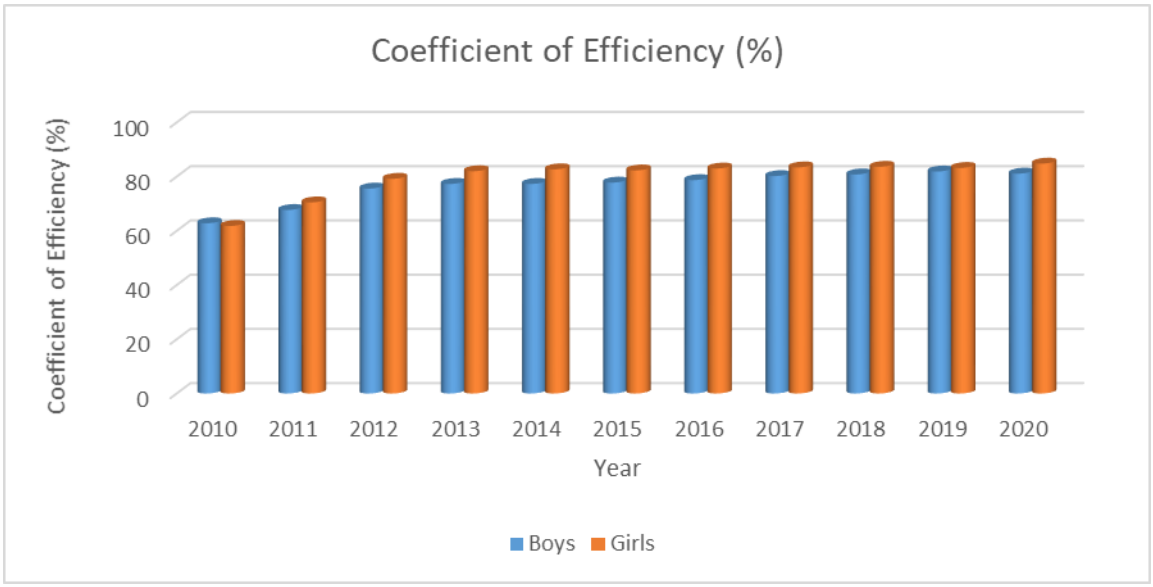

Coefficient of Efficiency (%)
Coefficient of Efficiency (%)
100
80
60
40
20
0
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
Year
Boys
Girls

Figure 6.10: Coefficient of Efficiency by District

Coefficient of Efficiency				
Division	**District**	**Boys**	**Girls**	**Both**
Rajshahi	Jaipurhat	82.4	87.4	85.0
	Bogra	83.0	87.3	85.3
	Naogaon	85.1	87.1	86.1
	Nawabgonj	82.9	83.8	83.4
	Rajshahi	82.6	87.8	85.2
	Natore	81.1	86.7	84.0
	Sirajgonj	83.9	87.7	85.9
	Pabna	82.9	87.4	85.3
Khulna	Kushtia	83.3	86.7	85.0
	Meherpur	80.5	85.6	83.2
	Chuadanga	75.0	80.3	77.7
	Jhenaidah	80.2	84.9	82.6
	Magura	77.0	81.6	79.4
	Jessore	78.3	85.9	82.2
	Narail	77.1	85.5	81.4
	Satkhira	81.6	87.8	84.8
	Khulna	79.1	83.9	81.6
	Bagerhat	83.5	88.6	86.1
Dhaka	Kishorgonj	77.1	80.2	78.8
	Tangail	82.0	89.1	85.7
	Gazipur	82.2	87.4	85.0
	Narsingdi	79.7	84.2	82.1
	Manikgonj	84.7	87.4	86.1
	Dhaka	84.2	89.5	87.1
	Narayangonj	82.5	86.5	84.7
	Munshigonj	80.7	87.4	84.2
	Rajbari	82.3	86.6	84.6
	Faridpur	76.2	82.7	79.7
	Madaripur	84.6	88.7	86.8
	Shariatpur	78.6	85.0	82.0
	Gopalgonj	80.5	87.6	84.2
Chittagong	Brahmonbaria	79.0	83.7	81.6
	Comilla	86.1	90.2	88.4
	Chandpur	84.9	88.6	87.0
	Luxmipur	80.7	81.9	81.5
	Noakhali	82.3	88.2	85.6
	Feni	84.8	88.4	86.8
	Chittagong	82.4	87.1	84.9
	Cox's Bazar	75.4	83.3	79.8

Coefficient of Efficiency				
Division	**District**	**Boys**	**Girls**	**Both**
	Khagrachhari	81.7	83.1	82.4
	Rangamati	84.6	86.2	85.4
	Bandarban	79.7	81.7	80.7
Barisal	Barisal	85.6	90.5	88.3
	Pirojpur	86.1	89.6	88.0
	Jhalokathi	88.1	91.3	89.8
	Barguna	86.2	90.9	88.7
	Patuakhali	86.8	89.7	88.3
	Bhola	83.3	83.9	83.6
Sylhet	Sunamgonj	70.9	78.2	74.8
	Sylhet	74.5	78.9	76.9
	Hobigonj	75.7	80.4	78.3
	Moulvibazar	76.2	83.8	80.2
Rangpur	Panchagarh	83.2	86.0	84.7
	Thakurgaon	84.6	88.3	86.5
	Dinajpur	85.1	87.0	86.1
	Nilphamari	84.9	85.9	85.4
	Rangpur	84.0	88.8	86.5
	Lalmonirhat	83.3	80.9	82.0
	Kurigram	83.5	80.0	81.6
	Gaibandha	84.5	78.9	81.4
Mymensingh	Jamalpur	82.6	84.7	83.7
	Sherpur	82.1	83.2	82.7
	Mymensingh	79.9	84.3	82.3
	Netrokona	81.7	85.3	83.6
	National	**81.1**	**84.8**	**83.2**

6.4 Years Input per Graduate

Table 6. 10: Trend of Years Input per Graduate by Year and Gender 2010-2020

Year	Boys	Girls	All
2010	8.00	8.10	8.10
2011	7.40	7.10	7.30
2012	6.60	6.30	6.50
2013	6.50	6.10	6.30
2014	6.50	6.00	6.20
2015	6.40	6.10	6.20
2016	6.30	6.00	6.18
2017	6.23	5.99	6.10
2018	6.19	5.98	6.08
2019	6.10	5.95	6.05
2020	**6.05**	**5.90**	**6.00**

Figure 6. 9: Year Input per Graduate 2010-2020

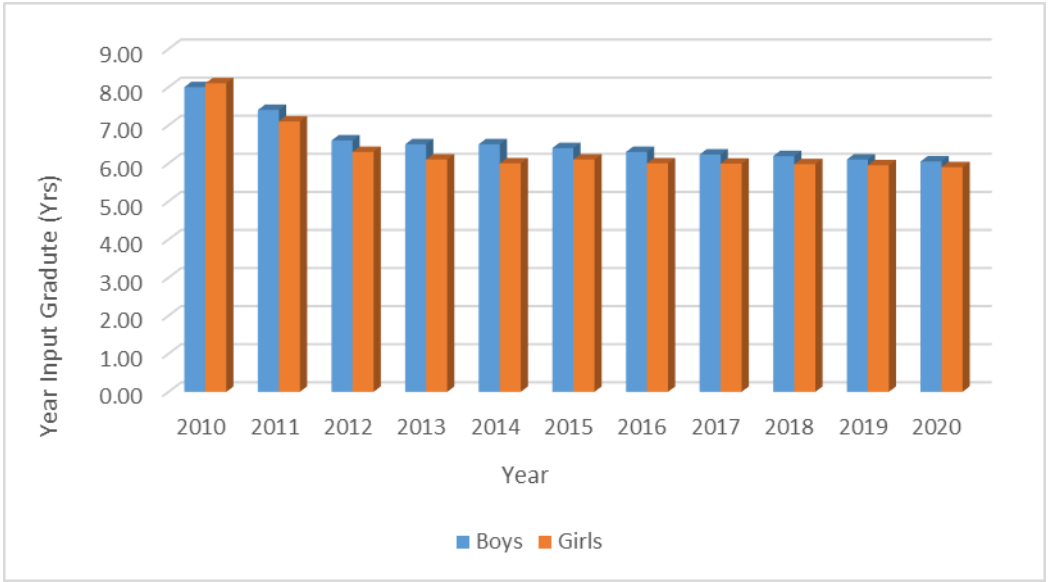


Figure 6. 10: Year Input per Gradute by District

Year Input Per Gradute				
Division	**District**	**Boys**	**Girls**	**Both**
Rajshahi	Jaipurhat	6.1	5.7	5.9
	Bogra	6	5.7	5.9
	Naogaon	5.9	5.7	5.8
	Nawabgonj	6	6	6
	Rajshahi	6.1	5.7	5.9
	Natore	6.2	5.8	6
	Sirajgonj	6	5.7	5.8
	Pabna	6	5.7	5.9
Khulna	Kushtia	6	5.8	5.9
	Meherpur	6.2	5.8	6
	Chuadanga	6.7	6.2	6.4
	Jhenaidah	6.2	5.9	6.1
	Magura	6.5	6.1	6.3
	Jessore	6.4	5.8	6.1
	Narail	6.5	5.8	6.1
	Satkhira	6.1	5.7	5.9
	Khulna	6.3	6	6.1
	Bagerhat	6	5.6	5.8
Dhaka	Kishorgonj	6.5	6.2	6.3
	Tangail	6.1	5.6	5.8
	Gazipur	6.1	5.7	5.9
	Narsingdi	6.3	5.9	6.1
	Manikgonj	5.9	5.7	5.8
	Dhaka	5.9	5.6	5.7
	Narayangonj	6.1	5.8	5.9
	Munshigonj	6.2	5.7	5.9
	Rajbari	6.1	5.8	5.9
	Faridpur	6.6	6	6.3
	Madaripur	5.9	5.6	5.8
	Shariatpur	6.4	5.9	6.1
	Gopalgonj	6.2	5.7	5.9
Chittagong	Brahmonbaria	6.3	6	6.1
	Comilla	5.8	5.5	5.7
	Chandpur	5.9	5.6	5.7
	Luxmipur	6.2	6.1	6.1
	Noakhali	6.1	5.7	5.8
	Feni	5.9	5.7	5.8
	Chittagong	6.1	5.7	5.9
	Cox's Bazar	6.6	6	6.3
	Khagrachhari	6.1	6	6.1
	Rangamati	5.9	5.8	5.9
	Bandarban	6.3	6.1	6.2

Year Input Per Gradute				
Division	**District**	**Boys**	**Girls**	**Both**
Barisal	Barisal	5.8	5.5	5.7
	Pirojpur	5.8	5.6	5.7
	Jhalokathi	5.7	5.5	5.6
	Barguna	5.8	5.5	5.6
	Patuakhali	5.8	5.6	5.7
	Bhola	6	6	6
Sylhet	Sunamgonj	7.1	6.4	6.7
	Sylhet	6.7	6.3	6.5
	Hobigonj	6.6	6.2	6.4
	Moulvibazar	6.6	6	6.2
Rangpur	Panchagarh	6	5.8	5.9
	Thakurgaon	5.9	5.7	5.8
	Dinajpur	5.9	5.7	5.8
	Nilphamari	5.9	5.8	5.9
	Rangpur	6	5.6	5.8
	Lalmonirhat	6	6.2	6.1
	Kurigram	6	6.3	6.1
	Gaibandha	5.9	6.3	6.1
Mymensingh	Jamalpur	6.1	5.9	6
	Sherpur	6.1	6	6
	Mymensingh	6.3	5.9	6.1
	Netrokona	6.1	5.9	6
National		**6.2**	**5.9**	**6**

Table 6. 11: Student Absenteeism Rate by Year and Gender 2010-2020

Year	Boys	Girls	Both
2010	17.20	16.00	16.50
2011	15.50	14.30	14.90
2012	14.00	14.00	14.00
2013	13.80	13.50	13.70
2014	13.40	13.20	13.30
2015	13.10	13.00	13.10
2016	12.80	12.30	12.50
2017	12.40	12.10	12.20
2018	12.13	11.71	11.92
2019	12.56	10.12	11.34
2020	12.00	10.90	11.40

Figure 6. 11: Student Absenteeism Rate by Year and Gender 2010-2020

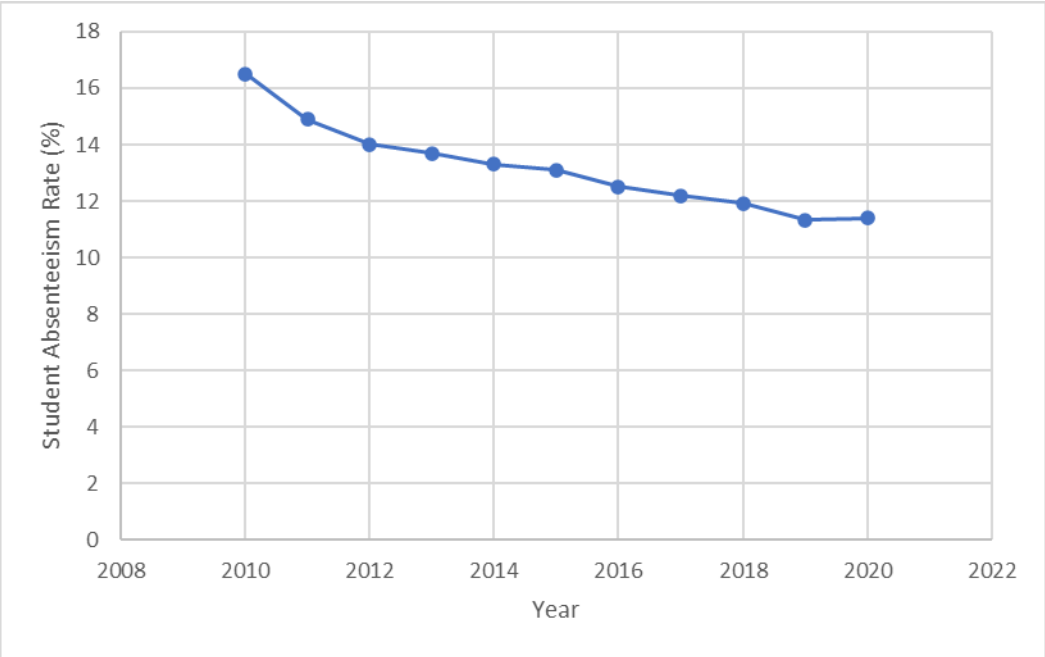


Table 6. 12: Student Adentance Rate by Year and Gender 2010-2020

Year	Boys	Girls	Both
2010	82.8	84.0	83.5
2011	84.5	85.7	85.1
2012	86.0	86.0	86.0
2013	86.2	86.5	86.3
2014	86.6	86.8	86.7
2015	86.9	87.0	86.9
2016	87.2	87.7	87.5
2017	87.6	87.9	87.8
2018	87.9	88.3	88.1
2019	87.4	89.9	88.7
2020	88.0	89.1	88.6

Figure 6. 12: Student Adentance Rate by Year and Gender 2010-2020

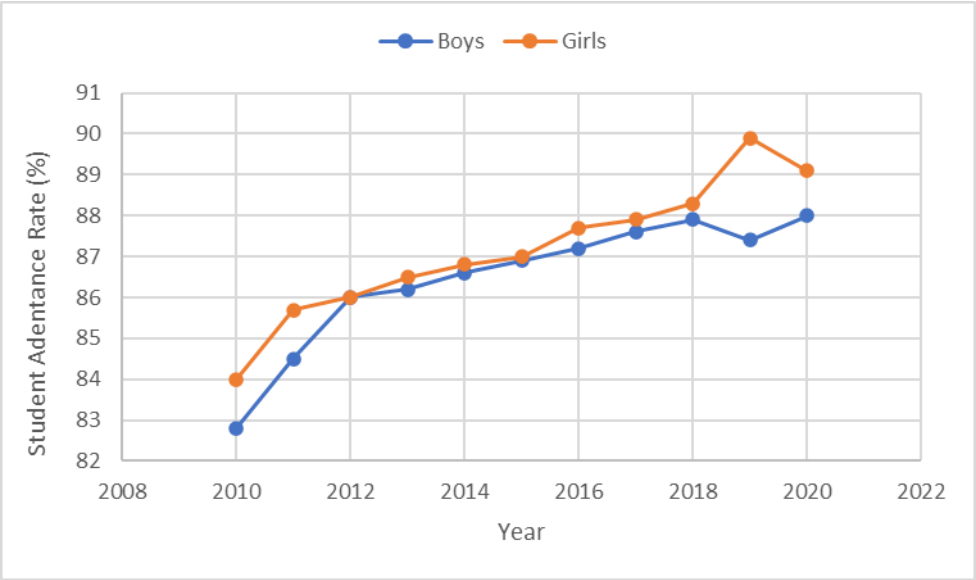


Table 6. 11 : Results of Primary Education Completion Examination [PECE], 2009-2019

Year	No. of Inst.	Descriptive Roll (DR)			Appeared in the Exam			Passed in the Exam		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
2009	81,389	907,570	1,072,325	1,979,895	830,880	992,585	1,823,465	751,466	868,588	1,620,054
2010	97,344	1,161,875	1,326,454	2,488,329	1,016,394	1,188,803	2,205,197	934,699	1,079,267	2,013,966
2011	99,351	1,216,846	1,420,835	2,637,681	1,126,357	1,331,561	2,457,918	1,091,719	1,282,584	2,374,303
2012	103,930	1,363,815	1,607,857	2,971,672	1,255,652	1,501,840	2,757,492	1,219,163	1,451,672	2,670,835
2013	98,960	1,376,253	1,584,984	2,961,237	1,289,266	1,503,748	2,793,014	1,268,221	1,477,396	2,745,614
2014	101,322	1,438,596	1,656,725	3,095,321	1,360,856	1,588,899	2,949,755	1,329,589	1,553,767	2,883,356
2015	99,221	1,355,296	1,595,468	2,950,764	1,297,265	1,541,973	2,839,238	1,277,146	1,520,128	2,797,274
2016	101,150	1,344,855	1,589,232	2,934,087	1,290,295	1,540,439	2,830,734	1,270,222	1,518,210	2,788,432
2017	98,651	1,298,778	1,507,318	2,806,096	1,239,181	1,457,035	2,696,216	1176330	1,389,941	2,566,271
2018	103,948	1,277,896	1,498,986	2,776,882	1,211,600 (45.67%)	1,441,296 (54.33%)	2,652,896 (95.54%)	1,181,019 (45.62%)	1,407,885 (54.38%)	2,588,904 (97.59%)
2019	98,811	1,178,146 (46.11%)	1,376,918 (53.89%)	2,555,064	1,124,225 (95.42%)	1,329,926 (96.59%)	2,454,151 (96.05%)	1,072,154 (95.4%)	1,271,589 (95.6%)	2,343,743 (95.5%)

Table 6. 12: Ebtedayee Education Completion Examination Results 2009 – 2019

Year	No. of Inst.	Descriptive Roll (DR)			Appeared in the Exam			Passed in the Exam		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
2010	11,453	154,809	176,799	331,608	122,025	142,841	264,866	105,168	117,147	222,315
2011	11,519	150,018	171,142	321,160	125,600	146,571	272,171	116,190	132,244	248,434
2012	11,602	157,121	172,648	329,769	129,818	146,555	276,373	121,090	134,404	255,494
2013	11,771	160,921	161,271	322,192	134,458	139,521	273,979	129,320	133,152	262,472
2014	11,410	157,378	148,680	306,058	133,920	132,054	265,974	128,713	126,560	255,273
2015	11,549	160,643	145,553	306,196	135,058	129,076	264,134	128,425	122,841	251,266
2016	12,060	157,589	143,082	300,671	130,873	126,627	257,500	125,160	121,658	246,818
2017	13,355	154,440	139,941	294,381	129,703	124,696	254,399	119,944	116,500	236,444
2018	15,343	167,957 (52.59%)	151,431 (47.41%)	319,388	140,525 (51.12%)	134,382 (49.18%)	274,907 (86.07%)	136,988 (51.01%)	131,569 (48.99%)	268,557 (97.69%)
2019	15,919	187,390 (53.22%)	164,686 (46.78%)	352,076	157,936 (84.3%)	146,242 (88.8%)	304,178 (86.4%)	150,835 (95.5%)	141,040 (96.44%)	291,875 (95.96%)

Table 6. 13: Year and Gender wise PECE and EECE Participation and Pass Rate 2010 – 2019

Year	PECE						EECE					
	Pass Rate (%)			PECE Participation Rate (%)			EECE Pass Rate (%)			EECE Participation Rate (%)		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
2010	92.34	92.75	91.98	87.7	88.7	86.6	83.9	86.2	82	79.9	78.8	80.8
2011	97.26	97.5	97.1	84.8	83.7	85.6	91.28	92.5	90.2	84.7	83.7	85.6
2012	97.35	97.5	97.2	83.8	82.6	84.9	92.45	93.28	91.7	83.8	82.6	84.9
2013	98.58	98.6	98.5	95.4	95	95.8	95.8	96.2	95.4	85	83.6	86.5
2014	97.92	97.74	97.97	95.3	94.6	95.9	95.98	96.1	95.84	86.9	85.1	88.8
2015	98.5	98.4	98.6	96.2	95.8	96.6	95.13	95.09	95.17	86.26	85.09	88.82
2016	98.51	98.44	98.56	96.48	95.94	96.93	95.85	95.63	96.08	85.64	83.05	88.5
2017	95.18	94.93	95.4	96.08	95.41	96.66	92.94	92.48	93.43	86.42	83.98	89.11
2018	97.59	97.48	97.68	95.54	94.81	96.15	97.69	97.48	97.91	86.07	83.67	88.74
2019	95.4	95.6	95.5	95.42	96.59	96.0	95.5	96.44	95.96	84.3	88.8	86.4

Chapter Seven: Teachers Information

7. CHAPTER SEVEN: TEACHERS INFORMATION

7.1 Introduction

The Primary School Teachers are key persons to provide and ensure quality Primary Education in the classrooms of Bangladesh. In this chapter, teachers' information has been presented in the following tables:

- Division and Gender wise numbers of Teachers.
- District and Gender wise numbers of Teachers.
- Student Teacher Ratio by type of schools and District.
- Year wise Student Teacher Ratio, 2010 – 2020.
- Division and Gender wise number of C-in-Ed trained Teachers.
- District and Gender wise number of DPED trained teachers.

Table 7. 1: Number of Teachers in GPS by Division and Gender 2020

Divison	GPS				NNPS			
	Male	Female	Total	% Female	Male	Female	Total	% Female
Barisal	6777	13002	19779	65.7	4982	7198	12180	59.1
Chittagong	16935	34997	51932	67.4	6797	9997	16794	59.5
Dhaka	13957	34732	48689	71.3	5520	9571	15091	63.4
Khulna	9513	18417	27930	65.9	8200	9071	17271	52.5
Mymensingh	5499	12534	18033	69.5	4287	6592	10879	60.6
Rajshahi	11363	21262	32625	65.2	8145	8432	16577	50.9
Rangpur	9389	17691	27080	65.3	10665	12051	22716	53.1
Sylhet	5539	13928	19467	71.5	2443	4471	6914	64.7
Total	**78972**	**166563**	**245535**	**67.8**	**51039**	**67383**	**118422**	**56.9**

Table 7. 2: Number of Experimental and 1500 School by Division and Gender 2020

Division	Experimental				1500 School			
	Male	Female	Total	% Female	Male	Female	Total	% Female
Barisal	1	31	32	96.9	197	148	345	42.9
Chittagong	14	54	68	79.4	388	346	734	47.1
Dhaka	10	56	66	84.8	364	400	764	52.4
Khulna	7	41	48	85.4	79	108	187	57.8
Mymensingh	1	21	22	95.5	131	213	344	61.9
Rajshahi	7	52	59	88.1	96	116	212	54.7
Rangpur	4	38	42	90.5	83	57	140	40.7
Sylhet	0	21	21	100	176	263	439	59.9
Total	44	314	358	87.7	1514	1651	3165	52.2

Table 7. 3: Number of All GPS by Division and Gender 2020

Division	All Government School (GPS+NNPS+EXp+ 1500 school)			
	Male	Female	Total	% Female
Barisal	11957	20379	32336	63.0
Chittagong	24134	45394	69528	65.3
Dhaka	19851	44759	64610	69.3
Khulna	17799	27637	45436	60.8
Mymensingh	9918	19360	29278	66.1
Rajshahi	19611	29862	49473	60.4
Rangpur	20141	29837	49978	59.7
Sylhet	8158	18683	26841	69.6
Total	**131569**	**235911**	**367480**	**64.2**

Table 7. 4: Number of Teacher in Ebtadayee

Division	Ebtadayee Madrasa			
	Male	Female	Total	% Female
Barisal	1338	656	1994	32.9
Chittagong	2217	665	2882	23.1
Dhaka	1122	528	1650	32
Khulna	1187	488	1675	29.1
Mymensingh	2184	1079	3263	33.1
Rajshahi	2262	773	3035	25.5
Rangpur	2744	1164	3908	29.8
Sylhet	457	127	584	21.7
Total	**13511**	**5480**	**18991**	**28.9**

Table 7. 5: Number of Teachers in PRIVATE PRIMARY SCHOOL

Division	**Private Primary School**			
	Male	**Female**	**Total**	**% Female**
Barisal	511	1119	1630	68.7
Chittagong	945	1083	2028	53.4
Dhaka	240	678	918	73.9
Khulna	243	572	815	70.2
Mymensingh	1043	2766	3809	72.6
Rajshahi	807	1361	2168	62.8
Rangpur	2755	5542	8297	66.8
Sylhet	260	542	802	67.6
Total	**6804**	**13663**	**20467**	**66.8**

Table 7. 2: Number of Teachers in Ebtedayee Madrasha by Division and Gender 2020

Division	Ebtadayee Madrasa			
	Male	Female	Total	% Female
Barisal	1338	656	1994	32.9
Chittagong	2217	665	2882	23.1
Dhaka	1122	528	1650	32
Khulna	1187	488	1675	29.1
Mymensingh	2184	1079	3263	33.1
Rajshahi	2262	773	3035	25.5
Rangpur	2744	1164	3908	29.8
Sylhet	457	127	584	21.7
	13511	**5480**	**18991**	**28.9**

Table 7. 3 : Number of Teachers in GPS and NNPS by District and Gender 2020

		GPS				NNPS			
Division	District	Male	Female	Total	% Female	Male	Female	Total	% Female
Barisal	Barguna	787	1318	2105	62.6	654	952	1606	59.3
	Barisal	1936	4109	6045	68	901	1762	2663	66.2
	Bhola	1138	1708	2846	60	1360	1290	2650	48.7
	Jhalokathi	711	1400	2111	66.3	306	638	944	67.6
	Patuakhali	1148	2243	3391	66.1	1148	1561	2709	57.6
	Pirojpur	1057	2224	3281	67.8	613	995	1608	61.9
Chittagong	Bandarban	670	548	1218	45	455	320	775	41.3
	Brahmonbaria	1416	3421	4837	70.7	551	1184	1735	68.2
	Chandpur	1864	3800	5664	67.1	525	991	1516	65.4
	Chittagong	3347	8604	11951	72	866	1781	2647	67.3
	Comilla	3127	7006	10133	69.1	1023	2246	3269	68.7
	Cox's Bazar	1089	1864	2953	63.1	523	534	1057	50.5
	Feni	916	1815	2731	66.5	188	443	631	70.2
	Khagrachhari	713	1057	1770	59.7	613	471	1084	43.5
	Luxmipur	1147	2249	3396	66.2	417	544	961	56.6
	Noakhali	1722	3455	5177	66.7	944	988	1932	51.1
	Rangamati	924	1178	2102	56	692	495	1187	41.7
Dhaka	Dhaka	1406	5328	6734	79.1	236	579	815	71
	Faridpur	1104	2440	3544	68.8	552	847	1399	60.5
	Gazipur	1069	2856	3925	72.8	321	628	949	66.2
	Gopalgonj	976	1918	2894	66.3	535	873	1408	62
	Kishorgonj	1564	3680	5244	70.2	910	1291	2201	58.7
	Madaripur	851	1676	2527	66.3	430	721	1151	62.6
	Manikgonj	1007	2077	3084	67.3	299	425	724	58.7
	Munshigonj	887	2340	3227	72.5	105	275	380	72.4
	Narayangonj	723	2343	3066	76.4	122	354	476	74.4

		GPS				NNPS			
Division	District	Male	Female	Total	% Female	Male	Female	Total	% Female
	Narsingdi	997	2978	3975	74.9	206	584	790	73.9
	Rajbari	616	1158	1774	65.3	379	563	942	59.8
	Shariatpur	757	1662	2419	68.7	339	702	1041	67.4
	Tangail	2000	4276	6276	68.1	1086	1729	2815	61.4
Khulna	Bagerhat	1083	2089	3172	65.9	920	1452	2372	61.2
	Chuadanga	615	1266	1881	67.3	402	445	847	52.5
	Jessore	1560	3043	4603	66.1	1409	1499	2908	51.5
	Jhenaidah	952	1771	2723	65	1086	1203	2289	52.6
	Khulna	1260	2766	4026	68.7	1242	1156	2398	48.2
	Kushtia	911	1914	2825	67.8	755	916	1671	54.8
	Magura	633	1118	1751	63.8	465	554	1019	54.4
	Meherpur	394	767	1161	66.1	330	354	684	51.8
	Narail	558	1157	1715	67.5	382	505	887	56.9
	Satkhira	1547	2526	4073	62	1209	987	2196	44.9
Mymensingh	Jamalpur	1150	2663	3813	69.8	953	1485	2438	60.9
	Mymensingh	2451	5699	8150	69.9	1533	2263	3796	59.6
	Netrokona	1237	2614	3851	67.9	1150	1780	2930	60.8
	Sherpur	661	1558	2219	70.2	651	1064	1715	62
Rajshahi	Bogra	2012	4130	6142	67.2	1339	1553	2892	53.7
	Jaipurhat	609	1040	1649	63.1	200	266	466	57.1
	Naogaon	1857	3094	4951	62.5	1358	1179	2537	46.5
	Natore	882	1859	2741	67.8	690	811	1501	54
	Nawabgonj	960	1567	2527	62	758	714	1472	48.5
	Pabna	1819	3071	4890	62.8	1061	1003	2064	48.6
	Rajshahi	1163	2689	3852	69.8	1034	1176	2210	53.2
	Sirajgonj	2061	3812	5873	64.9	1705	1730	3435	50.4
Rangpur	Dinajpur	1835	3236	5071	63.8	2253	2207	4460	49.5
	Gaibandha	1597	2824	4421	63.9	1311	1828	3139	58.2

		GPS				NNPS			
Division	District	Male	Female	Total	% Female	Male	Female	Total	% Female
	Kurigram	1424	2425	3849	63	1574	1512	3086	49
	Lalmonirhat	664	1398	2062	67.8	762	1174	1936	60.6
	Nilphamari	1020	1957	2977	65.7	1342	1370	2712	50.5
	Panchagarh	634	1204	1838	65.5	706	838	1544	54.3
	Rangpur	1420	3040	4460	68.2	1597	1687	3284	51.4
	Thakurgaon	795	1607	2402	66.9	1120	1435	2555	56.2
Sylhet	Hobigonj	1275	3050	4325	70.5	463	886	1349	65.7
	Moulvibazar	1154	2908	4062	71.6	497	1015	1512	67.1
	Sunamgonj	1447	3060	4507	67.9	1014	1492	2506	59.5
	Sylhet	1663	4910	6573	74.7	469	1078	1547	69.7
		78972	166563	245535	67.8	51039	67383	118422	56.9

Table 7. 4: Number of Teachers in Private Primary School and Ebtadayee by District and Gender 2020

		Private Primary School				Ebta			
Division	District	Male	Female	Total	% Female	Male	Female	Total	% Female
Barisal	Barguna	127	285	412	69.2	3	1	4	25
	Barisal	24	99	123	80.5	221	165	386	43
	Bhola	184	248	432	57.4	0	0	0	0
	Jhalokathi	2	32	34	94.1	6	3	9	33
	Patuakhali	88	243	331	73.4	898	417	1315	32
	Pirojpur	86	212	298	71.1	210	70	280	25
Chittagong	Bandarban	68	40	108	37	4	5	9	56
	Brahmonbaria	1	13	14	92.9	21	7	28	25
	Chandpur	2	3	5	60	135	34	169	20
	Chittagong	61	162	223	72.6	580	172	752	23
	Comilla	9	33	42	78.6	375	129	504	26
	Cox's Bazar	41	67	108	62	284	70	354	20

	Feni	5	25	30	83.3	153	34	187	18
	Khagrachhari	316	265	581	45.6	94	21	115	18
	Luxmipur	74	81	155	52.3	200	62	262	24
	Noakhali	99	212	311	68.2	364	129	493	26
	Rangamati	269	182	451	40.4	7	2	9	22
Dhaka	Dhaka	21	39	60	65	78	21	99	21
	Faridpur	9	36	45	80	28	16	44	36
	Gazipur	3	10	13	76.9	90	51	141	36
	Gopalgonj	37	118	155	76.1	80	45	125	36
	Kishorgonj	41	155	196	79.1	72	36	108	33
	Madaripur	20	44	64	68.8	19	11	30	37
	Manikgonj	16	19	35	54.3	11	14	25	56
	Munshigonj	4	11	15	73.3	4	1	5	20
	Narayangonj	7	24	31	77.4	82	38	120	32
	Narsingdi	4	29	33	87.9	104	59	163	36
	Rajbari	28	109	137	79.6	57	31	88	35
	Shariatpur	21	21	42	50	52	15	67	22
	Tangail	29	63	92	68.5	445	190	635	30
Khulna	Bagerhat	32	88	120	73.3	100	41	141	29
	Chuadanga	10	19	29	65.5	8	2	10	20
	Jessore	12	21	33	63.6	302	141	443	32
	Jhenaidah	93	236	329	71.7	126	58	184	32
	Khulna	4	16	20	80	132	63	195	32
	Kushtia	35	57	92	62	52	19	71	27
	Magura	5	22	27	81.5	21	9	30	30
	Meherpur	7	18	25	72	14	6	20	30
	Narail	8	43	51	84.3	151	66	217	30
	Satkhira	37	52	89	58.4	281	83	364	23
Mymensingh	Jamalpur	294	666	960	69.4	668	349	1017	34
	Mymensingh	224	576	800	72	937	462	1399	33

	Netrokona	274	887	1161	76.4	341	178	519	34
	Sherpur	251	637	888	71.7	238	90	328	27
Rajshahi	Bogra	185	311	496	62.7	740	301	1041	29
	Jaipurhat	18	43	61	70.5	164	48	212	23
	Naogaon	39	67	106	63.2	303	82	385	21
	Natore	96	135	231	58.4	202	53	255	21
	Nawabgonj	86	92	178	51.7	82	16	98	16
	Pabna	167	273	440	62	179	86	265	32
	Rajshahi	27	47	74	63.5	28	7	35	20
	Sirajgonj	189	393	582	67.5	564	180	744	24
Rangpur	Dinajpur	316	604	920	65.7	405	142	547	26
	Gaibandha	521	1150	1671	68.8	987	459	1446	32
	Kurigram	552	1050	1602	65.5	158	78	236	33
	Lalmonirhat	141	365	506	72.1	186	82	268	31
	Nilphamari	558	990	1548	64	334	136	470	29
	Panchagarh	60	157	217	72.4	103	50	153	33
	Rangpur	362	662	1024	64.6	320	110	430	26
	Thakurgaon	245	564	809	69.7	251	107	358	30
Sylhet	Hobigonj	9	25	34	73.5	72	24	96	25
	Moulvibazar	79	148	227	65.2	121	37	158	23
	Sunamgonj	29	94	123	76.4	63	29	92	32
	Sylhet	143	275	418	65.8	201	37	238	16
	Total	6804	13663	20467	66.8	13511	5480	18991	28.9

Table 7.7: Number of All Teacher by District and Gender 2020

Division	District		All Types of School		
		Male	Female	Total	% Female
Barisal	Barguna	1776	2803	4579	61.2
	Barisal	3907	7513	11420	65.8
	Bhola	3118	3654	6772	54.0
	Jhalokathi	1175	2386	3561	67.0
	Patuakhali	3958	5042	9000	56.0
	Pirojpur	2352	4018	6370	63.1
Chittagong	Bandarban	1498	1136	2634	43.1
	Brahmonbaria	4358	10839	15197	71.3
	Chandpur	4704	7552	12256	61.6
	Chittagong	11818	22904	34722	66.0
	Comilla	11966	19854	31820	62.4
	Cox's Bazar	3681	3930	7611	51.6
	Feni	3307	3970	7277	54.6
	Khagrachhari	2164	2272	4436	51.2
	Luxmipur	3068	4062	7130	57.0
	Noakhali	5554	6999	12553	55.8
	Rangamati	2102	2210	4312	51.3
Dhaka	Dhaka	14817	26313	41130	64.0
	Faridpur	2805	6203	9008	68.9
	Gazipur	9998	14975	24973	60.0
	Gopalgonj	2349	3889	6238	62.3
	Kishorgonj	4261	10353	14614	70.8
	Madaripur	1741	3176	4917	64.6
	Manikgonj	2262	4141	6403	64.7
	Munshigonj	2136	4305	6441	66.8
	Narayangonj	4112	9975	14087	70.8
	Narsingdi	3765	8612	12377	69.6
	Rajbari	1624	3460	5084	68.1
	Shariatpur	1837	3543	5380	65.9
	Tangail	7186	11552	18738	61.7
Khulna	Bagerhat	2731	4407	7138	61.7
	Chuadanga	1651	2879	4530	63.6
	Jessore	5873	7349	13222	55.6
	Jhenaidah	3339	4985	8324	59.9
	Khulna	4053	6416	10469	61.3
	Kushtia	3162	5696	8858	64.3
	Magura	1559	2486	4045	61.5
	Meherpur	1298	1959	3257	60.1
	Narail	1312	2205	3517	62.7
	Satkhira	4633	4712	9345	50.4
Mymensingh	Jamalpur	5649	8468	14117	60.0
	Mymensingh	9323	16418	25741	63.8
	Netrokona	3940	7843	11783	66.6
	Sherpur	3355	5111	8466	60.4

Division	District		All Types of School		
		Male	Female	Total	% Female
Rajshahi	Bogra	7888	10978	18866	58.2
	Jaipurhat	1943	2518	4461	56.4
	Naogaon	5870	6537	12407	52.7
	Natore	2954	4956	7910	62.7
	Nawabgonj	3070	3795	6865	55.3
	Pabna	5070	8138	13208	61.6
	Rajshahi	4092	7475	11567	64.6
	Sirajgonj	7310	9452	16762	56.4
Rangpur	Dinajpur	7648	10477	18125	57.8
	Gaibandha	7072	8747	15819	55.3
	Kurigram	4871	6162	11033	55.9
	Lalmonirhat	2820	4407	7227	61.0
	Nilphamari	4528	6498	11026	58.9
	Panchagarh	2254	3346	5600	59.8
	Rangpur	6298	8912	15210	58.6
	Thakurgaon	3502	5284	8786	60.1
Sylhet	Hobigonj	2920	6724	9644	69.7
	Moulvibazar	3370	6391	9761	65.5
	Sunamgonj	3526	7365	10891	67.6
	Sylhet	5813	10714	16527	64.8
Total		274096	441451	715547	61.7

7.2 Student -Teacher Ratio (STR)

Table 7. 5 : Student-Teacher Ratio (STR) by Year and Type of Schools 2010-2020

Year	GPS
2010	46
2011	53
2012	50
2013	49
2014	46
2015	42
2016	38
2017	37
2018	37
2019	35
2020	34

7.3 Professional Qualification of Teacher (C –in-Ed)

Primary schools teachers are supposed to have one-year “Certificate-in-Education (C-in-Ed)” training which prepares them in pedagogical discipline. For various reasons, a large number of teachers are working in schools without receiving this training.

Table 7. 6 : C-in-Ed Trained Teachers by Gender and Division in GPS and NNPS 2020

Division	GPS				NNPS			
	Male	Female	Total	%Female	Male	Female	Total	%Female
Barisal	4,607	8,759	13,366	65.5	3,860	4,936	8,796	56.1
Chittagong	11,039	21,981	33,020	66.6	4,498	6,063	10,561	57.4
Dhaka	8,751	22,108	30,859	71.6	3,590	5,705	9,295	61.4
Khulna	6,716	13,175	19,891	66.2	6,144	6,253	12,397	50.4
Mymensingh	3,317	7,052	10,369	68.0	3,020	3,383	6,403	52.8
Rajshahi	7,671	14,556	22,227	65.5	5,872	5,154	11,026	46.7
Rangpur	6,340	11,994	18,334	65.4	7,917	7,436	15,353	48.4
Sylhet	3,325	8,097	11,422	70.9	1,750	2,556	4,306	59.4
	51,766	107,722	159,488	67.5	36,651	41,486	78,137	53.1

Table 7. 7: C-in-Ed Trained Teachers by Gender and District in GPS and NNPS 2020

Division	District	GPS				NNPS			
		Male	Female	Total	%Female	Male	Female	Total	%Female
Barisal	Barguna	539	999	1,538	65.0	526	752	1,278	58.8
	Barisal	1,162	2,452	3,614	67.8	652	1,119	1,771	63.2
	Bhola	885	1,298	2,183	59.5	1,072	859	1,931	44.5
	Jhalokathi	478	919	1,397	65.8	244	459	703	65.3
	Patuakhali	791	1,504	2,295	65.5	890	1,047	1,937	54.1
	Pirojpur	752	1,587	2,339	67.8	476	700	1,176	59.5
Chittagong	Bandarban	459	300	759	39.5	208	131	339	38.6
	Brahmonbaria	909	2,243	3,152	71.2	398	824	1,222	67.4
	Chandpur	1,291	2,650	3,941	67.2	388	639	1,027	62.2
	Chittagong	2,034	5,462	7,496	72.9	549	1,065	1,614	66.0
	Comilla	1,801	3,569	5,370	66.5	650	1,210	1,860	65.1
	Cox's Bazar	701	1,111	1,812	61.3	399	304	703	43.2
	Feni	587	1,117	1,704	65.6	131	302	433	69.7
	Khagrachhari	574	758	1,332	56.9	377	308	685	45.0
	Luxmipur	869	1,671	2,540	65.8	323	359	682	52.6
	Noakhali	1,104	2,409	3,513	68.6	746	680	1,426	47.7
	Rangamati	710	691	1,401	49.3	329	241	570	42.3
Dhaka	Dhaka	884	3,483	4,367	79.8	138	349	487	71.7
	Faridpur	733	1,626	2,359	68.9	340	578	918	63.0
	Gazipur	621	1,776	2,397	74.1	188	342	530	64.5
	Gopalgonj	535	1,167	1,702	68.6	338	547	885	61.8
	Kishorgonj	974	2,223	3,197	69.5	646	726	1,372	52.9
	Madaripur	535	1,022	1,557	65.6	287	424	711	59.6
	Manikgonj	655	1,392	2,047	68.0	210	288	498	57.8
	Munshigonj	520	1,421	1,941	73.2	60	178	238	74.8
	Narayangonj	483	1,548	2,031	76.2	84	221	305	72.5
	Narsingdi	689	2,020	2,709	74.6	129	338	467	72.4
	Rajbari	442	858	1,300	66.0	272	406	678	59.9
	Shariatpur	448	928	1,376	67.4	224	396	620	63.9
	Tangail	1,232	2,644	3,876	68.2	674	912	1,586	57.5
Khulna	Bagerhat	744	1,383	2,127	65.0	678	949	1,627	58.3
	Chuadanga	480	932	1,412	66.0	328	310	638	48.6
	Jessore	1,006	2,019	3,025	66.7	1,004	1,010	2,014	50.1
	Jhenaidah	747	1,372	2,119	64.7	862	827	1,689	49.0

Division	District	GPS				NNPS			
		Male	Female	Total	%Female	Male	Female	Total	%Female
	Khulna	898	2,067	2,965	69.7	921	852	1,773	48.1
	Kushtia	703	1,489	2,192	67.9	636	703	1,339	52.5
	Magura	403	763	1,166	65.4	323	341	664	51.4
	Meherpur	307	574	881	65.2	253	262	515	50.9
	Narail	390	805	1,195	67.4	275	313	588	53.2
	Satkhira	1,038	1,771	2,809	63.0	864	686	1,550	44.3
Mymensingh	Jamalpur	727	1,621	2,348	69.0	724	744	1,468	50.7
	Mymensingh	1,308	2,860	4,168	68.6	1,014	1,103	2,117	52.1
	Netrokona	882	1,739	2,621	66.3	858	1,043	1,901	54.9
	Sherpur	400	832	1,232	67.5	424	493	917	53.8
Rajshahi	Bogra	1,406	2,915	4,321	67.5	960	941	1,901	49.5
	Jaipurhat	339	670	1,009	66.4	132	173	305	56.7
	Naogaon	1,275	2,069	3,344	61.9	987	734	1,721	42.6
	Natore	609	1,342	1,951	68.8	514	550	1,064	51.7
	Nawabgonj	706	1,108	1,814	61.1	585	445	1,030	43.2
	Pabna	1,170	2,037	3,207	63.5	720	609	1,329	45.8
	Rajshahi	833	1,895	2,728	69.5	769	707	1,476	47.9
	Sirajgonj	1,333	2,520	3,853	65.4	1,205	995	2,200	45.2
Rangpur	Dinajpur	1,201	2,191	3,392	64.6	1,699	1,454	3,153	46.1
	Gaibandha	1,003	1,871	2,874	65.1	900	1,121	2,021	55.5
	Kurigram	1,041	1,711	2,752	62.2	1,194	999	2,193	45.6
	Lalmonirhat	416	904	1,320	68.5	525	626	1,151	54.4
	Nilphamari	663	1,261	1,924	65.5	981	775	1,756	44.1
	Panchagarh	443	785	1,228	63.9	559	551	1,110	49.6
	Rangpur	1,016	2,143	3,159	67.8	1,177	969	2,146	45.2
	Thakurgaon	557	1,128	1,685	66.9	882	941	1,823	51.6
Sylhet	Hobigonj	826	1,875	2,701	69.4	346	520	866	60.0
	Moulvibazar	747	2,026	2,773	73.1	378	630	1,008	62.5
	Sunamgonj	856	1,671	2,527	66.1	768	869	1,637	53.1
	Sylhet	896	2,525	3,421	73.8	258	537	795	67.5
	Total	51,766	107,722	159,488	67.5	36,651	41,486	78,137	53.1

Chapter Eight

8. CHAPTER EIGHT: INFRASTRUCTURE FACILITIES

Table 8. 1: Number of Separate PPE Classrooms

Division	District	Gps	NNPS	Total
Barisal	Barguna	161	54	215
	Barisal	502	143	645
	Bhola	191	168	359
	Jhalokathi	165	44	209
	Patuakhali	365	150	515
	Pirojpur	232	28	260
Chittagong	Bandarban	99	24	123
	Brahmonbaria	355	108	463
	Chandpur	469	129	598
	Chittagong	975	182	1,157
	Comilla	792	240	1,032
	Cox's Bazar	208	66	274
	Feni	253	42	295
	Khagrachhari	125	43	168
	Luxmipur	253	51	304
	Noakhali	460	172	632
	Rangamati	109	35	144
Dhaka	Dhaka	403	64	467
	Faridpur	333	120	453
	Gazipur	265	53	318
	Gopalgonj	272	93	365
	Kishorgonj	385	90	475
	Madaripur	146	50	196
	Manikgonj	198	37	235
	Munshigonj	226	23	249
	Narayangonj	213	40	253
	Narsingdi	305	57	362
	Rajbari	153	54	207
	Shariatpur	207	74	281
	Tangail	552	188	740
Khulna	Bagerhat	236	130	366
	Chuadanga	148	82	230
	Jessore	364	134	498
	Jhenaidah	196	83	279
	Khulna	280	99	379
	Kushtia	242	152	394
	Magura	125	39	164
	Meherpur	77	36	113
	Narail	139	51	190
	Satkhira	268	82	350
Mymensingh	Jamalpur	310	115	425
	Mymensingh	590	166	756
	Netrokona	268	74	342
	Sherpur	165	52	217
Rajshahi	Bogra	515	129	644
	Jaipurhat	139	18	157

Division	District	Gps	NNPS	Total
	Naogaon	385	118	503
	Natore	207	59	266
	Nawabgonj	162	45	207
	Pabna	320	105	425
	Rajshahi	295	86	381
	Sirajgonj	430	198	628
Rangpur	Dinajpur	477	188	665
	Gaibandha	264	73	337
	Kurigram	241	92	333
	Lalmonirhat	164	127	291
	Nilphamari	212	80	292
	Panchagarh	183	57	240
	Rangpur	334	134	468
	Thakurgaon	206	96	302
Sylhet	Hobigonj	255	35	290
	Moulvibazar	288	52	340
	Sunamgonj	317	95	412
	Sylhet	570	99	669
Total		18,744	5,803	24,547

Table 8. 2: Number of School Received SLIP Grant June 2020

Division	District	GPS	NNGPS	Total
BARISAL	BARGUNA	381	385	766
	BARISAL	900	545	1,445
	BHOLA	434	552	986
	JHALOKATHI	360	193	553
	PATUAKHALI	587	591	1,178
	PIROJPUR	585	332	917
CHITTAGONG	BANDARBAN	226	104	330
	BRAHMONBARIA	643	349	992
	CHANDPUR	785	311	1,096
	CHITTAGONG	1,663	566	2,229
	COMILLA	1,250	613	1,863
	COX'S BAZAR	370	208	578
	FENI	397	124	521
	KHAGRACHHARI	313	214	527
	LUXMIPUR	461	182	643
	NOAKHALI	746	392	1,138
	RANGAMATI	394	251	645
DHAKA	DHAKA	736	159	895
	FARIDPUR	562	290	852
	GAZIPUR	557	202	759
	GOPALGONJ	534	311	845
	KISHORGONJ	756	430	1,186
	MADARIPUR	411	234	645
	MANIKGONJ	446	145	591
	MUNSHIGONJ	517	83	600
	NARAYANGONJ	429	104	533
	NARSINGDI	530	144	674
	RAJBARI	250	188	438

Division	District	GPS	NNGPS	Total
DHAKA	SHARIATPUR	401	216	617
	TANGAIL	916	576	1,492
KHULNA	BAGERHAT	591	517	1,108
	CHUADANGA	233	161	394
	JESSORE	651	579	1,230
	JHENAIDAH	411	474	885
	KHULNA	613	492	1,105
	KUSHTIA	408	333	741
	MAGURA	269	227	496
	MEHERPUR	154	144	298
	NARAIL	286	197	483
	SATKHIRA	604	434	1,038
MYMENSINGH	JAMALPUR	567	502	1,069
	MYMENSINGH	1,018	681	1,699
	NETROKONA	619	612	1,231
	SHERPUR	323	325	648
RAJSHAHI	BOGRA	896	572	1,468
	JAIPURHAT	247	95	342
	NAOGAON	782	534	1,316
	NATORE	380	312	692
	NAWABGONJ	373	324	697
	PABNA	633	428	1,061
	RAJSHAHI	522	454	976
RAJSHAHI	SIRAJGONJ	865	753	1,618
	DINAJPUR	872	966	1,838
	GAIBANDHA	612	584	1,196
	KURIGRAM	474	511	985
	LALMONIRHAT	321	397	718
	NILPHAMARI	469	578	1,047
	PANCHAGARH	300	316	616
	RANGPUR	663	667	1,330
	THAKURGAON	426	545	971
SYLHET	HOBIGONJ	691	271	962
	MOULVIBAZAR	612	278	890
	SUNAMGONJ	856	558	1,414
	SYLHET	983	305	1,288
	Total	36,264	24,120	60,384

Table 8. 3: Number of School having Bank Account-2020

Division	District	GPS	NNPS	Total
Barisal	Barguna	369	376	745
	Barisal	890	537	1,427
	Bhola	411	535	946
	Jhalokathi	345	204	549
	Patuakhali	547	550	1,097
	Pirojpur	569	341	910
Chittagong	Bandarban	209	155	364
	Brahmonbaria	633	347	980
	Chandpur	652	251	903
	Chittagong	1,472	522	1,994
	Comilla	1,211	614	1,825

Division	District	GPS	NNPS	Total
	Cox's Bazar	327	189	516
	Feni	366	117	483
	Khagrachhari	273	208	481
	Luxmipur	446	184	630
	Noakhali	706	404	1,110
	Rangamati	380	265	645
Dhaka	Dhaka	671	158	829
	Faridpur	494	268	762
	Gazipur	509	192	701
	Gopalgonj	482	289	771
	Kishorgonj	671	391	1,062
	Madaripur	405	225	630
	Manikgonj	439	147	586
	Munshigonj	385	65	450
	Narayangonj	332	86	418
	Narsingdi	551	149	700
	Rajbari	254	197	451
	Shariatpur	386	212	598
	Tangail	892	576	1,468
Khulna	Bagerhat	549	481	1,030
	Chuadanga	240	169	409
	Jessore	595	563	1,158
	Jhenaidah	362	437	799
	Khulna	579	450	1,029
	Kushtia	403	350	753
	Magura	221	186	407
	Meherpur	148	136	284
	Narail	268	190	458
	Satkhira	600	433	1,033
Mymensingh	Jamalpur	563	517	1,080
	Mymensingh	1,132	747	1,879
	Netrokona	610	588	1,198
	Sherpur	298	323	621
Rajshahi	Bogra	865	582	1,447
	Jaipurhat	251	99	350
	Naogaon	690	487	1,177
	Natore	331	275	606
	Nawabgonj	315	279	594
	Pabna	603	421	1,024
	Rajshahi	466	427	893
	Sirajgonj	778	695	1,473
Rangpur	Dinajpur	795	924	1,719
	Gaibandha	685	672	1,357
	Kurigram	493	613	1,106
	Lalmonirhat	266	340	606
	Nilphamari	409	511	920
	Panchagarh	272	300	572
	Rangpur	620	627	1,247
	Thakurgaon	380	479	859
Sylhet	Hobigonj	670	257	927
	Moulvibazar	663	316	979
	Sunamgonj	816	539	1,355

Division	District	GPS	NNPS	Total
Sylhet	Sylhet	947	292	1,239
	Total	34,160	23,459	57,619

Table 8. 4 : Nunmber School reciceved Pre-Primary Decorated Room-2020

Division	District	Gps	NNPS	Total
Barisal	Barguna	348	340	688
	Barisal	712	395	1,107
	Bhola	309	341	650
	Jhalokathi	340	198	538
	Patuakhali	508	469	977
	Pirojpur	472	268	740
Chittagong	Bandarban	171	91	262
	Brahmonbaria	543	258	801
	Chandpur	654	248	902
	Chittagong	1,393	432	1,825
	Comilla	1,179	561	1,740
	Cox's Bazar	285	159	444
	Feni	366	118	484
	Khagrachhari	260	184	444
	Luxmipur	431	170	601
	Noakhali	646	306	952
	Rangamati	322	199	521
Dhaka	Dhaka	615	132	747
	Faridpur	438	222	660
	Gazipur	475	169	644
	Gopalgonj	433	233	666
	Kishorgonj	642	356	998
	Madaripur	379	212	591
	Manikgonj	416	139	555
	Munshigonj	441	67	508
	Narayangonj	326	84	410
	Narsingdi	518	120	638
	Rajbari	235	177	412
	Shariatpur	340	158	498
	Tangail	821	500	1,321
Khulna	Bagerhat	502	418	920
	Chuadanga	232	147	379
	Jessore	579	503	1,082
	Jhenaidah	315	369	684
	Khulna	511	334	845
	Kushtia	367	323	690
	Magura	212	187	399
	Meherpur	140	121	261
	Narail	225	135	360
	Satkhira	572	404	976
Mymensingh	Jamalpur	443	337	780

Division	District	Gps	NNPS	Total
	Mymensingh	922	576	1,498
	Netrokona	568	457	1,025
	Sherpur	251	236	487
Rajshahi	Bogra	834	538	1,372
	Jaipurhat	239	89	328
	Naogaon	672	474	1,146
	Natore	359	286	645
	Nawabgonj	274	226	500
	Pabna	485	289	774
	Rajshahi	432	395	827
	Sirajgonj	731	617	1,348
Rangpur	Dinajpur	722	828	1,550
	Gaibandha	550	427	977
	Kurigram	340	368	708
	Lalmonirhat	242	301	543
	Nilphamari	350	354	704
	Panchagarh	269	291	560
	Rangpur	594	573	1,167
	Thakurgaon	379	466	845
Sylhet	Hobigonj	649	231	880
	Moulvibazar	642	281	923
	Sunamgonj	741	439	1,180
	Sylhet	943	277	1,220
	Total	31,304	19,603	50,907

Table 8. 5: Number of School Exist Distrit Wide Boundary Wall-2020

Division	District	GPS	NNPS	Total
Barishal	Barguna	383	394	777
	Barishal	981	596	1577
	Bhola	441	590	1031
	Jhalokathi	371	201	572
	Patuakhali	594	618	1212
	Pirojpur	622	364	986
Chattogram	Bandarban	241	135	376
	Brahmonbaria	705	370	1075
	Chandpur	817	326	1143
	Chattogram	1672	576	2248
	Cumilla	1359	713	2072
	Cox's Bazar	398	234	632
	Feni	415	129	544
	Khagrachhari	327	238	565
	Luxmipur	518	208	726
	Noakhali	798	439	1237
	Rangamati	419	258	677
Dhaka	Dhaka	772	178	950

Division	District	GPS	NNPS	Total
	Faridpur	566	305	871
	Gazipur	562	207	769
	Gopalgonj	536	317	853
	Kishorgonj	822	483	1305
	Madaripur	450	257	707
	Manikgonj	481	160	641
	Munshigonj	518	86	604
	Narayangonj	427	114	541
	Narsingdi	594	168	762
	Rajbari	274	205	479
	Shariatpur	429	235	664
	Tangail	973	620	1593
Khulna	Bagerhat	615	544	1159
	Chuadanga	264	178	442
	Jashore	674	607	1281
	Jhenaidah	411	488	899
	Khulna	637	512	1149
	Kushtia	433	371	804
	Magura	272	227	499
	Meherpur	163	143	306
	Narail	291	199	490
	Satkhira	629	458	1087
Mymensingh	Jamalpur	605	546	1151
	Mymensingh	1280	831	2111
	Netrokona	659	630	1289
	Sherpur	361	344	705
Rajshahi	Bogura	976	622	1598
	Jaipurhat	267	102	369
	Naogaon	809	556	1365
	Natore	409	323	732
	Nawabgonj	370	328	698
	Pabna	670	450	1120
	Rajshahi	565	484	1049
	Sirajgonj	896	765	1661
Rangpur	Dinajpur	882	980	1862
	Gaibandha	744	709	1453
	Kurigram	571	657	1228
	Lalmonirhat	314	429	743
	Nilphamari	479	588	1067
	Panchagarh	315	341	656
	Rangpur	707	725	1432
	Thakurgaon	434	556	990
Sylhet	Hobigonj	741	294	1035
	Moulvibazar	712	322	1034
	Sunamgonj	868	574	1442
	Sylhet	1099	340	1439
Total		38587	25947	64534

Table 8. 6 :Number of School exists Shahid (Myrter) Minar-2020

Division	District	GPS	NNPS	Total
BARISAL	Barguna	209	166	375
	Barisal	215	56	271
	Bhola	26	18	44
	Jhalokathi	77	17	94
	Patuakhali	90	60	150
	Pirojpur	168	39	207
CHITTAGONG	Bandarban	17	4	21
	Brahmonbaria	118	23	141
	Chandpur	139	27	166
	Chittagong	340	52	392
	Comilla	436	135	571
	Cox's Bazar	33	9	42
	Feni	95	20	115
	Khagrachhari	35	9	44
	Luxmipur	75	13	88
	Noakhali	94	36	130
	Rangamati	30	18	48
DHAKA	Dhaka	270	47	317
	Faridpur	232	88	320
	Gazipur	382	133	515
	Gopalgonj	203	105	308
	Kishorgonj	533	325	858
	Madaripur	55	19	74
DHAKA	Manikgonj	122	23	145
	Munshigonj	177	11	188
	Narayangonj	237	39	276
	Narsingdi	193	50	243
	Rajbari	65	22	87
	Shariatpur	100	52	152
	Tangail	319	166	485
KHULNA	Bagerhat	181	91	272
	Chuadanga	37	19	56
	Jessore	147	99	246
	Jhenaidah	87	41	128
	Khulna	190	110	300
	Kushtia	88	54	142
	Magura	65	22	87
	Meherpur	6	-	6
	Narail	80	27	107
	Satkhira	106	43	149
MYMENSINGH	Jamalpur	62	18	80
	Mymensingh	1,198	750	1,948
	Netrokona	188	112	300
	Sherpur	212	192	404
RAJSHAHI	Bogra	405	229	634
	Jaipurhat	22	6	28
	Naogaon	116	38	154
	Natore	247	163	410
	Nawabgonj	21	2	23
	Pabna	647	442	1,089

Division	District	GPS	NNPS	Total
	Rajshahi	61	33	94
	Sirajgonj	293	221	514
RANGPUR	Dinajpur	768	866	1,634
	Gaibandha	70	13	83
	Kurigram	38	18	56
	Lalmonirhat	136	167	303
	Nilphamari	306	372	678
	Panchagarh	44	18	62
	Rangpur	172	140	312
	Thakurgaon	45	13	58
SYLHET	Hobigonj	227	91	318
	Moulvibazar	318	112	430
	Sunamgonj	104	34	138
	Sylhet	105	7	112
	Total	11,877	6,345	18,222

Chapter Nine: Annexure

9. CHAPTER NINE: ANNEXURE

Annex 1: Internal Validation System in the Existing APSC Software

The internal validation mechanism has in-built in the present software of APSC. These are as follows:

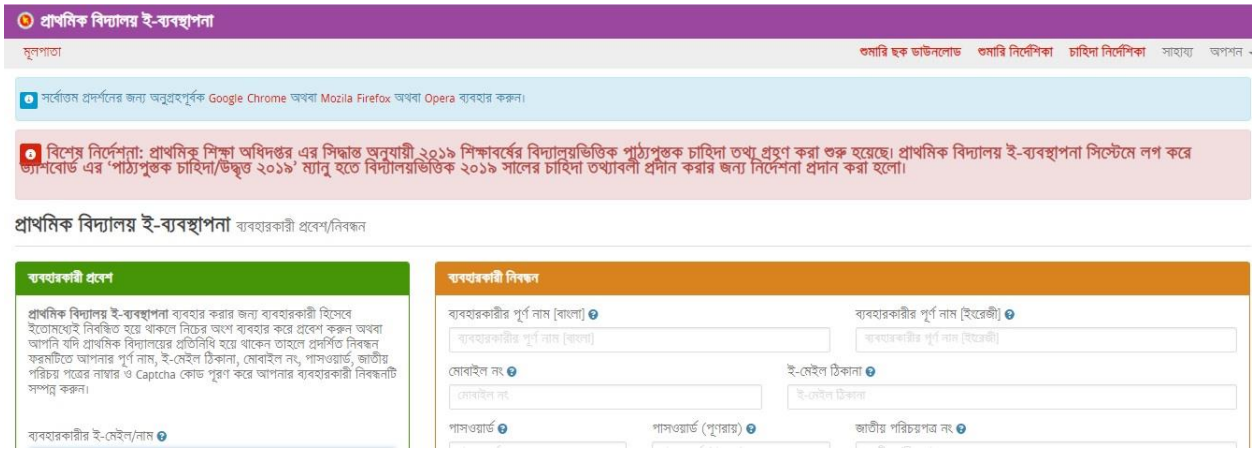
1. There is a validation system to compare two tables of std_admission and age_wise_admission to check total enrolment and age wise enrolment of a specific schools;
2. There is a validation system to check the not entered data (blank entry) in the field of approved teacher number of a schools;
3. There is a validation system to check the not entered data (blank entry) in the fields of room information of a schools;
4. There is a validation system to check the not entered data (blank entry) in the field of toilet and water information;
5. There is a validation system to check the not entered data (blank entry) in the field of SLIP information of a schools;
6. There is a validation system to check the not entered data (blank entry) in the field of ICT information of a schools;
7. Existing Validation check system for
    - Grade I student is much higher than Grade II;
    - Grade II student is much higher than Grade III;
    - Class V appeared is much higher than 2016 class V;
    - Working teachers are higher than approved post;
    - Repeaters are higher than the admission.

Also have some validation on the following field:

- Upazila enrolment;
- Upazila working teacher;
- Single shift schools.

In support of these validation system existance, some screen print are given in the following pages:

Annex 2 : 1st screen print of opening page of the Online software:



Entered page of the Online software

Annex 3: Key Performance Indicators of the PEDP4 (GPS & NNPS) 2005, 2010, 2015 – 2020

SL	KPIs	Type/ Categories	PEDPII Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020
KPI-1	Percentage of children who completed, 1 year of PPE		n/a	n/a	n/a	86	75.4	73.2	70.62 in own schools	
KPI-3	Percentage of grade 3 students achieving Band 3 competencies (All; Boys; Girls) [SDG 4.1.1] (All; B means Boys; and G Means Girls)	Bangla, All	n/a	n/a	65	65	74	n/a	n/a	
		Bangla, Boy	n/a	n/a	62	62	73	n/a	n/a	
		Bangla Girl	n/a	n/a	66	66	76	n/a	n/a	
		Math, All	n/a	n/a	41	41	41	n/a	n/a	
		Math, Boy	n/a	n/a	37	37	42	n/a	n/a	
		Math, Girl	n/a	n/a	40	40	41	n/a	n/a	
KPI-4	Percentage of grade 5 students achieving Band 5 competencies (All; Boys; Girls) [SDG 4.1.1, 4.1.2]	Bangla, All	n/a	n/a	23	23	12	n/a	n/a	
		Bangla, Boy	n/a	n/a	22	22	11	n/a	n/a	
		Bangla Girl	n/a	n/a	24	24	12	n/a	n/a	
		Math, All	n/a	n/a	10	10	17	n/a	n/a	
		Math Boy	n/a	n/a	10	10	16	n/a	n/a	
		Math, Girl	n/a	n/a	11	11	17	n/a	n/a	
KPI-5	Grade 5 Primary Education Completion examination (PECE) pass rate (%)	a. All	n/a	92.3	98.52	98.5	95.18	97.59	95.5	
		b. Boys	n/a	92.7	98.45	98.4	94.93	97.48	95.4	
		c. Girls	n/a	92.0	98.58	98.5	95.4	97.68	95.6	
KPI-6	Gross Enrolment Rate (GER) [EFA 5]	a. All	93.7	107.7	109.2	112.1	111.7	114.23	109.60	
		b. Boys	91.2	103.2	105	109.3	108.1	110.32	104.49	
		c. Girls	96.2	112.4	113.4	115	115.4	118.3	114.93	
KPI-7	Net Enrolment Rate (NER) [EFA 6]	a. All	93.7	107.7	109.2	97.9	97.96	97.85	97.83	
		b. Boys	91.2	103.2	105	97.1	97.1	97.55	97.65	
		c. Girls	96.2	112.4	113.4	98.8	98.8	98.16	98.01	
KPI-8	Primary cycle completion rate (SDG 4.1.4)	a. All	52.8	60.2	79.6	80.8	81.2	81.4	82.1	
		b. Boys	n/a	59.8	76.1	77.7	78.28	78.56	80.8	
		c. Girls	n/a	60.8	83	83.9	84.08	84.31	84.3	

SL	KPIs	Type/ Categories	PEDPII Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020
KPI-9	Contact hours	Grade 1-II	n/a	n/a	n/a	900	882	919	844	
	Single Shift (hours)	Grade III-V	n/a	n/a	n/a	1200	1,477	1,428	1,473	
	Double Shift(hours)	Grade 1-II	n/a	n/a	n/a	600	714	600	602	
		Grade III-V	n/a	n/a	n/a	780	783	789	782	
KPI-10	Percentage of OOSC aged 8-14 years (*Rephrasing as percentage of instead number of)*	a. All	n/a	22.4	14.4	13.9	6.5	n/a	n/a	
		b. Boys	n/a	n/a	n/a	16.4	7.1	n/a	n/a	
		c. Girls	n/a	n/a	n/a	11.2	5.8	n/a	n/a	
KPI-11	Coefficient of efficiency [EFA14]	Avg.	61.8	62.2	80.1	80.9	81.9	82.21	82.6	
	Ideal as % of actual	Boys	n/a	n/a	77.8	78.7	80.2	80.81	81.9	
		Girls	n/a	n/a	82.3	83.5	83.4	83.62	83.2	
	Year inputs per graduate	Avg.	8.1	8.0	6.2	6.18	6.1	6.08	6.05	
		Boys	n/a	n/a	6.4	6.3	6.23	6.19	6.10	
		Girls	n/a	n/a	6.1	6.0	5.99	5.98	5.95	
KPI 12	Gender parity index of GER	All	1.05	1.09	1.08	1.05	1.07	1.07	1.09	
	Gender parity index of NER		1.07	1.06	1.02	1.05	1.01	1.01	1.00	
KPI-13	Net enrolment rate (NER)- Top 20% of households (HHs) by consumption/ wealth quintile	All	58 to 80	88	n/a	n/a	93	n/a	n/a	
	Bottom 20% of HHs by consumption quintile	All	n/a	77	n/a	n/a	88	n/a	n/a	
	Difference between Top 20% and bottom 20% of HHs by consumption/wealth quintile	All	n/a	11	n/a	12 (boy 3, girl 12)	5	n/a	n/a	
KPI-14	*Upazila* composite performance indicator - Bottom 20% of *(used to derived annual improvement of bottom* 20% of *Upazilas)*	*Bottom* 20%	n/a	1.26	1.17	1.22	2.21	2.33	1.6	
	Upazila composite performance indicator -Top 10%	Top 10%	n/a	2.36	2.00	2.23	2.45	2.77	2.5	
	Upazila composite performance indicator - Bottom 10%	Bottom 10%	n/a	1.04	1.04	1.09	1.79	2.21	1.85	
	Range between average value of index	Range	n/a	1.2	0.96	1.14	0.66	0.56	0.99	

SL	KPIs	Type/ Categories	PEDPII Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020
	for top 10% and bottom 10% of *Upazilas*									
KPI-16	GER for PPE, SDG 4.2.3 (%) (GPS and NNPS)	All	n/a	n/a	n/a	145	134.7	125.2	130.6	
		Boys				149	133.3	122.9	126.9	
		Girls				147	134	127.6	133.4	
KPI-17	NER for PPE, SDG 4.2.3 (%) (GPS and NNPS)	All	n/a	n/a	n/a	86.3	93.8	94.2	94.3	
		Boys				88.5	96	96.2	93.6	
		Girls				87.4	92.1	92.2	94.9	
KPI-18	Percentage of school that meet the SCR standard of 40:1 All (GPS and NNPS):	All	n/a	20.6	32.7	35.4	32.1	35	37	
		GPS		21.8	33.2	34	31.2	32.1	36	
		NNPS		18.5	31.9	37.4	32.1	39.4	39	
KPI-19	Percentage of school that are Single Shift (desegregated by schools providing 3 grades single shift and providing all 5 grades)	5 grades	n/a	21 (7,680)	21.6 (8,255)	21.6 (9,282)	22.5	23.7	14.38 (9,435)	
		3 grades	n/a	n/a	n/a	0	n/a	n/a	n/a	
KPI-20	Percentage of schools (GPS/NNPS) that meet three out of four PSQL indicators: (i) Girls' toilets (PSQL 12, separate WASH block); (ii) potable water (PSQL 13); (iii) SCR (KPI 18) and (iv) STR (PSQL3)	All	n/a	17	29.3	32.8	32.5	34	30	
KPI-21	Percentage of children out of school (SDG 4.1.5), - age 8-10:	a. All	n/a	15	n/a	17.9	6.5	n/a	n/a	
		b. Boys		17		18.9	7.1			
		c. Girls		13		17.4	5.8			
	Age 11-14	All	n/a	22	n/a	14.4	15.3	n/a	n/a	
		Boys		28		19.4	19.3			
		Girls		17		9.1	11.7			
KPI-22	Primary Cycle Dropout rate (%)	a. All	47.2	39.8	20.4	19.2	18.8	18.6	17.9	
		b. Boys	n/a	40.3	23.9	22.3	21.7	21.44	19.2	
		c. Girls	n/a	39.3	17	16.1	15.9	15.69	15.7	
KPI 24	Percentage of children aged 8-10 years who never attend primary school	All	n/a	n/a	n/a	8.6 (EHS 2014	6.5 EHS 2016	n/a	n/a	
		Boys	n/a	n/a	n/a	9.3	7.1	n/a	n/a	
		Girls	n/a	n/a	n/a	7.1	5.8	n/a	n/a	

Annex 4: Non-KPIs indicators of the PEDP4 (GPS and NNPS) 2010, 2015 – 2020

Sl.	Non-Kpis[9]		Baseline 2010 (%)	2015 (%)	Pedp4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)
Non-Kpi 1	Pece Participation Rate (Based On Descriptive Roll) (%)	All	88.6	96.2	96.4	95.4	95.5	96.05	
		Boys	87.4	95.7	95.9	96.7	94.8	95.40	
		Girls	89.6	96.6	96.9	96.1	96.2	96.61	
Non-Kpi 2.	Survival Rate (Efa 13), (All; Boys; Girls), [Sdg 4.1.3]	All	67.2	81.3	82.1	83.3	83.5	85.2	
		Boys	65.9	77.9	78.6	81.3	80.9	84.1	
		Girls	68.6	84.7	85.4	85.4	87.7	86.1	
Non-Kpi 3	Repetition Rate (Efa-12) (%)	All	12.6	6.2	6.1	5.6	5.4	5.1	
		Boys	12.8	6.4	6.4	6.2	5.8	5.1	
		Girls	12.4	6.0	5.8	5.1	5.0	4.9	
Non-Kpi 4	Student Attendance Rate (%)	All	83.5	86.9	87.5	88.0	88.6	88.60	
		Boys	82.8	86.8	87.2	87.8	88.3	87.00	
		Girls	84.0	87.0	87.7	88.1	89.0	89.10	
Non-Kpi 5	Percentage Of Grade 1 New Intakes Who Completed Ppe, [Sdg 4.2.2]	All	52.3	96.0	96.9	92.4	92.6	89.24	
		Gps	40.6	96.0	96.1	89.7	90.3	90.54	
		Nnps	44.0	97.0	97.0	96.1	98.3	86.53	

[9] 12 Non-KPIs included into the PEDP4 document as requested by the DPs

Annex 5: Non-KPIs indicators of the PEDP4 (GPS and NNPS) 2010, 2015 – 2020

SL.	Non-KPIs[10]		Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020
Non-KPI 1	PECE Participation rate (based on Descriptive Roll) (%)	All	88.6	96.2	96.4	95.4	95.5	96.05	
		Boys	87.4	95.7	95.9	96.7	94.8	95.40	
		Girls	89.6	96.6	96.9	96.1	96.2	96.61	
Non-KPI 2.	Survival rate (EFA 13), (All; Boys; Girls), [SDG 4.1.3]	All	67.2	81.3	82.1	83.3	83.5	85.2	
		Boys	65.9	77.9	78.6	81.3	80.9	84.1	
		Girls	68.6	84.7	85.4	85.4	87.7	86.1	
Non-KPI 3	Repetition rate (EFA-12) (%)	All	12.6	6.2	6.1	5.6	5.4	5.1	
		Boys	12.8	6.4	6.4	6.2	5.8	5.1	
		Girls	12.4	6.0	5.8	5.1	5.0	4.9	
Non-KPI 4	Student attendance rate (%)	All	83.5	86.9	87.5	88.0	88.6	88.60	
		Boys	82.8	86.8	87.2	87.8	88.3	87.00	
		Girls	84.0	87.0	87.7	88.1	89.0	89.10	
Non-KPI 5	Percentage of grade 1 new intakes who completed PPE, [SDG 4.2.2]	All	52.3	96.0	96.9	92.4	92.6	89.24	
		GPS	40.6	96.0	96.1	89.7	90.3	90.54	
		NNPS	44.0	97.0	97.0	96.1	98.3	86.53	

[10] 12 Non-KPIs included into the PEDP4 document as requested by the DPs

Annex 6: Primary School Level (PSQL) Indicators of the PEDP4 (GPS and NNPS) 2010, 2015 – 2020

SL.	PSQL Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016(%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)
PSQL 1	Percentage of schools which received all new textbooks as per distribution and replenishment plan by January 31	All	33	99	99	99.5	99.5	99.9	
		GPS	31	99	99	99.5	99.5	99.9	
		NNPS	36	99	99	99.5	99.5	99.9	
PSQL 2	Percentage of schools which received all new textbooks and PPE TLM package								
	- all new textbooks	All	33.0	99	99	99.5	99.5	99.9	
	- TLM (teachers' edition, teachers' guide, ERMs	All	99.5	n/a	99.5	n/a	n/a	n/a	
	- PPE TLM Packages	All	99.5	n/a	99.5	n/a	n/a	n/a	
PSQL 3.	Percentage of schools that meet the STR standard of 40:1	All	44	36.7	34	30	54.3	61.1	
		GPS	46	42.5	38	36	53.0	58.4	
		NNPS	42	44.7	41	37	56.1	65.1	
PSQL 4	Percentage of double shift schools with capacity to operate one or more grades of 1-4 on a single shift basis	All	HT	n/a	21	n/a	10.3	8.93% (4,950)	
PSQL 5	Number of AT vacancies filled SDG 4c(g)	All	31,011	68,028	45,509	n/a	9,767	18,147	
	Number of HT vacancies filled SDG 4c (g)	All	1,852	2,049	n/a	898	325	n/a	
PSQL 6	Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/DPEd, B.Ed., M.Ed.), SDG 4.1.8	Total	83	88.7	94.3	95.6	73.6	87.4	
		Male	84	92.6	94.8	96.0	79.74	82.8	
		Female	83	84.9	94.1	95.2	70.18	84.4	
PSQL 7	Percentage of Headteachers who have participated in Leadership training	Total	71	49.3	49	51.3	84.5	84.5	
		Male	75	50	51	53,8	81.1	81.1	
		Female	64	49	48	48.9	83.2	83.2	
PSQL 8	Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training, SDG 4c (d)	Total	84.7	73.4	88.2	89.2	85	85	
		Male	86.1	79.1	89.8	89	86	86	
		Female	83.3	69.9	87.3	81	84	84	

SL.	PSQL Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016(%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)
PSQL 9	Percentage of assistant teachers recruited since 2010 who receive continuous professional development (need based cluster training), SDG 4c (h)	Total	88	89.7	88	90.1	74	76	
		Male	87	90	89	n/a	77	80	
		Female	88	89.9	87.3	n/a	72	71	
PSQL 10	Number of teachers receiving training on use of ICT materials	All GPS	n/a	n/a	n/a	n/a	67,787	89,988	
11	Percentage of schools having Multimedia based classrooms, SDG 4a(l) (%)	All GPS	n/a	n/a	508 schools (1.3%)	n/a	50,416 Schools (79%)	58,916 classrooms	
PSQL 12	Percentage of schools with separate functioning WASH blocks for boys and girls, SDG 4a (b)	All	n/a	n/a	22	34.06	76.1	76.28	
		GPS			22	35.7	77.2	77.40	
		NNPS			22	32.9	70.1	71.30	
PSQL 13	Percentage of schools that have access to safe water sources: functioning tube wells and other sources, SDG 4a (a)	All	83	73.2	97.2	92.9	97	100	
		GPS	84	75.6	97.3	94.5	99	100	
		NNPS	83	69.5	97.0	90.0	95	100	
PSQL 14	Number of Learning Centres operational for Out of School Children (OOSC)	Total	n/a	n/a	n/a	3,332	3,332	3,332	
PSQL 15	Number of enrolled children with mild and moderate disabilities in mainstream primary schools), SDG 4.5.1	All	83,023	67,793	67,022	75,021	96,385	98,310	
		Boys	47,029	37,535	37,260	40,820	52,884	54,442	
		Girls	35,994	30,298	29,762	34,201	43,501	43,868	

Annex 7: UNESCO Reconstruction Cohort Model-2020

Annex 8. Population of 6 years & 6-10 years by District 2020[11]

District	6 Years Age			6-10 Years Age		
	Male	Female	Total	Male	Female	Total
Barishal	24,535	27,681	52,216	123,930	126,800	250,730
Pirojpur	15,816	10,267	26,083	60,996	53,135	114,131
Jhalokati	8,033	6,173	14,206	39,676	33,538	73,214
Barguna	12,735	5,192	17,927	48,163	48,501	96,664
Patuakhali	18,947	19,614	38,561	84,010	87,213	171,223
Bhola	23,615	23,433	47,048	107,553	109,906	217,459
Brahmanbaria	42,405	33,859	76,264	241,998	228,690	470,688
Cumilla	80,460	76,389	156,849	341,496	352,317	693,813
Chandpur	34,071	22,457	56,528	161,769	137,155	298,924
Lakshmipur	25,632	23,580	49,212	133,324	120,719	254,043
Noakhali	43,222	33,249	76,471	225,392	197,347	422,739
Feni	15,803	17,261	33,064	84,082	97,490	181,572
Chattogram	91,690	89,604	181,294	475,738	517,367	993,105
Cox's Bazar	28,855	35,539	64,394	167,919	173,378	341,297
Khagrachhari	9,998	5,311	15,309	41,794	31,003	72,797
Rangamati	5,990	3,670	9,660	35,120	32,045	67,165
Bandarban	7,813	4,945	12,758	32,488	26,973	59,461
Kishoreganj	48,347	42,773	91,120	202,545	182,981	385,526
Tangail	34,228	37,221	71,449	157,111	175,263	332,374
Gazipur	37,335	24,612	61,947	163,884	182,290	346,174
Narsingdi	29,616	29,885	59,501	146,135	141,018	287,153
Manikganj	20,351	10,364	30,715	71,260	70,506	141,766
Dhaka	122,242	110,453	232,695	691,458	611,763	1,303,221
Narayanganj	41,688	30,438	72,126	196,675	165,247	361,922
Munshiganj	17,195	18,428	35,623	91,968	80,858	172,826
Rajbari	12,698	12,253	24,951	57,122	57,246	114,368
Faridpur	24,167	19,185	43,352	107,545	106,534	214,079
Madaripur	11,452	14,618	26,070	60,896	70,632	131,528
Shariatpur	15,451	12,802	28,253	71,452	75,288	146,740
Gopalganj	12,518	10,855	23,373	69,018	61,171	130,189
Kushtia	23,412	26,293	49,705	99,866	99,112	198,978
Meherpur	5,803	5,315	11,118	31,766	28,218	59,984
Chuadanga	12,952	10,261	23,213	54,721	55,011	109,732
Jhenaidah	20,777	19,881	40,658	87,382	96,840	184,222
Magura	9,406	9,694	19,100	48,665	50,366	99,031

District	6 Years Age			6-10 Years Age		
	Male	Female	Total	Male	Female	Total
Jashore	27,263	25,203	52,466	134,965	129,126	264,091
Narail	6,655	9,896	16,551	37,168	43,270	80,438
Satkhira	15,633	22,625	38,258	75,458	101,473	176,931
Khulna	16,665	16,587	33,252	93,684	86,872	180,556
Bagerhat	17,586	14,325	31,911	74,467	69,144	143,611
Jamalpur	22,559	28,664	51,223	134,188	120,414	254,602
Sherpur	13,878	19,892	33,770	82,938	86,026	168,964
Mymensingh	69,342	79,132	148,474	329,689	342,226	671,915
Netrakona	31,579	23,548	55,127	143,433	134,185	277,618
Joypurhat	7,309	6,587	13,896	39,106	39,644	78,750
Bogura	35,432	41,787	77,219	182,740	164,571	347,311
Naogaon	25,296	27,717	53,013	115,791	120,264	236,055
Chapainawabganj	19,662	15,111	34,773	105,903	90,786	196,689
Rajshahi	21,546	22,131	43,677	116,616	118,115	234,731
Natore	16,893	21,443	38,336	74,411	76,167	150,578
Sirajganj	35,255	36,203	71,458	182,231	183,656	365,887
Pabna	21,265	22,082	43,347	137,161	149,635	286,796
Panchagarh	14,598	9,485	24,083	56,125	53,053	109,178
Thakurgaon	14,812	14,924	29,736	77,018	80,994	158,012
Dinajpur	28,102	27,470	55,572	154,842	148,636	303,478
Nilphamari	22,400	20,798	43,198	111,964	101,411	213,375
Rangpur	23,939	23,077	47,016	150,398	143,157	293,555
Lalmonirhat	18,942	11,095	30,037	77,092	68,037	145,129
Kurigram	19,007	23,559	42,566	130,215	105,879	236,094
Gaibandha	31,645	21,783	53,428	148,294	147,280	295,574
Sunamganj	38,614	32,600	71,214	207,173	166,963	374,136
Sylhet	49,622	43,382	93,004	256,587	223,867	480,454
Habiganj	29,971	29,763	59,734	149,865	163,029	312,894
Maulvibazar	25,331	23,296	48,627	127,494	125,843	253,337
Bangladesh	1,710,059	1,597,720	3,307,779	8,521,933	8,267,644	16,789,577

Annex 10: Summary from Post Enumeration Check

Introduction

Bangladesh has proven to be remarkably resilient and has demonstrated a striking progress in economic growth over the last two decades. More recently, sound macroeconomic policies and favourable external conditions, in particular, strong export demand, high remittances, and low commodity prices have underpinned an average GDP growth of 6.5 per cent per annum since 2010 with the growth of 7.24 per cent in 2017 driven by manufacturing and services (Source: BBS). Rapid growth has propelled Bangladesh to join the ranks of lower-middle-income countries with a GM per capita of US$1,610 in 2017 from US$420 in 2000 (Source: BBS). The country has also made significant improvements in key areas of human development, including several health and education-related Millennium Development Goals (MDG) targets. Equitable access to primary education has improved significantly; over 97%of primary-age children are enrolled in schools, and gender parity in enrolment has been achieved at both primary and secondary levels.

Education plays a key role in government strategies aimed at poverty reduction, economic growth, social development and good governance. Over the past 30 years, the number of educational institutions and proportion of enrolled students has grown at every levelof education. Thesuccess in achieving gender parity in the country for both the primary and secondary education is acknowledged worldwide. However, the quality of education has not developed at the same pace, particularly in institutions serving the poorest children. Recognizing education as a strategy to support poverty reduction, the Government of Bangladesh (GoB) is committed to strengthening the entire education sector - primary, secondary, and tertiary levels. The educational attainment of women has improved significantly. Sustained commitment to gender equity has enabled Bangladesh to attain gender equity at the primary and secondary education levels and with nearly 9.4 million girls in primary schools in 2016 (source: ASPR-20l7), female primary school enrolment rate of the country is now high.

2. Background

Education is the topmost priority sector of the Government of Bangladesh with relevant constitutional commitments and strong vision towards transforming Bangladesh to a digital middle-income country within a very short span of time. Bangladesh has attained tremendous success in terms of economic growth and social transformation, accompanied by significant reduction in poverty and enhancement in human resource development. Primary level enrolment in Bangladesh has reached to nearly 100% and completion rate has crossed 80%. Enrolment in secondary level has also increased to a satisfactory level and gender parity has been attained at primary and secondary education well ahead of the Millennium Development Goal (MDG) target for 2015. Girl students surpassed the boys in primary level by (51-49) ratio. The Government is now fostering to achieve the Sustainable Development Goals to expedite the development of the country towards reaching the middle-income stage. The Eighth Five Year Plan is being aligned with the SDGs as priority agenda. The Ministry of Education has been orienting all its activities in line with the targets to be achieved to attain the SDG4, the Quality Education. Ensuring quality education and creating skilled workforce is the key to poverty reduction, economic development and creating a knowledge-based society in Bangladesh.

The Monitoring and Evaluation Division (M&E Division) of the Directorate of Primary education is responsible for overall M&E function of the primary education subsector, including M&E for PEDP4. The Information Management Division (IMD) of DPE is responsible for maintaining an Education Management Information System (EMIS) sourcing data from schools and other credible sources. The M&E Division will be responsible for overseeing the production of the Annual Primary School Census (APSC) report based on APSC data collected by M&E/IMD and the production of the Annual Sector Performance Review (ASPR), which will analyse the data against the indicators of the PEDP4 results framework and indicators, including the DLIs.

The Directorate of Primary Education (DPE) is responsible for the effective and efficient management of all primary schools of the country. With a view to monitoring the progress of the system DPE regularly conducts annual census of primary schools. The census collects data from all primary schools to know the parameters on important variables such as enrolment, attendance, drop-out, repetition, pass rate, etc. in relation to students' participation, number of teachers by age, education, sex, experience, training and available facilities at the school. As mentioned above, the targeted populations are enormously large. The tasks involved are gigantic and if not properly executed, there are chances of biased and non-sampling errors. These errors affect the reliability and validity of the estimates. The Post Enumeration check with data validation is a standard practice designed to know the extent of errors present in the census data. This is a very important task. The finding of APSC will be used to monitor the progress of PEDP4 as a baseline data and SDG4 Indicators. The Post Enumeration Check was carried out using the appropriate methodology and the instruments.

2.1 DPE has been conducting the annual census covering all categories of primary schools of Bangladesh. The first validation survey was conducted in 2012 and it is conducted in every alternate year.

2.2 To prepare ASPR the main source of information will be Annual Primary School Census. To conduct this census, the Directorate of Primary Education (DPE) distributes questionnaires to schools during the first quarter of every calendar year. The aim for APSC -2020 is to collect data from all primary schools following NCTB curriculum.

2.3 The census collects data using a questionnaire approved by the technical committee headed by the DG, DPE. The questionnaire has been developed based on the PEDP4, Program Indicators and SDG4. It incorporates the following issues:

- Enrolment by gender, class and types of Primary Schools
- Enrolment of children with special needs by gender, class
- Internal efficiency
- Profile of teachers
- Infrastructure Facility available at school level by types.

2.4 The school authorities will fill in the questionnaire. The head teacher usually provides data based on school documents, attendance, result registers etc. The level of accuracy, (reliability and validity) of the data depends on the Head teacher, Assistant Teachers and SMC; and the methods of collecting and storing the basic information. The collected data is authenticated by AUE0s/UE0s/TE0s. The questionnaire to be used in the present validation survey is same as that was used in APSC-2020, which was developed based on the PEDP4 result matrix, focusing on Key Performance Indicators (KPI), Primary School Quality Level (PSQL) and Sub Component Indicator (SCI). The developed questionnaire was verified by a cross section of stakeholders and some experts beyond the DPE. Finally, the questionnaire was approved by DPE.

Objectives the Study (PEC 2020)

The main objective of the Post Enumeration Check (PEC) 2020 is to check and assess the data quality of Annual Primary School Census (APSC) 2020, which is collected through Monitoring and Evaluation Division (M&E), and Information Management Division (IMD).

The specific objectives of the PEC 2020 are:

- To assess the quality of census data of APSC2020 data through a sample survey from a nationally representative sample of schools;
- To assess the level of accuracy of every indicator;
- To measure adjustment factors every indicator;
- To meaasure the coverage of the APSC 2020;
- To meaasure Content Error for every indicator under study;
- To test the Validatity of Data of APSC 2020 for every indicator under study;
- To Evalaue the Net Difference Rate for every indicator under study
- To Evalaute the Index of Inconsistnecy in every indicator under study
- To assess current data collection practices at field level;
- *To assess the processes followed by the M&E and IMD Divisions of DPE in collecting, cleaning and analyzing APSC data;*
- *To provide recommendations to help improve census processes and policy decision*

4. Scope of Work

The APSC 2020 report shows that in 64 districts and more than 500 upazillas/ thanas there are 134,147 (25 types) formal and non-formal primary level schools with 173,381,00 students in Bangladesh. The APSC 2020 data will be used to estimates sample size. Out of these 25 types of formal and non-formal primary level schools, considering the importance of these 10 types school (GPS, NNPS, NRNGPS, ROSC, High Madrasah Attached Ebtedayee, Independent Ebtedayee, High School Attached Primary School, Kindergarten, NGO School and BRAC school) were covered 96% (129844) School and 97% (16849709) students**.** But in a meeting with DPEwith the participationof IMD and M&E Divisions, it was agreed that all

types of primary school in the sample areas would be covered for PEC survey. Thus BANBEIS has carried the survey as per agreed decision.

The purpose of this PECwas to collect information through a sample survey from a nationally representative sample of schools and assess the quality of the school census data set so that it could be used as a reliable basis for appropriate policy decisions to be undertaken. This PEC exercise is a standard feature and practice of EMIS in many countries. The exercise should be based on a PEC/validation plan including a clear strategy. The PEC/validationwas also expected to identify main suspect variables in the DPE dataset to which greater attention would be paid. The final report should contain the reasons for declaring the contents of these variables suspect as well as recommendations on how to address the problems.

The scope of work included the design of the survey, development of instruments, data collection from fields covering the school types, the diverse geographical location i.e, Hilly, coastal, Char, Tea-garden, Plain land etc. Sample distribution will be proportional to the administrative divisions and consider rural location in Bangladesh.

Post Enumeration Check (PEC) and its Purpose in General

The mainintention of a census evaluation or Post Enumeration Check (PEC) is to measure the sources and magnitude of Coverage Error and Content Error (for some selected indicators). For many developing countries like Bangladesh, the Post Enumeration Check (PEC) has become a plausible independent evaluation program. This is partly because other independent sources of data with relevant, comprehensive and reliable information are not that common.

The focal objective of the Post Enumeration Check (PEC) is to measure under-coverage and over-coverage of persons and in some other cases of interest based on the study objectives. It is possible to design the survey so that reliable estimates of under-count or over-count are obtained for geographic areas. In addition, some estimates can be made through post stratification by forming subpopulation groups such as sex and well determined age groups. Thus, the PEC can indicate to census data user's specific coverage problems inherent in the census data and such errors can be quantified.

Overall, results of well designed and implemented interpenetrating sub-samples (PEC) can provide good insights into different contributions of component errors to total error. This type of assessment helps in the identification of operational stages that contribute to census error.

Design of the Study

Sample design is a definite statistical plan concerned with all principal steps taken in the selection of sample and the estimation procedure. These steps are formulated in advance of conducting the study. A sample survey should be properly planned and carefully executed in order to avoid inaccuracies (Blankenberg – 1993; Kish – 1965). Groves et al. (2004) delivered a good summary on the whole process from the design to the analysis and interpretation. Operational phases of a survey include various tasks from the definition of the main objectives, data collection strategy, processing of data, production of results, and evaluation of quality (Sundgren – 1999). All tasks are important to guarantee the various uses of data and their quality, the relevant information is available else were (Lyberg et al. – 1997; Biemer&Lyberg – 2003). The study has been designed in line with the specific guidelines and illustration given in the proposalregarding data collection. Sample size was pre-determined using standard statistical formula. Face to face interview technique was followed to collect the primary data using a pre-finalized questionnaire. A road-map was

designed to organize the study team in such a way that it took the least possible time to collect primary datawhile keeping in mind the suggested time frame. Survey instruments (Questionnaires) were developed after complete review of project documents and available secondary data and finalized upon extensive consultation with the concernedDPEofficials. The expert team has carefully produced survey tools and methods to obtain required specific data, information and feedback for all the parameters and indicators. Number of questions has been kept least since too large sample and too many unnecessary questions deteriorate quality of data and the exercise becomes too doubtful and unmanageable. Questionnaires and checklists were developed according to the parameters and indicators.

Sampling Design

Sampling

A three-stage stratified random sampling (Cochran, 1977) method has been followed for selection of final sampling unit (Primary Schools). Thus, the enumeration areas are 51 unions/wards. 3 unions/wards from each upazila/thana were confirmed randomly following the proper statistical methodology. Hence, there were 17 sample upazilas/thanas across the country. Sample distribution was followed by the probability proportionate to population (stratum) which mathematically follows the following procedure.

$$\boldsymbol{ni = n\ \frac{Ni}{N}} \textbf{for } \boldsymbol{i} \textbf{ =1, 2, …,6.}$$

Where, $\boldsymbol{Ni}$ is the total number of primary schools of *i*th type of school within six type of areas. $\boldsymbol{ni}$ is the sample size (number of schools to be selected) from *i*th type of school from that specific area type. **N** is the total number of Primary Schools of different types for a particular school type. $\boldsymbol{n}$ is the total sample size from that specific division.

At the first stage, all the sample upazilas/thanas was allocated over the six different strata identified as Rural, Urban, Hilly, Coastal, Char and Tea Garden. In the stage of sampling, 3 unions/wards were randomly selected from each of the 51 upazilas/thanas. At the third stage of sampling**;** all the primary level schools from each of selected unions/wards were enumerated. The table given below shows the allocation of sample;

Table 2.1: Distribution of sample size at the different stages

Sample	*Geographical areas*						
	Rural	Urban	Hilly	Coastal	Char	Tea Garden	**Total**
Upazila/Thana	7	3	2	2	2	1	**17**
Union/ward	21	9	6	6	6	3	**51**
Division	All 8 Divisions						
District	17 Districts						

Recruitment:

A number of 81 (64 enumerators +17 supervisors) skilled and experiencedpersonnel werehired for data collection from sample primary level schools. Seventeen Upazila Secondary Education Officers of the sample upazilas were assigned as the supervisors for the respective upazila to look after the data collection activities closely during survey. The Enumerators and Supervisors were recruited by BANBEIS.

Supervisors and Enumerators were engaged to collect data from all the primary level schools (estimated as around1280) of 51 sample unions under 17 Upazilas in 17 Districts. Each Enumerator had to cover 3 schools per day. The activities of these enumerators were constantly monitored and supervised by supervisors and also by the specialists of the consultant team.

Training and Orientation:

After their recruitment, an intensive training was provided to the enumerators and supervisors on the questionnaire so as to keep uniformity of the data collection techniques and approaches among all the field enumerators, and to maintain the desired quality of data. The training programs were conducted by the core team on behalf of BANBIES and DPE officials.

Field work

The field work started on 01 February 2021and completed on 09 February 2021.The study team received full co-operation and support from DG of DPE, Officers of DPE, UEOs, USEOs AUEOs, HTs and assistant teachers. We are grateful to them for entertaining our importunate requests during field work even during the school holidays. Detail work activities schedule performed for this assignment is given in following table:

Table 2.2 Detailed work schedule

Activities	Time schedule	
	Start	Complete
Signing of Contract	28 January 2021	
Recruitment of Enumerators and Supervisors	29 January 2021	30 January 2021
Training of the Enumerators and Supervisors	31 January 2021	
Team mobilization	01 February 2021	
Data collection at Field	02 February 2021	09 February 2021
Data editing, coding, entry and cleaning	10 February 2021	12 February 2021
Submission of Inception Report	14 February 2021	

Data processing, analysing and report writing	15 February 2021	13 March 2021
Submission of draft report	14 March 2021	
Dissemination workshop	21 March 2021	
Submission of final report	24 March 2021	

Method of Data Collection

There are several methods of data collection such as

(i) Physical observation,

(ii) Personal interview,

(iii) Mail enquiry,

(iv) Registration, and

(v) Transcription from records.

▪

Data obtained by the first two methods are likely to be more accurate than those obtained by mailing approach. The main problem with mailing approach is that it might give rise to a high rate of non-response. In this study, observation and face-to-face interview methods was followed for collection of primary data from the ultimate sampling units (selected schools) to examine validity of collected data and types of errors in Annual Primary School Census (APSC2020).

Direct personal interview approach and cross-checking of school record and registers as well as physical observation was adopted for collection of validation data from all thesample schools covering all six areas and school types. The field enumerators personally contacted the head teachers and assistant teachers and obtained desired information by explaining the objectives of the PEC to the respondents. The data collection work was carried out by 17 field survey teams in 17 sample upazilas. Each team consisting of enumerators ranges from2-7 members and one supervisor. The supervisor was responsible for the regulation of the field study activities on full time basis.

Reduction of Sampling and Non-Sampling Error

The problem of sampling error was handled by applying widely used statistical techniques for the selection of sample schools and considering statistically valid sound enough sample size. To reduce the non-sampling errors arising from ambiguous definitions and misunderstanding of the questions by the investigators and/or respondents, detailed explanatory notes and instructions for the items of information included in the questionnaire or schedule has been provided. The specialists of the study team organized the instructions manual in comprehensive and clear-cut. Also, the enumerators were given all-embracingin-house training on

the questionnaire.

Inspection and Supervision of Data Collection

The supervisors were in authority for complete implementation of the survey. They have supervised the field works of the enumerators. The experts of the study team also visited study area during the survey work. They have observed the participation and cooperation of school teachers in survey work. In addition, the consultants also have undertaken the monitoring of field survey activities throughout the survey period to oversee the survey activities to ensure the quality of data. A telephonic team was formed consisting of officers from BANBEIS monitored closely data collection activities over telephone/cell phone. Besides, the consultant randomly supervised and monitored the survey at the field.

Quality Assurance Measures for Data Collection

The highest possible care had been taken for ensuring a high quality of collected data and information. A system of Total Quality Management (TQM) (Bhola - 1990) had been implemented which comprised of all systematic arrangements and activities directed towards safeguarding, maintenance and promotion of quality throughout the study period. To ensure appropriate quality of the collected information, quality control had been maintained in various steps in this study. Quality was ensured in all the indicators, triangulation, analysis and reporting. A sound quality control system has been developed to adequately monitor the quality of data collection. For this purpose, experts, supervisors and quality enumerators were deployed. They moved constantly around the sample spots; and ensure quality data through:

a) field checking, and

b) data monitoring.

Field checking was undertaken in both 'presence' and 'absence' of the field enumerators. 'Checking in presence' was done through verification of the work of a field team in a sample area during the time of the questionnaire survey; whereas 'Checking in absence' was done through verification of the work of a field enumerator a sample school after the team left the site, having completed their assigned work in the area. During their field checking, the experts of the survey team performed re-interviews, and check the data accuracy.

Data Management, Processing and Analysis

At the first stage the collected data were checked and edited accordingly. The checking and editing were made at field level by enumerator and supervisor and again before data entry into the computer. Editing of the questionnaire was undertaken in order to make sure that the questionnaires has been accurately and completely filled-in by the enumerators and that was consistent with the responses. After editing work, at the second phase the questionnaires were coded before entry into the computer. Coding of information was done by coders with guidance of the experts and then verified by coding verifiers provided by BANBIES as extra manpower.

Data entry and cleaning

The edited and coded questionnaires were dispatched to computer operators for data entry usingORACLEdatabase package. The entire work was undertaken under the supervision and guidance of team leader and statistician. Data entry work was started from the half way of the data collection work to facilitate timely completion of the work. After the completion of data entry process, the soft data was checked and cleaned as required. Finally, data turned out to be ready for analysis.

Data Analysis

The main purpose of this study is to compute the Content Errors for a wide range of characteristics of interest and the Coverage Error as whole for the data obtained by APSC 2020. The data obtained through the PEC2020was entered and analyzed with the help of a wide range ofstatistical programming languages and application packages likeSTATA *(version 13)*, and SPSS*(version 25).* This analysis has also taken the advantages of spreadsheet (MS Excel).

Post Enumeration Check (PEC2020)Procedure:

The PEC covered all primary level schools from randomly selected 51Unions (3 unions per upazila) under sample 17 upazilas. The PEC survey found 1185schools in total. From the database of APSC 2020 collected by the DPE, we have extracted 1088 primary level schools belonging to above mentioned 51 sample unions. These two data sets (PEC surveywere matched for the validation purposein general and the computation of Coverage and Content Error of the APSC 2020 in particular. The matching school's list was done by matching school's unique EMIS Code and School Type combinedly. The census data set for sample schools for a particular indicator/variable are: $X_{1c}, X_{2c}, \dots, X_{nc}$. The Post Enumeration Survey data sets for the same indicator/variable are: $X_{1s}, X_{2s}, \dots, X_{ns}$ collected from survey.

These two data sets X_c (APSC 2020) and X_s (PEC2020) deliver the basis of enumeration checking. Supposex$_{ic}$ and x$_{is}$ are the value of the variable for ith School in APSC 2020 and PEC2020correspondingly. If x$_{ic}$= x$_{is}$, we can say that there are 100% agreement between census and survey data signifying no error whereas if x$_{ic}$ ≠ x$_{is}$, then there is some degree of non-agreement between the two sources of data. If there are some differences between sample and census values were observed, then we performed statistical tests to check whether the observed differences are statistically significant or not. The APSC 2020 data considered to be acceptable without any adjustment if the observed differences found to be insignificant. On the other hand, the APSC indicators are needed some adjustment when the observed differences are significantly different.

Errors in X_c(APSC 2020)compared to X_s(PEC2020)

If the dataset X_c andX_s are respectively for census (APSC 2020) and PEC2020, then

$e = X_c - X_s$*represent data set for the errors.*

For any, X_c: $X_{1c}, X_{2c}, \dots, X_{nc}$

X_s: $X_{1s}, X_{2s}, \dots, X_{ns}$

X_c: $X_{1c}, X_{2c}, \dots, X_{nc}$

e: $X_{1c} - X_{1s}, X_{2c} - X_{2s}, \dots, X_{nc} - X_{ns}$

Errore_i: $X_{ic} - X_{is}$

= 0 when : $X_{ic} = X_{is}$, *i.e.* when there is no difference between census and survey data

= +ve when : $X_{ic} > X_{is}$*i.e.* when census data is higher than the survey data.

= -ve when$X_{ic} < X_{is}$*i.e.* when census data is lower than the survey data.

The census data are free from errors if e_1, e_2, ……e_n are all zero for all *i, otherwise,* if at least one$e_i \neq 0$, then there is error. If the error is statistically significant, then the census data might need correction based on PEC data.

Correction Factor and adjustment of the estimates based on the PEC

Suppose we consider that $\overline{x}$ is adjusted/corrected estimate of the population parameter $\bar{X}$.

The correction factor is defined as CF = $\frac{\bar{x}_c}{\bar{x}_s}$

Where, $\overline{x_c}$ and $\overline{x_s}$are the estimates obtained from the sample schools from APSC 2020 and the PEC2020respectively.

The adjusted/corrected estimate $\overline{x}$ is: $\overline{x} = \bar{X}_c \times CF$

Where,$\overline{X_c}$is the corresponding value obtained from APSC (2020).

Level of Accuracy

a. If CF (correction factor) = 1, the census estimate demands no correction.
b. If CF > 1.0, the census data offer under estimates of the true value of the parameter.
c. If CF < 1.0, the census data offer over estimates of the true value of the parameter.

Significance of the difference between $\bar{X}_c$ and $\bar{X}_s$

For testing the hypothesis of the difference between $\bar{X}_c$ and$\bar{X}_s$, we are to formulate an appropriate null hypothesis H_0against an alternative hypothesis H_A, which is to be accepted when H_0 is rejected. Then we are to decide upon a significance level α, the probability of rejecting true null hypothesis for the test. After deciding upon a significance level, we are to choose an appropriate test-statistic usually distributed as normal distribution or t-distribution depending on sample size to test H_0 against H_A (Casella and Berger - 2002, Hollander and Wolfe - 1973).

Consider $\bar{x}_c$is the sample mean of census data and$\bar{\boldsymbol{x}}_{\boldsymbol{s}}$is the sample mean of survey data.

If $\bar{X}_c$ and $\bar{X}_s$ are the corresponding population means.

We need to test$H_o : \bar{X}_c = \bar{X}_s$ against$H_A : \bar{X}_c = \bar{X}_s$

The sample estimates of$\bar{X}_c$and$\bar{\boldsymbol{X}}_{\boldsymbol{s}}$ are $\bar{\boldsymbol{x}}_{\boldsymbol{c}}and\bar{\boldsymbol{x}}_{\boldsymbol{s}}$ respectively

For small sample size, the test statistic is

$$t = \frac{(\bar{x}_c - \bar{x}_s) - E(\bar{x}_c - \bar{x}_s)}{\sqrt{v(\bar{x}_c - \bar{x}_s)}} = \frac{\bar{x}_c - \bar{x}_s}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{\bar{x}_c - \bar{x}_s}{\{S\sqrt{2}/n\}},$$

which follows t-distribution with (n+n-2)=2n-2 2(n-1) df.

Here, $S^2 = \frac{(n-1)S_1^2 + (n-1)S_2^2}{2n-2}$is the pooled estimate of σ^2 and $n = n_1 = n_2$.

The estimates of $\bar{x}_c$ and $\bar{x}_s$ are obtained from APSC 2020 and PEC2020respectively.

a. If $|t| \geq t_{(2n-2),\, \alpha/2}$, the null hypothesis is rejected in that case

H_0: $X_c = \boldsymbol{X_s}$is not accepted.

The census value is required to be adjusted by multiplying with a correction factor (CF).

i.e. correct value = census value× (CF) is required.

b. If $|t|<t_{(2n-2),\, \alpha/2}$, the hypothesis is accepted. No adjustment is required

For large small sample size, the test statistic is

$Z = \frac{(\bar{x}_c-\bar{x}_s)-E(\bar{x}_c-\bar{x}_s)}{\sqrt{v(\bar{x}_c-\bar{x}_s)}} = \frac{\bar{x}_c-\bar{x}_s}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}} = \frac{\bar{x}_c-\bar{x}_s}{\{S\sqrt{2}/n\}}$, which follows standardised normal distribution.

Here $S^2 = \frac{(n-1)S_1^2+(n-1)S_2^2}{2n-2}$is the pooled estimate of σ^2 and $n = n_1 = n_2$.

The estimates of $\bar{x}_c$ and $\bar{x}_s$ are obtained from APSC 2020 and PEC2020respectively.

a. If $|Z|_{cal} \geq Z_{\alpha/2}$, the null hypothesis is rejected i.e. $\boldsymbol{H_0: X_c = X_s}$is not accepted.

The census value is required to be adjusted by multiplying with a correction factor (CF).

i.e. correct value = census value×(CF) is required.

b. If $|Z| < Z_{\alpha/2}$ the hypothesis is accepted. No adjustment is required

While testing the equality of two means for small sample, we used t-test with (n_1+n_2-2)degrees of freedom.

Significance of the difference between two proportions $\boldsymbol{P_c}$ and $\boldsymbol{P_s}$

Where**,** $\boldsymbol{P_c}$is the sample proportion of APSC2020 data and$\boldsymbol{P_s}$is the sample proportion of PEC2020 data

We also need to test H_0: $\boldsymbol{P_c = P_s}$against H_A: $\boldsymbol{P_c \neq P_s}$

The sample estimates of$\mathbf{P_c}$ and$\mathbf{P_s}$ are $\boldsymbol{p_c}$and$\boldsymbol{p_s}$respectively. The test statistic is

$Z = \frac{p_c-p_s}{\sqrt{v(p_c-p_s)}} = \frac{p_c-p_s}{\sqrt{\frac{p(1-p)}{n_1}+\frac{p(1-p)}{n_1}}} = \frac{p_c-p_s}{\sqrt{\frac{2p(1-p)}{n}}}$, where $P = \frac{p_c+p_s}{2}$is the pooled estimate of population proportion and n $= n_1 = n_2$

If the null hypothesis of the equality of proportion is accepted, no adjustment is obligatory for the census parameters, otherwise the census parameters need to be adjusted by multiplying an adjustment factor.

p-value

In statistics, the p-value is the minimum probability of rejecting null hypothesis, assuming that the null hypothesis is correct. It is the exact level of significance. The p-value is used as an alternative to rejection points to provide the smallest level of significance at which the null hypothesis would be rejected.

Mathematically, for a set of rejection regions {Γ}, the p-value of an observed statistic T=t at α level of significance is defined as

$$\text{p} - \text{value} = \underset{T:t\epsilon\Gamma}{min}\{\Pr(T\epsilon\Gamma|H) = 0\}$$

If$\text{p} - \text{value} \leq \propto$, then we may reject the null hypothesis decaling the observed difference is statistically significant; otherwise, we cannot rejectthe null hypothesis.

Evaluation of Content Error

Content error refers to the error in the indicator thatis reported in primary schools censusand enumerated through APSC 2020 with respect to the PEC2020.

Suppose, $\bar{x}_c$ and$\bar{x}_s$ are the estimates of a particular indicator obtained from the sample schools from APSC 2020 and the PEC2020respectively.

The estimated percentage of content error is:

$$Content \quad Error\ (CE) = \frac{(\bar{x}_c - \bar{x}_s)}{\bar{x}_s} \times 100$$

In case of proportion, the estimated percentage of content error is:

$$Content \quad Error\ (CE) = \frac{(p_c - p_s)}{p_s} \times 100$$

a positive (+ve) value of content error directs**"overestimate"** of the indicator by APSC 2020 and a negative (-ve) value directs**"underestimate"** of the indicator by APSC 2020.

Evaluation of census content error also involves the estimation of variance and bias components oftotal error in a census statistic. Consider content error of characteristics, say age. This characteristicresponse may be designated as x_i

A model describing total error is:

Recorded value for observation,

$$x_i = True\ Value + Error$$

$$x_i = u_i + e_i$$

Where,

u_i isthe true value for the characteristic for an observation *i*,

$e_i$is the error introduced for the observation by errors committed by say respondents, enumerators, data processors, etc.

The above model assumes that:

1. For every observation *i*in the population(i= 1,2,…….., *N*) a true value $u_i$for the characteristic in question exists
2. The observed value, and the true value $u_i$differ by and additive error term e_i
3. The error term values $e_i$is a random variable

Net difference rate

The net difference rate (NDR) is the difference between the number of cases in the census andthe number of cases in the PEC that fall under each response category relative to the total number ofreported persons in both the census and PEC in all response categories.

$$NDR = \frac{x_{.i} - x_{i.}}{n}$$

For I =1,2,....S

Where,

$x_{.i}$ = unweighted census number of cases in the ithcategory

$x_{i.}$ = unweighted PEC number of cases in the i^{th}category

n = unweighted total number of reported persons in both census and PEC

s = total number of response categories for characteristic x

Index of inconsistency

The index of inconsistency is a relative number of cases for which the response varied betweenthe census and PEC.

$$I = \frac{x_{.i} + x_{i.} - 2\,x_{ii}}{\frac{1}{n}\{x_{.i}(n - x_{.i}) - x_{i.}(n - x.i)\}}$$

Where x_{ii} =*number of cases where category i was given as response in both the census and the PEC*

Coverage Error

Coverage Error refers to either an under-count or over-count of school units due to omissions ofprimary schools or duplication/erroneous inclusion respectively.

There are three types of coverage error

a. Omissions
b. Duplications and
c. Erroneous inclusions

These are the errorsthat can also occur in the recorded characteristics with respect to enumerated schools such as number of students, number of text books provided, sanitation facilities, etc.

Omission results from missing school unitsor students/teachers etc. during census (APSC 2020) enumeration. Inthe case of missing the whole school units, it implies that all theschooland their relevant characteristics of interests will also be missed during the census enumeration. On the other hand, duplications occur when school units are enumerated more than once. However, Erroneous inclusions include school units or characteristics that are enumerated in the census whilethey should not have been or wereenumerated in the wrong place. For example, including in a numberof students who already left the school and got admitted into another schools before the census date.

A two-way matching was carried out between the records of the APSC2020 and the PEC2020 to identify omissions and erroneous inclusions. The matching exercise produced an estimate of the matched population of school units.

The Dual System Estimation was followed to estimate the True population of school units.

Table 2.3**: Tally of PEC and Census Observations**

Description	In Census	Out of Census	Total
In PEC	N_{11}	N_{12}	N_{1+}
Out of PEC	N_{21}	N_{22}	N_{+1}
Total	N_{+1}	N_{+2}	N_{++}

Where,

N_{11} isthe number of school units counted in both census and PEC
N_{12} is the number of school units correctly counted in the PEC but absent in the census
N_{1+} isthe total number of school units correctly counted in the PEC
N_{21} is the number of school units correctly counted in the census but absent in the PEC
N_{+1} isthe total number of school units correctly counted in the census
N_{++} is the estimate of True population units

N_{22} is estimate of schoolunits neither found in the Census nor in the PEC

N_{22} can be calculated as $\frac{(N_{12})(N_{21})}{N_{11}}$

Assumptions of the Dual System

The ***Dual System Estimation*** methodology assumes that the PEC is an independent collection from the Census. The method is modeled on the technique of capture-recapture commonly used to estimate the population. *The methodology assumes a closed population indicates that the population remains unchanged during the period of the study***.** Independence, therefore, requires that the PEC must not be influenced by what took place in the census.

The relevant Chandrasekaran-Deming estimator, assuming independence, is expressed as follows:

$$\textbf{True Population Units } \boldsymbol{N_{++}} = \frac{\boldsymbol{N_{1+}}}{\frac{\boldsymbol{N_{11}}}{\boldsymbol{N_{1+}}}} = \frac{(\boldsymbol{N_{1+}})(\boldsymbol{N_{+1}})}{\boldsymbol{N_{11}}}$$

The ***census coverage rate***, which is also called ***the match rate***, is defined as the number of unitscorrectly counted (matched) in both PEC(2020)and census (APSC 2020).It's expressed as a proportion of the number of school units correctlycounted in the PEC.

$$\boldsymbol{Census\ Coverage\ Rate = Match\ Rate = \frac{N_{11}}{N_{1+}} \times 100}$$

Net Coverage Error Rate

The **Net Coverage Error Rate**measures the total net error relative to the Dual System estimate of the true population (APSC 2020)school units. It is an important indicator of the quality of censuscoverage.

Net Coverage Error Rate= {(Estimated True population units – Number of units recorded in the census) ÷Estimated Truepopulation units} × 100

Mathematically, Net Coverage Error Rate $= \frac{N_{++} - N_{+1}}{N_{++}} \times 100$

Estimates of Net Under-Count

$N_{+1} = N_{11+}N_{21}$, is the total number of economic units correctly recorded in the census and canbe interpreted as the census estimate of the population units. Similarly,$N_{1+} = N_{11+}N_{12}$ is the total number of economic units correctly recorded in the PEC and canbe interpreted as the PEC estimate of the populationunits. Accordingly, ($N_{11+}N_{21+}N_{12}$)shows the estimate of population economic units based jointly on census andPEC, while (N_{1+}-N_{+1}=N_{12} - N_{21})can be interpreted as the net under-count in the census estimate ofpopulation units in relation to PEC estimate of population economic units, where $N_{12}$is the extent of under-count andN_{21} is the extent of over-count.

Expressed as a proportion of theestimate of population units based jointly on censusand PEC (N_{11} + N_{21} + N_{12}), the rate of net under-count is given by

$$\frac{N_{12} - N_{21}}{N_{11} + N_{21} + N_{12}} \times 100 = \frac{N_{12}}{N_{11} + N_{21} + N_{12}} \times 100 - \frac{N_{21}}{N_{11} + N_{21} + N_{12}} \times 100$$

Rate of Net Under-Count = Rate of Under-Count – Rate of Over-Count

The number of non-matched PEC and census school units provides the evidencefor the estimation of the rates of under-count and over-count in the census estimate of populationunits in relation to the PEC estimate of population units.

Analysis of Coverage Error

A two-way matching was carried out between the records of APSC 2020 and PEC 2020 to identify omissions and erroneous inclusions. The matching exercise produced an estimate of the matched of APSC schools. The Dual System Estimation was followed to estimate the True population of schools.

The PEC collected all the primary schools within the estimation area. After verification via cell phone for the number of mismatched schools whether the schools really exist there or not, it's been confirmed that within the estimation area, there are 48 primary schools remained out of census in PEC 2020. On the other hand, according to the list of APSC 2020 schools within the estimation area there are 7 schools remained out of PEC 2020 in the census. Table 3.1 represents the information of interest which was discovered and segregated from APSC 2020 and PEC 2020.

Table 3.1: Tally of PEC and Census Observations

Description	In Census	Out of Census	Total
In PEC	1088 $(\boldsymbol{N_{11}})$	48$(\boldsymbol{N_{12}})$	1136$(\boldsymbol{N_{1+}})$
Out of PEC	7 $(\boldsymbol{N_{21}})$	$(\boldsymbol{N_{22}})$	7 $(\boldsymbol{N_{2+}})$
Total	1095$(\boldsymbol{N_{+1}})$	$(\boldsymbol{N_{+2}})$	$(\boldsymbol{N_{++}})$

where,

N_{11} is the number of schools matched in both APSC and PEC
N_{12} is the number of schools correctly matched in the PEC but absent in the APSC
N_{1+} is the total number of schools correctly counted in the PEC
N_{21} is the number of schools correctly counted in the census but absent in the PEC
N_{+1} is the total number of schools correctly counted in the census
N_{++} is the estimate of True Population

The data that we have been offered by DPE matched to the corresponding school's unique EMIS Code and Institution Type Code. The study discovered that there are 1088 schools that matched in both Census and survey. Therefore,

$\boldsymbol{N_{11}}$ = the number of schools matched in both APSC and PEC = **1088**

$\mathbf{N_{12}}$= the number of schools correctly counted in the PEC but remained absent in the APSC = **48**

$\boldsymbol{(N_{12})}$ = the number of schools correctly counted in the census but was absent in the PEC= **7**

$\boldsymbol{N_{22}}$ = the number of schools neither found in the APSC nor in the PEC is

$$N_{22} = \frac{(N_{12})(N_{21})}{N_{11}} = \frac{48 \times 7}{1088} = 0.30 \cong 0$$

Since the number of schools cannot be a fraction, number of schools remained out of touch is zero.

Now, $\mathbf{N_{1+}}$ = Total number of schools correctly counted in the PEC = No. of schools counted in both PEC and census ($\mathbf{N_{11}}$) + Number of schools correctly counted in the PEC but absent in the APSC ($\mathbf{N_{12}}$) = **1088 + 48 = 1136**

Estimation of Census Coverage Rate

The *census coverage rate*of the APSC 2020 is

$$\boldsymbol{Census\ Coverage\ Rate} = \frac{\boldsymbol{N_{11}}}{\boldsymbol{N_{1+}}} \times \mathbf{100} = \frac{\mathbf{1088}}{\mathbf{1136}} \times \mathbf{100} = \mathbf{95.77}\ \%$$

Therefore, the census (APSC 2020) has covered 95.77% of the primary schools.

Estimation of True Population Unit

The estimate of the True Population Unit within estimation area is

$$N_{++} = \frac{(N_{+1})(N_{1+})}{N_{11}} = \frac{1095 \times 1136}{1088} = 1{,}143.30 \cong 1143$$

Estimation of Net Coverage Error Rate

The net coverage error rate measures the total net error relative to the Dual System estimate of the True population. Thus,

$$\textbf{Net Coverage Error Rate} = \frac{\mathbf{N_{++}} - \mathbf{N_{+1}}}{\mathbf{N_{++}}} \times \mathbf{100} = \frac{\mathbf{1143} - \mathbf{1095}}{\mathbf{1143}} \times \mathbf{100} = \mathbf{4.2}\%$$

The Rate of Under-Count can be calculated as

$$\textbf{Rate of Under-Count} = \frac{\mathbf{N_{12}}}{\mathbf{N_{11}+N_{21}+N_{12}}} \times \mathbf{100} = \frac{\mathbf{48}}{\mathbf{1088+7+48}} \times \mathbf{100} = \mathbf{4.199}\%$$

This indicates around 4.199% of the schools of APSC 2020 remained undercounted.

Rate of Over-Count which can be calculated as

$$\textbf{Rate of Over-Count} = \frac{\boldsymbol{N_{21}}}{\boldsymbol{N_{11}+N_{21}+N_{12}}} \times \mathbf{100} = \frac{\mathbf{7}}{\mathbf{1088+7+48}} \times \mathbf{100} = \mathbf{0.612}\ \%$$

This hints that only 0.612*% of the schools were overcounted.*

Rate of Net Under-Count is

Rate of Net Under-Count = Rate of Under-Count - Rate of Over-Count

= (4.199 - 0.612) %

= 3.59%

ANALYSIS OF CONTENT ERROR

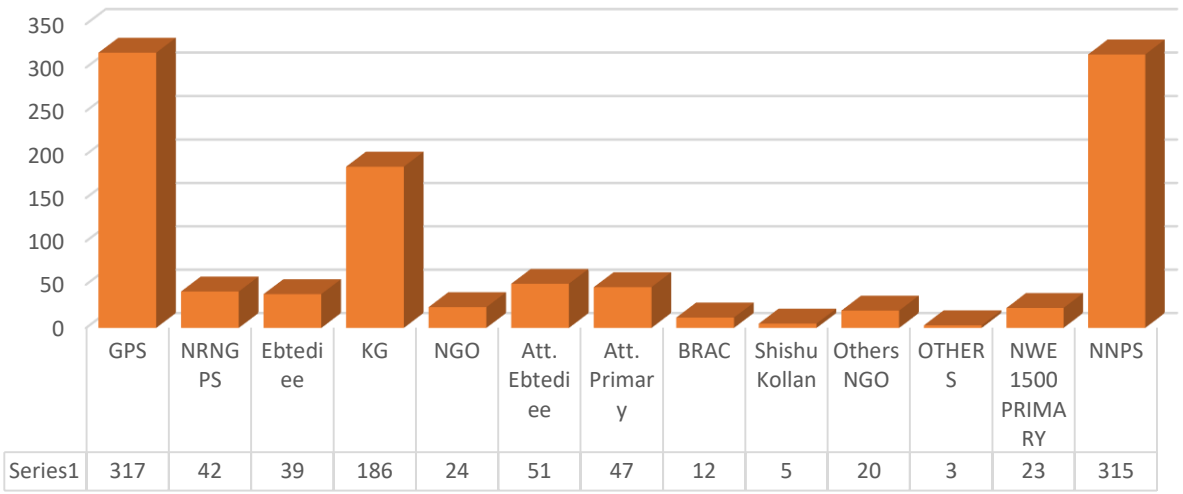
For the Post Enumeration Survey 2020, we have analyzed the enrollment of student by class, school type and gender for primary and pre-primary school separately and combinedly. The similar analysis was also done for the number of teachers and repeaters. The outcomes of the analysis of APSC2020 were compared with the corresponding sampled schools observed from the PEC2020. The findings using the rigorous statistically sound methodology of the above-mentioned indicators have been fitted out in the following sections. The inference is made by setting a comprehensive statistical tone in this report.

Student and Teacher's Profile

Distribution of Type of Matched Schools for the PEC 2020

The following Figure 4.1 describes the distribution of schools corresponding to their categories which are matched for bothAPSC 2020 and PEC 2020. We have dealt with a total of 1088 matched primary schools in Bangladesh to authenticate the survey as compared to APSC 2020.

Figure 4.1: Distribution of Type of Matched Schools for both APSC and PEC



AverageEnrolmentby the types of School

The average number of students according to the groupings of institution was studied from both APSC2020 and PEC2020. Table 4.1 represents the findings with the Content Error of interest. We have also hypothesized that there was no mean difference of average number of students ($H_0 : \bar{X}_c = \bar{X}_s$) between APSC 2020 and PEC2020 at 5% level of significance.

Table 4.1 Average Enrollment Analysis by the types of school

School Type	Mean Enrolment	Standard deviation	Test Statistic	p-value	Decision on Ho	Correction	Content	Comment on Content

	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
GPS	218.39	216.99	125.93	125.04	0.1405	*0.888*	Not rejected	*1.007*	0.645	Overestimate
NRNGPS	155.09	157.38	103.30	86.22	-0.099	*0.922*	Not rejected	*0.986*	-1.455	Underestimate
NNPS	152.12	149.94	78.734	81.506	0.3409	*0.733*	Not rejected	1.015	1.454	Overestimate
Ebtedaye	168.58	170.39	77.89	84.78	-0.098	*0.922*	Not rejected	0.989	-1.062	Underestimate
Attached Ebtedaye	145.71	151.45	71.607	75.723	-0.386	*0.701*	Not rejected	*0.962*	-3.79	Underestimate
KG	226.72	224.46	186.41	177.31	0.1198	*0.905*	Not rejected	1.010	1.007	Overestimate
BRAC	186.33	183.46	85.915	84.256	0.083	*0.935*	Not rejected	1.016	1.564	Overestimate
Attached Primary	434.07	417.85	386.23	364.01	0.2073	*0.836*	Not rejected	1.039	3.88	Overestimate
New-1500	122.09	119.36	51.773	53.412	0.1721	0.864	Not rejected	1.023	2.287	Overestimate
Total	199.84	196.69	157.00	153.33	0.4674	0.640	Not rejected	1.016	1.602	Overestimate

From Table 4.1, it is clear that the enrolment figures discovered from APSC 2020 and PEC2020 are very close to each other. Irrespective of form of schools, the average enrollment is almost similar. it also illustrates the correction factor for all kind of schools is very near to 1.

Considering the test of hypothesis, it is clear that the p-values for all categories of school are ≥ 0.05 which indicates that we cannot reject the null hypothesis that there is no mean difference between APSC2020 and

PEC2020 at 5% level of significance. Therefore, the difference between APSC and PEC data are not statistically significant and can be ignored. Thus, the data can be utilized without extra amendment.

Considering the results of Content Error, the institute types GPS, Independent Ebtedaye, KG, BRAC, AttachedPrimary, andNew-1500 were overestimated, while rest of the type of institutions remained underestimated. The noticeable fact is that the rate of correction factor lies within ±4% maximum.

Overall, since the correction factor is very close to 1, the difference between means is statistically insignificant, and the proportion of content error is low enough, APSC 2020 data might be acceptable and reasonably accurate. Therefore, this datacan be utilized without further modification.

Class and Gender-Wise Enrollment Analysis

Gender-wise enrollment by different grades was calculated based on both APSC2020 and PEC2020. Table 4.2 displays the findings of the grade-wise average enrollment for different gender along with the Content Error. It was also hypothesized that there was no mean difference ($H_0 : \bar{X}_c = \bar{X}_s$)between APSC2020 and PEC2020 at 5% level of significance.

Table 4.2: Class and gender wise average enrollment analysis

Grade	Gender	Mean Enrolment		Standard deviation		Test Statistic	p-value	Decision on Ho	CorrectionFactor	Content Error(%)	Comment on Content Error
		$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
Pre-Primary	Boys	17.85	18.21	21.17	21.71	-0.374	*0.7084*	Not Rejected	0.980	-1.98	Underestimate
	Girls	17.92	18.17	18.27	22.98	-0.244	*0.8073*	Not Rejected	0.986	-1.38	Underestimate
I	Boys	18.55	18.13	18.13	34.24	0.2818	*0.7781*	Not Rejected	1.024	2.32	Overestimate
	Girls	18.03	17.79	16.99	17.04	0.3232	*0.7466*	Not Rejected	1.013	1.35	Overestimate
II	Boys	17.08	16.69	14.55	14.39	0.6199	*0.5354*	Not Rejected	1.023	2.34	Overestimate
	Girls	17.91	17.42	16.89	16.27	0.6792	*0.4971*	Not Rejected	1.028	2.813	Overestimate
III	Boys	16.67	16.28	15.02	14.70	0.6019	*0.5473*	Not Rejected	1.024	2.396	Overestimate
	Girls	17.39	17.23	17.38	17.13	0.2121	*0.8321*	Not Rejected	1.0093	0.929	Overestimate

IV	Boys	15.66	15.13	14.14	13.98	0.8646	0.3874	Not Rejected	1.035	3.503	Overestimate
	Girls	17.11	16.62	16.97	16.58	0.6701	*0.5029*	Not Rejected	1.029	2.948	Overestimate
V	Boys	13.52	12.95	14.20	13.69	0.948	*0.3433*	Not Rejected	1.044	4.402	Overestimate
	Girls	15.88	15.33	17.13	16.88	0.7442	*0.4568*	Not Rejected	1.036	3.588	Overestimate

FromTable 4.2, it is pretty obvious that the enrolment statistics based on APSC 2020 and PEC2020 are very close. Regardless of grades, the average enrollment is almost alike. It also demonstrates that the correction factor for all classes for all type of grades and gender together which is near around 1.

Considering the test of hypothesis, it is clear that the p-values for all grades are ≥0.05inferring that we cannot reject the null hypothesis that there is no mean difference of gender-wise mean enrollment between APSC 2020 and PEC 2020 at 5% level of significance. Therefore, the difference between APSC 2020 and PEC2020 is statistically insignificant and the data can be utilized without extra adjustment.

Considering the findings of Content Error, all the indicators of pre-primary schools were underestimated whereas rest of them were over estimated. It is also conspicuous that all the categories within ± 5% of content error which is a clear indication of accepting APSC 2020 data.

To sum up, since the correction factor is very close to 1 and Content Error lies under 5%, APSC2020 data is acceptable and rationally accurate.

Grade-Wise Enrollment Analysis

Class-wise enrollment by different grades was analyzed from both APSC 2020 and PEC2020. Table 4.3 displays the findings of the gender-wise average enrollment for different grades along with the Content Error. We have also tested thehypothesisthat there was no mean difference ($H_0 : \bar{X}_c = \bar{X}_s$) of number of studentsbetween APSC2020 and PEC2020 at 5% level of significance.

Table 4.3: Grade-Wise Enrollment Analysis

Grade	**Mean Enrolment**		**Standard deviation**		**Test Statistic**	**p-value**	**Decision on Ho**	**Correction Factor**	**Content Error (%)**	**Comment on Content Errors**
	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
Pre-Primary	35.71	36.06	41.97	41.33	-0.186	0.852	Not Rejected	0.990	-0.97	Underestimate
I	36.30	35.55	32.56	32.33	0.529	0.597	Not Rejected	1.021	2.11	Overestimate

II	35.09	34.77	30.26	30.38	0.243	0.808	Not Rejected	1.009	0.92	Overestimate
III	33.82	33.27	29.95	29.42	0.425	0.671	Not Rejected	1.017	1.653	Overestimate
IV	32.56	31.85	28.60	28.51	0.572	0.567	Not Rejected	1.023	2.229	Overestimate
V	29.00	28.37	26.47	25.54	0.557	0.578	Not Rejected	1.023	2.221	Overestimate

From Table4.3, it is clear that the enrolment statistics based on APSC 2020 and PEC2020are very close. The average enrollment is nearly identical to each other. It also demonstrates that the correction factor for all grades is approximately 1.

Bearing in mind the data validation test, it is discovered that the p-values for all gradesare ≥ 0.05 which indicates that we cannot reject the null hypothesis that there was no mean difference between APSC2020 and PEC2020 at 5% level of significance. Consequently, the difference between APSC and PEC data is not statistically significant and the data can be utilized without further adjustment.

Looking at the findings of Content Error, only Pre-Primary class was Underestimated, while rest of the grades continued Overestimated APSC 2020. It is also worth mentioning that the Content Error Rate lied within ± 3% irrespective of gender and grades which directs that this data is good enough for further application and decision making.

In conclusion, since the correction factor is very close to 1 and the validation study indicates the difference between APSC and PEC data is statistically insignificant, APSC 2020 data can be utilized further decision making.

Category-Wise Enrollment Analysis for Pre-Primary Section

The average number of students of pre-primary section according to the categories of institution was assessed from both APSC 2020 and PEC2020. Table 4.4 showsthe findings with the Content Error of interest. We have also tested the hypothesis that there was no mean difference of average number of students among different type of institutions ($H_0 : \overline{X}_c = \overline{X}_s$) between APSC 2020 and PEC2020 at 5% level of significance.

Table 4.4: Average Enrollment Analysis for Pre-Primary Section by school types

School Type	Mean Enrolment		Standard deviation		Test Statistic	p-value	Decision on Ho	Correction Factor	Content Error(%)	Comment on Content Error
	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						

School Type	Mean Enrolment		Standard deviation		Test Statistic	p-value	Decision on Ho	Correction Factor	Content Error(%)	Comment on Content Error
	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
GPS	31.03	31.29	17.564	20.899	-0.169	*0.865*	Not rejected	0.992	-0.83	Underestimate
NRNGPS	23.58	24.91	20.953	7.270	-0.282	*0.779*	Not rejected	0.947	-5.34	Underestimate
NNPS	25.31	25.47	12.674	15.035	-0.144	*0.886*	Not rejected	0.994	-0.63	Underestimate
KG	52.96	53.85	59.585	59.824	-0.143	*0.887*	Not rejected	0.973	-1.65	Underestimate
NGO	79.30	77.95	128.58	128.77	0.033	*0.974*	Not rejected	1.017	1.73	Overestimate
New-1500	20.14	19.77	8.988	8.361	0.056	0.956	Not rejected	1.019	1.87	Overestimate
Total	35.71	36.06	41.969	41.325	-0.186	0.852	Not rejected	0.990	-0.97	Underestimate

From Table 4.4, it is clear that vast majority of the enrolment recordsdiscovered from APSC 2020 and PEC2020 are, irrespective of the category of schools, analogous, it also illustrates the correction factor for all kind of schools is either 1or very neighboring to 1.

Considering the validation test, it is clear that the p-values for all categories of school are ≥ 0.05 which evidently indicates that we cannot reject the null hypothesis that there was no mean difference between APSC 2020 and PEC2020 at 5% level of significance. Therefore, the difference between APSC and PEC data is not statistically significant and may be overlooked. Thus, the data can be used without further modification.

Considering the findings of Content Error, NGO and New-1500 schools were overestimated, although rest of the form of institutions remained underestimated.

Overall, since the correction factor is very close to 1, the difference is statistically insignificant and the rate of Content Error is low enough, APSC 2020 data might be satisfactory.

Analysis of Teachers by Gender

The average number of currently active teachers was assessed for both APSC 2020 and PEC2020. Table 4.5 displays the outputs along with the relevant Content Error. We have also tested that there was no mean difference ($H_0 : \bar{X}_c = \bar{X}_s$) of gender-wise average number of teachers between APSC2020 and PEC2020 at 5% level of significance.

Table4.5: Analysis of *gender-wise number of teachers*

Gender	Average number of teachers		Standard deviation		Test Statistic	p-value	Decision on H_0	Correction Factor	Content Error (%)	Comment on Content Error
	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
Male	2.628	2.596	2.1397	2.220	0.342	0.732	Not rejected	1.012	1.233	Overestimated
Female	3.806	3.777	2.694	2.664	0.245	0.807	Not rejected	1.008	0.784	Overestimated
Total	6.056	5.997	3.355	3.336	0.411	0.681	Not rejected	1.009	0.982	Overestimated

From Table 4.5, it is comprehensible that the average figures gender-wise teachers found from APSC 2020 and PEC2020 are immensely analogous. It also confirms that the correction factor for all gender-wise is almost 1.

Considering the validation test, it is clear as crystal that the p-values for both Male and Female teachers are ≥ 0.05 which points to that we cannot reject the null hypothesis that there was no mean difference between APSC2020 and PEC2020 at 5% level of significance. Therefore, the difference is statistically insignificant and the data might be utilized without further modification.

Considering the discoveries of Content Error, it is found that both male and female, including total, teachers were Overestimated. Since the rate lies around 1%, the dataset can be used with no further improvisation.

Overall, since the correction factor is very near to 1, data has passed the validation test and the rate of content error restricted to 1.23%, APSC 2020 data might be acceptable.

Average Number of Teachers by School Type

The average number of currently working teachers according to the categories of institution was measured based on both APSC 2020 and PEC2020. Table 4.6 displays the discoveries along with their relevant Content Error. We have also hypothesized that there was no average difference ($H_0 : \bar{X}_c = \bar{X}_s$) of average number of working teachersby the types of school between APSC 2020 and PEC2020 at 5% level of significance.

Table 4.6Analysis of school's category-wise average number of teachers

School type	Average number of Teachers		Standard Deviation		Test Statistic	p-value	Decision on H_0	Correction Factor	Conten Error(%)	Comment on Content Errors
	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
GPS	6.076	6.088	2.507	2.422	-0.064	0.949	Not	0.998	-0.207	Underestimate

School type	Average number of Teachers		Standard Deviation		Test Statistic	p-value	Decision on H_0	Correction Factor	Conten Error(%)	Comment on Content Errors
	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
							Rejected			
NRNGPS	5.243	5.213	3.35	3.26	0.0416	0.967	Not Rejected	1.006	0.575	Overestimate
NNPS	5.010	4.927	2.353	2.349	0.4403	0.659	Not rejected	1.017	1.68	Overestimate
New-1500	5.261	5.478	2.435	2.484	-0.30	0.766	Not Rejected	0.960	-3.97	Underestimate
KG	7.844	7.613	4.194	4.221	0.5299	0.597	Not Rejected	1.031	3.037	Overestimate
Independent Ebtedayee	6.179	6.205	3.479	3.565	-0.032	0.975	Not Rejected	0.996	-.413	Underestimate
Attached Ebtedaye	5.529	5.490	2.88	2.894	0.069	0.946	Not Rejected	1.007	0.713	Overestimate
Attached Primary	9.553	9.468	5.034	5.137	0.0811	0.936	Not Rejected	1.009	0.899	Overestimate

From Table 4.6, it can be articulated that average number of teachersaccording to the respective institutions based on both APSC 2020 and PEC2020 are immensely alike. It also confirms that the correction factor for all gender-wise is 1 or very close to 1.

From the data validation test, it is translucent that the p-values for all type of schools are ≥ 0.05 which directs that we cannot reject the null hypothesis that there was no mean difference between APSC2020 and PEC2020 at 5% level of significance. Therefore, the difference is statistically insignificant and the data could be utilized without further modification.

Considering the results of Content Error, NRNGPS, NNPS, KG, Independent Ebtedayee, Attached Ebtedayeand Attached Primary schools were overestimated whereas rest of the institutions remained underestimated. It is also noticeable that the percent of content error is very small which can be ignored to utilize the dataset.

Overall, since the correction factor is very close to 1 and all the null hypothesis have been accepted, APSC 2020 data might be acceptable and reasonably accurate. It is also noticeable that there is a negligible proportion of content error exist which is fair enough to accept. Therefore, this data might be utilized without further modification.

Grade-Wise Number of Repeaters

The number of grade-wise repeaters was surveyed for both APSC 2020 and PEC2020. **Table 4.7** displays the discoveries along with the relevant Content Error. It was also validated that there was no mean difference ($H_0 : \bar{X}_c = \bar{X}_s$) of grade-wise repeaters between APSC 2020 and PEC2020 at 5% level of significance.

Table4.7: Analysis of average number of repeaters by Grades

Grade	Mean of repeaters		Standard deviation		Test Statistic	P-value	Decision on H_0	Correction Factor	Content Error	Comment on Content Error
	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
Preprimary	1.27	1.26	4.048	4.052	0.0576	0.9541	Not rejected	1.0079	0.7936	Overestimate
I	1.41	1.43	3.266	3.498	-0.1378	0.8904	Not rejected	0.9860	1.3986	Overestimate
II	1.66	1.70	3.873	3.979	-0.2375	0.8123	Not rejected	0.9765	-2.33	Underestimate
III	1.90	1.94	4.579	4.709	-0.2008	0.8409	Not rejected	0.9794	-2.062	Underestimate
IV	1.77	1.78	4.528	4.569	-0.0513	0.9591	Not rejected	0.9944	.56180	Overestimate
V	0.67	0.683	2.965	2.985	-0.1019	0.9189	Not rejected	0.9810	-1.904	Underestimate

From Table 4.7, it is understandable that number of grade-wise repeaters constructed on APSC 2020 and PEC2020 are tremendously similar. It correspondingly validates that the correction factor for all grades is very close to 1.

From the validation test, it is transparent that the p-values forall grades are > 0.05 which indicates that we cannot reject the null hypothesis that there was no mean difference between APSC2020 and PEC2020 at 5% level of significance. Therefore, the difference is statistically highly insignificant and the data might be operated without additional modification.

Considering the findings of Content Error, Grade Pre-Primary, Grade I and Grade IV were overestimated. However, Grade I, Grade II and Grade III remained underestimated. It is also noticeable that the rate of content error is low enough to accept the data of APSC 2020.

In conclusion, since the correction factor is very near to 1 and content error is under control, APSC 2020 data seems to be tolerable.

Grade and Gender-Wise Number of Repeaters

Grade and gender-wise repeaters was surveyed for both APSC 2020 and PEC2020. Table 4.8displays the discoveries along with the relevant Content Error. We have also hypothesized that there was no mean

difference ($H_0 : \bar{X}_c = \bar{X}_s$) of repeaters corresponding to their gender and grades between APSC 2020 and PEC2020 at 5% level of significance.

Table 4.8*: Class and gender wise average number of repeaters*

Grade	Gender	Mean Repeaters		Standard deviation		Test Statistic	p-value	Decision on Ho	Correction Factor	Content Error (%)	Comment on Content Error
		$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
Pre-Primary	***Boys***	0.66	0.65	2.127	2.117	0.120	0.913	Not Rejected	1.016	1.539	Overestimate
	Girls	0.63	0.61	2.042	2.054	0.228	0.8198	Not Rejected	1.032786885	0.032786885	Overestimate
I	***Boys***	0.78	0.76	2.032	2.082	0.227	0.821	Not Rejected	1.026	2.632	Overestimate
	Girls	0.63	0.66	1.590	1.790	-0.413	0.680	Not Rejected	0.955	-4.545	Underestimate
II	***Boys***	0.91	0.94	2.187	2.277	-0.313	0.754	Not Rejected	0.968	-3.192	Underestimate
	Girls	0.74	0.76	1.946	1.997	-0.237	0.813	Not Rejected	0.974	-2.631	Underestimate
III	***Boys***	1.03	1.06	2.533	2.659	-0.269	0.788	Not Rejected	0.972	-2.830	Underestimate
	Girls	0.87	0.88	2.278	2.307	-0.102	0.919	Not Rejected	0.989	-1.136	Underestimate
IV	***Boys***	0.90	0.91	2.453	2.518	-0.094	0.925	Not Rejected	0.989	-1.098	Underestimate
	Girls	0.86	0.87	2.322	2.339	-0.100	0.920	Not Rejected	0.989	-1.149	Underestimate
V	***Boys***	0.35	0.37	1.592	1.597	-0.293	0.769	Not Rejected	0.946	-5.405	Underestimate
	Girls	0.34	0.33	1.509	1.508	0.155	0.877	Not Rejected	1.030	3.03	Overestimate

From Table 4.8, it is transparent that average number of gender-wise repeaters based on both APSC 2020 and PEC2020 are enormouslyanalogous. It also confirms that the correction factor for all gender-wise is 1 or very adjacent to 1.

Considering the validation test, it is unambiguous that the p-values for all gender-wise grades are ≥ 0.05 which indicates that we cannot reject the null hypothesis that there was no mean difference between APSC2020 and PEC2020 at 5% level of significance. Therefore, the difference is not statistically significant and the data could be used without additionalchange.

Bearing in mind the findings of Content Error of the indicators, Girls (Pre-Primary) Girls(V), Boys (Grade I) and Boys (Preprimary) were overestimated whereas rest of the types of indicators remained underestimated. It is also visible that the percent of content error is very small (lies ±5%) which can be ignored to utilize the dataset.

Overall, since the correction factor is 1 or very close to 1, all the null hypothesizes are accepted, and amount of content error is negligible, APSC 2020 data might be acceptable.

Average Number of Repeaters by School Type

The number of repeatersaccording to the types of school was examined for both APSC 2020 and PEC2020. Table 4.9 displays the findings along with the relevant Content Error. We havealso tested the hypothesis that there was no mean difference ($H_0 : \bar{X}_c = \bar{X}_s$) of repeaters between APSC2020 and PEC2020 at 5% level of significance.

Table 4.9: *Analysis of average number of repeaters by school type*

Categories of School	Mean of repeaters		Standard Deviation		Test Statistic	p-value	Decision on H_0	Correction	Content Error	Comment on Content Errors
	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
GPS	14.91	15.12	20.167	19.89	-0.132	0.895	Not rejected	0.986	-1.39	Underestimate
NRNGPS	1.00	1.02	3.697	3.599	-0.128	0.898	Not rejected	0.980	-1.96	Underestimate
NNPS	10.02	10.19	13.332	13.93	-0.156	0.876	Not rejected	0.983	-1.67	Underestimate
New -1500	10.09	10.35	13.618	13.88	-0.064	0.949	Not rejected	0.975	-2.51	Underestimate
KG	1.18	1.12	6.849	6.49	0.087	0.931	Not rejected	1.054	5.36	Overestimated
Independent Ebtedayee	1.46	1.44	5.290	5.280	0.0167	0.9867	Not rejected	1.014	0.014	Overestimated
Attached Primary	0.356	0.349	1.048	1.078	0.032	0.975	Not rejected	1.020	2.01	Overestimated

From Table4.9, it is clear that the average number of repeaters according to the school types of primary institutes based on APSC 2020 and PEC2020 are vastly similar. It also demonstrates that the correction factor for all type of schools is very close to 1.

Considering the validation test, it is vibrant that the p-values for all categories of schoolare ≥ 0.05 which indicates that we cannot reject the null hypothesis that there was no average difference between APSC 2020

and PEC 2020 at 5% level of significance. Therefore, the difference is statistically insignificant and the data might be functioned without further adjustment.

Considering the findings of Content Error, NNPS, GPS, New-1500, Independent Ebtedayee, Attached Primaryand Attached Ebtedaye were Under estimated whereas only KG was Overestimated. It is also noticeable that the percent of content error is very small which can be discounted to utilize the dataset.

Overall, since the correction factor is very near to 1 and the Content Error rate is low enough, APSC 2020 data seems to be acceptable for further employment.

Analysis of Infrastructural Facilities

For Post Enumeration Survey of APSC 2020 data relating to school's infrastructural facilities, this report hasconsidered the number of buildings, class rooms, and other relevant facilities which are supposed to be offered by the government or the school authority to lead a functioning education system. The statistical analysis and inference are described below.

Average number of rooms by school type

Having a sufficient number of rooms in a school is a catalyst of physical facilities. Both of APSC 2020 and PEC2020data was collected with relevant information regarding the number of available rooms in the schools. Table 4.10 shows the estimated findings along with the relevant Content Error. We have also hypothesized that there was no averagedifference ($H_0 : \bar{X}_c = \bar{X}_s$) of number of rooms by school typebetween APSC 2020 and PEC2020 at 5% level of significance.

Table 4.10: Analysis of average number of rooms by type of schools

Category of School	Mean of Number of Rooms		Standard Deviation		Test Statistic	p-value	Decision on H_0	Correction Factor	Content Error(%)	Comment on Content Error
	$\bar{x}_c$	$\bar{x}_s$	σ_c	σ_s						
GPS	7.40	7.21	2.884	2.770	0.846	0.398	Not rejected	1.026	2.635	Over estimated
NRNGPS	4.00	4.08	1.394	1.299	-0.255	0.799	Not rejected	0.980	-1.961	Underestimated
NNPS	5.28	5.22	2.025	2.125	0.363	0.717	Not rejected	1.012	1.149	Overestimated
New -1500	4.04	4.00	.475	.522	0.272	0.787	Not rejected	1.01	0.01	Overestimated
KG	8.90	8.98	5.097	5.137	-0.151	0.880	Not rejected	0.991	-0.891	Underestimated
Independent Ebtedayee	4.92	4.69	1.753	1.662	0.595	0.554	Not rejected	1.049	4.904	Overestimated
AttachedEbtedayee	6.16	5.98	4.120	3.896	0.227	0.821	Not rejected	1.030	3.01	Overestimated
***Attached* Primary**	18.26	18.28	15.397	15.382	-0.006	0.995	Not rejected	0.999	-.1094	Underestimated

From Table 4.10, it is comprehensible that average number of rooms according to the school categories based on APSC 2020 and PEC2020 are highly close to each other and their corresponding correction factor tends to be 1.

Turning to the validation test, it is transparent that the p-values forall categories of school are ≥ 0.05 pointing to that we cannot reject the null hypothesis that there was no mean difference of number of rooms between

APSC 2020 and PEC2020 at 5% level of significance. Therefore, the difference is statistically insignificant which is why, data of APSC 2020 might be functioned well without extraadjustments.

In view of the findings of Content Error, NRNGPS, KG and Attached Primarywere Underestimated. However, rest of the type of schools were Overestimated. It is also noticeable that the percent of content error is very small where the rate lies within±5% thoroughgoing.

Overall, since it is clear thatcorrection factor is very close to 1, all tested hypotheses indicate the difference is insignificant and rate of Content Error is small enough to ignore. Therefore, APSC 2020 data seems to be acceptable.

Proportion of Building Having Ramp for Special Children

The study investigated whether the schools have buildings having ramp for special children for both APSC 2020 and PEC 2020. The findings of the Proportion along with the Content Error is displayed on the Table 4.12, It was also hypothesized that there was no proportional difference ($H_0 : P_c = P_s$) between APSC 2020 and PEC 2020 at 5% level of significance.

Table 4.11: *Proportion of schools having ramp for special children*

Building No.	Having Ramp	No of Buildings Having Ramp		Proportion of Building Having Ramp		Test Statistic	p-value	Decision on Ho	Correction Factor	Content Error(%)	Comment on Content Error
		Census	Survey	Census	Survey						
Building No. 1	YES	133	136	0.122	0.125	-0.075	0.941	Not rejected	0.976	-0.03	Underestimate
	NO	917	914	0.843	0.840	0.176	0.861	Not rejected	1.004	0.36	Overestimate
Building No. 2	YES	104	102	0.096	0.094	0.049	0.961	Not rejected	1.021	2.13	Overestimate
	NO	373	375	0.343	0.345	-0.058	0.954	Not rejected	0.994	-0.57	Underestimate

From Table 4.11, it is clear that Proportion of schools having ramp for special children grounded on APSC 2020 and PEC2020 is very nearby. It also demonstrates that the correction factor of whether the schools have the opportunity or not together is very close to 1.

In view of the validation test, it is clear that the p-values forboth YES and NO for both buildings are ≥ 0.05 which indicates that we cannot reject the null hypothesis that there was no proportional difference between

APSC 2020 and PEC2020 at 5% level of significance. Therefore, the difference between APSC and PEC data is statistically insignificant and the data can be functioned without further amendment.

Looking at Content Error, it is found that schools having ramp facilities for buildings-1 and having no facilities for building-2 were slightly underestimated. On the other hand, schools having ramp facilities for buildings-2 and having no facilities for building-1 were Overestimated.

Overall, since the correction factor is very close to 1 and proportion of Content Error lies just around 2%, APSC 2020 data is acceptableand reasonably accurate.

Analysis of Net Difference Rate and Index of Consistency

Class and Gender-Wise NDR and Index of Inconsistency of Students

The discoveries of Net Difference Rate and Index of Consistency of gender and grade-wise number of students of APSC 2020 is exhibited on Table 4.12.

Table 4.12: Gender-Wise NDR and Index of Inconsistency of Students

Grade/Gender		Number of Consistent Cases	Number in APSC	Number in PEC	Net Difference Rate (%)	Index of Inconsistency (%)
Pre-Primary	Boys	15878	17710	18051	-0.9536	22.401
	Girls	15978	17901	17556	0.9730	19.749
I	Boys	17894	19492	19054	1.1363	14.312
	Girls	17620	18953	18665	0.7656	12.644
II	Boys	16530	18071	17658	1.1559	14.942
	Girls	17230	18952	18377	1.5404	15.375
III	Boys	16022	17534	17129	1.1684	15.113
	Girls	16592	18186	18018	0.4640	16.684
IV	Boys	14956	16477	15919	1.7224	15.339
	Girls	16389	18020	17483	1.5125	15.354
V	Boys	12988	14544	13920	2.1922	17.4901
	Girls	14980	16816	16215	1.8195	18.601

From Table 4.12, it is obvious that NDR lies within ±3%. On the other hand, Boys of Pre-Primary grade showed the highest rate of inconsistency (22.4%) as compared to other responses, but it is moderate enough to be acceptable.

Category-Wise NDR and Index of Inconsistency of Students

The discoveries of Net Difference Rate and Index of Consistency of type-wise number of students of APSC 2020 is shown on Table 4.13**.**

Table 4.13: Category-Wise NDR and Index of Inconsistency of Students

School Type	Number of Consistent Cases	Number in APSC	Number in PEC	Net Difference Rate (%)	Index of Inconsistency (%)
GPS	63956	69230	68786	0.3217	14.642
NRNGPS	4889	5118	5351	-2.226	13.207
NNPS	43289	47767	47080	0.7243	17.437
NWE 1500	2436	2686	2626	1.130	16.569
KG	34682	42170	39889	2.779	30.965
NGO	5023	5500	5855	-3.126	23.079
Independent Ebtadaye	5238	5563	5953	-3.3866	18.083
Attached Ebtedaye	6580	7140	7421	-1.930	19.250
Attached Primary	17494	19967	19221	1.904	21.443

From Table 4.13**,** it is clear that NDR is very low enough (lies within ±4%). KG schools showed the maximum rate of inconsistency (30.97%). While KG schools exposed higher rate of inconsistency, it is moderate enough to be unobjectionable.

Grade-Wise NDR and Index of Inconsistency of Repeaters

The outcomes of Net Difference Rate and Index of Consistency of grade-wise number of repeaters of APSC 2020 is shown on Table 4.15.

Table 4.14: Grade-Wise NDR and Index of Inconsistency of Repeaters

Grade	Number of Consistent Cases	Number in APSC	Number in PEC	Net Difference Rate (%)	Index of Inconsistency (%)
Pre-Primary	1278	1384	1374	0.3626	14.6485
Grade-I	1436	1533	1550	-0.5514	13.6884
Grade-II	1686	1800	1853	-1.4509	15.3879

Grade-III	1918	2067	2114	-1.1241	16.5053
Grade-IV	1786	1921	1932	-0.28549	14.5861
Grade-V	684	731	742	-0.74678	14.2574

From Table 4.14, it is articulated that NDR lies within ±2% range which is very low enough to fit the data for further use. It is also noticeable that Index of Inconsistency lies less than 17% which is adequately low to be acceptable.

Gender and Grade-Wise NDR and Index of Inconsistency of Repeaters

The results of Net Difference Rate and Index of Consistency of grade and gender-wise number of repeaters of APSC 2020 is shown on Table 4.15.

Table 4.15: Gender and Grade-Wise NDR and Index of Inconsistency of Repeaters

Grade/Gender		Number of Consistent Cases	Number in APSC	Number in PES	Net Difference Rate (%)	Index of Inconsistency (%)
Pre-Primary	***Boys***	652	718	706	0.8427	16.855
	Girls	626	666	668	-0.1499	12.294
I	***Boys***	782	845	830	0.8955	13.255
	Girls	652	688	720	-2.273	14.780
II	***Boys***	926	993	1023	-1.4881	16.273
	Girls	748	807	830	-1.4050	17.230
III	***Boys***	1036	1122	1153	-1.363	17.849
	Girls	882	945	961	-0.8395	14.901
IV	***Boys***	912	981	989	-0.4061	14.823
	Girls	864	940	943	-0.1593	16.463
V	***Boys***	343	376	380	-0.5291	18.519
	Girls	338	366	364	0.2739	14.795

From Table 4.15, it is clear as crystal that NDR (within ±3%) and Index of Inconsistency (<19%) of gender-wise number of repeaters for all grades are low enough to be acceptable for the further utilization.

Gender-Wise NDR and Index of Inconsistency of Teachers

The results of Net Difference Rate and Index of Consistency of gender-wise number of teachers of APSC 2020 is presented on Table 4.16.

Table 4.16: Gender-Wise NDR and Index of Inconsistency of Teachers

Gender	Number of Consistent Cases	Number in APSC	Number in PES	Net Difference Rate (%)	Index of Inconsistency (%)
Male	2664	2859	2824	0.6159	12.494
Female	3402	3730	3701	0.39025	16.876

From Table 4.16, it is clear that NDR (within ±1%) and Index of Inconsistency (< 17%) for gender-wise all number of teachers are low enough to be satisfactory for the future use.

Building-Wise NDR and Index of Inconsistency of Number of Rooms

The discoveries of Net Difference Rate and Index of Consistency of building-wise number of rooms of APSC 2020 is presented on Table 4.17.

Table 4.17: Building-Wise NDR and Index of Inconsistency of Number of Rooms

Building Identity	Number of Consistent Cases	Number in APSC	Number in PES	Net Difference Rate (%)	Index of Inconsistency (%)
Building No-1	4,521	5372	5280	0.864	30.231
Building No-2	1,537	1739	1749	-0.287	23.738
Building No-3	386	414	406	0.976	11.708
Building No-4	43	45	46	-1.099	10.990
Building No-5	9	9	9	0	0

From Table 4.17, it is obvious that NDR for the number of rooms is very low enough (lies within ±2%). Furthermore, the Building No-V has no inconsistency between APSC and PEC data. On the other hand, Building No-I showed the maximum rate of inconsistency (30.2%) which is moderate enough to be okay.

Conclusion and Recommendations

Information or data storing process is nowadays one of the marking activities to make decision for a policy maker in the context of Bangladesh, especially a rising developing country: Bangladesh either by an organization or by an individual due to a lot of logical reasons. Since data is the heart of any research activities and rest of the world emphasizes data storing and using it to serve a wide range of policy making purposes with the maximum level of priority, Bangladesh is still making is to mark in the stoning in this sector. Therefore, assessing and analyzing of various parameters of more than 134,147 primary schools is really a challenging task. Bearing this struggle in mind, an earnest effort has been made to quantify various indicators of primary school through APSC2020, which is being validated through Post Enumeration Check (PEC) for the reliability of the collected data.

The main objective of the Post Enumeration Check (PEC) 2020 is to check and assess the data quality of Annual Primary School Census (APSC 2020) which had been collected through Monitoring and Evaluation Division (M&E) in the technical association with information Management Division (IMD). To serve the purpose, the study assessed the quality of census data of APSC 2020 data through PEC from representative sample of51 unions. Apart from this, Coverage Error of APSC 2020 and Content Error for important key indicators were measured. For this, the level of accuracy of every indicator and their corresponding adjustment factors were measured and suggested. The PEC collected data was performed in the context of statistical analysis at 5% level of significance following the widely acclaimed statistical methods.

Explorations of the Study

- Although the survey team senses that the record keeping system of the schools have improved a lot over the years, there is still a lot of scop to improve.
- The DPE has also improved its data management dimensions a lot over the years, but there are still spaces for further quality.
- Primary Schools in the remote area have been gone through difficulties to send APSC data due to lack internet facilities.
- It is worth to remark that due to COVID-19 pandemic, there were a lot of privately run schools were permanently closed because they cannot bear the expanse of functioning schools. This phenomenon had slightly impacted on our whole process.

Major Findings and Conclusion:

In summary, the major findings and conclusion of the survey are fitted out below:

A. Coverage Analysis

- The number of schools correctly matched in the PEC but absent in the APSC is **48.**
- the number of schools correctly counted in the census but was absent in the PEC is **7.**
- the number of schools neither found in the APSC nor in the PEC is **zero**
- The number of matched schools between APSC and PEC is 1088.

- The estimate of the True Population Unit within estimation area is **1143**
- The Coverage Rate of APSC 2020 is found to be **95.77**%.
- The Net Coverage Error Rate is **4.2%**.
- Around 4.199% of the schools remained undercounted.
- Only 0.612% of schools were overcounted.
- Rate of Net Under-Count is found to be 3.59%.

B. Content Analysis

- The data validation test indicates that quality of data of APSC 2020 is seemed to be good and acceptable for the further use for all the indicators dealt with.
- Observed difference between PEC 2020 and APSC2020 data are statistically insignificant for all the indicators dealt with through study.
- The aggregate estimate of Post Enumeration Check data and APSC 2020 data is close enough so that estimate of different indicators need no further adjustment.
- Content Error Rate of Grade-Wise Enrollment lied within ± 3% irrespective of gender and grades.
- From the findings of grade-wise Content Error, only Pre-Primary grade was underestimated, while rest of the grades continued overestimated the APSC 2020. It is also worth mentioning that the Content Error Rate lied within ± 3% irrespective of gender and grades which directs that this data is good enough for further application and decision making.
- The results of Content Error of category-wise enrollment analysis, the institute types GPS, Independent Ebtedaye, KG, BRAC, Attached Primary, and New-1500 were overestimated, while rest of the type of institutions remained underestimated. The noticeable fact is that the rate of correction factor lies within ±4% maximum.
- The Average Enrollment for GPS showed 0.645% of content error, while the overall rate is 1.602% across the all types of school.
- The highest rate (2.23%) of content error for grade-wise enrollment showed in grade IV.
- In the Pre-primary section, the overall content error rate of enrolmentis -0.97%.
- The rate of content error for average number of Male and Female teachers are 1.233% and 0.78%respectively.
- The lowest proportion (-4.55%) of content error for the number of repeaters was found among the girls in GradeI.
- For GPS type school, content error for the number ofrepeaters was found -1.39%.
- Institution category Independent Ebtedaye showed the maximum rate of content error (4.904%) for the number of rooms across the all types of institute.

- the correction factors are very close to one for all the indicators under investigation, which is why, APSC2020 data need no adjustment by the correction factor.
- The discoveries of Content Error of number of teachers, it is found that both male and female, including total, teachers were Overestimated. The rate lies around 1% (1.23% for Male and 0.78% for Female.
- Estimated content error rate of the APSC 2020 data is small enough to be negligible. The error rate lies around ±5% for all the indicators dealt with.

C. Index of Inconcisency

- It is noticeable fact that the data of non-government school like KG, Independent Ebtedaye has showed higher level of inconsistency.
- Boys of Pre-Primary grade showed the highest rate of inconsistency (22.401%) as compared to other responses.
- KG schools showed the maximum rate of inconsistency (30.97%), although it is moderate enough to be acceptable.
- Index of Inconsistency of gender-wise number of repeaters for all grades is < 19%which is low enough to be acceptable for the further utilization.

Recommendations

For further improvement of the quality of upcoming APSC data the following tentative recommendations are proposed:

- It's worth mentioning that the APSC collected data from more than one hundred thousand primary schools in different types in the primary education sub-sector. Therefore, it needs to allocate time that could be enough to perform a good study and scope to check the quality of data. One month is more tied time interval to deal with such a massive study precisely. If this rush continues in future, it will unambiguously degrade the overall quality of the study spearheading to the chance of erroneous inference. Therefore, it is strongly recommended that the time frame to complete PEC should be extended.
- It is also suggested that PEC must be conducted within rational time frame of APSC data collection completion.
- There should be every single necessary information or data by City Corporation, Municipal area, Union and ward wise identifications. If this process is not followed well, the data matching for both APSC and PEC is extremely difficult which will mislead the analysis.
- In the data collection, DPE should pay more attention to Privately run schools
- In the data collection process, the non-government or privately-run schools like KG schools should strictly monitor top to bottom.

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Annex 12. Data Cleaning as Per Manual

Since 2005 DPE has been carrying out an annual census of the primary schools under its jurisdiction. The annual primary schools census is the main source of information on assessing progress in the implementation of government policies and programmers in primary education.

According to the Framework for Assessing the Quality of Education Statistics that was proposed by the World Bank and UNESCO Institute of Statistics in 2003, there are five quality dimensions of the way in which data are collected, processed, and disseminated: integrity, methodological soundness, accuracy and reliability, serviceability, and accessibility.

In order to increase the quality of its education statistics and meet internationally recognized good practice, DPE has recognized the need to standardize the way in which the data received by the schools is processed. As a first step in that direction, it was agreed that it was necessary to document and publicize the method used to clean the raw dataset. This was the purpose of this manual. For APSC 2018 this manual has been tried to be followed for the first time.

Cleaning APSC data is a labor intensive and lengthy process and one, moreover, that is only partially successful in correcting the errors in the data. The answer does not lie in data cleaning alone but in introducing proper validity checking to the data entry program and directly to the database tables and in securing the database to avoid the current widespread practice of typing data directly into the database tables.

Sl	ORACLE VIEW NAME	C	DPE TABLE NAME
1	DPE_AGE_WISE_ADMISSION	23	AGE_WISE_ADMISSION
2	DPE_BOOK	222	BOOK
3	DPE_BUILDING	11	BUILDING
4	DPE_CATCH_CHILD	25	CATCH_CHILD
5	DPE_DESABLE_ADD	23	DESABLE_ADD
6	DPE_FURNITURE	17	FURNITURE
7	DPE_GEN_INFO	81	GEN_INFO
8	DPE_IT_INFO	39	IT_INFO
9	DPE_LAND_PAPERS	18	LAND_PAPERS
10	DPE_PASS_REPEATER	31	PASS_REPEATER
11	DPE_PRE_PRIMARY	17	PRE_PRIMARY
12	DPE_ROOM	30	ROOM
13	DPE_SANITATION	13	SANITATION
14	DPE_SANITATION_YN	5	SANITATION_YN
15	DPE_SCHOLARSHIP	62	SCHOLARSHIP
16	DPE_SCHOOL_FEEDING	30	SCHOOL_FEEDING
17	DPE_SCHOOL_MANAGEMENT	19	SCHOOL_MANAGEMENT
18	DPE_SCHOOL_ROOM	6	SCHOOL_ROOM
19	DPE_SCHOOL_ROOM_AS	6	SCHOOL_ROOM
20	DPE_SECTION	34	SECTION
21	DPE_SLIP_GRANT_IT_INFO	83	SLIP_GRANT_IT_INFO
22	DPE_SOCIAL_CONFERENCE	16	SOCIAL_CONFERENCE
23	DPE_STD_ADMIS_TRIB	23	STD_ADMIS_TRIB
24	DPE_STD_ADMISSION	40	STD_ADMISSION

25	DPE_STD_ATTEN	88	STD_ATTEN
26	DPE_TEACHER_INFO	46	TEACHER_INFO
27	DPE_TEACHER_POST	18	TEACHER_POST
28	DPE_TEACHER_POST_AS	18	TEACHER_POST
29	DPE_TEACHING_CLASS	13	TEACHING_CLASS
30	DPE_WASH_BLOCK	13	WASH_BLOCK
31	DPE_WASH_BLOCK_YN	5	WASH_BLOCK_YN
32	DPE_WATER	12	WATER
33	DPE_WATER_YN	5	WATER_YN

The main data entry screen of the APSC data entry program provides a facility to check for missing data including:

1. Check for imbalance in enrolment for STD_ADMISSION and AGE_WISE_ADMISSION
2. STD_ADMISSION without matching TEACHER_POST
3. STD_ADMISSION without matching TEACHER_INFO
4. STD_ADMISSION without matching TOILET_WATER_DETAIL
5. STD_ADMISSION without matching ROOM
6. STD_ADMISSION without matching BOOK
7. STD_ADMISSION without matching SLIP
8. STD_ADMISSION without matching STD_ATTEN

It is the responsibility of the data entry operator at the UEO to do these checks with AUEOs and UEOs signing off on the process. The set procedure requires each AUEO to check the manually completed formats sent in from the Head Teachers of his/her respective cluster. After verifying the data, the AUEO gives it to the Upazila Resource Centre (URC) data entry operator or the computer operator (LDA cum Computer Operator) at the UEO for electronic data entry. It is the duty of the AUEO to continue checking errors on-screen during the data entry process at the URC. After completing data entry, the Data Entry Operator/LDA cum Computer Operator sends the data to the UEO. The UEO has responsibility to check 20% of the data on a sample basis. If he/she is satisfied with the quality of the data, it is sent onto the DPEO. The Assistant Monitoring Officer (AMO) of the DPEO also has a responsibility to check 20% of the data and to compile the data from all Upazila into one folder and send to IMD by CD / pen drive / email. The task of IMD should then be merely that of aggregating the countrywide data.

However, despite all these checks and balances, there are significant amounts of missing data in the APSC files sent from the field. Hence it is imperative to rerun the above checks plus the additional ones identified for each schools in the Upazila as soon as the data is received by IMD**.** If missing data is discovered in time, the UEO can be requested to collect the data once more from the schools or to instruct his/her staff to re-enter the data.

In compliance with the APA Target Annual Primary Schools Census (APSC), this is a summary of the internal data validation process for APSC 2018. For APSC 2018, the Information Management Division (IMD) and the Monitoring and Evaluation Division (M&E) have jointly developed a mechanism for checking the data at source and the APSC data entry software itself includes a number of checks for missing and data. The steps

below summarize the steps taken to clean schools data, following the newly adopted APSC Data Cleaning Manual;

Stage One: A rough check of data completeness and accuracy

Simple queries are run against the data which identify data combinations which are simply not possible (i.e. schools where the numbers of children applying to sit for the terminal exam are less than the numbers who sat the exam or schools having no classrooms). Missing or duplicate schools are also identified. Duplicate data for schools is often caused by changes in Upazila (and even District and Division) boundaries. Where data errors at this level are identified, the data will be returned to UEOs with a request to resubmit.

Stage Two: Cleaning Static Schools Data

Information in the gen_info table which includes static schools data needs to be cleaned first because this is the central table of the database. All other tables link to gen_info through the unique schools identifier [SCH_CODE]. Most of the problem encountered in this data are the result of incomplete data which can be rectified by making basic assumptions based on existing patterns in the data (i.e. the distance from the UEO can be estimated based on the union in which the schools is located and the accessibility can be guess based on the proximity to the Sadar Upazila). For a list of rules to follow, check the APSC Data Cleaning Manual 2018. One issue of significance is that of schools that close down. Where dynamic data (e.g. student enrolment) is not provided for schools listed in gen_info it may be necessary to check with the UEO if the school continues to function.

Stage Three: Cleaning Student Data

During this stage, IMD assigned officials has cross-check data in the STD_ADMISSION and AGE_WISE_ADMISSION tables. Ideally, the data in these two tables should be consistent. Where it is not, it may be necessary to: 1) populate the AGE_WISE_ADMISSION table from data in the STD_ADMISSION table based on age distribution norms established in previous years or; 2) populate the STD_ADMISSION table from data collected in previous years using regression equations generated from an analysis of growth trends over the previous three years of data collection. The same measures should be taken where there are high level of internal inconsistency in the data (e.g. where the enrolment at any grade level is more than three times higher than that in the grade level immediately below it). Further details and base data to support both options are given in The APSC Data Cleaning Manual.

Data for disabled students is cross-checked against district level data for the incidence of each type of disability established by the most recent BBS HIES census. Where there is significant variation, the UEO will be requested to resubmit the data.

Examination results and repeater data are checked to see if they are in similar proportion to that in previous years. Where there is a significant discrepancy the UEO will be requested to resubmit.

Catchment area analysis data is checked against the data in the AGE_WISE_ADMISSION table. Where there is a significant discrepancy the UEO will be requested to resubmit.

Stage Four: Cleaning Teacher Data

There is often some confusion between teacher posts and actual teacher employment. Hence the first step in cleaning the TEACHER_INFO table is to delete all records where the name of the teacher is blank or is given as "vacant post" or some variant thereof. After this, teacher numbers and designations can be compared with the teacher posts allocated to the schools and recorded in the TEACHER_POST table. Other than this, the data cleaning process involves checking whether there are values recorded in fields which are outside the allowable range.

Stage Five: Cleaning facilities data

There are two tables that fall into this category. TOILET_WATER_DETAIL and ROOM. As the former table includes both raw data and summary data in the same records, there can be inconsistencies in figures and these should be checked for. Details of common errors are given in the APSC Data Cleaning Manual 2018.

It is important to have accurate details about the number and size of classrooms at schools since the number of classrooms that meet the standard is a PSQL. Since facilities data is relatively static, it is possible to import the previous year's data where no data has been provided from the schools. It is not possible for any schools not to have at least a single classroom. Hence the first step is to identify schools that have provided no or incomplete room data by making a query to identify any schools without classrooms. For each of these schools, classroom data can be imported from the previous year's data.

Stage Six: Cleaning Textbook Distribution Data

Data related to the annual distribution and receipt of textbooks is stored in the BOOK table. Normally all textbooks are delivered together so data entry staff tend to record the date of delivery for the first textbook in the list only. This is the Bangla text for class 1. The date recorded for this textbook can be assumed to be the date of delivery of all texts. More accurate data is available in the Textbook Distribution Database and work is currently being done to make records in this database compatible with records in the APSC database.

Stage Seven: Cleaning SMC Data

Data related to the Schools Management Committee (SMC) is stored in the SCHOOLS_MANAGEMENT table. There are no related tables in the database so this data can only be checked for internal consistency. Details are given in the APSC Data Cleaning Manual 2020.

The mechanism, procedures and internal organizational arrangements for APSC data cleaning have taken a major stride forward in 2020. In order to continuously improving the data quality of APSC, the data cleaning procedures will be under ongoing review and refinement. Data quality control measures put in place at Upazila and District level are comprehensive and well designed but there is a low level of conformity to these guidelines. In the future, more responsibility will be placed on AUEO/ UEO on the data quality control. Data entry operators / LDA cum Computer Operators at Upazila level need to be made to feel more accountable for the quality of the data entry process by being involved in the data checking and cleaning process through their UEO.

Annex 15. APSC Data Collection Form 2020

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়
প্রাথমিক শিক্ষা অধিদপ্তর
সেকশন-২, মিরপুর, ঢাকা-১২১৬
www.dpe.gov.bd

বার্ষিক প্রাথমিক বিদ্যালয় শুমারি (এপিএসসি)-২০২০ তথ্য সংগ্রহ ফরম

ফরম পূরণের সাধারণ নির্দেশনা :

ক্রম	সাধারণ নির্দেশনা
১	আপনার বিদ্যালয়ের তথ্য প্রাথমিক শিক্ষার সামগ্রিক উন্নয়ন পরিকল্পনা প্রণয়ন এবং গবেষণার কাজে ব্যবহৃত হবে বিধায় সঠিক তথ্য যত্ন সহকারে, নির্ভুলভাবে লিখে ছকটি পূরণ করবেন
২	ছকে সন্নিবেশিত করার পূর্বে তথ্যগুলো প্রধান শিক্ষক নিজে সংগ্রহ করুন। তিনি অন্য একজন সহকারী শিক্ষকের সহায়তায় এটি প্রথমে ফটোকপি করে পেন্সিল দিয়ে পূরণ করে যাচাই-বাছাইপূর্বক মূলকপি পূরণ করবেন। বাড়িতে বসে ছেলে-মেয়েদের দিয়ে এ ফরম পূরণ করা যাবে না।
৩	তথ্য সংগ্রহ ফরম পূরণ করার পূর্বে প্রতিটি শ্রেণির শ্রেণিশিক্ষকের সাথে আলোচনাপূর্বক সঠিক তথ্য ফরমে সন্নিবেশন করতে হবে।
৪	অতি উৎসাহী হয়ে কোনো ক্রমেই কোনো তথ্য অতিরঞ্জিত করা বা গোপন করা যাবে না।
৫	কোন অস্পষ্টতা থাকলে ইউইও /এইউইও কিংবা প্রাথমিক শিক্ষা অধিদপ্তরের পরিবীক্ষণ ও মূল্যায়ন বিভাগের দায়িত্বপ্রাপ্ত কর্মকর্তাদের সাথে কথাবলুন।
৬	তথ্য সংগ্রহ ছকের প্রত্যেকটি ঘর অবশ্যই পূরণ করবেন। যে ঘরটি আপনার বিদ্যালয়ের জন্য প্রযোজ্য নয় সেখানে (০) অথবা 'প্রযোজ্য নয়' লিখবেন/সিলেক্ট করবেন।
৭	EMIS কোড : প্রাথমিক শিক্ষা অধিদপ্তরের IMD (Information Management Division) থেকে পাঠানো কোড দেখে EMIS (Education Management Information System) কোড পূরণ করুন। GPS, NNPS, 1500 School and Experimental ব্যতীত নতুন প্রতিষ্ঠিত বিদ্যালয়ের ক্ষেত্রে উপজেলা শিক্ষা অফিস থেকে নতুন EMIS কোড (৯ সংখ্যার) প্রস্তুতপূর্বক পূরণ করতে হবে। যে সকল বিদ্যালয়ে ইতোপূর্বে EMIS কোড জেনারেট করা হয়েছে সে সকল বিদ্যালয়ে কোনক্রমেই নতুন কোড জেনারেট করা যাবে না।
৮	নতুন জাতীয়করণকৃত বিদ্যালয়সমূহের ক্ষেত্রে বিদ্যালয় ধরন কোড অবশ্যই ৯৯ দ্বারা পূরণ করতে হবে।
৯	গ্রাম/ওয়ার্ড : আপনার বিদ্যালয়টি গ্রামে অবস্থিত হলে গ্রামের নাম এবং সিটি কর্পোরেশন/পৌরসভায় অবস্থিত হলে ওয়ার্ডের নাম/ নম্বর লিখুন ।
১০	বিদ্যালয়ের গ্রেড : আপনার বিদ্যালয়টি যে গ্রেডের (এ/বি/সি/ডি) তা সঠিকভাবে লিখুন (শুধু সরকারি ও নতুন জাতীয়করণকৃত প্রাথমিক বিদ্যালয়ের ক্ষেত্রে গ্রেডের নাম উল্লেখ করতে হবে)।
১১	রেজিস্ট্রেশনের সন : আপনার বিদ্যালয়টি জাতীয়করণকৃত, বেসরকারি কিংবা কিন্ডার গার্টেন (কেজি স্কুল) অথবা ইংরেজি ভার্সন স্কুল হলে এটি যে সালে রেজিস্ট্রেশন পেয়েছে তা উল্লেখ করুন।
১২	জাতীয়করণের সন : জাতীয়করণকৃত এবং সরকারি প্রাথমিক বিদ্যালয়ের ক্ষেত্রে জাতীয়করণ/সরকারিকরণের সাল উল্লেখ করুন
১৩	বিদ্যালয়ের অবস্থান : আপনার বিদ্যালয়টি পৌরসভা/সিটি করপোরেশন/উপজেলা/থানা/জেলা কিংবা বিভাগীয় সদরে (HQ) অবস্থিত হলেই শহর অন্যথায় গ্রাম লিখুন।
১৪	বিদ্যালয়ের যোগাযোগ ব্যবস্থা : যোগাযোগ ব্যবস্থা ভালো হলে সুগম এবং যোগাযোগ ব্যবস্থা খারাপ যেমন-কোন যানবাহন চলে না, সেখানে যাওয়ার জন্য তেমন কোন রাস্তা-ঘাট নেই কিংবা যাওয়া-আসা কষ্টসাধ্য হলে দুর্গম এবং খুবই কষ্টসাধ্য হলে অতি দুর্গম লিখুন।
১৫	বিদ্যালয়ের ভৌগোলিক অবস্থান ঘরে : হাওর হলে ১, পাহাড়ী হলে ২, উপকূলীয় হলে ৩, চর অঞ্চল হলে ৪, শহরের বস্তি হলে ৫, নদী তীরবর্তি/ভাঙন এলাকা হলে ৬, চা বাগান হলে ৭, সমতল হলে ৮, পাহাড়ী চা বাগান হলে ৯, সীমান্ত এলাকা (বর্ডার থেকে ৫ কিমি এর মধ্যে) হলে ১০, দ্বীপ এলাকা হলে ১১, দুর্গম হলে ১২, অতি দুর্গম হলে ১৩, অন্যান্য হলে ১৪ লিখুন।

অনলাইনে তথ্য প্রদানের সাধারণ নির্দেশনা :

১	বার্ষিক প্রাথমিক বিদ্যালয় শুমারি (ই-তথ্য সংগ্রহ) ফরম-এর অনলাইন পদ্ধতিতে তথ্য প্রদানের জন্য **http://www.dpe.gov.bd**-তে প্রবেশপূর্বক অভ্যন্তরীণ ই-সেবার মধ্যে প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনায় ক্লিক করুন অথবা **http://myschool.eis.dpe.gov.bd** ঠিকানায় সরাসরি প্রবেশ করুন।

২	বার্ষিক প্রাথমিক বিদ্যালয় শুমারি ফরম পূরণের জন্য অবশ্যই প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনায়-এ ব্যবহারকারী হিসেবে নিবন্ধিত হতে হবে। যদি নতুন ব্যবহারকারী হিসেবে নিবন্ধিত হতে চান তাহলে *ব্যবহারকারী নিবন্ধন* অংশটি পূরণ করুন অথবা ইতোমধ্যেই প্রাথমিক বিদ্যালয় ই-
৩	২০১৯ সালের প্রাথমিক বিদ্যালয় শুমারি তথ্য প্রদানের জন্য মূলপাতা/ড্যাশবোর্ড থেকে *বিদ্যালয় শুমারি ২০১৯ এ* ক্লিক করুন। নিবন্ধনকৃত প্রাথমিক বিদ্যালয়সমূহের তালিকা হতে আপনার বিদ্যালয়টি নির্ণয় করে শুমারি তথ্য প্রদান সম্পন্ন করুন অথবা বিদ্যালয় নিবন্ধনের জন্য *নতুন বিদ্যালয় নিবন্ধন* বাটনে ক্লিক করে বিদ্যালয়ের অবস্থান প্রদান করুন অথবা EMIS কোড এবং বিদ্যালয়ের ধরন প্রদান করে প্রাপ্ত তালিকা হতে আপনার বিদ্যালয়টি সিলেক্ট করুন এবং বিদ্যালয়ের সাধারণ তথ্যাবলি প্রদান করে বিদ্যালয় নিবন্ধন সম্পন্ন করুন।
৪	বার্ষিক প্রাথমিক বিদ্যালয় শুমারি অনলাইনে পূরণে সাহায্যের জন্য প্রতিটি ধাপ/পাতায় প্রদানকৃত নির্দেশাবলি অনুসরণ করুন।
৫	অনলাইন পদ্ধতিতে তথ্য প্রদানে কোন সমস্যা হলে, সমস্যাটির বিস্তারিত লিখে (সম্ভব হলে Screenshot সহ) **myschool@dpe.gov.bd** এ ই-মেইল প্রেরণ করুন।

১. বিদ্যালয়ের নাম ঠিকানা :

বিদ্যালয়ের EMIS **কোড :**										**বিদ্যালয়ের ধরন :**		

বিদ্যালয়ের নাম (গেজেট অনুযায়ী)	বাংলায়	
	ইংরেজি বড় অক্ষরে	

উপজেলা/থানা :		ইউনিয়ন/পৌরসভা/সিটি কর্পোরেশন :	
গ্রাম/ওয়ার্ড :		ক্লাস্টার :	

বিদ্যালয়ের ধরন কোড : GPS হলে ০১, নতুন জাতীয়করণকৃত বিদ্যালয় (NNPS) হলে ৯৯, RNGPS হলে ০২, NRNGPS হলে ০৩, পরীক্ষণ বিদ্যালয় হলে ০৪, ইবতেদায়ী মাদ্রাসা হলে ০৫, KG বিদ্যালয় হলে ০৬, NGO পূর্ণাঙ্গ বিদ্যালয় হলে ০৭, কমিউনিটি বিদ্যালয় হলে ০৮, উচ্চ মাদ্রাসা সংযুক্ত ইবতেদায়ী হলে ১০, উচ্চ বিদ্যালয় সংযুক্ত প্রাথমিক বিদ্যালয় হলে ১১, BRAC সেন্টার হলে ১২, রক্স (আনন্দ) স্কুল হলে ১৩, শিশু কল্যাণ বিদ্যালয় হলে ১৪, মসজিদভিত্তিক শিক্ষা কেন্দ্র হলে ১৫, মন্দিরভিত্তিক শিক্ষা কেন্দ্র হলে ১৬, সমাজ কল্যাণ বিদ্যালয় হলে ১৭, মুক ও বধির বিদ্যালয় হলে ১৮, অন্ধদের বিদ্যালয় হলে ১৯, চা-বাগান বিদ্যালয় হলে ২০, কারাগার অভ্যন্তরের বিদ্যালয় হলে ২১, অন্যান্য NGO-সেন্টার হলে ২২, পার্বত্য জেলা পরিষদ পরিচালিত স্থাপনা হলে ২৩, বর্ণিত বিদ্যালয় বা কেন্দ্র ব্যতিত অন্যান্য বিদ্যালয় হলে ২৪, কওমি মাদ্রাসা হলে ২৫, নতুন ১৫০০ সরকারি প্রাথমিক বিদ্যালয় হলে ২৬ ও সেকেন্ড চান্স এডুকেশন হলে ২৭ লিখুন।

২. বিদ্যালয়ের সাধারণ তথ্যাবলি :

বিদ্যালয়ের একাডেমিক কার্যক্রম চালু আছে কি		বিদ্যালয়ের সহশিক্ষা কার্যক্রম (সহশিক্ষা-১/বালক-২/বালিকা-৩)	
শিখন মাধ্যম (বাংলা-১/ইংরেজি ভার্সন-২/উভয়ই-৩/ ইংরেজি মিডিয়াম-৪)		বিদ্যালয়ের গ্রেড (এ-১/বি-২/সি-৩/ডি-৪/প্রযোজ্যনয়-৫/এখনও পর্যন্ত গ্রেড নির্ধারণ হয়নি-৬ লিখুন)	
বিদ্যালয়ে টয়লেট (ওয়াশ ব্লক ব্যতীত) আছে কি		বিদ্যালয়ের গ্রেড নির্ধারণের বছর	
নিরাপদ পানীয় জলের ব্যবস্থা আছে কি		বিদ্যালয়ের ভবনসমূহ নিজস্ব সম্পত্তিতে প্রতিষ্ঠিত	
প্রতিষ্ঠার সন		বিদ্যালয়ে ওয়াশ ব্লক নির্মিত হয়েছে কি (নির্মিত-১/নির্মাণাধীন-২/না হলে ৩ লিখুন)	
জাতীয়করণের সন		শিফট সংখ্যা (কতটি)	

রেজিস্ট্রেশনের সন / নিবন্ধনের সন		উপজেলা সদর থেকে দুরত্ব (কিমি)	
বিদ্যালয়ের ভৌগলিক অবস্থান (১৫ নং নির্দেশনা অনুযায়ী)		বিদ্যালয়ের যোগাযোগ ব্যবস্থা (সুগম-১/দুর্গম-২/অতিদুর্গম-৩)	
বিদ্যালয়ের অবস্থান (গ্রাম / শহর)		বিদ্যুৎ সংযোগ (আছে-১/সোলার-২/না থাকলে ৩ লিখুন)	
বিদ্যালয়ের খেলার মাঠ আছে কি		বিদ্যালয়টি মডেল স্কুল কি	
বিদ্যালয়ে খেলাধূলার সরঞ্জামাদি আছে কি?		সীমানা প্রাচীর আছে কি (পাকা প্রাচীর /নেই)	
বিদ্যালয়ের নাম ফলক আছে কি		বিদ্যালয়ের নামে কোন ব্যাংক হিসাব চালু আছে কি	
শহীদ মিনার আছে কি		বিদ্যালয়টি আশ্রয় কেন্দ্র কাম বিদ্যালয় হিসেবে নির্মিত কি	
বিদ্যালয়টিতে স্কাউট/গার্লস গাইড কার্যক্রম চালু আছে কি		বিদ্যালয়ের মৌলিক তথ্য জনসম্মুখে প্রদর্শিত আছে কি	
বিদ্যালয়টি স্লিপ কার্যক্রমের আওতাভুক্ত কি না		বিদ্যালয়টি নির্দিষ্ট সময়ে সোশাল অডিট হয় কি না	
প্রাক-প্রাথমিক ক্লাসরুম ডেকোরেটেড কি		গ্রেড ১ - গ্রেড ৩ তে অনুমোদিত (এসআরএম) সামগ্রী আছে কি	

৩. জলবায়ু পরিবর্তন ও দুর্যোগ ব্যবস্থাপনা সংক্রান্ত তথ্য : (সংশ্লিষ্ট ঘরে টিক চিহ্ন দিন) ?

বিদ্যালয়টি কোন ধরনের দুর্যোগ প্রবণ এলাকায় অবস্থিত ?

জলোচ্ছ্বাস	সাইক্লোন	বন্যা	জলাবদ্ধতা	লবনাক্ততা	নদী ভাঙ্গন	খরা প্রবণ	ভূমিকম্প	পাহাড় ধস	জোয়ার-ভাটা	অন্যান্য

৪. বিদ্যালয়ে কোন কোন শ্রেণিতে পাঠদান করানো হয় (বর্ণিত শ্রেণি চালু থাকলে হ্যাঁ অথবা না লিখুন) :

প্রাক-প্রাথমিক	প্রথম শ্রেণি	দ্বিতীয় শ্রেণি	তৃতীয় শ্রেণি	চতুর্থ শ্রেণি	পঞ্চম শ্রেণি	ষষ্ঠ শ্রেণি	সপ্তম শ্রেণি	অষ্টম শ্রেণি

৪. বিদ্যালয়ের ভূমির তথ্য :

ক্রম	ভূমির পরিমাণ (শতাংশ)	সর্বশেষ জরিপ অনুযায়ী খতিয়ান নম্বর (BS)	সর্বশেষ জরিপ অনুযায়ী দাগ নম্বর	দলিল নম্বর ও তারিখ	হালনাগাদ ভূমি উন্নয়ন কর পরিশোধ করা হয়েছে কি? (হ্যাঁ / না)	ভূমির দাতার নাম	ভূমি গ্রহীতার নাম	নামজারী হয়েছে কি না? (হ্যাঁ / না)	নামজারী মালিকানা (নম্বর ও তারিখসহ)	সমুদয় জমি দখলে আছে কি? (হ্যাঁ / না)	জমি সংক্রান্ত কোন আপত্তি আছে কি? (হ্যাঁ / না)	হাই স্কুল সংলগ্ন বিদ্যালয়ে ভূমি সংক্রান্ত কোনো সমস্যা আছে কি? (হ্যাঁ / না)

৫. বিদ্যালয়ের ভবনের তথ্য :

মোট ভবন সংখ্যা	ভবনের নম্বর	ভবনটি কত তলাবিশিষ্ট	নির্মাণর সন	ভবনটি কত তলার ভিত্তিবিশিষ্ট	ভবনের কক্ষ সংখ্যা	কোন প্রকল্প/ প্রোগ্রামে নির্মিত হয়েছে? (পিইডিপি ২ / পিইডিপি ৩/ পিইডিপি ৪ / অন্যান্য)	ভবনের বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ, মেরামত প্রয়োজন / ঝুঁকিপুর্ণ জরুরি মেরামত প্রয়োজন / পরিত্যক্ত)	বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য র‍্যাম্প আছে কি? (হ্যাঁ/না)

৬. বিদ্যালয়ের কক্ষের তথ্য :

মোট কক্ষ সংখ্যা	ভবনের নম্বর	কক্ষ নম্বর	কক্ষের ব্যবহার (শ্রেণিকক্ষ-১, প্রধান শিক্ষক/অফিস কক্ষ-২, শুধুমাত্র প্রধান শিক্ষক-৩, সহকারী শিক্ষক কক্ষ-৪, লাইব্রেরি কক্ষ-৫, উপকরণ প্রদর্শন কক্ষ-৬, ভান্ডার বা স্টোর কক্ষ-৭, প্রাক-প্রাথমিক কক্ষ-৮, অন্যান্য কক্ষ-৯) লিখুন	কক্ষের দৈর্ঘ্য (ফুট)	কক্ষের প্রস্থ (ফুট)	নির্মাণের ধরন (পাকা / সেমিপাকা)	নির্মাণের সাল	কক্ষের বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ, মেরামত প্রয়োজন / ঝুঁকিপুর্ণ জরুরি মেরামত প্রয়োজন / পরিত্যক্ত)

* কক্ষের নম্বর এর ক্ষেত্রে Serial Sequence Maintain করতে হবে (উদাহরণ : যদি প্রথম ভবনের কক্ষ সংখ্যা মোট ০৪টি হয় তাহলে দ্বিতীয় ভবনের কক্ষের Serial নম্বর ০৫ দিয়ে শুরু করতে হবে)। উল্লেখ্য, সিঁড়ির নিচে অবস্থিত অংশটি বিদ্যালয়ের কক্ষ হিসেবে গণ্য করা যাবে না।
* একটি ভবনের কক্ষের নম্বর ও ব্যবহার শেষ হলে পর্যায়ক্রমে/ধারাবাহিকভাবে অন্য ভবনের কক্ষের নম্বর ও ব্যবহার লিখতে হবে।

৭. বিদ্যালয়ের স্যানিটেশন ব্যবস্থা (ওয়াশ ব্লক ব্যতীত) :

টয়লেটের ক্রমিক নম্বর	ব্যবহারকারী (বালক, বালিকা, বালক-বালিকা যৌথ, সহ: শিক্ষক, প্রধান শিক্ষক, শিক্ষকদের যৌথ, বিশেষ চাহিদাসম্পন্ন শিক্ষার্থী)	বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ, মেরামত প্রয়োজন / ঝুঁকিপুর্ণ জরুরি মেরামত প্রয়োজন / পরিত্যক্ত)	পরিষ্কারক দ্রব্যাদি আছে কি? (হ্যাঁ / না)	Hand washing/সাবান আছে কি না ? (হ্যাঁ / না)	টয়লেটে পানির সরবরাহ (আছে / নাই)	টয়লেট কোন প্রকল্পের আওতায় নির্মিত (পিইডিপি ২ / পিইডিপি ৩ / পিইডিপি ৪ / অন্যান্য)

৮. বিদ্যালয়ের ওয়াশ ব্লক ব্যবস্থা (বিদ্যালয়ের ওয়াশ ব্লক নির্মিত বলতে নির্মান কাজ সম্পন্নপূর্বক ব্যবহার উপযোগী বুঝাবে) :

ওয়াশ ব্লকের	নির্মাণের সাল	ব্যবহারকারী (বালক, বালিকা, পুরুষ	বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ,	ওয়াশ ব্লক শিক্ষার্থী কর্তৃক ব্যবহৃত হচ্ছে	টয়লেটে পানির	Hand washing/সাবান

সংখ্যা		শিক্ষক, মহিলা শিক্ষক, বিশেষ চাহিদাসম্পন্ন শিক্ষার্থী)	মেরামত প্রয়োজন/ পরিত্যক্ত)	কি? (হ্যাঁ / না)	সরবরাহ (আছে / নাই)	আছে কি না ? (হ্যাঁ / না)

৯. বিদ্যালয়ের পানীয় জলের ব্যবস্থা :

বিদ্যালয়ে নিরাপদ ও বিশুদ্ধ খাবার পানির উৎস	উৎসের বর্তমান অবস্থা (ভালো, মোটামুটি, খারাপ, খনন/নির্মাণ চলমান, পরিত্যক্ত)	মেরামত / সংস্কারযোগ্য (হ্যাঁ / না / প্রযোজ্য নয়)	নলকূপের ক্ষেত্রে (আর্সেনিকমুক্ত, আর্সেনিকযুক্ত, আর্সেনিকদূষণ এলাকা অথবা পরীক্ষা করা হয়নি)	ইকোলাই টেস্ট করা হয়েছে কি না (হ্যাঁ / না)	কোন প্রকল্পের আওতায় নির্মিত (পিইডিপি-২, পিইডিপি-৩, পিইডিপি-৪, অন্যান্য)
সরবরাহ বা সাপ্লাই					
নলকূপ					
ফিল্টার					
অন্যান্য					

১০. আসবাবপত্র :

আসবাবপত্রের তথ্য			
আসবাবপত্রের ধরন	ব্যবহার উপযোগী	মেরামত যোগ্য	ব্যবহার অনুপোযোগী
চেয়ার			
টেবিল			
হাই-বেঞ্চ			
লো-বেঞ্চ			
ব্লাক/চকবোর্ড			
হোয়াইট/মার্কারবোর্ড			

* আসবাবপত্রের ধরন অনুযায়ী কতটি আসবাবপত্র আছে তার সংখ্যা উল্লেখ
করতে হবে।

পুশপিনবোর্ড			
আলমিরা			
ফ্যান (টেবিল ও সিলিংসহ)			
বুক সেলফ			
ফাইল কেবিনেট			
বিশেষ চাহিদা সম্পন্ন শিক্ষার্থী জন্য			
অন্যান্য সরঞ্জাম (হারমনিয়াম, তবলা, পিয়ানো, ইত্যাদি)			

১১. বিদ্যালয়ের তথ্য প্রযুক্তি , মাল্টিমিডিয়া ও অন্যান্য তথ্য :

ক্রম	যে বিষয়ে তথ্য দিতে হবে	আছে কি না? (হ্যাঁ-১/ না হলে-২ লিখুন)	প্রাপ্ত মোট সংখ্যা লিখুন	প্রাশিঅ ব্যতীত অন্যান্য উৎস থেকে	অচল থাকলে (সংখ্যা লিখুন)
১	বিদ্যালয়ের জন্য কম্পিউটার/ডেস্কটপ				
২	বিদ্যালয়ের জন্য ল্যাপটপ				

৩	ইন্টারনেট সংযোগের ধরন (ব্রডব্যান্ড-১/ওয়াই ফাই (WiFi)-২/মডেম-৩/ব্যবস্থা না থাকলে-৪ লিখুন)		প্রযোজ্য নয়	প্রযোজ্য নয়	প্রযোজ্য নয়
৪	তথ্যপ্রযুক্তি ব্যবহারে সক্ষম শিক্ষক আছে কি				
৫	ডেস্কটপ / ল্যাপটপ শিখন-শিখানো কাজে ব্যবহৃত হয় কি				
৬	ইন্টারনেট শিখন-শিখানো কাজে ব্যবহৃত হয় কি				
৭	বিদ্যালয়ের- শ্রেণিকক্ষে মাল্টিমিডিয়া ব্যবহার হয় কি				
৮	মাল্টিমিডিয়া বেসড ক্লাসরুম আছে কি				
৯	মাল্টিমিডিয়া ইন্টারএকটিভ ক্লাসরুম আছে কি				
১০	সাউন্ড সিস্টেম আছে কি				

১২. বিদ্যালয় ব্যবস্থাপনা কমিটি :

বিদ্যালয় ব্যবস্থাপনা কমিটি (এসএমসি)	
যে বিষয়ে তথ্য দিতে হবে	কোড/সংখ্যা
বিদ্যালয়ে এসএমসি গঠিত হয়েছে কি? (হ্যাঁ-১/এডহক-২/স্থগিত-৩/না-৪ লিখুন)	
বর্তমানে এসএমসির মহিলা সদস্য কতজন?	
কমিটির কতজন সদস্য 'এসএমসি' প্রশিক্ষণপ্রাপ্ত?	
২০১৮ সালে এসএমসির কতটি সভা হয়েছে?	

১৩. সামাজিক উদ্বুদ্ধকরণ সভা ও পিটিএ সংক্রান্ত তথ্য :

সামাজিক উদ্বুদ্ধকরণ সভা		
সন	যে বিষয়ে তথ্য দিতে হবে	কোড/সংখ্যা
২০১৮	মা সমাবেশের সংখ্যা	
	অভিভাবক সমাবেশের সংখ্যা	
	উঠান বৈঠক সংখ্যা	
	র‍্যালি সংখ্যা	
	হোম ভিজিট সংখ্যা	
২০১৮	শিক্ষক অভিভাবক সমিতি (পিটিএ) আ‡ছ কি	
	২০১৮ সালে পিটিএ কতটি সভা হয়েছে?	

১৪. শিক্ষার্থী সংক্রান্ত, প্রাক-প্রাথমিক শ্রেনি :

জন্মসালভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসালভিত্তিক (বয়স)	বালক	বালিকা	মোট*
২০১৫ (৪ বছর)			
২০১৪ (৫ বছর)			
২০১৩ (৬ বছর)			
২০১২ (৭ বছর)			
সর্বমোট			

* জন্মসালভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০১৯ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০১৮ সালের ডিসেম্বর ও ২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন*	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

*** বিশেষ চাহিদা সম্পন্ন শিশুর ধরন নির্ণয় পদ্ধতি :**

শারীরিক : সাধারণত যে সব শিশুর হাত-পা বা শরীরের অন্য কোনো অঙ্গ-প্রত্যঙ্গ যেকোন প্রকার বিকলাঙ্গ, হাত-পা বিহীন কিংবা চলাচলে অসুবিধা হয় এরূপ শিশু।

ক্ষীণদৃষ্টি : চশমার সাহায্যেও যাদের দৃষ্টি স্বাভাবিক নয়, যারা

সাল	বালক	বালিকা	মোট
২০১৮			
২০১৯*			

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			

২০১৯ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০১৯ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

প্রাক-প্রাথমিক ক্লাসরুম ডেকোরেটেড কি		
হ্যাঁ	না	প্রযোজ্য নয়

মুখমন্ডলের কাছে বই নিয়ে পড়ার চেষ্টা করে, যাদের পরিষ্কারভাবে লিখতে অসুবিধা হয় এরূপ শিশু।

ক্ষীণশ্রবণ : যারা স্বাভাবিক স্বরমাত্রায় কথা বুঝতে বা উপলব্ধি করতে পারে না, যারা শব্দের মধ্যে পার্থক্য বুঝতে পারে না, যারা কানের পেছনে হাত রেখে শোনার চেষ্টা করে এরূপ শিশু।

বাকপ্রতিবন্ধী : যারা স্বাভাবিক কথা বলতে পারে না, যারা জড়তা নিয়ে কথা বলে, কণ্ঠস্বরে সমস্যা থাকার কারণে যারা কথা বুঝাতে পারে না বা বোঝাতে কষ্ট হয়, কথা বলার সময় যাদের মুখভঙ্গির বিকৃতি দেখা দেয়, কথার মাধ্যমে যারা অন্যের সাথে যোগাযোগ স্থাপন করতে পারে না এরূপ শিশু।

বুদ্ধিবৃত্তিক : কথাবার্তায় বোকা-বোকা ভাব, ভীতু স্বভাবের, স্মরণশক্তি অপেক্ষাকৃত কম, কোনো কথা এক বার বা দুই বার বললে বুঝতে পারে না বা বুঝতে অনেক সময় লাগে, কিছু কিছু কাজ করতে ধারাবাহিকতা রক্ষা করতে পারে না, খুব মিল আছে এমন কোনো বিষয় সহজে পার্থক্য নির্ণয় করতে পারে না এরূপ শিশু।

অটিস্টিক : অটিস্টিক শিশুরা নাম ধরে ডাকলে সাড়া দেয় না। ভাষার ব্যবহার সঠিকভাবে করতে পারে না। নতুন কিছু পেলে উচ্ছ্বাস প্রকাশ করে না। এরা বিশেষ ধরনের আচরণ বার বার করতে থাকে।

অন্যান্য : উল্লেখিত ছয় ধরনের বিশেষ চাহিদা সম্পন্ন শিশু ছাড়া অন্য কোনো ধরনের বিশেষ চাহিদা সম্পন্ন শিশু আপনার বিদ্যালয়ে ভর্তি হলে তা এই ঘরে লিখতে হবে।

(উপরোক্ত নির্ণয় পদ্ধতিটি প্রাক-প্রাথমিক থেকে অষ্টম শ্রেণির জন্য প্রযোজ্য)

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০১৯			
অক্টোবর ২০২০			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

১৫. শিক্ষার্থী সংক্রান্ত - প্রথম শ্রেণি :

জন্মসালভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসালভিত্তিক (বয়স)	বালক	বালিকা	মোট*
২০১৪ (৫ বছর)			
২০১৩ (৬ বছর)			
২০১২ (৭ বছর)			
২০১১ (৮ বছর)			
২০১০ (৯ বছর)			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০১৮ সালের ডিসেম্বর ও ২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০১৯			
২০২০*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			

২০০৯ (১০ বছর)			
২০০৮ (১১ বছর)			
সর্বমোট			

* জন্মসালভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০১৯ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			

২০২০ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০১৮ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০১৮			
অক্টোবর ২০১৮			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

প্রাক-প্রাথমিক শ্রেণি সমাপ্ত করে ১ম শ্রেণিতে ভর্তিকৃত শিক্ষার্থীর সংখ্যা			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
এ বিদ্যালয়ে শ্রেণি সমাপ্তকারী			
অন্য বিদ্যালেয়ে শ্রেণি সমাপ্তকারী			
সরাসর ১ম শ্রেণিতে ভর্তিকৃত			

১৬. শিক্ষার্থী সংক্রান্ত - দ্বিতীয় শ্রেণি :

জন্মসালভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসালভিত্তিক (বয়স)	বালক	বালিকা	মোট*
২০১৩ (৬ বছর)			
২০১২ (৭ বছর)			
২ ১১ (৮ বছর)			
২০১০ (৯ বছর)			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০১৮ সালের ডিসেম্বর ও ২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০১৮			
২০২০*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা

২০০৯ (১০ বছর)			
২০০৮ (১১ বছর)			
২০০৭ (১২ বছর)			
সর্বমোট			

* জন্মসালভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০১৯ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠি শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠির ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			

২০১৯ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০১৮ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০১৮			
অক্টোবর ২০১৮			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

*

১৭. শিক্ষার্থী সংক্রান্ত - তৃতীয় শ্রেণি :

জন্মসালভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসালভিত্তিক (বয়স)	বালক	বালিকা	মোট*
২০১২ (৭ বছর)			
২০১১ (৮ বছর)			
২০১০ (৯ বছর)			
২০০৯ (১০ বছর)			
২০০৮ (১১ বছর)			
২০০৭ (১২ বছর)			
২০০৬ (১৩ বছর)			
সর্বমোট			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০১৮ সালের ডিসেম্বর ও ২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০১৮			
২০১৯*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			

* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০১৯ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			

২০১৯ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০১৮ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	ব□লক	বালিকা	গড়
এপ্রিল ২০১৮			
অক্টোবর ২০১৮			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

১৮. শিক্ষার্থী সংক্রান্ত – চতুর্থ শ্রেণি :

জন্মসালভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০20 সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসালভিত্তিক (বয়স)	বালক	বালিকা	মোট*
২০১১ (৮ বছর)			
২০১০ (৯ বছর)			
২০০৯ (১০ বছর)			
২০০৮ (১১ বছর)			
২০০৭ (১২ বছর)			
২০০৬ (১৩ বছর)			
২০০৫ (১৪ বছর)			
সর্বমোট			

* জন্মসালভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০১৯ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০19 সালের ডিসেম্বর ও 2020 সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০১৮			
২০১৯*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্□ি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০১9			
অক্টোবর ২০20			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

২০১৯ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০20 সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

১৯. শিক্ষার্থী সংক্রান্ত – পঞ্চম শ্রেণি :

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসালভিত্তিক (বয়স)	বালক	বালিকা	মোট*
২০১০ (৯ বছর)			
২□০৯ (১০ বছর)			
২০০৮ (১১ বছর)			
২০০৭ (১২ বছর)			
২০০৬ (১৩ বছর)			
২০০৫ (১৪ বছর)			
২০০৪ (১৫ বছর)			
সর্বমোট			

* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০১৯ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০১৮ সালের ডিসেম্বর ও ২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০19			
২০20*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)

চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			

মাস	বালক	বালিকা	গড়
এপ্রিল ২০১৮			
অক্টোবর ২০১৮			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

২০১৯ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০১৮ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

২০. শিক্ষার্থী সংক্রান্ত – ৬ষ্ঠ শ্রেণি-৮ম শ্রেণি :

জন্মসালভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসালভিত্তিক (বয়স)	বালক	বালিকা	মোট*
২০০৯ (১০ বছর)			
২০০৮ (১১ বছর)			
২০০৭ (১২ বছর)			
২০০৬ (১৩ বছর)			
২০০৫ (১৪ বছর)			
২০০৪ (১৫ বছর)			
২০০৩ (১৬ বছর)			
২০০২ (১৭ বছর)			
২০০১ (১৮ বছর)			
সর্বমোট			

* জন্মসালভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০১৯ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০১৮ সালের ডিসেম্বর ও ২০১৯ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০19			
২০20*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০১৮			
অক্টোবর ২০১৮			

ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			

২০১৯ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০১৮ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

২১. ক) বিদ্যালয়ের শিক্ষক ও কর্মচারীর সংখ্যাগত তথ্য :

বিদ্যালয়ের শিক্ষক ও কর্মচারীর তথ্য

ধরন	প্রধান শিক্ষক	সহকারী শিক্ষক	প্রাক-প্রাথমিক শিক্ষক
অনুমোদিত পদ			
সংযুক্ত (In)			
সংযুক্ত (Out)			
কর্মরত			
জানুয়ারি - ডিসেম্বর ২০১৯ পর্যন্ত কতজন শিক্ষক স্বেচ্ছায় অবসর/পিআরএল এ গিয়েছেন (সংখ্যা লিখুন)			
জানুয়ারি - ডিসেম্বর ২০১৯ পর্যন্ত কতজন শিক্ষক মৃত্যুবরণ করেছে /ইস্তফা দিয়েছেন? (সংখ্যা লিখুন)			
প্রধান শিক্ষক পদে চলতি দায়িত্ব প্রাপ্ত কি না (হ্যাঁ/না)			

* প্রধান শিক্ষক ভারপ্রাপ্ত হলে তাকে সহকারী শিক্ষক (মূল পদ) হিসেবে গণনা/বিবেচনা করতে হবে।
* সংযুক্ত (In) বলতে অন্য কোনো বিদ্যালয় হতে এই বিদ্যালয়ে সংযুক্ত ও সংযুক্ত (Out) বলতে এই বিদ্যালয় থেকে অন্য বিদ্যালয়/অফিসে সংযুক্ত বুঝাবে।
* বর্তমানে ডেপুটেশন হিসেবে কোন শিক্ষক পদায়ন/দায়িত্ব প্রদান করা হয় না।

খ) বিদ্যালয়ের শিক্ষকের বিস্তারিত তথ্য :

		১	২	৩	৪	৫	৬	৭	৮	৯		১০
ক্রমিক নম্বর	শিক্ষকের নাম (বাংলা ও ইংরেজি)	জন্ম তারিখ	পদ	লিঙ্গ	উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী	চাকরিতে যোগদানের সন	এ বিদ্যালয়ে পদায়িত	এ বিদ্যালয়ে উপস্থিত	শিক্ষাগত যোগ্যতা	পেশাগত যোগ্যতা		(৬ষ্ঠ - ৮ম) শ্রেণির ক্লাস
										প্রাথমিক	উচ্চতর	

- শিক্ষক সংখ্যা বেশি হলে পৃথক কাগজ ব্যবহার করুন।

বিদ্যালয়ের শিক্ষকের তথ্য নিম্নোক্ত নির্দেশনা মোতাবেক পূরণ করুন ;

১ : এসএসসি/সমমান সনদপত্র অনুযায়ী প্রতিটি শিক্ষকের সঠিক জন্ম তারিখ লিখুন। ২ : পদের ক্ষেত্রে : প্রধান শিক্ষক ১, সহকারী শিক্ষক ২, প্রাক-প্রাথমিক শিক্ষক ৩, প্যারা-শিক্ষক ৪, পুল শিক্ষক হলে ৫ লিখুন। ৩ : লিঙ্গের ক্ষেত্রে : পুরুষ হলে ১, মহিলা হলে ২ লিখুন। ৪ : উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষকের ক্ষেত্রে : না হলে-০, চাকমা-১, মারমা-২, ত্রিপুরা-৩, গারো-৪, সাঁওতাল-৫, মনিপুরি-৬, সাদরি (ওরাও)-৭, অন্যান্য হলে ৮ লিখুন। ৫ : চাকরিতে যোগদানের সন : চাকুরিতে যোগদানের সন লিখুন। ৬: এ বিদ্যালয়ে পদায়িত : পদায়িত/বদলি হয়ে আসলে ১, এ বিদ্যালয়ে সংযুক্ত হলে ২ লিখুন। ৭: এ বিদ্যালয়ে উপস্থিত : উপস্থিত থাকলে ১, সি-ইন-এড প্রশিক্ষণরত থাকলে ২, ডিপিএড প্রশিক্ষণরত থাকলে ৩, বি-এড প্রশিক্ষণরত থাকলে ৪, এম-এড প্রশিক্ষণরত থাকলে ৫, মাতৃত্বকালীন ছুটিতে থাকলে৬, চিকিৎসাজনিত অর্জিত ছুটিতে থাকলে ৭, অন্যান্য ছুটিতে থাকলে ৮, অননুমোদিত অনুপস্থিত থাকলে ৯, সাময়িক বরখাস্ত থাকলে ১০, বিদেশ ভ্রমণে ব্যক্তিগত/সরকারি/অন্যান্য প্রশিক্ষণে থাকলে ১১ ও অন্য বিদ্যালয়ে/অফিসে সংযুক্ত থাকলে ১২ লিখুন।		৮ : শিক্ষাগত যোগ্যতা : এসএসসির নিচে হলে ১, এসএসসি ২, এইচএসসি ৩, বিএ ৪, এমএ হলে ৫ লিখুন (সমমান যোগ্যতা হলে একই কোড লিখুন) এক্ষেত্রে সর্বোচ্চ যোগ্যতা লিখুন। ৯ : পেশাগত যোগ্যতা : ক) প্রাথমিক : সিইনএড হলে ১, ডিপিএড হলে ২, না থাকলে ৩ লিখুন। খ) উচ্চতর: ডিপইনএড হলে ১, বিএড ২, এমএড ৩, অন্যান্য ৪, কোনো ডিগ্রি না থাকলে ৫ লিখুন। ১০ : কোনো শিক্ষক (৬ষ্ঠ -৮ম) শ্রেণির ক্লাস নিয়ে থাকেন তাহলে ১, না নিয়ে থাকলে ২ লিখুন।

২২. প্রধান শিক্ষক, এসএমসি সভাপতি, এইউইও এবং ইউইওগণ সকলেই উপর্যুক্ত ছক নির্দেশনা অনুযায়ী পূরণ করা হয়েছে কি না এবং কোনো ঘর পূরণে খালি থাকলে তা সঠিকভাবে পূরণ নিশ্চিতপূর্বক স্বাক্ষর করবেন:

প্রধান শিক্ষক	**এসএমসি সভাপতি**
নাম : স্বাক্ষর ও তারিখ : মোবাইল নম্বর :	নাম : স্বাক্ষর ও তারিখ : মোবাইল নম্বর : সীলমোহর
এইউইও / এটিইও	**ইউইও / টিইও**
নাম : স্বাক্ষর ও তারিখ : মোবাইল নম্বর : সীলমোহর	নাম : স্বাক্ষর ও তারিখ : মোবাইল / টেলিফোন নম্বর : সীলমোহর

সমাপ্ত

Annex 16. NOC of APSC-2020 from BBS

ফরম-২

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
পরিকল্পনা মন্ত্রণালয়
পরিসংখ্যান ও তথ্য ব্যবস্থাপনা বিভাগ
বাংলাদেশ পরিসংখ্যান ব্যুরো

সংস্থা কর্তৃক পরিসংখ্যান প্রস্তুত ও প্রকাশের জন্য বাংলাদেশ পরিসংখ্যান ব্যুরোর অনাপত্তি

পরিসংখ্যান আইন, ২০১৩ (২০১৩ সনের ১২ নং আইন) এর ধারা ১১ এর উদ্দেশ্য পূরণকল্পে উক্ত আইন এবং এতদসংক্রান্ত বিধি ও নীতিমালা অনুযায়ী নিম্নবর্ণিত শর্তসাপেক্ষে প্রাথমিক শিক্ষা অধিদপ্তরকে 'বার্ষিক প্রাথমিক বিদ্যালয় শুমারি, ২০২০ (APSC-2020)' পরিচালনা, প্রতিবেদন প্রণয়ন ও প্রকাশে অনাপত্তি প্রদান করা হইল।

শর্তসমূহঃ

(১) শুমারি প্রশ্নপত্রে 'টেকসই উন্নয়ন অভীষ্ট (SDGs)'-এর সূচক ৪.ক.১-এ উল্লিখিত বিষয় সংশ্লিষ্ট প্রশ্ন অন্তর্ভুক্ত করতে হবে;

(২) নিরপেক্ষ ও অভিজ্ঞ প্রতিষ্ঠান কর্তৃক শুমারি পরবর্তী যাচাই জরিপ (পিইসি) পরিচালনা করে Coverage Error ও Content Error নিরূপণ করে মূল প্রতিবেদনে অবশ্যই সংযুক্ত করতে হবে। পিইসি জরিপ পরিচালনার পূর্বে Methodology 'জরিপ/শুমারি প্রস্তাব পরীক্ষা, অনুমোদন ও পরিবীক্ষণ কমিটি'র সভায় উপস্থাপন করতে হবে;

(৩) শুমারিতে সমাজকল্যাণ মন্ত্রণালয়ের আওতাধীন বিদ্যালয়সমূহ; প্রতিবন্ধী বিদ্যালয়সমূহের (নিবন্ধিত বা অনিবন্ধিত মর্যাদার তথ্যসহ); মাদরাসা ও কারিগরি বিভাগের অধীন প্রাথমিক স্তরের সকল শিক্ষা প্রতিষ্ঠানের অন্তর্ভুক্তি নিশ্চিত করতে হবে;

(৪) শুমারিতে তথ্য তথ্যসংগ্রহকারীগণের পর্যাপ্ত প্রশিক্ষণের ব্যবস্থা থাকতে হবে, অডিও-ভিজ্যুয়াল টিউটোরিয়াল ট্রেনিং-এর ব্যবস্থা করতে হবে এবং সকল জেলায় প্রশিক্ষণ কার্যক্রমে বিবিএস-এর কর্মকর্তাদের সম্পৃক্ত করতে হবে;

(৫) জাতীয় এবং স্থানীয় পর্যায়ে মন্ত্রিপরিষদ বিভাগ কর্তৃক অনুমোদিত স্থায়ী শুমারি/জরিপ কমিটির সভা অনুষ্ঠান ও স্থানীয় পর্যায়ে কমিটিকে এ কাজে সম্পৃক্তকরণের ব্যবস্থা করতে হবে;

(৬) তথ্য সংগ্রহে ব্যবহৃত সফটওয়্যারটি বিবিএস-এর সাথে শেয়ার করে এর মানোন্নয়ন ও মানসম্পন্ন পরিসংখ্যান প্রস্তুত নিশ্চিত করতে হবে;

(৭) প্রতিবেদন প্রকাশের উদ্দেশ্যে স্টিয়ারিং কমিটিতে উপস্থাপনের পূর্বে 'জরিপ/শুমারি প্রস্তাব পরীক্ষা, অনুমোদন ও পরিবীক্ষণ কমিটি'-তে পর্যালোচনার জন্য উপস্থাপন করতে হবে;এবং

(৮) সর্বোপরি অনাপত্তি প্রদানের সকল শর্তাবলী যথাযথভাবে অনুসরণ করতে হবে।

০২। সংস্থা নীতিমালা অনুসরণ এবং ব্যুরো কর্তৃক প্রদত্ত শর্তাবলী পূরণ ও মান বজায় রাখিবার বিষয়টি নিশ্চিত করিবে।

০৩। নির্ধারিত সময়সীমার মধ্যে পরিসংখ্যান প্রস্তুত ও প্রকাশের কার্যক্রম সম্পন্ন করিতে না পারিলে সংস্থা এই বিধিমালার অধীন বাংলাদেশ পরিসংখ্যান ব্যুরোর নিকট সময় বৃদ্ধির জন্য আবেদন করিতে পারিবে।

০৪। নীতিমালা যথাযথভাবে অনুসরণ এবং শর্তসমূহ যথাযথভাবে পূরণ ও মান বজায় রাখিবার বিষয়টি বাংলাদেশ পরিসংখ্যান ব্যুরো ও সংস্থার যৌথ পরিবীক্ষণের (Monitoring) মাধ্যমে নিশ্চিত করা হইবে।

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Annex 17. Approval Committee of APSC

National Committee of Primary Education Statistics in MoPME:

Secretary, MoPME,	Chairman
Additional Secretary, MoPME	Member
Additional Secretary (Administration), MoPME	Member
Additional Secretary (Development), MoPME	Member
Representative, Planning Commission	Member
Representative, Statistical and Information Management Division	Member
Representative, Bangladesh Bureau of Statistics	Member
Representative, Division of Secondary & Higher Secondary, MoE	Member
Director General, DPE	Member
Director General, BNFE	Member
Director General, CPEIMU	Member
Director (Monitoring and Evaluation Division), DPE	Member
Mr. Waliul Islam, Former Secretary, Government of Bangladesh	Member
Prof. Kazi Saleh Ahmed, Former Vice Chancellor, JU	Member
Director (IMD), DPE (Co-Opt)	Member
Statistical Officer, MoPME	Member Secretary

Technical Committee of Primary Education Statistics in DPE:

Director General, DPE	Chairman
Director General, BNFE	Member
Director General, CPEIMU	Member
Chief, Statistical Duivision, BANBEIS	Member
Representative, BBS	Member
Representative, DSHE	Member
Representative, NGO Bureau	Member
Kazi Saleh Ahmed, Professor, Former Vice Chancellor, Jahangirnagar University	Member
Professor Dr. M Ataharul Islam, Professor Kazi Motahar Hossain, ISRT, DU	Member
Joint Secretary (Development-1), MoPME	Member
Joint Secretary (Administration), MoPME	Member
Director (IMD), DPE (Co-Opt)	Member
Mr. Anuz Kuamr Roy, Senior System Analyst (IMD), DPE	Member
Deputy Director (M&E), DPE	Member
Deputy Chief, MoPME	Member
System Analyst, MoPME	Member
Statistical Officer, MoPME	Member
Director (Monitoring and Evaluation Division), DPE	Member Secretary