Annual Primary School Census 2017

(Final Draft)

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Monitoring & Evaluation Division
Directorate of Primary Education
Ministry of Primary and Mass Education

Annual Primary School Census 2017

Annual Primary School Census (APSC)-2017

Advised by

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Message

The Government of Bangladesh has considered the primary education as a basic human need and a key factor in overall development. Investment in education will directly raise the well-being of individuals; it will also raise human capital and human capacity to acquire means for the satisfaction of other basic needs. Education is also seen as a means of reducing inequality, a mechanism of making other investments more productive and an avenue for socio economic development.

It is heartening to note that Directorate of Primary Education (DPE) published the 2017 Annual Primary School Census (APSC) report timely. It is a massive task to cover around **1,33,901** different categories schools managed by both the public and private sectors in Bangladesh. Over the years, there has been enormous effort towards achieving the target of universal primary education in Bangladesh compared to many developing countries. However, we have a lot of windows to improve the quality of primary education in Bangladesh to achieve Sustainable Development Goals 4 (SDG-4) : **Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**It is also our constitutional obligation and commitment to the international community to ensure the quality primary education for all of our children. The Government of Bangladesh has also prioritised primary education and ascendency in PEDP3 indicators is the reflection of success of the Government's efforts.

I appreciate the support of development partners towards achieving the quality primary education and hope that our joint efforts will continue to achieve the agreed targets within the stipulated time.

I take the opportunity to thank the DPE officials for their tireless efforts in conducting the APSC and for preparing the report which, I am sure, will be helpful for policy makers, planners and development partners in tracking progress of primary education sector through implementation of PEDP3.

Joy Bangla

Long live Bangladesh

Advocate Mostafizur Rahman,MP
Minister
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

Forward

I am happy to know that the Directorate of Primary Education has prepared the APSC-2017 report to assess the progress of primary education sector.

Primary education is the right of all children according to the UN Convention of the Rights of Children (CRC) and also the constitutional obligation of the Government of Bangladesh. Persuant to their commitment. Government of Bangladesh enacted the Compulsory Primary Education Act in the early nineties and gave primary education high priporicy on the development agenda. It is heartening to note that most of the PEDP3 targets have been achieved;and some are to be achieved by 2017. However additional resources are required to achieve the rest of the targets.

The APSC report gives us an impression of the performance of this sector covering all schools at upazila, district, division and the national level. It helps us identify the high and low performing schools and their geographical locations for the future planning and programming. The APSC data are very authentic and relaible. These are useful for the Government, NGOs, academics and research institutions, Development Partners and so on. The historical data also indicates the trend of primary education performance over the years and reflects a positive progress in this sub-sector.

I would like to congratulate the staff and officials of the Directorate of Primary Education, and the teachers on having done an excellent job of publishing this report.

Mohammad Asif-uz-zaman
Secretary
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

Preface

I am delighted to know that the M&E division of DPE has conducted the 13th round of APSC and ready to publish the 13th edition of 2017 APSC report. The current round of APSC has captured around 25 categories 1,33,901 primary schools managed by both government and non-government organizations. As meeting the DLI protocol, DPE has been gradually improving APSC coverage since 2012 for inclusion of all types of primary level institutes, which is a massive task and M&E proved their capability to manage this extensive task.

As agreed between the Government and the Development Partners in the Third Primary Education Development Program (PEDP3), the primary data collected through APSC for computing the sets of PEDP3 indicators e.g. Key Performance Indicators (KPIs), Non-Key Performance Indicators (Non-KPIs), Primary School Quality Level indicators (PSQLs) and sub-component indicators.

The performance of Primary education sector is monitored through the KPIs, Non-KPIs, PSQLs and sub-component indicators. APSC 2017 report shows a positive trend in achieving many of the KPIs, Non-KPIs and PSQLs such as participation, completion and internal efficiency.

We must recognize that we could not achieve the target - "Quality education for all children" to which we started our journey, but the statistics makes us optimistic as it indicates primary education of Bangladesh is pacing onward gradually towards quality improvement.

I appreciate and thank all the teachers, education providers, actors of primary education for their commitment in overall development of primary education. My sincere thanks to all the relevant officials of DPE for their remarkable contributions towards carrying out the census and publishing the report. I also like to express my appreciation to the M&E and Information Management Divisions for their tireless efforts to manage such a huge and complex census and publish the report on time.

Dr. Md. Abu Hena Mostofa Kamal, ndc
Director General
Directorate of Primary Education

Acknowledgement

For successful implementation of the PEDP3, an effective monitoring system is essential. Monitoring is a mechanism to identify periodically the bottlenecks in implementing the program and to take remedial measures to improve the effectiveness of the program. For effective monitoring system, an efficient management information system is essential without which neither the progress can be properly analyzed nor the corrective measures can be undertaken.

Accordingly, the M&E Division of DPE is pleased to release the 2017 Annual Primary Schools Census (APSC) Report. The report is the 13th such publication since 2005. The publication contains statistics on national and by districtwise information from PPE to Grade 5. The Primary Education data obtained through the census for the past 13 years facilitates the analysis of trends in the Primary Education system over the time comprehensively.

The report presents yearly changes of variables such as KPIs, Non-KPIs and PSQLs as requirement of the PEDP3 as well as trend of achievement compared to PEDPII and PEDP3 baseline and target for 2017. I am delighted to say that primary education system has made substantial improvements in many fronts over the years. Thanks to the hard work and dedication of MoPME leadership, DPE central and field levels officials and our development partners.

This publication would also have not been possible without the contribution of the Information Management Division (IMD) and their officials, district and Upazila primary education officials, SMC members and Head teachers, DPE line divisions who had the challenging task of setting up, managing and maintaining the management information systems that yielded its content. We are also indebted to other partners including MoPME and DPE technical committees whose feedback and recommendations contributed a lot for the improvement of the APSC-2017 report.

I express my heartfelt thanks and appreciation to the Monitoring and Evaluation Division, the Information Management Division, the APSC team and to the officials of DPE who contributed to the production of this report.

Finally, I would like to express my gratitude to Dr. Md. Abu HenaMostofa Kamal, ndc, Director General, DPE and Additional Director General, Mr. Md. Ramjan Ali, DPE for their guidance and active support for the preparation of this report

Bijoy Bhushan Paul
Director
M&E Division
Directorate of Primary Education

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Acronyms

ADPEO	Assistant District Primary Education Officer
AMO	Assistant Monitoring Officer
APSC	Annual Primary School Census
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
Expt.	Experimental School
JCM	Joint Consultation Meeting
JARM	Joint Annual Review Meeting
GER	Gross Enrollment 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
NER	Net Enrollment Rate
NGO	Non-Governmental Organization
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
PEDPII	Second Primary Education Development Program
PEDP3	Third 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
SK	ShishuKollyan
SLIP	School-Level Improvement Plan
SMC	School Management Committee
STR	Student-Teacher Ratio
SR	Survival rate
TEO	Thana Education Officer
UEO	Upazila Education Officer
UNESCO	United Nations Education Scientific and Cultural Organization
URC	Upazila Resource Centre

Executive Summary

The Annual Primary School Census conducted by Directorate of Primary Education during 2017 contains the major findings of the situation of primary education in Bangladesh. The main objective of the census is to provide updated information for assessing the performance of the primary education sector through PEDP3 indicators. It shows some of the indicators' achievement trend compared to the PEDPII (2005) and mostly PEDP3 baselines (2010). The policymakers, planners, education managers and Development Partners (DPs) of the PEDP3 could use this information for monitoring the progress of various interventions as well as for the future planning. It can be mentioned that DPE has collected the online APSC data from 263 upazilas in 2017 and offline data from 245 upazilas. All the collected data has been integrated into the national APSC 2017 database. The main objectives of APSC 2017 are as follows:

- Provide up-to-date information of the primary education sector to the policy makers, planners, DPs and other relevant stakeholders for tracking and monitoring the overall progress of this sector as well as future planning and adjustment of the existing plan when required;
- Provide APSC report and dataset as a working document for the different level of decision makers to monitor the activities being carried out at different level based on Annual Operation Plan (AOP) of DPE and;
- Provide latest authentic information for preparing the Annual Sector Performance Report (ASPR), sub-component progress report and DLIs progress report as PEDP3 requirement.

The preparation of APSC is a complex and complicated process especially in terms of its coverage. It collects wider range of information considering the requirement of DPE, MOPME, DPs and other stakeholders. To accomplish the massive task efficiently, DPE provides orientation to the Head Teachers, Assistant Upazila/Thana Education Officers (AUEO/ATEO), Data Entry Operators (DEO) and other relevant officials on the APSC online data collection process. DPE supplies them the structured questionnaire as well as online software. The respective Head Teachers fill-up the questionnaire to provide the school data. Sometimes they take the assistance from the data entry operators in this regard. The UEOs and AUEOs supervise and ensure the quality of data collection process. For online APSC, Head Teachers directly insert the data to the web-based software. The UEO checks and validate those data through online with the assistance of the AUEOs and upload to the web-site. For offline APSC, the UEOs check the data manually and send it to their respective DPEO offices. The assigned officials of DPEO offices are responsible for crosschecking and sending soft copy of manual data to the IMD of DPE After receiving the datasets; IMD appends all upazila datasets, checks, cleans and makes a national APSC database.

The structure of APSC 2017 report has been changed a little bit from the previous one. It includes some new chapters such as a separate chapter for Inclusive Education (Chapter six) and, a separate chapter for Infrastructure Facilities (Chapter eight) as well as some new annexes such as Contact Hours in DPE Managed Primary Schools (Annex-9), Bangladesh Country Profile (Annex-10), and Bangladesh Primary Education Profile (Annex-11) etc. to provide some additional important data. In this report, most of the Tables and Figures are shown in a segregated way such as by gender as well as by type of schools.

The APSC 2017 report has been prepared in a sequential manner rather than haphazardly so that the readers could find their required information easily. It covers a total of nine individual chapters including a separate Annexure chapter. Chapter-1 presents the concept and operational definitions that are used in

the report as per the international perspective following the UNESCO guideline. Chapter-2 provides the introductory information of this report and summarizes some basic information e.g. total schools, teachers, and students of primary education. It also includes the background, PEDP3 indicators, objectives, scope, methodology and future plan of the APSC. Chapter-3 summarizes the pre-primary related information of primary education; Chapter-4 access and participation of primary education,. Chapter-5 Inclusive Education, Chapter-6 the internal efficiency related information , Chapter-7 the teachers information ,Chapter-8 Infrastructural Facilities and finally Chapter-9 includes all of the annexures.

The following paragraphs summarize the main findings of the 2017 school census compared to the PEDPII (2005) and PEDP3 (2010) baseline.

- A total of 1, 33,901 schools of 25 categories covered in the APSC 2017 with a total number of students 1, 72, 51,350 of which 87, 43,312 are girls. The total number of female teacher is 3, 51,863 out of 5, 74,001 teachers.

- The Ministry of Primary and Mass Education (MoPME) manages around 57.46% formal school (: 28.80% are GPS, 18.97% are NNPS, 0.13% are RNGPS, 2.24% are NRNGPS, 0.084% are Community and 0.046% are Experimental schools; MoPME managed non-formal schools/LCs: 0.1.7% are Shishu Kollyan and 5.50% are ROSC schools) of total primary schools of the country.

- In the MoPME managed schools more than 59.93% teachers are working (39% in GPS, 18% in NNPS, 0.11% in RNGPS, 1.39% in NRNGPS, 0.06% in Community and 0.05% in Experimental schools, 0.13% in Shishu Kollyan and 1.19% in ROSC schools).

- More than 74.23% of student is enrolled in the MoPME managed mainstream schools such as GPS and NNPS (51.44% in GPS, and 22.79% in NNPS)

- In 2017, the total enrolment in pre-primary classes is 36, 67,851. Among them, 18, 41,242 are Boys and 18, 26,609 are Girls.

- 1, 06,283 primary schools and LCs are providing pre-primary education in 2017. Among these, 38,188 are in GPS, 25,265 are in NNPS.

- The GIR in the formal primary education sector is 109.8 % (Boys 107% and Girls 112.6%) and the NIR is 97.93% (boys 96.6% and girls 99.3%) in 2017.

- The Gross Enrolment Rate (GER) is 111.7% (Boys 108.1% and Girls 115.4%) in 2017. This indicates that the system has sufficient capacity to accommodate all children of primary school age.

- Net Enrolment Rate (NER), is calculated 97.97% (Boys 97.66% and Girls 98.29%) in 2017. Total enrolment in formal primary education of children aged 6–10 appears gradually increasing since 2010.

- As part of the commitment to monitor progress in inclusive education, the school census collects data on enrolment for six main categories of children with special need (physical, visual, hearing, speaking mental and autistic). In 2017, total enrolment of children with special needs in the primary schools is 75,021. Among them, 40,820 are Boys and 34,201 are Girls.

- Among all types of schools, 54,111 schools operate single shift. Out of these schools 2 main categories of schools – GPS are 7,904 and NNPS are 1,161.

- According to the APSC data, absenteeism rate shows a declining trend between 2010 and 2017 among both boys and girls was standing at 12.2 % (Boys 12.4% and Girls 12.1%) in 2017. It indicates that students' absenteeism rate is gradually declining.

- In 2017, repetition rate stands at 5.6% (boys 6.2% and girls 5.1%) in all grades, significantly improved from the 12.6% in the PEDP3 baseline.

- The survival rate to Grade 5 increased rapidly from 67.3% in 2010 to 83.3% (boys 81.3% and girls 85.4%) in 2017.

- Completion rate increased more than 20 percentage points from 60% at the commencement of PEDP3 in 2010 to 81.2% in 2017 (boys 78.28% and girls 84.08%).

- The Cycle Dropout Rate in the year 2017 is 18.8 % (boys 21.7% and girls 15.9%) whereas it was 47.2% in the year 2005 and 39.8% in 2010. It indicates that the cycle dropout rate is reducing gradually.

- "Coefficient of Efficiency" The coefficient of efficiency improved considerably between 2010 and 2017. In 2017, coefficient of efficiency is 81.9% (boys 80.2% and girls 83.4%) compared to 62.2% (boys 62.8% and girls 61.8%)) in 2010.

- "Years Input per Graduate" is 6.1 (boys 6.23 and girls 5.99 years) in 2017.

The findings of the current 2017 APSC report indicate almost all the indicators are moving forward. Although, the figures of APSC 2017 show some satisfactory level of access and participation but there is scope for further improvement in the above-mentioned indicators.

There were some limitations in preparing this report:

- Annual Primary School Census has been conducted since 2005 and started with only four types of schools (GPS, RNGPS, Community and Satellite Schools) DPE is extending its coverage every year gradually. DPE collected data from twenty-five types of schools for APSC those provide primary education in Bangladesh. However, DPE does not have sufficient professionals with statistical background to conduct such a large scale census.

- There might be some other categories of primary schools, which are outside the coverage of the APSC 2017, 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 students enrollment. As a result, it is difficult to collect data from all types of schools.

- Head teachers usually fill up the APSC questionnaire and after checking and verifying UEOs send it in time but in most cases UEOs make delay to send it to DPE which hinders the whole census process.

- Due to time, capacity and budget constraints sometimes DPE could not orient or provide training to huge number of Head teachers which is extremely necessary to accomplish the function properly.

- Each year DPE needs to take formal prior permission from BBS to conduct the census but BBS usually adds some pre-conditions for conducting the census which make it difficult for DPE to follow all the conditions.

The M&E 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 all data from all field offices through web based software in 2018.

The M&E has a plan to integrate some new components into the APSC questionnaire as per the requirement of DPE line divisions and other stakeholders.

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Key Indicators in APSC-2010, 2015, 2016 and 2017

Indicators		APSC 2010	APSC 2015	APSC 2016	APSC 2017
1. No. of schools covered by APSC		78,685	122,176	126,615	1,33,901
2. Total Teachers	Male	200,743	213,499	217,798	222138
	Female	194,538	314,299	330,403	351863
	All	**395,281**	**527,798**	**548,201**	**574001**
3. Total Enrolled Students (Grade I-V)	Boys	8,473,961	9,369,079	9,227,580	8508038
	Girls	8,563,133	9,698,682	9,375,408	8743312
	All	**16,957,894**	**19,067,761**	**18,602,988**	**17,251,350**
4. Total Pre-primary Enrollment	Boys	627,520	14,50,546	1,569,937	1841242
	Girls	595,077	14,14,331	1,559,598	1826609
	All	**1,222,597**	**28,64,877**	**3,129,535**	**3667851**
5. Total Enrollment (All Grade)	Boys	9101481	10819625	10797517	10349280
	Girls	9158210	11113013	10935006	10569921
	All	**18259691**	**21932638**	**21732523**	**20919201**
6. Gross Intake Rate - GIR (%)	Boys	115.4	109.5	110.7	107
	Girls	118.5	109	113.7	112.6
	All	**116.9**	**109.2**	**112.2**	**109.8**
7. Net Intake Rate- NIR (%)	Boys	98.8	97.63	97.62	96.6
	Girls	99.5	98.07	98.27	99.3
	All	**99.1**	**97.91**	**97.94**	**97.93**
8. Gross Enrollment Rate- GER (%)	Boys	103.2	105	109.32	108.1
	Girls	112.4	113.4	115.02	115.4
	All	**107.7**	**109.2**	**112.12**	**111.7**
9. Net Enrollment Rate – NER (%)	Boys	92.2	97.09	97.1	97.66
	Girls	97.6	98.79	98.82	98.29
	All	**94.8**	**97.94**	**97.96**	**97.97**
10. Cycle Dropout Rate (%)	Boys	40.3	23.9	22.3	21.7
	Girls	39.3	17	16.1	15.9
	All	**39.8**	**20.4**	**19.2**	**18.8**
11. Survival Rate (%)	Boys	65.9	77.9	78.6	81.3
	Girls	68.6	84.7	85.4	85.4
	All	**67.2**	**81.3**	**82.1**	**83.3**
12. Coefficient of Efficiency	Boys	62.8	77.8	78.7	80.2
	Girls	61.8	82.3	83	83.4
	All	**62.2**	**80.1**	**80.9**	**81.9**
13. Cycle Completion Rate (Grade I-V) (%)	Boys	59.7	76.1	77.7	78.28
	Girls	60.7	83	83.9	84.08
	All	**60.2**	**79.6**	**80.8**	**81.2**
14. Repetition Rate (%)	Boys	12.8	6.4	6.4	6.2
	Girls	12.4	6	5.8	5.1
	All	**12.6**	**6.2**	**6.1**	**5.6**
15 PECE Pass Rate	**All**	**92.3**	**98.5**	**98.51**	**95.18**
16. Year Inputs Per Graduate	Boys	8	6.4	6.3	6.23
	Girls	8.1	6.1	6	5.99
	All	**8**	**6.2**	**6.18**	**6.1**

Chapter One

Introduction

Concepts of Operational Definitions

1. CHAPTER 1:CONCEPTS OF OPERATIONAL DEFINITIONS

1.1 Introductions

1. Access in primary education

Definition: Access means a channel, a passage, an entrance or a doorway to primary education. It has a two-way role:

a. A physical approach;
b. Utilization of existing facilities: It is not only essential to provide education facilities but it is equally important that these facilities to be utilized.

Purpose: 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.

2. Class size

Definition: The average number of students enrolled per class.

Purpose: 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.

Calculation method: Divide the total number of students enrolled by the total number of classes.

3. 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).

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

Definition: 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.

Purpose: 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.

Calculation method: 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: 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.

Data source: School register, school survey or census for data on new entrants by age. Population census or

Estimates for primary school-entrance age population.

Type of disaggregation: By gender and by geographical location like as region, rural/urban).

Quality standards: 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.

Limitations: 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.

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

Definition: 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.

Purpose: To precisely measure access to primary education by the eligible population of primary school-entrance age.

Calculation method: 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 is 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: New entrants in first grade of primary education by single years of age; population of official primary school-entrance age.

Data source: School register, school survey or census for data on new entrants by age; population census or

Estimates for school-entrance age population.

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

Quality standards: 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%.

Limitations: This indicator can be distorted by an incorrect distinction between new entrants and repeaters in the first grade. This can be the case especially for under-aged pupils who may repeat the first grade at the official entrance age.

Quality standards: Requires complete and reliable data on enrolment and population by single-years of age

Corresponding to all levels of education for the entire duration of schooling, including tertiary education.

Limitations: 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.

6. 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) enrolled 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 consider 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 enrolled in the final grade of the preceding cycle or level of education in the previous schools year then multiply by 100. The formula is given by

$$TR_{h,h+1}^t = \frac{E_{h+1,1}^{t+1} - R_{h+1,1}^{t+1}}{E_{h,n}^t} * 100$$

Where :

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

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

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

$E_{h,n}^t$ Number of pupils enrolled 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.

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

Interpretation: 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.

Quality standards: 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.

Limitations: 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.

7. Gross Enrolment Ratio (GER):

Definition: 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.

Purpose: 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.

Calculation method: Divide the number of pupils (or students) enrolled 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.

Types 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.

8. Net Enrollment Rate (NER)

Definition: Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.

Purpose: 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.

Calculation method: Divide the number of pupils (or students) enrolled 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: Enrolment by single years of age for a given level of education. Population of the age group corresponding to the given level of education.

Data source: 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.

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

Quality standards: 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.

Limitations: 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.

9. AGE SPECIFIC ENROLMENT RATE (ASER)

Definition: Enrolment of a specific single age enrolled, 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 enrolled 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 enrolled except when it is calculated by level of education.

10. Repetition Rate by Grade (RR)

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

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 enrolled 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 enrolled 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.

11. Survival Rate (SR)

Definition: Percentage of a cohort of pupils (or students) enrolled 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 enrolled 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 enrollment 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.

12. 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 enrollment 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.

13. 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

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

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.

14. Percentage of Repeaters

Definition: Total number of pupils who are enrolled 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 enrolled 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 enrolled 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.

15. Pupil Teacher Ratio (PTR)

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 enrolled 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 enrolled 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.

16. 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 enrolled 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.

17. Out-of-Schools Children (OOSC)

Definition: Children in the official primary school age range who are not enrolled 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 enrolled 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 enrolled 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 enrolled 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.

18. Dropout Rate by grade (DR) :

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

19. Cohort Completion Rate for Primary Education (CCR) :

Definition: Percentage of a cohort of pupils enrolled 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.

20. 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.

21. 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.

22. 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.

23. 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.

24. 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.

25. 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.

26. Promotion Rate by Grade

Definition: Proportion of pupils from a cohort enrolled 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 enrollments in a given grade in a given schools year (t+1) by the number of pupils from the same cohort enrolled in the preceding grade in the previous schools year (t).

27. 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.

28. 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.

29. 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

Source: As per "UNESCO Institute of Statistics, Education Indicators, Technical Guidelines, November 2009-Updated,

Chapter

Two

Introduction

2.   CHPATER 2: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 Globe. 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 Third Primary Education Development Program (PEDP3) for 2011-2016 (extended up to 2018) is running to improve the quality at all levels of the primary education sub sector. The key objectives of the PEDP3 are:

- ✓ To improve the quality of primary education in Bangladesh through the introduction of Primary Schools Quality Level (PSQL) standards;

- ✓ To make primary education accessible for all children in Bangladesh;

- ✓ To increase enrollment, attendance and the rate of completion of the primary education cycle;

- ✓ To adopt a child-centered approach in the classroom;

- ✓ To fully integrate the PEDP3 activities within the organizational and operational systems of the Ministry of Primary and Mass Education and the Directorate of Primary Education;

- ✓ To undertake institutional reforms in education planning, management and it's effective decentralization and the devolution of decision making authority;

- ✓ To strengthen and build the capacity of the school management system at all levels;

- ✓ To ensure accountability and transparency at all levels;

- ✓ To supply textbooks and teaching- learning materials free of cost; and

- ✓ To strengthen the role of the community, particularly parents for running and supporting their schools.

The Revised PEDP3 Program document included a set of Key and Non-Key Performance Indicators (KPIs and Non-KPIs) and Primary Schools Quality Level (PSQL) indicators including Disbursement Linked Indicators (DLI) to monitor the progress of the provision of inputs under the PEDP3 and provide the basis for measuring the improvement of the Primary Education sub-sector.

In the PEDP3, there are 15 KPIs, 12 Non-KPIs and 14 PSQL indicators considered for measuring the primary education sector performance and collecting information through regular monitoring of the program intervention. The list of revised KPIs, Non-KPIs and PSQLs are as follows:

Key Performance Indicators[1] (KPIs)	Non-Key Performance Indicators (Non-KPIs)	Primary School Quality Level Indicators (PSQLs)
1. Level of achievement in Grade 3: mean score (Boys and Girls)a. Bangla b. Mathematics	1. PECE Participation rate of PE and EB (based on Descriptive Roll) (%)	1. Percentage of schools receive all new textbooks by January 31
2. Level of achievement in Grade 5: mean score (Boys and Girls) a. Bangla b. Mathematics	2. Repetition rate (EFA-12) (%)	2. Percentage of (assistant and head) teachers with professional qualification (C-in-Ed, DPEd, B.Ed. and M.Ed.) (EFA-9 , 10)
3. Grade 5 examination pass rate (Boys and Girls)	3. Percentage of Grade1 new intakes who completed PPE (EFA-2) (%)	3.Percentage of (assistant and head) teachers who receive subject based training
4. Number of children out of schools (Boys and Girls) 6–10 years old and11–14 years old	4. Student attendance rate (%)	4.Percentage of (assistant and head) teachers who receive sub-cluster training
5. GER, primary education (Boys and Girls)	5. Number of children from NFE institutions taking Grade 5 PECE	5.Percentage of schools (GPS/NNPS) with pre-primary
6. NER, primary education (Boys and Girls)	6. Survival Rate (EFA-13)	6.Number of enrolled children with special needs
7. [*Participation*] Gender parity index of GER	7. Percentage of Single Shift School (%)	7.Percentage of schools with at least one functioning toilet
8. [*Participation*] NER – Range between top 20% and bottom 20% of households by consumption quintile	8. Percentage of sanctioned posts filled in district (staff) and Upazilas (teachers) (%) (Vacant post #/Filled post #)	8.Percentage of schools with separate functioning toilets for girls
9.*Upazila*-level composite performance indicator a. Annual improvement of 20% lowest performing *Upazilas* b. Range between top 10% and bottom 10% of *Upazilas*	9. Gross Completion Rate (%)	9.Percentage of schools have safe water sources: functioning tube well and/or other sources
10. Number and types of functions delegated to districts, *Upazilas* and schools	10. Transition rate from Grade 5 to Grade 6 (%)	10.Percentage of schools that meet the student classroom standard of 40
11. Expenditure of block grants	11. Public education expenditure	11. Percentage of standard size

(conditional and unconditional) for *Upazilas* and schools	as percentage of GDP (EFA-7) (%)	classrooms and larger constructed
12. Completion rate, primary education (Boys and Girls)	12. Public expenditure on primary education as % of total public expenditure on education (EFA-8)	12. Percentage of schools having received SLIP grants
13. Dropout rate by grade		13. Percentage of head teachers who received training on leadership
14. Number of input years per graduate		14. Percentage of schools that meet the student teacher ratio (STR) standard of 46:1(EFA-11)
15. Percentage of schools that meet composite primary schools-level quality indicators		

2.2   *Objective of the Annual Primary School Census*

This report contains 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 2017 is to collect necessary data for measuring the current trend of primary education compare with the PEDPII and PEDP3 baseline surveys by using the above KPIs, Non-KPIs and PSQL indicators. The 2010 Baseline Survey provided initial benchmark figures for the KPIs and PSQL indicators.

2.3   *Scope of the Annual Primary School Census*

APSC 2017 report covers twenty-five 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 PEDP3 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 2016. There is a window for further development

2.4   Methodology

The methodology of Annual Primary School Census 2017 is almost the same with the previous year. 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 2017 is as follows:

2.4.1   PREPARATION OF THE QUESTIONNAIRE

APSC 2017 collects data by using a comprehensive questionnaires including separate questionnaire for on-line data collection. Initially, the questionnaire was prepared according to the questionnaire of PEDPII Baseline Survey (2005) as per its requirements and developed similar questionnaire for on-line data collection since 2014 (piloting) and onwards. Subsequently, M&E division has modified and updated both the questionnaires by arranging different workshops with relevant stakeholders as per requirement of the PEDP3. The M&E division has also incorporated some recommendations from the Third Party Validation Reports each year. The data collection questionnaire comprises of several segments e.g. General Information includes: EMIS code, Type, Name, Address, Grade, Location etc., Students' Information includes: Grade wise and Age specific Enrollment, Enrollment of Special Need Children and Indigenous Children, Beneficiaries of Stipend Program, Number of children covered in the School Feeding Program, PPE Enrollment, Attendance, Repeater, Grade wise Section, Updated Data on Child Survey etc., Teacher Information includes: Number of Approved and Existing Posts, Name of Teachers and Teachers' Training details, Information on School Management Committee, Information on Physical Infrastructure including Furniture, Information on Water and Sanitation including WASH Block, Information on SLIP, Information on ICT and Information on Textbooks. The M&E Division has distributed the questionnaire along with instruction (in Bangla) to all the school through DPEOs, UEOs and AUEOs sequentially and online questionnaire uploaded in the IMD server. Considering online data collection, the respective Head teachers download the questionnaire from the IMD server and electronically fill-up.

2.4.2   DATA COLLECTION (OFFLINE AND ONLINE) AND DATA ENTRY

Offline data collection

The individual primary schools are the basic unit for data collection. Considering the offline data collection process, the respective Head teachers fill up the questionnaire and forward it to their respective Assistant Upazila Education Officers (AUEOs). The AUEOs check the questionnaire, sign and submit to their respective Upazila Education Officers (UEOs). The UEOs further check, sign and forward to their respective Upazila Resource Centre (URC) for entry the data. The UEOs with the help of URC Data Entry Operators complete the data entry and submit a soft copy of the dataset to the concern DPEO office. The DPEOs append and send the whole districts dataset to Information Management Division (IMD) of DPE.

Online 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 and 64 to 263 in 2017. The M&E division has planned to collect data through online from 508 Upazilas in 2018. The methodology of data collection through online system is similar to the manual data collection process. The difference is that the questionnaire is developed based on Oracle software managed by IMD. The Head teachers fill-up the electronic copy of the questionnaire downloaded from the IMD server. After that respective Upazila

Education Officers (UEOs) electronically cross checked, verified and electronically approved the filled-in questionnaire. Afterward IMD retrieved the filled questionnaires from their server and appends along with manual data and prepared the national APSC raw dataset.

Annual Data Collection & Publication Cycle:

Month	Activities
January - February	APSC Data Collection Form send to all Primary School through Upazila education Office after Publication
March - June	Head Teacher Fill up the APSC Form and data entry in Online Software. After that send to respective UEO / TEO Office through AUEO / ATEO. In this period Orientation organized on data at field level
July - August	UEO / TEO Office Data verify and approval in software with the help of AUEO / ATEO
September	DPE-IMD Division Data Collection from all Upazila's and cleaned, append the data also prepared the data base
October - November	APSC report Preparation Team prepared the report on the basis of data base
December	Ist week of December Technical Committee Meeting Organized by DPE for Draft report approval and December 3rd week National Committee (NC) Meeting Organized by MoPME for Final report approval
	After Approval of APSC Report by National Committee then it upload in DPE web site by 31st December

2.4.3 DATA CLEANING, PROCESSING AND ANALYSIS

IMD initially checks all data sets received from 64 districts and appends data as a whole to prepare a national level APSC database. IMD then initiates to clean the data in consultation with M&E personnel and concern APSC consultants. 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 consultants. We collect the previous enrollment along with current enrollment (Questionnaire: subsection 1.1) of different types of school in every census. Due to every year the census covers the more number of schools .In this census, we consider only three types of primary educational institutions named GPS, NNPS and Experimental Schools in reconstructed cohort analysis where as this previous enrollment as one of the inputs.

2.4.4   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 single aged population from Population Projection of Bangladesh Dynamics and Trends 2011-2061[2] conducted by the Bangladesh Buresau of Statistics (BBS) and also carried out the Uinited Nations and Population Fund (UNFPA, 2104a)[3]. Population Projection of Bangladesh Dynamics and Trends 2011-2061 projected this population appling by the Cohort Components Methods

2.4.5   RECONSTRUCTED COHORT MODEL 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 of time.
- A school cohort is defined as a group 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 step-by-step 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.

This year consider GPS , NNPS , RNGPS , NRNGPS , Experimental school and community school for calculation the internal efficiency in Annual Primary School Census Report -2017.

Reconstructed Cohort Analysis

- **The structure of the system**
- ·   Country of the data set
- ·   Starting grade number

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[2] BBS (2015), Population Projection of Bangladesh Dynamics and Trends 2011-2061,Bangladesh Burea of Statistics , Ministry of Planning , Dhaka , Bangaldesh
[3] UNFPA (2014a). Future Population Prospects and Their Policy Implications.

- · 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

2.4.6   APPROVAL OF THE APSC

There are two committees for reviewing and advising on the methodologies and approval of APSC report such as:
- ✓ Technical Committee in DPE and;
- ✓ National Committee on Primary Education Statistics, MoPME

National Committee on Primary Education Statistics in MoPME:

i	Secretary, MoPME,	Chairman
ii	Representative, Ministry of Education	Member
iii	Secretary, Statistical Division	Member
iv	Member, Economic Infrastructure Division of Planning Commission	Member
v	Mr. Waliul Islam, Ex-secretary, BD	Member
vi	Additional Secretary, MoPME	Member
vii	Joint Secretary, MoPME	Member
viii	Director General , DPE	Member
ix	Director General BNFE	Member
x	Director General , CPEIMU	Member
xi	Director (Monitoring and Evaluation Division), DPE	Member
xii	Deputy Chief, MoPME	Member Secretary

Technical Committee on Primary Education Statistics in DPE:

i	Director General , DPE	Chairman
ii	Director General , DSHE	Member
iii	Director General , BNFE	Member
iv	Director General , CPEIMU	Member
v	Director (Monitoring and Evaluation Division), DPE	Member
vi	Deputy Secretary (Development -1) , MoPME	Member

vii	Representative , BBS	Member
viii	Director , BANBEIS	Member
ix	Representative , NGO Bureau	Member
x	Prof. Saleh Ahmed, Ex. VC of Jahangir Nagar University	Member
xi	Prof. Dr. M Kabir, Department of Statistics, Dhaka University	Member
xii	Prof. Siddiqur Rahman, IER, Dhaka University	Member
xiii	Deputy Director (Monitoring and Evaluation Division), DPE	Member Secretary

2.4.7 ORGANIZATION OF THE REPORT

The APSC 2017 report comprises the following five main chapters and Annexure chapter:

- ✓ 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 PEDP3. Most of the tables arranged with gender segregated historical data starting from the PEDPIII baseline (2010) to present the changes over the period. District and Division wise tables are also prepared to reflect the geographical differences for some of indicators.

2.4.8 LIMITATIONS OF THE ANNUAL PRIMARY SCHOOL CENSUS 2016

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 2017, 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 students enrollment. As a result, it is difficult to collect data from all types of schools.

Head teachers usually fill up the APSC questionnaire 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.

2.4.9 FUTURE PLAN OF ANNUAL PRIMARY SCHOOL CENSUS (APSC)

The M&E 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 software in future in 2018. Accordingly, online data collection piloted in 2014 of 20 Upazilas, 32 Upazilas in 2015, 64 Upazilas in 2016, and 263 Upazilas in 2017 and has to plan for 508 Upazilas in 2018. It would be scaling up to cover all of the Upazila of the country in future. 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 PEDP3 requirement and also further scope for integration of Teaching aids chapter (e.g. teachers' guide, teachers' addition, PPE materials etc.) into the questionnaire.

2.5   *Pre- Primary Education by type of Institutes*

Table 2.1: Pre -Primary Education Institutes and Students by Type and Gender 2017

Type of School	Pre –Primary Student Enrolment			
	Boys	**Girls**	**Total**	**% of Girls**
Govt. Primary Schools	605,820	614,960	1,220,780	50.4
New Nationalised PS	297,971	298,988	596,959	50.1
Regd. NGPS	2,472	2,420	4,892	49.5
Non-Regd. NGPS	27,638	27,315	54,953	49.7
Experimental Schools	818	859	1,677	51.2
Ebtadayee Madrasa	27,855	25,507	53,362	47.8
Kindergarten	551,993	503,084	1,055,077	47.7
Ngo Schools	59,691	63,889	123,580	51.7
Community Schools	1,403	1,419	2,822	50.3
Attached To High Madrasa	30,290	28,870	59,160	48.8
Primary Sections Of High Schools	37,476	37,873	75,349	50.3
Brac	134,699	157,906	292,605	54.0
Rosc School	1,522	1,593	3,115	51.1
Sishu Kollyan Primary School	1,558	1,608	3,166	50.8
Mosque Based Education Center	16,817	16,446	33,263	49.4
Temple Based Education Center	16,260	16,918	33,178	51.0
Social Welfare Based School	645	593	1,238	47.9
School For Boba	410	283	693	40.8
School For Blind	16	14	30	46.7
Tea-Garden School	459	431	890	48.4
Jail Attached School	130	77	207	37.2
Other Ngo Centers	15,185	15,502	30,687	50.5
Hilly Parisad Directed School	243	230	473	48.6
Koumi Madrasa	649	473	1,122	42.2
Others	9,222	9,351	18,573	50.3
Total	**1841242**	**1826609**	**3667851**	**49.8**

2.6   *Primary Education by Type of Institutes*

Table 2.2: Primary Education Institutions and Students by Type and Gender 2017

Type of School	No of School	Student			
		Boys	Girls	Total	%Girls
Govt. Primary Schools	38879	4381944	4493334	8875278	50.6
New Nationalised PS	26159	1886035	2046200	3932235	52.0
Regd. NGPS	180	8755	8964	17719	50.6
Non-Regd. NGPS	3001	131126	144783	275909	52.5
Experimental Schools	61	5257	5174	10431	49.6
Ebtadayee Madrasa	3867	195472	184491	379963	48.6
Kindergarten	23544	647078	577605	1224683	47.2
Ngo Schools	4793	106929	118042	224971	52.5
Community Schools	112	6599	6697	13296	50.4
Attached To High Madrasa	6581	445323	418982	864305	48.5
Primary Sections Of High Schools	1734	301021	311492	612513	50.9
Brac	12394	189513	217097	406610	53.4
Rosk School	7371	128480	131886	260366	50.7
Sishu Kollyan Primary School	228	8862	9893	18755	52.7
Mosque Based Education Center	1111	3468	3737	7205	51.9
Temple Based Education Center	775	1385	1211	2596	46.6
Social Welfare Based School	57	1335	1416	2751	51.5
School For Boba	27	811	737	1548	47.6
School For Blind	3	111	107	218	49.1
Tea-Garden School	55	2562	2275	4837	47.0
Jail Attached School	3	298	222	520	42.7
Other Ngo Centers	2198	37188	41807	78995	52.9
Hilly Parisad Directed School	46	1093	1088	2181	49.9
Koumi Madrasa	54	3010	1486	4496	33.1
Others	668	14383	14586	28969	50.4
Total	**133901**	**8508038**	**8743312**	**17251350**	**50.7**

Figure 2.1: Share of Primary Level Educational Institutes by Type 2017

Kindergarten, 18.37%

Other NGO LCs , 1.64%

BRAC schools 9.25%

NGO School (Grade1-5) 3.58%

Ebtedayee Madrashahs (MoE) 2.88%

High School Attach Primary (MoE) 1.29%

High Madrashahs Attached Ebtedayee(MoE) 4.91%

Shishu Kollyan (MoPME/DPE) 0.17%

ROSC (MoPME/DPE) 5.5%

Community School (MoPME/DPE) 0.084%

Experimental (MoPME/DPE) 0.04%

NRNGPS (MoPME/DPE) 2.24%

Regd. NGPS (MoPME/DPE) 0.13%

NNPS (MoPME/DPE) 20%

GPS (MoPME/DPE) 29%

Others ,0.49%

Figure 2.2: Share of Students 2017

- Kindergarten, 7.09%
- Others ,0.49%
- GPS , 51.4%
- Other NGO LCs , 0.45%
- BRAC schools 2.36%
- NGO School , 1.30%
- Ebtedayee Madrashahs ,2.20%
- High School Attach Primary , 3.55%
- High Madrashahs Attached Ebtedayee , 5.01%
- Shishu Kollyan , 0.10%
- NNPS , 22.7%
- RNGPS 0.10%
- NRNGPS , 1.59%
- ROSC ; 1.50%
- Community School , 0.077%
- Experimental , 0.06%
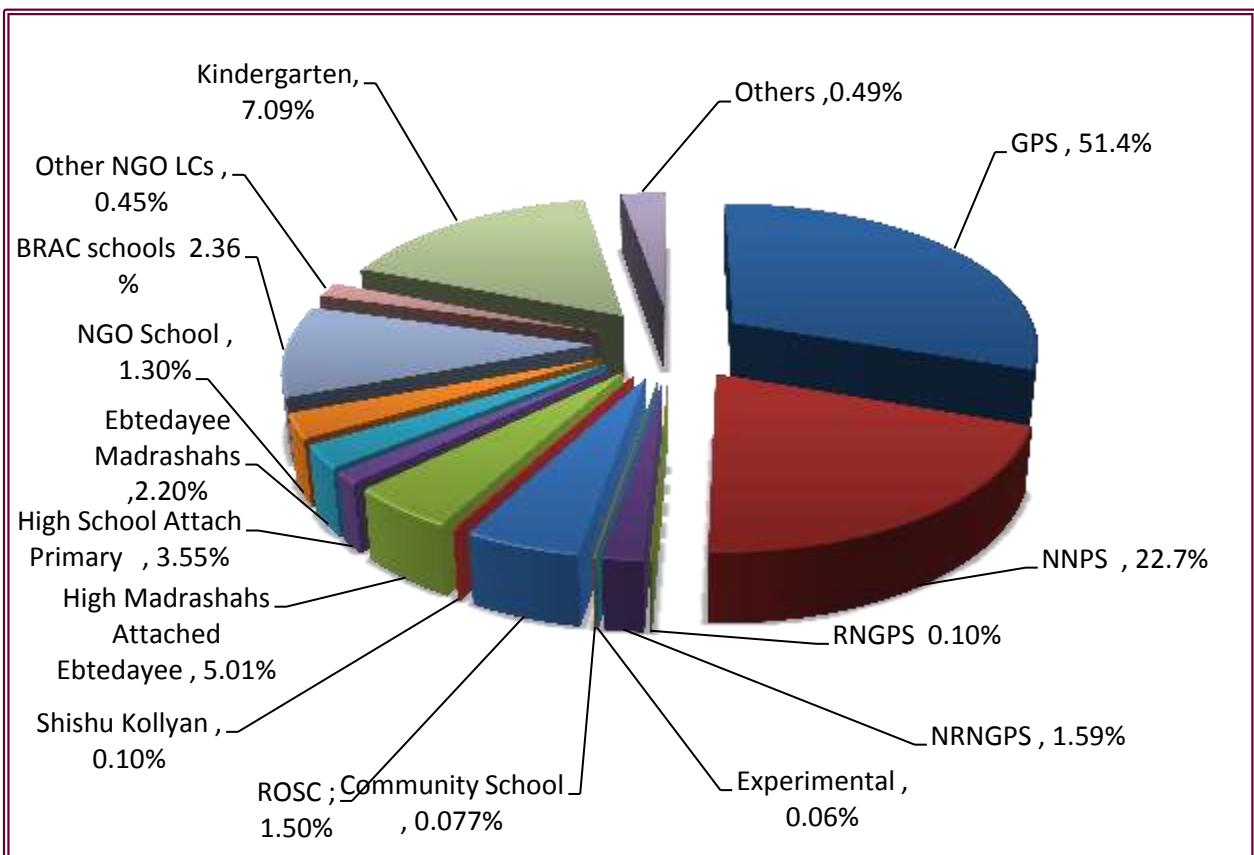
Figure 2.3: Share of Teachers by Type of Schools 2017

Kindergarten, 27%

Others ,0.46%

GPS 39.61%

Other NGO LCs , 0.33%

BRAC schools 2.42 %

NGO School , 1.69%

Ebtedayee Madrashahs, 1.72%

High School Attach Primary , 2.23%

High Madrashahs Attached Ebtedayee , 3.08%

Shishu Kollyan , 0.13%

ROSC , 1.19%

Community School , 0.06%

Experimental , 0.05%

NRNGPS , 1.93%

RNGPS 0.11%

NNPS, 18.91%
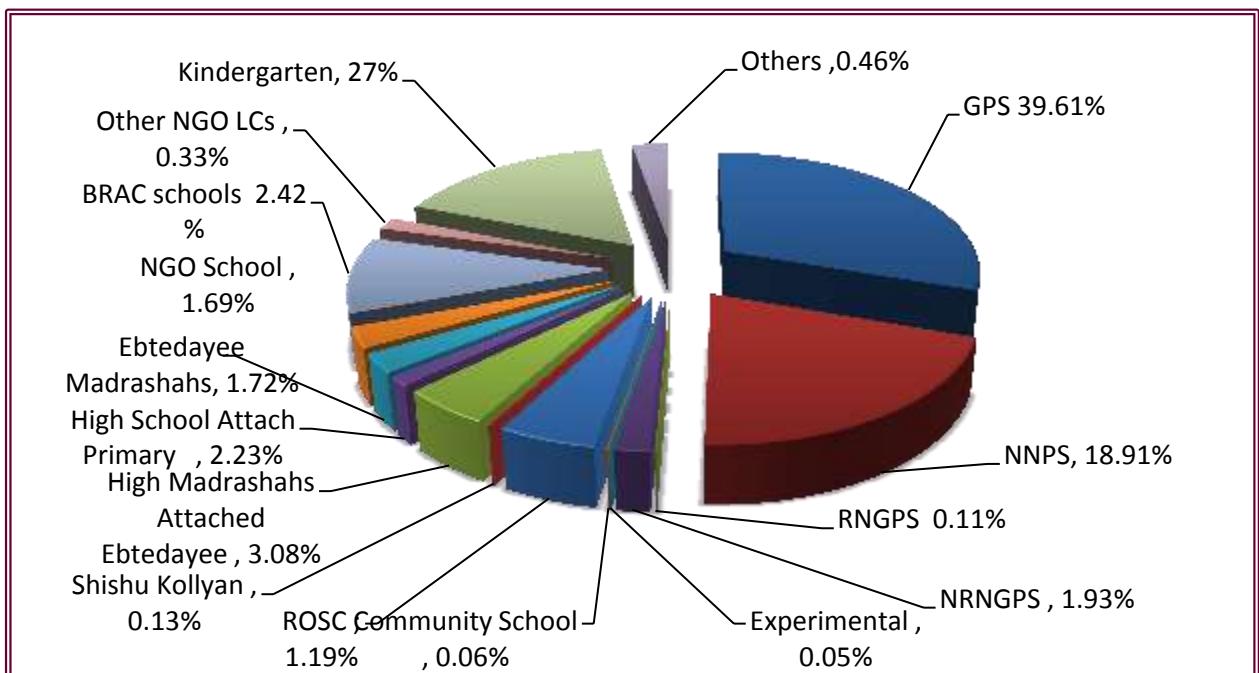
Chapter Three

Pre-primary Education

3. CHAPTER 3: PRE-PRIMARY EDUCATION

3.1 Introduction

....

Pre-Primary Education (PPE) is a very important part of the primary education system and plays a vital role in ensuring timely schooling and also contributes to better learning in the subsequent years. It is very useful to prepare children for enrollment 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 Go-NGO collaboration framework. DPE has been supplying teaching and learning materials and fund to the schools every year. The Development Partners and NGOs have been supporting with technical assistance and materials to the Government in the PPE initiative. In this chapter, data regarding PPE is presented in following tables:

In this chapter, data regarding PPE is presented in the following Table 2.1 to 2.5 and Special Need Children's enrollment PPE in Table 2.6 and 2.7 and Figure 2.1:

Enrollment in pre-primary by division, gender and type of schools;
Enrollment in pre-primary by district and gender in GPS, NNPS, RNGPS, NRNGPS;
Enrollment in pre-primary by district and gender in experimental schools, Ebtedayee Madrashas and community schools and;
Number of institute with PPE by division, district and types of schools, districts and divisions.

Table 3.1: Number of Institutes Providing Pre-primary Education by Type of Schools 2017

Division	GPS	NNGPS	RNGPS	NRNGPSe	Experimental School	Ebtedayee Madrasha	Commuinty School	Other School	Total
Barisal	3372	2669	15	297	5	290	12	1109	7769
Chittagong	7581	3535	16	250	10	405	12	7991	19800
Dhaka	10152	5346	37	447	16	377	42	14543	30960
Khulna	4352	3688	12	152	7	220	12	3876	12319
Rajshahi	4943	3613	15	243	9	229	4	4924	13980
Rangpur	4412	4885	45	583	6	155	5	3471	13562
Sylhet	3376	1529	10	114	3	77	19	2765	7893
Total	38188	25265	150	2086	56	1753	106	38679	106283

Table3.2: Enrollment in PPE by Division, Gender and Type of School 2017

Division	GPS		NNPS		Total (All Types of School		
	Boys	Girls	Boys	Girls	Boys	Girls	Grand TotalStu
Barisal	45,550	46,654	28,760	29,612	102,042	103,259	205,301
Chittagong	124,738	132,356	42,894	44,768	361,203	361,585	722,788
Dhaka	176,701	178,261	68,677	68,643	628,573	632,714	1,261,287
Khulna	64,093	62,481	41,168	40,516	192,876	185,834	378,710
Rajshahi	78,772	78,363	42,558	42,069	231,679	223,602	455,281
Rangpur	66,686	65,928	56,268	55,661	212,657	205,093	417,750
Sylhet	46,715	48,294	17,646	17,719	112,212	114,522	226,734
Total	603,255	612,337	297,971	298,988	1,841,242	1,826,609	3,667,851

Enrollment in PPE by Division, Gender and Type of School 2017

Division	RNGPS			NRNGPS			Experimental School		
	Boys	**Girls**	**All**	**Boys**	**Girls**	**All**	**Boys**	**Girls**	**All**
Barisal	190	200	390	3,946	3,967	7,913	58	57	115
Chittagong	375	414	789	2,970	2,784	5,754	149	144	293
Dhaka	686	687	1,373	6,302	6,485	12,787	247	276	523
Khulna	180	154	334	1,951	1,876	3,827	136	141	277
Rajshahi	196	207	403	3,481	3,445	6,926	109	115	224
Rangpur	714	622	1,336	7,459	7,270	14,729	77	64	141
Sylhet	131	136	267	1,529	1,488	3,017	42	62	104
Total	**2,472**	**2,420**	**4,892**	**27,638**	**27,315**	**54,953**	**818**	**859**	**1,677**

Enrollment in PPE by Division, Gender and Type of School 2017

Division	Ebtedayee School			Community Madrasha		
	Boys	**Girls**	**All**	**Boys**	**Girls**	**All**
Barisal	3,883	3,719	7,602	122	123	245
Chittagong	7,819	6,823	14,642	181	170	351
Dhaka	6,315	5,831	12,146	563	587	1,150
Khulna	3,245	2,915	6,160	164	161	325
Rajshahi	3,398	3,224	6,622	74	59	133
Rangpur	2,254	2,133	4,387	79	81	160
Sylhet	941	862	1,803	220	238	458
Total	**27,855**	**25,507**	**53,362**	**1,403**	**1,419**	**2,822**

Table 3.3: Enrollment in PPE by District and Gender in Total (all type), GPS & NNPS 2017

Division	District	Total (all type of School)			GPS			NNPS		
		Boys	**Girls**	**All**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**All**
Barisal	Barguna	12,715	12,382	25,097	5,062	5,026	10,088	4,389	4,373	8,762
	Barisal	27,755	28,555	56,310	14,627	15,217	29,844	6,662	7,112	13,774
	Bhola	20,543	21,591	42,134	7,213	7,658	14,871	6,888	7,198	14,086
	Jhalokathi	6,831	6,965	13,796	3,561	3,784	7,345	1,334	1,440	2,774
	Patuakhali	22,716	22,224	44,940	9,088	8,846	17,934	6,893	6,838	13,731
	Pirojpur	11,482	11,542	23,024	5,999	6,123	12,122	2,594	2,651	5,245
Chittagong	Bandarban	6,844	6,077	12,921	2,834	2,655	5,489	1,373	1,291	2,664
	Brahmonbaria	44,185	43,453	87,638	16,162	16,469	32,631	5,685	5,664	11,349
	Chandpur	28,905	30,080	58,985	11,475	12,671	24,146	3,155	3,316	6,471
	Chittagong	102,644	101,244	203,888	34,418	36,526	70,944	9,091	9,585	18,676
	Comilla	77,823	79,140	156,963	23,571	25,115	48,686	8,619	9,220	17,839
	Cox's Bazar	18,466	19,101	37,567	8,216	8,936	17,152	3,767	3,998	7,765
	Feni	15,696	15,681	31,377	4,718	5,372	10,090	1,045	1,194	2,239
	Khagrachhari	9,660	9,720	19,380	2,455	2,462	4,917	1,258	1,335	2,593
	Luxmipur	18,868	19,275	38,143	7,518	7,978	15,496	2,610	2,823	5,433
	Noakhali	29,590	29,663	59,253	10,240	11,128	21,368	4,649	4,803	9,452
	Rangamati	8,522	8,151	16,673	3,131	3,044	6,175	1,642	1,539	3,181
Dhaka	Dhaka	149,707	152,352	302,059	22,271	22,537	44,808	3,497	3,485	6,982
	Faridpur	22,863	22,605	45,468	9,360	9,564	18,924	3,780	3,696	7,476
	Gazipur	78,454	80,482	158,936	9,719	9,919	19,638	2,807	2,878	5,685
	Gopalgonj	17,963	17,523	35,486	8,316	8,137	16,453	2,946	2,705	5,651
	Jamalpur	23,825	23,602	47,427	8,641	8,982	17,623	6,780	6,741	13,521
	Kishorgonj	36,876	37,128	74,004	12,175	12,793	24,968	5,406	5,493	10,899
	Madaripur	14,637	14,410	29,047	7,452	7,383	14,835	3,044	3,018	6,062
	Manikgonj	16,234	15,795	32,029	7,085	6,818	13,903	1,665	1,644	3,309
	Munshigonj	18,347	17,558	35,905	9,447	9,055	18,502	1,094	1,032	2,126
	Mymensingh	68,106	68,049	136,155	23,708	23,397	47,105	12,763	12,996	25,759
	Narayangonj	39,755	41,347	81,102	10,576	10,840	21,416	1,806	1,825	3,631
	Narsingdi	31,685	31,248	62,933	9,401	9,551	18,952	1,941	2,037	3,978

Division	District	Total (all type of School)			GPS			NNPS		
		Boys	Girls	All	Boys	Girls	Total	Boys	Girls	All
	Netrokona	26,529	26,996	53,525	9,063	9,206	18,269	5,676	5,836	11,512
	Rajbari	13,716	13,502	27,218	3,945	3,969	7,914	2,247	2,148	4,395
	Shariatpur	16,096	16,027	32,123	6,879	6,804	13,683	2,740	2,668	5,408
	Sherpur	17,252	18,011	35,263	4,969	5,257	10,226	3,720	3,733	7,453
	Tangail	36,528	36,079	72,607	13,694	14,049	27,743	6,765	6,708	13,473
Khulna	Bagerhat	17,130	16,215	33,345	7,413	7,159	14,572	5,552	5,249	10,801
	Chuadanga	12,017	11,319	23,336	4,498	4,284	8,782	2,322	2,252	4,574
	Jessore	37,516	35,586	73,102	11,174	10,926	22,100	7,343	7,137	14,480
	Jhenaidah	20,724	20,928	41,652	6,154	5,962	12,116	5,613	5,623	11,236
	Khulna	24,329	23,518	47,847	7,702	7,841	15,543	4,659	4,518	9,177
	Kushtia	28,424	27,295	55,719	7,120	6,962	14,082	4,206	4,464	8,670
	Magura	12,439	12,101	24,540	3,732	3,750	7,482	2,241	2,129	4,370
	Meherpur	8,833	8,559	17,392	2,264	2,325	4,589	1,795	1,877	3,672
	Narail	8,460	7,978	16,438	4,581	4,379	8,960	2,111	2,099	4,210
	Satkhira	23,004	22,335	45,339	9,455	8,893	18,348	5,326	5,168	10,494
Rajshahi	Bogra	41,057	40,255	81,312	13,043	13,039	26,082	6,262	6,268	12,530
	Jaipurhat	8,404	8,128	16,532	3,201	3,268	6,469	1,037	1,061	2,098
	Naogaon	27,532	26,838	54,370	11,051	10,905	21,956	5,572	5,523	11,095
	Natore	17,243	16,339	33,582	6,034	5,954	11,988	3,274	3,122	6,396
	Nawabgonj	21,606	21,194	42,800	5,994	5,795	11,789	4,495	4,503	8,998
	Pabna	37,629	36,132	73,761	13,885	13,509	27,394	6,640	6,509	13,149
	Rajshahi	28,406	27,544	55,950	8,138	8,035	16,173	4,941	4,786	9,727
	Sirajgonj	49,802	47,172	96,974	17,426	17,858	35,284	10,337	10,297	20,634
Rangpur	Dinajpur	34,551	33,383	67,934	10,747	10,630	21,377	7,959	7,990	15,949
	Gaibandha	38,593	36,364	74,957	12,841	12,817	25,658	9,024	8,763	17,787
	Kurigram	21,468	21,578	43,046	9,585	9,510	19,095	8,729	8,820	17,549
	Lalmonirhat	16,486	16,616	33,102	4,626	4,582	9,208	4,963	5,031	9,994
	Nilphamari	31,739	29,990	61,729	8,850	8,578	17,428	8,397	8,116	16,513
	Panchagarh	14,354	14,147	28,501	3,997	4,104	8,101	3,201	3,089	6,290
	Rangpur	31,384	29,653	61,037	10,081	10,009	20,090	8,776	8,691	17,467
	Thakurgaon	24,082	23,362	47,444	5,959	5,698	11,657	5,219	5,161	10,380
Sylhet	Hobigonj	24,260	24,988	49,248	11,228	11,561	22,789	3,443	3,603	7,046
	Moulvibazar	23,155	23,609	46,764	8,104	8,419	16,523	3,333	3,271	6,604
	Sunamgonj	28,988	29,933	58,921	12,650	12,983	25,633	6,935	6,845	13,780
	Sylhet	35,809	35,992	71,801	14,733	15,331	30,064	3,935	4,000	7,935
Total		1,841,242	1,826,609	3,667,851	603,255	612,337	1,215,592	297,971	298,988	596,959

Table 3.4: Enrollment in PPE by District and Gender in RNGPS, NRNGPS and Experimental Schools 2017

Division	District	RNGPS			NRNGPS			Experimental Schools		
		Boys	Girls	All	Boys	Girls	Total	Boys	Girls	All
Barisal	Barguna	46	34	80	978	947	1,925	6	6	12
	Barisal	42	51	93	397	371	768	15	13	28
	Bhola	46	46	92	896	993	1,889	13	12	25
	Jhalokathi	16	15	31	103	126	229	-	-	-
	Patuakhali	40	54	94	1,075	1,075	2,150	13	8	21
	Pirojpur	-	-	-	497	455	952	11	18	29
Chittagong	Bandarban	-	-	-	549	401	950	-	-	-
	Brahmonbaria	46	47	93	50	46	96	22	15	37
	Chandpur	176	201	377	5	10	15	13	18	31
	Chittagong	10	7	17	524	481	1,005	36	31	67
	Comilla	12	12	24	125	139	264	13	21	34
	Cox's Bazar	121	139	260	312	341	653	8	22	30
	Feni	-	-	-	53	61	114	16	4	20
	Khagrachhari	-	-	-	290	302	592	-	-	-
	Luxmipur	-	-	-	360	360	720	18	12	30
	Noakhali	8	5	13	172	171	343	17	17	34
	Rangamati	2	3	5	530	472	1,002	6	4	10
Dhaka	Dhaka	-	-	-	451	444	895	-	-	-
	Faridpur	-	-	-	135	152	287	28	20	48

Division	District	RNGPS			NRNGPS			Experimental Schools		
		Boys	Girls	All	Boys	Girls	Total	Boys	Girls	All
	Gazipur	16	17	33	33	33	66	10	16	26
	Gopalgonj	62	63	125	352	354	706	-	-	-
	Jamalpur	78	79	157	762	768	1,530	14	13	27
	Kishorgonj	-	-	-	210	237	447	16	21	37
	Madaripur	31	45	76	229	236	465	5	5	10
	Manikgonj	-	-	-	130	103	233	18	26	44
	Munshigonj	53	37	90	57	60	117	29	33	62
	Mymensingh	136	140	276	953	1,043	1,996	20	28	48
	Narayangonj	25	25	50	178	180	358	-	-	-
	Narsingdi	-	-	-	82	102	184	15	19	34
	Netrokona	228	225	453	1,360	1,405	2,765	42	48	90
	Rajbari	17	17	34	271	265	536	18	21	39
	Shariatpur	22	22	44	319	320	639	28	22	50
	Sherpur	-	-	-	591	572	1,163	-	-	-
	Tangail	18	17	35	189	211	400	4	4	8
Khulna	Bagerhat	21	21	42	83	78	161	-	-	-
	Chuadanga	10	10	20	116	124	240	1	4	5
	Jessore	96	85	181	105	106	211	20	22	42
	Jhenaidah	15	13	28	874	826	1,700	33	37	70
	Khulna	-	-	-	74	73	147	14	16	30
	Kushtia	31	20	51	82	101	183	15	11	26
	Magura	-	-	-	74	68	142	51	49	100
	Meherpur	-	-	-	62	52	114	-	-	-
	Narail	-	-	-	121	103	224	-	-	-
	Satkhira	7	5	12	360	345	705	2	2	4
Rajshahi	Bogra	-	-	-	200	215	415	28	24	52
	Jaipurhat	-	-	-	116	108	224	4	7	11
	Naogaon	16	23	39	270	277	547	7	6	13
	Natore	-	-	-	131	142	273	-	-	-
	Nawabgonj	42	38	80	1,052	1,062	2,114	18	25	43
	Pabna	37	58	95	842	799	1,641	17	25	42
	Rajshahi	50	49	99	104	121	225	17	11	28
	Sirajgonj	51	39	90	766	721	1,487	18	17	35
Rangpur	Dinajpur	13	2	15	925	891	1,816	13	17	30
	Gaibandha	509	418	927	2,210	2,142	4,352	21	13	34
	Kurigram	21	23	44	534	536	1,070	17	13	30
	Lalmonirhat	7	8	15	535	570	1,105	-	-	-
	Nilphamari	37	51	88	753	728	1,481	6	8	14
	Panchagarh	13	12	25	290	249	539	8	7	15
	Rangpur	38	34	72	1,083	1,080	2,163	12	6	18
	Thakurgaon	76	74	150	1,129	1,074	2,203	-	-	-
Sylhet	Hobigonj	12	13	25	67	80	147	15	16	31
	Moulvibazar	-	-	-	397	377	774	-	-	-
	Sunamgonj	51	57	108	459	420	879	12	26	38
	Sylhet	68	66	134	606	611	1,217	15	20	35
Total		**2,472**	**2,420**	**4,892**	**27,638**	**27,315**	**54,953**	**818**	**859**	**1,677**

Table 3.5: Enrollment in PPE by District and Gender in Community Schools and Ebtedayee Madrashas 2017

Division	District	Community Schools			Ebtedayee Madrashas		
		Boys	Girls	All	Boys	Girls	All
Barisal	Barguna	-	-	-	626	475	1,101
	Barisal	12	10	22	447	501	948
	Bhola	-	-	-	74	83	157
	Jhalokathi	5	6	11	84	64	148
	Patuakhali	105	107	212	2,102	1,991	4,093
	Pirojpur	-	-	-	550	605	1,155
Chittagong	Bandarban	3	5	8	44	46	90
	Brahmonbaria	-	-	-	60	58	118
	Chandpur	26	34	60	302	258	560
	Chittagong	44	33	77	3,645	3,052	6,697
	Comilla	99	90	189	678	560	1,238

Division	District	Community Schools			Ebtedayee Madrashas		
		Boys	Girls	All	Boys	Girls	All
	Cox's Bazar	-	-	-	982	962	1,944
	Feni	-	-	-	640	553	1,193
	Khagrachhari	-	-	-	126	78	204
	Luxmipur	-	-	-	338	324	662
	Noakhali	-	-	-	960	874	1,834
	Rangamati	9	8	17	44	58	102
Dhaka	Dhaka	18	18	36	993	796	1,789
	Faridpur	-	-	-	148	151	299
	Gazipur	9	6	15	680	661	1,341
	Gopalgonj	-	-	-	106	80	186
	Jamalpur	36	27	63	516	390	906
	Kishorgonj	4	6	10	354	333	687
	Madaripur	18	18	36	117	122	239
	Manikgonj	12	8	20	102	108	210
	Munshigonj	21	25	46	304	294	598
	Mymensingh	107	129	236	582	612	1,194
	Narayangonj	45	40	85	789	780	1,569
	Narsingdi	74	92	166	311	258	569
	Netrokona	16	24	40	585	637	1,222
	Rajbari	-	-	-	172	70	242
	Shariatpur	167	158	325	131	118	249
	Sherpur	23	25	48	59	49	108
	Tangail	13	11	24	366	372	738
	Bagerhat	8	12	20	332	322	654
Khulna	Chuadanga	8	10	18	10	11	21
	Jessore	-	-	-	681	640	1,321
	Jhenaidah	19	21	40	94	93	187
	Khulna	8	13	21	904	770	1,674
	Kushtia	73	74	147	235	140	375
	Magura	33	16	49	98	85	183
	Meherpur	15	15	30	31	17	48
	Narail	-	-	-	107	113	220
	Satkhira	-	-	-	753	724	1,477
Rajshahi	Bogra	-	-	-	882	808	1,690
	Jaipurhat	-	-	-	126	126	252
	Naogaon	-	-	-	465	491	956
	Natore	-	-	-	141	162	303
	Nawabgonj	-	-	-	276	246	522
	Pabna	58	50	108	390	404	794
	Rajshahi	-	-	-	262	236	498
	Sirajgonj	16	9	25	856	751	1,607
Rangpur	Dinajpur	-	-	-	156	151	307
	Gaibandha	48	52	100	999	892	1,891
	Kurigram	-	-	-	245	263	508
	Lalmonirhat	-	-	-	37	33	70
	Nilphamari	31	29	60	244	271	515
	Panchagarh	-	-	-	9	10	19
	Rangpur	-	-	-	232	167	399
	Thakurgaon	-	-	-	332	346	678
Sylhet	Hobigonj	35	35	70	71	48	119
	Moulvibazar	-	-	-	95	96	191
	Sunamgonj	44	45	89	188	151	339
	Sylhet	141	158	299	587	567	1,154
Total		1,403	1,419	2,822	27,855	25,507	53,362

3.2   Institutes Providing PPE

Table 3.6: Number of Institutions with PPE by District and Types 2017

Division	District	GPS	NNPS	RNGPS	NRNGP	Exp	Ebta	Comm	Other	Total
Barisal	Barguna	385	392	3	89	1	39	0	88	997
	Barisal	971	580	4	29	1	41	1	292	1919
	Bhola	433	545	2	54	1	6	0	271	1312
	Jhalokathi	369	198	2	13	0	7	2	118	709
	Patuakhali	594	594	4	76	1	150	9	243	1671
	Pirojpur	620	360	0	36	1	47	0	97	1161
Chittagong	Bandarban	234	129	0	38	0	3	1	74	479
	Brahmonbaria	711	368	3	3	1	3	0	872	1961
	Chandpur	811	328	6	1	1	21	3	686	1857
	Chittagong	1641	543	1	21	2	170	1	1754	4133
	Comilla	1363	712	1	8	1	43	5	2159	4292
	Cox's Bazar	393	227	3	16	1	42	0	191	873
	Feni	411	131	0	6	1	42	0	475	1066
	Khagrachhari	324	233	0	48	0	9	0	518	1132
	Luxmipur	518	202	0	21	1	18	0	401	1161
	Noakhali	766	412	1	17	1	50	0	671	1918
	Rangamati	409	250	1	71	1	4	2	190	928
Dhaka	Dhaka	774	170	0	14	0	44	1	3870	4873
	Faridpur	550	295	0	10	1	11	0	494	1361
	Gazipur	578	209	1	3	1	33	1	2211	3037
	Gopalgonj	533	308	3	22	0	9	0	190	1065
	Jamalpur	596	510	5	58	1	27	3	282	1482
	Kishorgonj	813	470	0	18	1	26	1	828	2157
	Madaripur	439	249	2	12	1	9	1	131	844
	Manikgonj	464	140	0	5	1	6	1	416	1033
	Munshigonj	517	86	2	3	1	20	3	356	988
	Mymensingh	1272	812	8	61	1	40	4	1214	3412
	Narayangonj	425	105	2	8	0	45	3	1178	1766
	Narsingdi	587	164	0	8	1	18	6	755	1539
	Netrokona	636	498	8	110	3	39	2	629	1925
	Rajbari	241	184	2	22	2	8	0	325	784
	Shariatpur	421	223	2	20	1	6	13	249	935
	Sherpur	359	333	0	54	0	3	2	455	1206
	Tangail	947	590	2	19	1	33	1	960	2553
Khulna	Bagerhat	594	537	3	7	0	26	1	193	1361
	Chuadanga	263	171	1	10	1	1	1	193	641
	Jessore	666	605	5	10	1	45	0	922	2254
	Jhenaidah	410	483	1	64	1	8	1	421	1389
	Khulna	636	512	0	8	1	41	1	509	1708
	Kushtia	432	366	1	6	1	16	5	782	1609
	Magura	272	226	0	6	1	9	2	315	831
	Meherpur	162	139	0	5	0	2	1	164	473
	Narail	290	196	0	10	0	11	0	71	578
	Satkhira	627	453	1	26	1	61	0	306	1475
Rajshahi	Bogra	966	623	0	14	2	62	0	847	2514
	Jaipurhat	266	100	0	9	1	8	0	205	589

Division	District	GPS	NNPS	RNGPS	NRNGP	Exp	Ebta	Comm	Other	Total
	Naogaon	804	552	2	22	1	42	0	603	2026
	Natore	409	320	0	14	0	11	0	388	1142
	Nawabgonj	373	328	2	74	2	14	0	526	1319
	Pabna	669	446	2	52	1	21	3	656	1850
	Rajshahi	565	479	6	10	1	22	0	735	1818
	Sirajgonj	891	765	3	48	1	49	1	964	2722
Rangpur	Dinajpur	877	965	1	84	1	17	0	630	2575
	Gaibandha	740	685	24	145	1	57	3	536	2191
	Kurigram	561	649	2	32	1	17	0	80	1342
	Lalmonirhat	310	418	1	43	0	3	0	166	941
	Nilphamari	475	561	3	58	1	20	2	655	1775
	Panchagarh	314	340	1	25	1	1	0	420	1102
	Rangpur	703	722	3	91	1	14	0	429	1963
	Thakurgaon	432	545	10	105	0	26	0	555	1673
Sylhet	Hobigonj	739	290	1	7	1	3	3	607	1651
	Moulvibazar	691	333	0	34	0	13	0	721	1792
	Sunamgonj	860	571	4	32	1	12	4	586	2070
	Sylhet	1086	335	5	41	1	49	12	851	2380
Total		**38188**	**25265**	**150**	**2086**	**56**	**1753**	**106**	**38679**	**106283**

3.3   Grade 1 Students who Completed PPE

The mapping of the pre-primary education was completed in 2011 by UNICEF. Based on the mapping, the PPE expansion plan was prepared. GO-NGO implementation guidelines were also developed and approved by MoPME. A minimum standard for pre-primary education was defined and activities implemented according to the guidelines. The APSC 2017 collected reliable information on the number of Grade1 students in primary schools who have attended pre-primary education' in 2016 and enrolled in Grade 1 in 2017 (see Table 2.7). The Government has been providing PPE in only GPS, NNPS, and Experimental schools. Other pre-primary schools have been provided by various qualified NGOs.

Table 3.7: Number of Grade1 New Intakes who Completed PPE by District (GPS, NNPS and Experimental Schools) 2017

District	Boys	Girls
Barguna	11744	11519
Barisal	24481	26340
Bhola	15726	16784
Jhalokathi	5318	5818
Patuakhali	20711	20563
Pirojpur	9812	10261
Bandarban	6053	5622
Brahmonbaria	39663	37006
Chandpur	22841	23942
Chittagong	73808	74444
Comilla	59964	59847
Cox's Bazar	18330	18576
Feni	11339	11654
Khagrachhari	6235	6024
Luxmipur	13543	14176

District	Boys	Girls
Noakhali	19643	20094
Rangamati	5703	5395
Dhaka	91678	92596
Faridpur	21479	21365
Gazipur	43613	43927
Gopalgonj	13756	13270
Jamalpur	23941	22756
Kishorgonj	26216	26026
Madaripur	12528	12520
Manikgonj	14090	13408
Munshigonj	13681	13693
Mymensingh	52748	52517
Narayangonj	29021	29640
Narsingdi	24485	24197
Netrokona	23510	23664
Rajbari	10824	10544
Shariatpur	13115	13063
Sherpur	11692	11635
Tangail	35738	34701
Bagerhat	13574	12999
Chuadanga	8778	8233
Jessore	30613	28917
Jhenaidah	17084	16830
Khulna	18399	17998
Kushtia	20754	20764
Magura	9131	8805
Meherpur	7959	7468
Narail	7445	7238
Satkhira	17672	16913
Bogra	32920	31975
Jaipurhat	7709	7272
Naogaon	24864	24040
Natore	14432	13607
Nawabgonj	18175	17603
Pabna	30076	29480
Rajshahi	20649	19504
Sirajgonj	38398	36841
Dinajpur	28708	27151
Gaibandha	34324	32998
Kurigram	21188	20485
Lalmonirhat	13537	13203
Nilphamari	26691	25293
Panchagarh	10734	10437
Rangpur	28692	27277

District	Boys	Girls
Thakurgaon	15450	14831
Hobigonj	19667	19724
Moulvibazar	15691	15462
Sunamgonj	26057	25323
Sylhet	28651	28592
Total	**1435051**	**1414850**

Chapter Four

Primary Education

4. CHAPTER 4: PRIMARY EDUCATION

4.1 Introduction

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 enrollment 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 enrollment in Grade-I, New Entrants in Grade-1, Gross and Net Intake Rate (GIR and NIR) and achievement trend since 2010, enrollment in all type schools, Gross and Net Enrollment (GER and NER) and Grade wise Enrollment by Division, District, Gender and type of institutes.

Table 4.1: Enrollment in Grade 1 by Division and Gender (All Type of Schools) 2017

Division	No of schools	Total Enrollment in Grade 1 (Regardless of Age)			Enrollment in Grade 1 (6 Years of Age only)		
		Boys	Girls	All	Boys	Girls	All
Barisal	8,736	96,494	98,417	194,911	85,607	84,469	170,076
Chittagong	23,264	309,999	313,035	623,034	293,805	298,005	591,810
Dhaka	39,233	490,544	503,235	993,779	446,100	439,783	885,883
Khulna	14,323	155,686	155,029	310,715	138,453	136,516	274,969
Rajshahi	18,590	192,584	196,093	388,677	170,825	166,909	337,734
Rangpur	17,960	186,738	189,641	376,379	162,670	157,586	320,256
Sylhet	11,795	122,624	125,041	247,665	105,985	111,289	217,274
Total	**133,901**	**1,554,669**	**1,580,491**	**3,135,160**	**1,403,445**	**1,394,557**	**2,798,002**

Table 4.2: Enrollment in Grade 1 By District and Gender (All Type of Schools with Repeaters) 2017

District	Total Enrollment in Grade 1 (Regardless of Age)			Enrollment in Grade 1 (6 Years of Age only)		
	Boys	Girls	All	Boys	Girls	All
Barguna	9,952	10,165	20,117	8,671	8,509	17,180
Barisal	24,903	24,859	49,762	22,840	22,254	45,094
Bhola	23,941	24,502	48,443	20,890	20,720	41,610
Jhalokathi	6,987	7,489	14,476	6,425	6,352	12,777
Patuakhali	17,957	19,324	37,281	16,261	16,281	32,542
Pirojpur	11,754	12,078	23,832	10,520	10,353	20,873
Bandarban	5,401	5,373	10,774	4,098	4,569	8,667
Brahmonbaria	39,073	38,311	77,384	33,742	34,582	68,324
Chandpur	25,894	24,968	50,862	24,856	24,788	49,644
Chittagong	70,814	75,021	145,835	69,340	68,030	137,370
Comilla	60,259	59,452	119,711	59,872	57,241	117,113
Cox's Bazar	22,980	23,914	46,894	18,950	21,668	40,618
Feni	14,842	15,003	29,845	13,323	14,124	27,447
Khagrachhari	7,432	7,214	14,646	6,942	6,728	13,670
Laxmipur	20,921	19,967	40,888	20,131	19,757	39,888
Noakhali	37,124	36,759	73,883	36,524	36,709	73,233
Rangamati	7,259	7,053	14,312	6,427	6,409	12,836
Dhaka	89,049	94,201	183,250	83,007	84,984	167,991
Faridpur	22,085	22,707	44,792	19,932	19,579	39,511
Gazipur	29,051	29,454	58,505	26,009	25,408	51,417
Gopalgonj	14,856	15,007	29,863	13,303	12,905	26,208
Jamalpur	28,951	32,058	61,009	25,287	24,345	49,632

District	Total Enrollment in Grade 1 (Regardless of Age)			Enrollment in Grade 1 (6 Years of Age only)		
	Boys	Girls	All	Boys	Girls	All
Kishoregonj	36,396	35,304	71,700	33,664	32,804	66,468
Madaripur	14,395	14,481	28,876	12,971	12,757	25,728
Manikgonj	14,228	15,146	29,374	12,901	12,801	25,702
Munshigonj	14,324	14,085	28,409	12,903	12,501	25,404
Mymensingh	62,354	62,123	124,477	56,722	55,903	112,625
Narayangonj	26,582	26,989	53,571	26,258	25,235	51,493
Narsingdi	26,365	27,602	53,967	25,205	24,319	49,524
Netrokona	30,235	32,081	62,316	26,517	26,315	52,832
Rajbari	12,238	12,364	24,602	10,224	10,248	20,472
Shariatpur	14,225	13,987	28,212	13,005	12,457	25,462
Sherpur	16,286	17,551	33,837	14,208	13,659	27,867
Tangail	37,924	38,095	76,019	33,984	33,563	67,547
Bagerhat	14,967	14,124	29,091	13,467	12,934	26,401
Chuadangha	10,835	11,152	21,987	9,530	9,759	19,289
Jessore	27,916	26,081	53,997	23,794	23,361	47,155
Jhenaidah	18,262	17,631	35,893	16,019	15,594	31,613
Khulna	20,465	20,563	41,028	19,289	19,109	38,398
Kushtia	19,862	21,427	41,289	17,503	17,549	35,052
Magura	9,813	9,764	19,577	9,281	8,943	18,224
Meherpur	6,371	6,482	12,853	5,307	5,456	10,763
Narail	8,694	9,203	17,897	7,456	7,209	14,665
Satkhira	18,501	18,602	37,103	16,807	16,602	33,409
Bogra	33,146	32,708	65,854	28,901	28,291	57,192
Joypurhat	8,695	7,975	16,670	7,203	7,002	14,205
Naogaon	24,838	23,581	48,419	22,374	21,594	43,968
Natore	15,997	16,231	32,228	14,603	13,796	28,399
Nawabgonj	18,274	19,648	37,922	17,735	17,423	35,158
Pabna	28,248	29,291	57,539	24,805	23,808	48,613
Rajshahi	23,557	22,864	46,421	21,387	21,008	42,395
Shirajgonj	39,829	43,795	83,624	34,817	33,987	68,804
Dinajpur	32,285	31,105	63,390	28,019	28,169	56,188
Gaibandha	29,784	28,758	58,542	24,601	23,897	48,498
Kurigram	24,361	24,054	48,415	21,815	21,299	43,114
Lalmonirhat	15,424	15,786	31,210	13,284	12,805	26,089
Nilphamari	25,086	28,057	53,143	20,817	19,959	40,776
Panchagrh	11,853	12,658	24,511	10,315	9,939	20,254
Rangpur	30,953	30,681	61,634	28,765	27,259	56,024
Thakurgaon	16,992	18,542	35,534	15,054	14,259	29,313
Hobigonj	26,801	26,604	53,405	24,134	23,718	47,852
Moulavbazar	20,851	22,053	42,904	19,557	19,803	39,360
Sunamgonj	35,291	34,925	70,216	29,492	30,261	59,753
Sylhet	39,681	41,459	81,140	34,802	37,507	72,309
Total	**1,554,669**	**1,580,491**	**3,135,160**	**1,406,845**	**1,391,157**	**2,798,002**

Table 4.3: New Entrants in Grade 1 by District and Gender (All Type of Schools) 2017

Division	District	Total Enrollment in Grade 1 (Regardless of Age)			Enrollment in Grade 1 (6 Years of Age only)		
		Boys	Girls	All	Boys	Girls	All
Barisal	Barguna	9,902	10,143	20,045	8,456	8,332	16,788
	Barisal	24,190	24,307	48,497	21,679	21,091	42,770
	Bhola	23,446	23,990	47,436	20,652	20,466	41,118
	Jhalokathi	6,937	7,444	14,381	6,325	6,259	12,584
	Patuakhali	18,522	18,991	37,513	15,440	15,671	31,111
	Pirojpur	11,502	11,885	23,387	10,125	9,984	20,109

Chittagong	Bandarban	4,979	4,985	9,964	3,681	4,169	7,850
	Brahmonbaria	36,159	36,274	72,433	32,961	33,842	66,803
	Chandpur	24,754	24,156	48,910	24,017	24,008	48,025
	Chittagong	65,899	70,954	136,853	65,469	64,400	129,869
	Comilla	58,416	57,940	116,356	58,124	55,575	113,699
	Cox's Bazar	19,785	22,803	42,588	18,340	24,538	42,878
	Feni	14,379	14,615	28,994	12,908	13,567	26,475
	Khagrachhari	6,630	6,658	13,288	6,724	6,520	13,244
	Laxmipur	20,167	19,328	39,495	19,622	19,180	38,802
	Noakhali	35,817	35,725	71,542	35,424	35,927	71,351
	Rangamati	6,970	6,832	13,802	6,089	6,105	12,194
Dhaka	Dhaka	85,519	91,085	176,604	80,323	82,578	162,901
	Faridpur	20,780	21,735	42,515	19,149	18,839	37,988
	Gazipur	28,461	28,976	57,437	25,322	24,808	50,130
	Gopalgonj	14,496	14,758	29,254	12,506	12,280	24,786
	Jamalpur	27,420	30,827	58,247	24,425	23,567	47,992
	Kishoregonj	33,638	32,668	66,306	32,630	31,689	64,319
	Madaripur	14,102	14,236	28,338	12,601	12,408	25,009
	Manikgonj	13,441	14,561	28,002	12,306	12,273	24,579
	Munshigonj	13,400	13,514	26,914	12,298	12,048	24,346
	Mymensingh	57,956	58,778	116,734	54,154	53,430	107,584
	Narayangonj	25,941	26,584	52,525	25,776	24,768	50,544
	Narsingdi	25,303	26,812	52,115	24,445	23,627	48,072
	Netrokona	27,987	30,363	58,350	25,619	25,452	51,071
	Rajbari	12,005	12,198	24,203	9,922	9,899	19,821
	Shariatpur	13,598	13,574	27,172	12,507	12,027	24,534
	Sherpur	10,740	12,354	23,094	12,694	12,188	24,882
	Tangail	35,895	36,606	72,501	32,517	32,268	64,785
Khulna	Bagerhat	14,674	13,891	28,565	12,780	12,455	25,235
	Chuadangha	9,560	10,295	19,855	9,155	9,450	18,605
	Jessore	26,099	24,725	50,824	21,953	21,724	43,677
	Jhenaidah	17,670	17,192	34,862	15,509	15,149	30,658
	Khulna	19,664	19,961	39,625	18,168	18,102	36,270
	Kushtia	18,929	20,712	39,641	16,848	16,973	33,821
	Magura	9,429	9,500	18,929	8,838	8,567	17,405
	Meherpur	6,157	6,330	12,487	5,174	5,308	10,482
	Narail	8,058	8,752	16,810	6,913	6,753	13,666
	Satkhira	17,631	17,943	35,574	15,418	15,490	30,908
Rajshahi	Bogra	31,849	31,633	63,482	27,745	27,313	55,058
	Joypurhat	8,443	7,794	16,237	6,895	6,786	13,681
	Naogaon	23,966	22,878	46,844	21,564	20,847	42,411
	Natore	15,260	15,703	30,963	14,207	13,441	27,648
	Nawabgonj	17,800	19,231	37,031	17,083	16,832	33,915
	Pabna	26,807	28,205	55,012	23,573	22,686	46,259
	Rajshahi	22,491	22,116	44,607	20,728	20,456	41,184
	Shirajgonj	38,766	42,914	81,680	32,796	33,077	65,873
Rangpur	Dinajpur	31,564	30,529	62,093	27,513	27,656	55,169
	Gaibandha	28,471	27,631	56,102	23,237	22,538	45,775
	Kurigram	23,239	23,173	46,412	21,015	20,510	41,525
	Lalmonirhat	14,815	15,215	30,030	12,833	12,396	25,229
	Nilphamari	24,642	27,760	52,402	20,224	19,454	39,678
	Panchagarh	11,272	12,183	23,455	9,998	9,624	19,622
	Rangpur	29,295	29,290	58,585	27,407	26,078	53,485
	Thakurgaon	16,680	18,317	34,997	14,674	13,922	28,596
Sylhet	Hobigonj	23,731	24,296	48,027	23,869	23,027	46,896
	Moulavbazar	18,223	20,158	38,381	18,211	18,984	37,195
	Sunamgonj	30,412	31,053	61,465	28,368	29,152	57,520
	Sylhet	34,115	37,078	71,193	31,535	36,312	67,847

Total		1,468,848	1,513,117	2,981,965	1,349,461	1,344,845	2,694,306

Table 4.4: Gross and Net Intake Rate by District and Gender (All Type of Schools) 2017

Division	District	Gross Intake Rate (%)			Net Intake Rate (%)		
		Boys	**Girls**	**All**	**Girls**	**Boys**	**All**
Barisal	Barguna	113.1	119.1	116.1	98.5	99.7	99.1
	Barisal	108.8	110.7	109.7	99.8	99.1	99.4
	Bhola	112.1	118.2	115.2	97.8	100	98.9
	Jhalokathi	106.8	116.9	111.9	98.2	99.2	98.7
	Patuakhali	109.3	118.6	113.9	98.9	99.9	99.4
	Pirojpur	110	116	113	98.5	99.4	98.9
Chittagong	Bandarban	111.6	116.9	114.3	84.7	99.4	91.8
	Brahmonbaria	108.2	110.4	109.3	93.4	99.7	96.5
	Chandpur	102.6	100.1	101.3	98.4	99.3	98.9
	Chittagong	101.3	109.9	105.6	99.2	99.7	99.5
	Comilla	98.79	100.7	99.76	98.2	97	97.6
	Cox's Bazar	86.57	94.89	90.73	71.4	86	78.5
	Feni	103	105.7	104.4	92.5	99.5	96
	Khagrachhari	105.1	106.1	105.6	98.1	98.9	98.5
	Laxmipur	102.3	100.7	101.5	98.5	99.7	99.1
	Noakhali	97.91	100	98.97	96.3	99.9	98.1
	Rangamati	107.5	109.1	108.3	95.2	99.2	97.1
Dhaka	Dhaka	101.8	110.7	106.2	94.9	99.9	97.3
	Faridpur	107.9	115.2	111.6	97.4	99.4	98.4
	Gazipur	109	114.8	111.9	97.6	99	98.3
	Gopalgonj	109.8	116.2	113	98.3	100	99.1
	Jamalpur	112.8	131.3	122.1	98.6	99.7	99.1
	Kishoregonj	104.5	105.9	105.2	96.6	98.4	97.5
	Madaripur	108.8	113.2	111	98	99.7	98.9
	Manikgonj	108.4	118.2	113.3	98.2	99.9	99.1
	Munshigonj	109.5	111.6	110.5	98.6	99	98.8
	Mymensingh	106.9	110.9	108.9	97.3	99.8	98.5
	Narayangonj	99.62	106.2	102.9	98.4	99.3	98.8
	Narsingdi	103.4	113	108.2	98.9	99.5	99.2
	Netrokona	110.4	121.4	115.9	96.9	99.5	98.2
	Rajbari	115.2	120	117.6	96.2	99.5	97.8
	Shariatpur	107.5	111.9	109.7	98.3	99.7	98.9
	Sherpur	111.3	126.7	119	97.1	98.6	97.8
	Tangail	108.6	112.5	110.5	97.3	99.1	98.2
Khulna	Bagerhat	109.3	108.5	108.9	98.4	99.3	98.8
	Chuadangha	112.2	114	113.1	98.7	99.7	99.3
	Jessore	114.4	111	112.7	97.5	99.4	98.4
	Jhenaidah	112.3	112.3	112.3	98.5	99.3	98.9
	Khulna	103.6	106.9	105.2	97.6	99.4	98.5
	Kushtia	112.3	121.7	117	99	99.7	99.3
	Magura	105.3	108.8	107.1	99.6	99.7	99.6
	Meherpur	118.9	118.7	118.8	99	99.9	99.5
	Narail	115.7	126.5	121.1	99.3	99.1	99.2
	Satkhira	106.4	111.5	109	96.7	99.5	98.1
Rajshahi	Bogra	110.2	114	112.1	96.1	98.6	97.3
	Joypurhat	119	113.1	116.1	98.6	99.3	99
	Naogaon	108.1	107.1	107.6	97.4	98	97.7
	Natore	108.1	113.3	110.7	98.7	96.3	97.5
	Nawabgonj	100.1	111	105.5	97.2	98.4	97.8
	Pabna	113.3	122	117.7	99.5	99.2	99.3
	Rajshahi	106.9	107.9	107.4	97.1	99.2	98.1
	Shirajgonj	112.3	127.6	119.9	98.2	99	98.6

Rangpur	Dinajpur	111.2	110.4	110.8	96.5	99.9	98.2
	Gaibandha	120.2	119.6	119.9	99.3	99.4	99.3
	Kurigram	111.6	112.9	112.2	99.9	100	99.9
	Lalmonirhat	114.3	123.1	118.7	98.5	99.9	99.1
	Nilphamari	119.8	140.3	130	99.4	99.8	99.6
	Panchagarh	113.7	127.2	120.4	98.9	99.9	99.4
	Rangpur	106.2	112.2	109.2	98.7	99.7	99.1
	Thakurgaon	111.6	129.7	120.7	98.9	99.8	99.3
Sylhet	Hobigonj	106.6	111.3	109	96	99.2	97.6
	Moulavbazar	103.2	111.2	107.2	96.8	99.9	98.3
	Sunamgonj	113.7	115.2	114.5	95	99.8	97.4
	Sylhet	103.1	110	106.5	90.4	99.5	94.9
	National	107	112.6	109.8	96.8	99.1	97.9

Table 4.5: Gross and Net Intake Rate by Gender and Year (GIR & NIR) 2010-2017

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	105.0	106.7	105.8	97.0	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	109.0	109.2	97.63	98.07	97.91
2016	110.72	113.7	112.2	97.62	98.27	97.94
2017	107.0	112.6	109.8	96.59	99.33	97.93

Figure 4.1: Gross Intake Rate (GIR) by Year 2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017
■ Gross Intake Rate (GIR)	116.9	125.9	105.8	112.0	108.7	109.2	112.2	109.8

■ Gross Intake Rate (GIR)
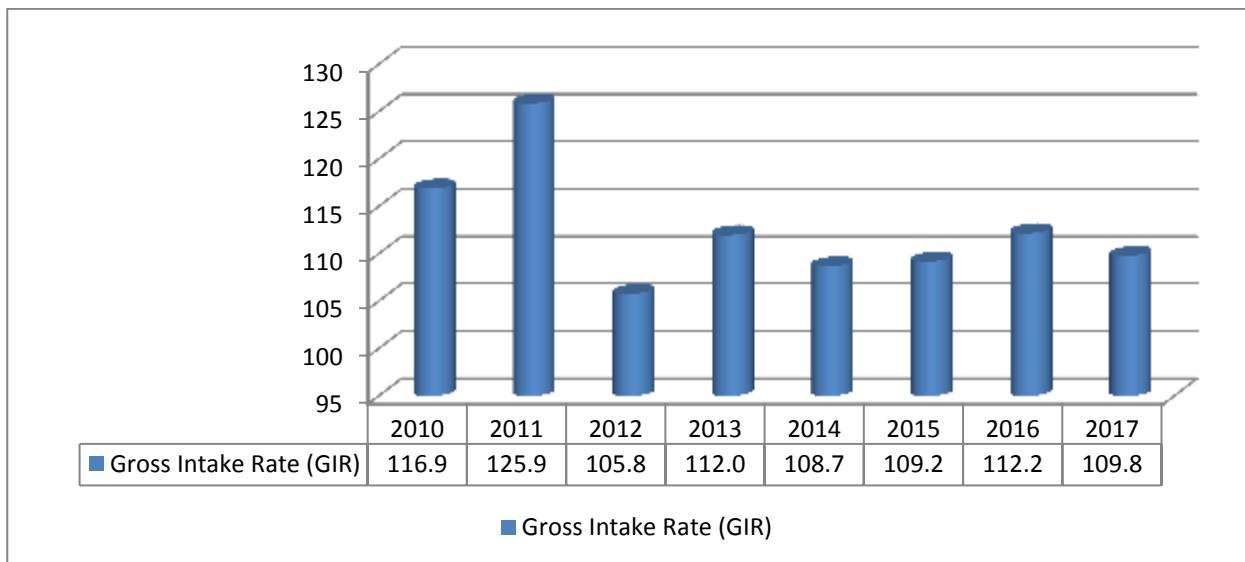
Figure 4.2: Net Intake Rate (NIR) By Gender and Year 2010-2016

	2010	2011	2012	2013	2014	2015	2016	2017
■ Net Intake Rate (%)	99.10	99.90	97.40	97.80	97.90	97.91	97.94	97.93

■ Net Intake Rate (%)
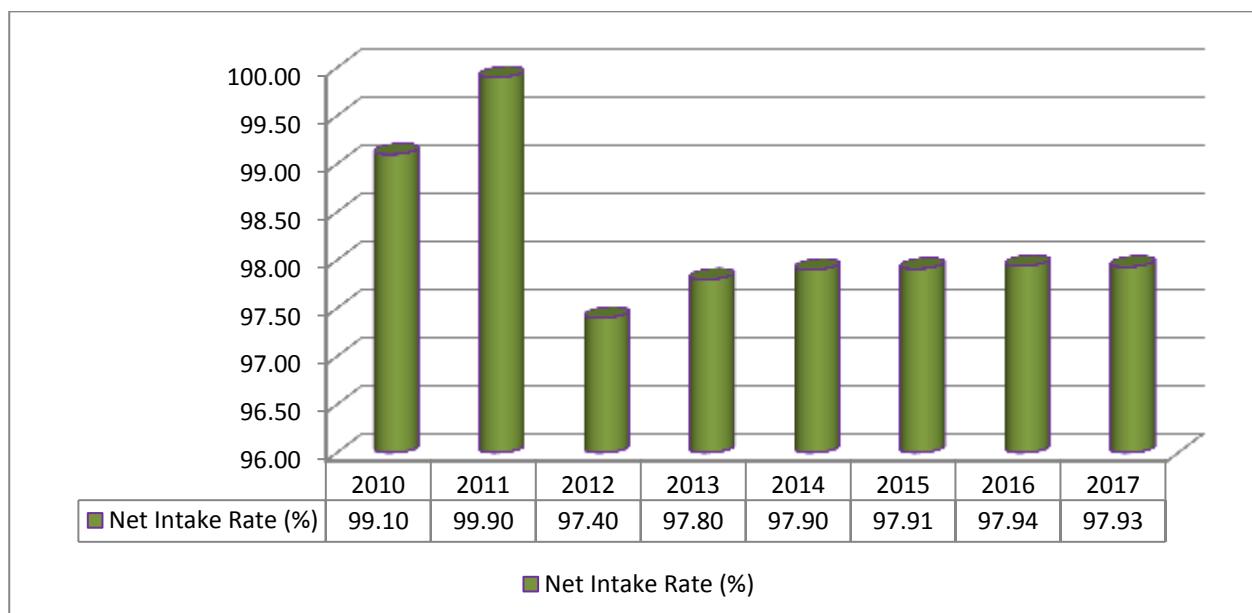
4.2   Grade wise Enrollment in 2017

Grade wise enrollment in DPE managed GPS and NNPS has dropped in 2017 (1, 72, 51,350) compare to 2016 (1, 86, 02,988), which is consistent with the reducing trend of school going age population (6-10 years cohort in Bangladesh). In addition we show that Population Projection by BBS each year in our country fertility rate declined gradually.

Table 4.6: Enrollment by District, Grade and Gender (GPS) 2017

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Barisal	Barguna	5,518	5,475	10,993	5,621	6,248	11,917	6,187	6,384	12,619	6,475	6,823	13,346	5,451	7,492	12,985
	Barisal	14,779	15,242	30,021	14,996	16,916	32,289	17,307	19,582	37,249	19,293	20,106	39,782	16,743	22,313	39,385
	Bhola	9,028	9,216	18,244	13,288	12,451	26,552	9,490	13,252	23,472	10,736	12,121	23,775	10,161	11,111	22,352
	Jhalokathi	3,865	4,240	8,105	4,406	4,806	9,250	4,884	5,250	10,169	5,260	5,647	10,938	4,249	6,582	10,866
	Patuakhali	9,630	9,647	19,277	9,068	10,211	19,440	10,192	11,307	21,700	11,725	11,994	23,916	10,366	13,654	24,198
	Pirojpur	6,996	7,406	14,402	7,641	8,240	15,881	7,983	8,535	16,518	8,294	9,077	17,371	6,186	9,546	15,732
Chittagong	Bandarban	3,362	3,167	6,529	3,584	3,934	7,518	3,781	4,317	8,098	3,613	3,759	7,372	2,640	3,286	5,926
	Brahmonbaria	18,103	19,013	37,116	21,728	21,735	43,463	22,331	20,990	43,321	25,963	28,049	54,012	29,273	22,052	51,325
	Chandpur	14,478	14,796	29,274	14,727	16,831	31,647	16,777	21,161	38,015	19,463	21,882	41,412	17,043	21,415	38,508
	Chittagong	32,042	35,555	67,597	43,371	43,327	86,698	44,640	58,292	102,932	50,253	51,906	102,159	44,608	44,622	89,230
	Comilla	29,070	29,809	58,879	29,219	34,124	63,565	35,546	46,657	82,513	42,754	46,552	89,619	44,156	40,834	85,264
	Cox's Bazar	9,536	10,134	19,670	12,626	13,100	25,992	14,144	19,072	33,611	15,478	16,726	32,793	13,097	12,321	25,902
	Feni	5,737	6,295	12,032	7,109	8,011	15,120	8,548	9,973	18,521	9,228	10,578	19,806	7,428	10,183	17,611
	Khagrachhari	4,359	4,282	8,641	4,618	4,804	9,422	5,365	5,064	10,429	5,285	5,239	10,524	4,101	5,211	9,312
	Luxmipur	9,241	9,898	19,139	10,408	11,604	22,012	12,520	15,639	28,159	13,852	15,288	29,140	11,951	13,272	25,223
	Noakhali	13,133	13,610	26,743	14,870	16,285	31,155	18,148	22,444	40,592	21,087	23,063	44,150	17,647	21,190	38,837
	Rangamati	3,941	3,824	7,765	4,466	4,687	9,153	4,965	4,994	9,959	4,658	4,510	9,168	3,828	4,298	8,126
Dhaka	Dhaka	17,781	21,444	39,225	30,511	25,824	56,335	21,146	26,200	47,346	26,019	26,841	52,860	35,168	20,758	55,926
	Faridpur	12,121	12,520	24,641	11,686	13,253	24,939	14,447	13,586	28,033	15,412	17,272	32,684	17,099	14,983	32,082
	Gazipur	10,523	11,224	21,747	13,019	13,954	26,985	13,602	13,684	27,301	14,432	15,222	29,666	15,917	13,059	28,993
	Gopalgonj	8,697	8,445	17,142	8,617	9,173	18,054	9,512	8,910	18,715	10,425	10,893	21,602	11,874	11,560	23,816
	Jamalpur	12,353	13,127	25,480	12,387	14,789	27,233	15,246	15,095	30,412	16,100	18,247	34,439	16,306	16,227	32,638
	Kishorgonj	17,683	18,292	35,975	19,665	21,006	40,736	20,956	20,954	41,965	23,126	25,748	48,931	24,161	19,873	44,065
	Madaripur	8,584	8,338	16,922	7,840	8,424	16,458	8,963	7,933	17,089	10,526	10,916	21,658	13,539	10,713	24,501
	Manikgonj	9,117	9,590	18,707	9,633	10,526	20,299	11,371	10,580	22,042	11,864	12,780	24,750	13,207	11,825	25,192
	Munshigonj	9,662	9,810	19,472	11,803	11,534	23,384	12,813	11,277	24,129	13,437	13,198	26,701	15,087	11,587	26,825

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
	Mymensingh	29,714	29,362	59,076	30,507	33,743	64,314	34,909	33,280	68,247	37,816	42,237	80,111	48,343	33,545	81,972
	Narayangonj	9,941	11,328	21,269	15,100	13,859	29,082	14,047	14,637	28,829	15,344	15,896	31,439	21,292	12,233	33,827
	Narsingdi	12,585	12,798	25,383	14,240	15,308	29,548	16,622	15,439	32,061	17,112	19,220	36,332	19,905	15,297	35,202
	Netrokona	13,611	14,672	28,283	13,030	15,678	28,708	15,240	15,361	30,601	15,250	17,222	32,472	14,630	15,664	30,294
	Rajbari	5,075	4,900	9,975	5,122	5,499	10,621	5,603	5,308	10,911	7,080	6,891	13,971	9,182	6,023	15,205
	Shariatpur	7,753	7,705	15,458	8,146	8,593	16,835	9,264	8,755	18,103	10,067	10,739	20,855	11,350	10,433	21,850
	Sherpur	6,993	7,186	14,179	6,518	7,701	14,219	7,768	7,111	14,879	7,977	9,295	17,272	9,181	8,314	17,495
	Tangail	18,029	20,459	38,488	18,215	21,190	39,405	21,768	21,782	43,550	22,384	25,811	48,195	24,252	24,697	48,949
Khulna	Bagerhat	8,028	7,849	15,877	8,228	8,582	16,909	9,114	8,098	17,310	9,477	9,595	19,248	7,939	9,561	17,688
	Chuadanga	5,939	5,747	11,686	6,365	6,732	13,097	7,954	7,452	15,406	7,273	7,819	15,092	6,805	6,115	12,920
	Jessore	12,332	11,857	24,189	12,823	13,545	26,368	15,767	13,921	29,688	16,678	16,318	32,996	18,136	15,016	33,152
	Jhenaidah	7,518	7,328	14,846	7,345	8,119	15,464	9,230	8,153	17,383	10,068	9,954	20,022	10,813	9,090	19,903
	Khulna	9,271	9,387	18,658	10,883	11,323	22,206	12,779	11,413	24,192	11,622	11,870	23,492	10,766	10,975	21,741
	Kushtia	8,848	8,628	17,476	9,387	10,390	19,947	10,999	9,650	20,766	12,219	12,337	24,675	16,620	10,855	27,643
	Magura	4,818	4,797	9,615	5,484	5,598	11,082	6,218	5,693	11,911	6,131	6,281	12,412	6,171	5,371	11,542
	Meherpur	2,962	2,858	5,820	3,134	3,435	6,569	3,825	3,433	7,258	4,115	4,136	8,251	4,385	3,639	8,024
	Narail	4,787	4,741	9,528	4,986	5,304	10,290	5,721	5,361	11,082	5,842	5,849	11,691	5,658	5,521	11,179
	Satkhira	10,344	9,961	20,305	10,418	11,050	21,498	12,683	10,864	23,573	13,926	13,529	27,498	14,845	12,838	27,751
Rajshahi	Bogra	16,383	16,244	32,627	16,468	17,915	34,386	18,043	16,857	34,903	19,451	20,440	39,896	21,779	19,174	40,959
	Jaipurhat	4,001	3,997	7,998	4,814	4,954	9,768	5,033	4,678	9,711	4,856	5,156	10,012	4,217	4,445	8,662
	Naogaon	13,203	13,022	26,225	13,308	13,875	27,334	14,420	12,617	27,167	15,188	15,680	31,052	16,138	15,253	31,569
	Natore	8,068	7,842	15,910	8,523	8,891	17,414	9,670	8,714	18,384	9,917	10,277	20,194	11,860	9,473	21,333
	Nawabgonj	6,587	6,934	13,521	7,041	8,232	15,273	8,357	8,263	16,620	9,318	9,916	19,234	10,699	8,725	19,424
	Pabna	14,451	14,298	28,749	15,080	16,560	31,759	17,535	16,411	33,984	19,257	19,663	39,019	25,204	16,605	41,958
	Rajshahi	10,554	10,105	20,659	11,112	11,541	22,684	12,315	10,872	23,211	13,450	13,282	26,762	17,213	12,519	29,768
	Sirajgonj	18,539	18,592	37,131	18,358	19,942	38,347	19,947	18,933	38,927	22,410	24,639	47,103	26,194	20,888	47,123
Rangpur	Dinajpur	13,688	13,380	27,068	16,609	17,010	33,619	19,859	19,032	38,891	17,951	18,526	36,477	15,243	19,054	34,297
	Gaibandha	14,853	15,068	29,921	19,864	19,150	39,014	20,546	25,685	46,231	16,444	18,042	34,486	14,346	18,468	32,814
	Kurigram	11,650	11,632	23,282	16,477	14,737	31,214	18,416	20,817	39,233	14,734	15,186	29,920	12,346	15,192	27,538
	Lalmonirhat	5,848	6,001	11,849	7,800	7,754	15,585	10,066	11,191	21,287	8,354	8,358	16,758	6,662	7,908	14,604
	Nilphamari	9,628	9,689	19,317	13,689	12,258	25,947	15,313	17,558	32,871	13,584	13,619	27,203	12,750	14,103	26,853
	Panchagarh	5,199	5,235	10,434	5,966	6,534	12,575	7,561	6,259	13,922	7,033	7,307	14,422	5,431	7,020	12,556
	Rangpur	13,222	13,414	26,636	16,271	16,403	32,674	20,153	23,760	43,913	16,751	17,958	34,709	14,507	19,040	33,547
	Thakurgaon	7,425	7,032	14,457	8,455	8,660	17,169	9,585	8,350	18,002	9,034	9,107	18,221	7,375	9,517	16,998
Sylhet	Hobigonj	16,160	16,010	32,170	24,555	21,550	46,105	23,749	22,145	45,894	18,958	21,102	40,060	12,383	16,870	29,253
	Moulvibazar	11,874	11,714	23,588	15,294	15,231	30,625	17,528	15,215	32,850	14,186	15,037	29,313	9,522	13,626	23,212
	Sunamgonj	18,487	18,680	37,167	26,273	24,654	51,367	21,756	24,234	46,450	20,739	22,141	43,300	14,804	19,351	34,541
	Sylhet	22,231	22,657	44,888	31,490	30,274	61,764	29,512	32,555	62,067	28,156	29,973	58,129	20,454	26,621	47,075
Total		719,938	737,508	1,457,446	834,285	867,571	1,706,282	909,739	950,989	1,865,177	944,910	1,004,845	1,954,868	950,686	909,006	1,865,241

Table 4.7: Enrollment in Government Primary Schools (NNPS) by District, Grade and Gender 2017

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Barisal	Barguna	3,500	3,553	7,053	5,360	5,292	10,875	4,327	4,309	8,817	4,449	4,519	9,155	3,168	4,594	7,909
	Barisal	5,369	5,576	10,945	8,241	8,558	16,911	7,093	7,973	15,146	7,123	7,795	15,010	4,950	7,926	12,953
	Bhola	7,678	8,087	15,765	12,529	13,382	27,513	8,662	9,630	19,426	8,486	10,250	19,974	5,897	10,314	17,801
	Jhalokathi	1,132	1,274	2,406	1,810	1,936	3,746	1,605	1,621	3,226	1,518	1,725	3,243	1,084	1,720	2,804
	Patuakhali	5,853	5,799	11,652	8,444	8,918	17,558	7,027	7,539	14,695	7,009	7,988	15,097	4,650	8,049	12,847
	Pirojpur	2,451	2,610	5,061	3,744	4,050	7,794	3,051	3,017	6,068	2,933	3,211	6,144	1,709	3,245	4,954
Chittagong	Bandarban	1,240	1,201	2,441	1,742	1,781	3,523	1,686	1,738	3,424	1,326	1,369	2,695	740	1,078	1,818
	Brahmonbaria	5,979	5,892	11,871	8,031	8,710	16,741	7,198	6,539	13,737	7,550	8,393	15,943	5,084	8,882	13,966
	Chandpur	3,139	3,362	6,501	5,161	5,238	10,433	4,246	4,211	8,485	4,256	4,843	9,121	2,672	5,041	7,749
	Chittagong	7,220	7,921	15,141	12,750	12,824	25,574	12,288	14,211	26,499	12,476	13,339	25,815	8,836	11,354	20,190
	Comilla	9,419	9,877	19,296	13,384	14,398	27,825	11,947	12,583	24,562	12,105	13,462	25,614	8,202	14,813	23,048
	Cox's Bazar	3,807	4,101	7,908	5,914	6,535	12,545	6,605	8,002	14,679	6,514	7,364	13,990	3,741	5,644	9,495
	Feni	1,207	1,277	2,484	1,914	2,159	4,073	1,768	2,072	3,840	1,871	2,236	4,107	1,267	2,295	3,562
	Khagrachhari	1,803	1,774	3,577	2,748	2,499	5,258	2,368	2,387	4,764	2,292	2,382	4,681	1,388	2,053	3,448
	Luxmipur	2,791	2,947	5,738	4,443	4,603	9,046	3,697	5,015	8,712	4,067	4,902	8,969	2,817	4,517	7,334
	Noakhali	5,728	6,029	11,757	8,856	9,410	18,266	8,386	10,083	18,469	9,089	10,321	19,410	6,004	8,779	14,783
	Rangamati	1,521	1,518	3,039	2,171	2,134	4,305	1,906	1,787	3,693	1,629	1,580	3,209	1,035	1,500	2,535
Dhaka	Dhaka	2,530	2,630	5,160	4,028	4,254	8,377	3,927	3,681	7,687	3,607	3,721	7,434	3,602	3,353	7,040
	Faridpur	4,028	3,930	7,958	5,458	5,251	10,709	6,009	6,874	12,883	6,300	7,605	13,905	4,302	4,831	9,133
	Gazipur	2,463	2,615	5,078	4,031	4,117	8,148	3,844	3,383	7,227	3,680	3,952	7,632	3,138	3,461	6,599
	Gopalgonj	2,542	2,522	5,064	4,086	3,787	7,904	3,172	2,855	6,062	3,058	3,198	6,276	2,149	3,347	5,514
	Jamalpur	8,566	8,450	17,016	11,781	12,239	24,055	12,277	12,874	25,221	12,468	15,137	27,637	8,128	8,209	16,362
	Kishorgonj	6,789	6,802	13,591	9,701	10,103	19,883	8,278	7,809	16,143	7,867	9,474	17,401	5,636	7,788	13,498
	Madaripur	2,765	2,812	5,577	3,935	4,072	8,051	3,314	3,008	6,354	3,433	3,720	7,192	2,922	3,756	6,704
	Manikgonj	1,872	1,897	3,769	2,668	2,584	5,289	3,005	3,018	6,056	3,413	3,753	7,232	2,331	2,314	4,734
	Munshigonj	986	1,070	2,056	1,609	1,609	3,218	1,439	1,239	2,678	1,551	1,550	3,101	1,383	1,396	2,779
	Mymensingh	12,647	12,780	25,427	17,408	18,862	36,602	15,127	14,772	30,164	15,073	17,411	32,766	12,911	16,168	29,362
	Narayangonj	1,597	1,736	3,333	2,701	2,804	5,505	2,646	2,566	5,212	2,611	2,732	5,343	2,761	2,471	5,232
	Narsingdi	2,121	2,188	4,309	3,133	3,195	6,328	2,922	2,604	5,526	3,225	3,512	6,737	3,056	3,192	6,248
	Netrokona	7,568	7,532	15,100	10,678	10,782	21,615	10,380	11,127	21,561	9,692	11,841	21,610	6,136	7,312	13,515
	Rajbari	2,418	2,285	4,703	3,476	3,446	6,967	2,829	2,604	5,496	3,067	3,156	6,294	2,550	3,108	5,731
	Shariatpur	2,579	2,733	5,312	3,682	3,881	7,690	3,599	3,257	7,065	3,536	3,846	7,577	2,639	3,726	6,463
	Sherpur	4,468	4,614	9,082	6,210	6,743	13,168	5,079	4,983	10,222	4,765	5,277	10,265	3,501	5,136	8,859
	Tangail	8,029	8,215	16,244	11,867	11,408	23,400	12,356	13,121	25,562	12,979	15,595	28,701	8,974	9,534	18,655

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Khulna	Bagerhat	4,554	4,426	8,980	7,296	6,983	14,411	5,929	5,268	11,301	5,698	5,774	11,565	3,758	5,466	9,299
	Chuadanga	2,486	2,466	4,952	3,674	3,857	7,531	4,460	3,678	8,138	3,968	4,253	8,221	2,823	3,213	6,036
	Jessore	6,512	6,148	12,660	9,839	9,430	19,310	9,091	7,970	17,094	9,519	9,493	19,049	7,138	8,963	16,125
	Jhenaidah	5,619	5,574	11,193	8,360	8,360	16,960	7,276	6,343	13,888	7,699	7,669	15,728	6,143	7,301	13,783
	Khulna	4,465	4,407	8,872	7,156	6,837	14,069	6,846	5,832	12,754	6,526	6,608	13,230	4,618	5,985	10,676
	Kushtia	5,008	5,071	10,079	7,143	7,437	14,695	6,340	5,645	12,087	6,727	7,085	13,985	6,505	6,680	13,369
	Magura	2,400	2,420	4,820	3,895	3,686	7,581	3,573	3,396	6,969	3,576	3,668	7,244	2,596	3,270	5,866
	Meherpur	1,719	1,727	3,446	2,785	2,997	5,782	2,590	2,629	5,219	2,484	2,490	4,974	1,998	2,491	4,489
	Narail	2,051	2,019	4,070	3,029	2,839	5,868	2,814	2,604	5,418	2,645	2,751	5,396	1,957	2,498	4,455
	Satkhira	4,473	4,457	8,930	6,740	6,719	13,459	5,986	5,562	11,548	6,489	6,477	12,966	4,887	6,160	11,047
Rajshahi	Bogra	6,596	6,741	13,337	10,138	10,316	20,454	8,163	7,576	15,739	7,366	8,234	15,600	5,442	7,956	13,398
	Jaipurhat	1,058	1,033	2,091	1,682	1,640	3,322	1,649	1,343	2,992	1,373	1,516	2,889	862	1,216	2,078
	Naogaon	5,337	5,390	10,727	8,190	8,160	16,386	6,607	6,088	12,725	6,172	6,585	12,792	4,746	6,680	11,450
	Natore	3,859	3,654	7,513	5,728	5,713	11,441	5,052	4,520	9,572	4,925	5,041	9,966	3,683	4,950	8,633
	Nawabgonj	4,393	4,505	8,898	6,345	6,572	12,963	5,884	5,474	11,388	6,233	6,701	12,980	5,103	6,160	11,335
	Pabna	6,334	6,255	12,589	8,994	9,216	18,210	7,318	6,614	13,932	7,054	7,598	14,652	5,552	7,143	12,695
	Rajshahi	5,590	5,344	10,934	8,166	8,209	16,509	6,901	6,141	13,162	7,258	7,380	14,768	6,220	7,500	13,805
	Sirajgonj	10,183	10,055	20,238	13,900	14,579	28,564	11,261	10,867	22,264	11,169	12,788	24,027	8,568	11,853	20,507
Rangpur	Dinajpur	8,897	8,659	17,556	14,516	14,186	28,772	12,776	11,593	24,426	11,408	11,618	23,068	7,406	12,433	19,870
	Gaibandha	9,258	9,273	18,531	14,550	14,886	29,479	12,298	14,060	26,382	9,756	10,740	20,537	6,690	10,465	17,176
	Kurigram	9,132	8,981	18,113	14,703	14,848	29,633	13,865	15,029	28,950	11,616	11,959	23,664	6,909	11,092	18,061
	Lalmonirhat	5,262	5,484	10,746	8,086	8,856	17,108	9,288	9,386	18,864	7,645	7,856	15,638	4,771	7,093	12,089
	Nilphamari	7,504	7,541	15,045	12,330	12,768	25,178	11,971	13,129	25,152	10,333	10,100	20,477	7,336	10,983	18,342
	Panchagarh	3,469	3,378	6,847	5,593	5,529	11,122	4,920	4,145	9,065	4,840	5,058	9,898	3,132	4,619	7,751
	Rangpur	8,894	8,873	17,767	14,397	14,546	29,096	13,820	14,463	28,505	11,499	11,808	23,382	7,710	12,364	20,110
	Thakurgaon	5,381	5,333	10,714	8,492	8,572	17,099	7,294	6,386	13,694	6,642	7,000	13,677	4,034	6,636	10,690
Sylhet	Hobigonj	4,243	4,239	8,482	7,218	7,001	14,219	6,128	5,798	11,926	4,503	5,124	9,627	2,523	4,521	7,044
	Moulvibazar	4,146	3,971	8,117	6,939	6,775	13,714	6,400	5,460	11,860	5,359	5,512	10,871	2,866	4,364	7,230
	Sunamgonj	8,197	8,239	16,436	13,457	13,518	27,060	10,528	11,300	21,976	9,301	10,485	19,899	5,539	8,715	14,298
	Sylhet	4,896	4,927	9,823	8,589	8,572	17,218	7,699	7,846	15,588	6,719	7,613	14,385	3,951	6,524	10,502
Total		305,721	308,199	613,920	465,624	475,171	946,108	418,790	418,637	841,939	401,520	438,143	844,435	284,829	396,200	685,833

Table 4.8: Enrollment in RNGPS by District, Grade and Gender 2017

Division	Distrct	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Barisal	Barguna	40	35	75	19	26	45	18	11	29	24	18	42	12	13	25
	Barisal	46	49	95	44	42	99	27	25	62	25	27	62	17	44	70

	Bhola	20	22	42	46	22	68	10	20	30	15	21	36	13	14	27
	Jhalokathi	17	17	34	16	16	32	15	12	27	10	8	18	8	11	19
	Patuakhali	62	50	112	103	69	172	54	61	115	41	45	86	17	20	37
Chittagong	Brahmonbaria	62	60	122	36	39	75	32	22	54	25	36	61	21	32	53
	Chandpur	154	153	307	89	104	193	74	87	161	86	92	178	92	125	217
	Chittagong	15	12	27	9	13	22	8	12	20	12	9	21	10	13	23
	Comilla	6	9	15	4	5	9	6	8	14	8	5	13	6	4	10
	Cox's Bazar	63	72	135	32	38	70	32	50	82	30	35	65	25	34	59
	Noakhali	11	13	24	12	11	23	7	7	14	5	14	19	4	5	9
	Rangamati	11	5	16	4	11	15	8	9	17	8	7	15	9	9	18
Dhaka	Gazipur	19	22	41	11	13	24	4	5	9	16	12	28	21	17	38
	Gopalgonj	41	48	89	25	29	54	15	14	29	13	13	26	6	12	18
	Jamalpur	98	106	204	70	77	147	65	51	116	55	49	104	53	54	107
	Madaripur	44	47	91	29	34	63	26	21	47	35	28	63	68	20	88
	Munshigonj	33	43	76	47	35	82	21	20	41	22	19	41	20	16	36
	Mymensingh	105	113	218	98	98	196	53	67	120	37	52	89	29	53	82
	Narayangonj	33	28	61	25	23	48	22	17	39	19	22	41	10	18	28
	Netrokona	204	215	419	137	152	315	108	110	234	103	94	212	63	76	147
	Rajbari	43	38	81	21	26	47	16	15	31	13	17	30	8	21	29
	Shariatpur	32	33	65	16	18	34	13	15	28	13	14	27	6	9	15
	Sherpur	23	22	45	12	6	18	8	5	13	10	7	17	4	4	8
	Tangail	22	25	47	18	22	40	13	10	23	17	20	37	4	13	17
Khulna	Bagerhat	28	27	55	22	25	47	16	12	28	14	12	26	15	13	28
	Chuadanga	15	19	34	10	11	21	10	10	20	10	12	22	4	4	8
	Jessore	68	84	152	55	63	118	51	63	114	50	61	111	41	74	115
	Jhenaidah	35	33	68	22	20	42	17	15	32	20	22	42	8	15	23
	Kushtia	25	24	49	19	18	37	14	9	23	17	15	32	18	12	30
	Satkhira	6	6	12	6	5	11	5	2	7	5	2	7	5	2	7
Rajshahi	Naogaon	19	25	44	18	20	38	11	17	28	11	14	25	11	14	25
	Nawabgonj	31	33	64	20	23	43	13	9	22	12	9	21	8	8	16
	Pabna	37	41	78	22	27	49	20	16	36	30	30	60	25	8	33
	Rajshahi	39	41	80	55	59	114	53	50	103	25	30	55	34	44	78
	Sirajgonj	56	35	91	28	21	49	18	14	32	19	14	33	9	14	23
Rangpur	Dinajpur	27	23	50	23	10	33	11	10	21	14	13	27	8	11	19
	Gaibandha	421	400	821	293	283	576	240	230	470	184	187	371	116	148	264
	Kurigram	27	23	50	31	30	61	18	13	31	14	12	26	6	8	14
	Lalmonirhat	53	56	109	39	47	86	34	29	63	24	23	47	14	14	28
	Nilphamari	169	176	345	133	132	265	94	97	191	74	74	148	22	51	73

Division	District															
	Panchagarh	18	14	32	18	21	39	9	9	18	9	9	18	13	15	28
	Rangpur	108	115	223	114	98	212	90	82	172	48	47	95	27	35	62
	Thakurgaon	151	122	273	108	94	202	93	68	161	63	71	134	43	41	84
Sylhet	Hobigonj	19	24	43	17	17	34	14	7	21	7	6	13	5	8	13
	Sunamgonj	77	80	157	44	37	81	24	23	47	17	25	42	23	26	49
	Sylhet	69	74	143	56	69	125	50	33	83	35	52	87	40	40	80
Total		**2,702**	**2,712**	**5,414**	**2,076**	**2,059**	**4,174**	**1,560**	**1,492**	**3,078**	**1,344**	**1,404**	**2,773**	**1,021**	**1,242**	**2,280**

Table 4.9: Enrollment in NRNGPS by District, Grade and Gender 2017

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Barisal	Barguna	812	1,035	1,847	683	609	1,540	534	507	1,243	531	506	1,250	273	364	809
	Barisal	302	402	704	294	283	577	230	239	469	195	217	412	127	202	329
	Bhola	1,295	1,813	3,108	728	819	2,984	532	580	2,018	436	461	2,032	308	402	2,121
	Jhalokathi	75	116	191	82	94	176	71	69	140	56	60	116	43	47	90
	Patuakhali	789	1,055	1,844	677	649	1,420	516	490	1,076	475	472	1,003	208	296	540
	Pirojpur	407	547	954	391	390	804	305	300	621	300	272	591	108	138	249
Chittagong	Bandarban	263	286	549	355	258	613	266	193	459	156	108	264	74	44	118
	Brahmonbaria	77	97	174	70	69	139	45	56	101	59	57	116	44	84	128
	Chandpur	6	8	14	7	8	15	9	14	23	-	-	-	4	8	12
	Chittagong	262	371	633	275	338	613	272	295	567	209	216	425	109	148	257
	Comilla	110	159	269	104	104	208	72	82	154	96	89	185	49	84	133
	Cox's Bazar	310	388	698	285	311	596	251	279	530	142	162	304	95	177	272
	Feni	58	79	137	47	47	94	58	50	108	49	45	94	23	17	40
	Khagrachhari	324	414	738	351	335	686	256	228	484	197	191	388	93	155	248
	Luxmipur	317	473	790	315	308	623	208	262	470	244	269	513	156	290	446
	Noakhali	474	656	1,130	383	423	806	287	326	613	324	351	675	186	296	482
	Rangamati	403	499	902	418	441	859	361	339	700	257	230	487	144	165	309
Dhaka	Dhaka	177	243	420	259	297	556	212	201	413	127	133	260	64	73	137
	Faridpur	143	146	289	155	151	306	108	107	215	86	96	182	53	79	132
	Gazipur	34	31	65	24	33	57	25	23	48	19	18	37	4	6	10
	Gopalgonj	221	267	488	214	207	421	154	163	317	165	141	306	100	120	220
	Jamalpur	2,086	2,344	4,430	2,176	2,073	4,322	1,420	1,403	2,874	1,075	1,061	2,184	541	692	1,265
	Kishorgonj	295	427	722	283	302	585	225	211	436	209	221	430	136	132	268
	Madaripur	164	222	386	127	131	258	96	116	212	109	102	211	73	58	131
	Manikgonj	67	70	137	84	79	163	51	53	104	32	29	61	17	18	35

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
	Munshigonj	39	48	87	45	45	90	27	27	54	33	47	80	44	37	81
	Mymensingh	991	1,384	2,375	964	1,080	2,044	825	770	1,595	596	589	1,185	323	396	719
	Narayangonj	98	149	247	86	105	191	97	94	191	99	128	227	93	97	190
	Narsingdi	111	141	252	115	145	260	71	84	155	75	76	151	74	85	159
	Netrokona	1,771	2,126	3,897	1,643	1,781	3,544	1,106	1,140	2,319	825	866	1,743	363	479	863
	Rajbari	286	378	664	282	271	581	207	190	413	208	179	397	96	136	236
	Shariatpur	252	334	586	191	267	458	189	190	379	193	212	405	164	135	299
	Sherpur	2,468	3,365	5,833	2,031	2,145	4,416	1,587	1,507	3,260	1,227	1,264	2,668	633	832	1,580
	Tangail	183	245	428	213	216	429	157	152	309	139	156	295	95	119	214
Khulna	Bagerhat	53	80	133	71	80	151	66	59	125	38	40	78	22	25	47
	Chuadanga	139	185	324	117	112	229	97	93	190	105	91	196	68	79	147
	Jessore	96	113	209	91	79	170	80	81	161	57	60	117	32	49	81
	Jhenaidah	768	995	1,763	720	683	1,439	549	490	1,067	512	477	1,024	312	342	680
	Khulna	71	94	165	64	73	137	60	65	125	53	50	103	34	40	74
	Kushtia	114	119	233	74	81	155	55	56	111	59	59	118	44	50	94
	Magura	52	68	120	61	75	136	54	57	111	39	38	77	14	17	31
	Meherpur	124	143	267	86	76	162	72	65	137	59	52	111	26	43	69
	Narail	114	121	235	113	99	212	84	75	159	83	79	162	29	65	94
	Satkhira	255	314	569	223	213	460	165	161	344	172	135	334	66	97	182
Rajshahi	Bogra	220	292	512	197	195	392	155	152	307	99	95	194	37	53	90
	Jaipurhat	139	160	299	124	128	252	99	95	194	93	86	179	53	48	101
	Naogaon	232	343	575	252	266	518	220	200	420	205	191	396	113	120	233
	Natore	251	293	544	195	207	402	168	148	316	138	142	280	56	98	154
	Nawabgonj	1,020	1,212	2,232	703	682	1,704	537	483	1,232	555	490	1,289	233	272	614
	Pabna	809	1,056	1,865	624	640	1,357	500	441	1,042	430	408	925	244	313	642
	Rajshahi	116	179	295	115	114	229	100	91	191	92	83	175	53	51	104
	Sirajgonj	775	1,071	1,846	664	653	1,361	492	468	1,004	421	420	885	180	266	456
Rangpur	Dinajpur	1,261	1,606	2,867	1,242	1,188	2,468	977	830	1,834	764	724	1,516	384	418	816
	Gaibandha	3,161	4,232	7,393	2,824	2,872	5,829	2,305	2,316	4,736	1,662	1,531	3,280	850	899	1,808
	Kurigram	1,081	1,428	2,509	991	1,026	2,099	863	926	1,872	633	616	1,308	397	459	885
	Lalmonirhat	1,132	1,525	2,657	976	1,109	2,230	823	894	1,795	594	599	1,265	263	335	640
	Nilphamari	3,021	3,983	7,004	2,371	2,343	5,790	1,824	1,885	4,550	1,556	1,474	3,674	795	967	2,111
	Panchagarh	449	580	1,029	423	429	874	315	273	602	271	235	521	120	143	272
	Rangpur	1,831	2,512	4,343	1,830	1,957	3,863	1,562	1,557	3,187	1,124	1,085	2,259	573	703	1,301
	Thakurgaon	1,417	1,772	3,189	1,190	1,208	2,523	940	809	1,822	811	779	1,669	437	523	1,000
Sylhet	Hobigonj	91	104	195	77	71	148	54	52	106	51	44	95	15	37	52

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
	Moulvibazar	469	609	1,078	470	437	907	341	278	619	273	232	505	107	115	222
	Sunamgonj	413	526	939	466	413	895	289	300	598	240	223	475	115	153	275
	Sylhet	561	775	1,336	618	662	1,280	486	491	977	335	335	670	159	273	432
Total		**35905**	**46808**	**82713**	**32329**	**32985**	**69806**	**25162**	**24631**	**53004**	**20467**	**19897**	**43557**	**10748**	**13464**	**26829**

Table 4.10: Enrolment in Experimental School by District, Grade and Gender 2017

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Boy	Girl	Total	Boy	Girl	Boy	Girl	Total	Boy	Girl
Barisal	Barguna	12	12	24	12	11	23	9	9	18	9	9	18	5	5	10
	Barisal	23	22	45	20	20	40	15	32	47	14	23	37	14	50	64
	Bhola	23	15	38	20	18	38	12	12	24	9	14	23	9	9	18
	Patuakhali	17	12	29	14	18	32	12	9	21	16	17	33	9	9	18
	Pirojpur	7	7	14	19	21	40	36	30	66	14	11	25	16	17	33
Chittagong	Bandarban	19	10	29	17	20	37	20	15	35	15	15	30	16	13	29
	Brahmonbaria	11	4	15	9	16	25	21	18	39	16	28	44	28	29	57
	Chandpur	16	20	36	21	21	42	17	21	38	9	9	18	31	27	58
	Chittagong	42	26	68	40	49	89	33	53	86	50	39	89	97	45	142
	Comilla	18	25	43	31	37	68	27	30	57	12	11	23	19	26	45
	Cox's Bazar	24	22	46	19	24	43	39	32	71	31	36	67	77	72	149
	Feni	23	12	35	17	15	32	37	9	46	36	12	48	49	9	58
	Luxmipur	4	5	9	5	14	19	9	9	18	10	9	19	32	32	64
	Noakhali	7	3	10	7	4	11	15	14	29	20	11	31	48	22	70
	Rangamati	5	5	10	10	16	26	13	17	30	7	6	13	12	13	25
Dhaka	Faridpur	16	16	32	20	31	51	15	25	40	15	14	29	32	38	70
	Gazipur	17	11	28	7	10	17	7	9	16	12	9	21	40	39	79
	Jamalpur	18	20	38	17	18	35	15	19	34	26	27	53	17	19	36
	Kishorgonj	12	22	34	16	15	31	14	12	26	14	20	34	9	25	34
	Madaripur	8	4	12	4	7	11	9	4	13	7	9	16	1	5	6
	Manikgonj	16	11	27	13	18	31	21	22	43	25	12	37	27	30	57
	Munshigonj	24	22	46	22	22	44	13	33	46	30	23	53	29	9	38
	Mymensingh	20	20	40	19	24	43	10	14	24	22	23	45	47	22	69
	Narsingdi	23	16	39	17	16	33	14	15	29	23	17	40	34	25	59

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Boy	Girl	Total	Boy	Girl	Boy	Girl	Total	Boy	Girl
	Netrokona	49	51	100	50	47	97	38	38	76	35	47	82	16	32	48
	Rajbari	18	20	38	29	25	54	39	29	68	27	29	56	8	28	36
	Shariatpur	14	15	29	16	7	23	7	10	17	7	4	11	1	4	5
	Tangail	5	7	12	11	10	21	12	7	19	8	12	20	9	12	21
Khulna	Bagerhat	-	-	-	-	-	-	9	9	18	-	-	-	1	-	1
	Chuadanga	3	7	10	9	9	18	12	11	23	3	4	7	7	1	8
	Jessore	23	20	43	16	24	40	10	14	24	12	15	27	5	15	20
	Jhenaidah	25	24	49	27	37	64	29	24	53	34	23	57	29	26	55
	Khulna	20	20	40	31	20	51	25	39	64	28	21	49	15	28	43
	Kushtia	16	20	36	19	24	43	15	11	26	11	18	29	11	14	25
	Magura	8	6	14	14	9	23	14	17	31	56	46	102	39	64	103
	Satkhira	8	-	8	4	9	13	13	4	17	9	5	14	7	9	16
Rajshahi	Bogra	29	33	62	38	39	77	23	25	48	29	47	76	32	36	68
	Jaipurhat	11	7	18	20	18	38	12	15	27	18	19	37	34	15	49
	Naogaon	14	12	26	16	24	40	12	14	26	22	23	45	48	13	61
	Natore	21	17	38	22	22	44	17	15	32	11	13	24	17	27	44
	Nawabgonj	14	12	26	22	21	43	29	22	51	27	22	49	29	22	51
	Pabna	16	22	38	19	18	37	14	14	28	13	22	35	7	5	12
	Rajshahi	20	17	37	17	20	37	23	13	36	13	17	30	9	31	40
	Sirajgonj	17	12	29	17	11	28	12	9	21	9	9	18	18	13	31
Rangpur	Dinajpur	13	13	26	25	20	45	23	19	42	9	15	24	7	11	18
	Gaibandha	19	17	36	23	21	44	23	34	57	18	20	38	10	30	40
	Kurigram	10	10	20	7	22	29	18	8	26	14	11	25	10	33	43
	Nilphamari	15	9	24	11	12	23	12	13	25	17	12	29	16	14	30
	Panchagarh	2	5	7	8	3	11	7	7	14	9	9	18	5	14	19
	Rangpur	2	4	6	31	26	57	31	29	60	-	-	-	7	9	16
	Thakurgaon	16	19	35	108	32	140	41	18	59	40	29	69	74	39	113
Sylhet	Hobigonj	24	23	47	21	35	56	16	32	48	15	25	40	31	25	56
	Moulvibazar	8	13	21	21	29	50	18	19	37	22	23	45	25	40	65
	Sunamgonj	15	15	30	21	18	39	21	16	37	26	19	45	16	20	36
	Sylhet	19	19	38	17	23	40	25	16	41	13	29	42	21	37	58
Total		879	811	1,690	1,086	1,100	2,186	1,033	1,014	2,047	997	992	1,989	1,262	1,257	2,519

Table 4.11: Enrolment in Ebtedayee Madrasha by District, Grade and Gender 2017

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Barisal	Barguna	189	128	317	322	270	592	187	167	354	1,055	894	2,009	1,112	969	2,180
	Barisal	469	426	895	399	392	797	246	216	464	440	339	782	548	499	1,049
	Bhola	876	621	1,497	704	848	1,666	397	443	894	1,061	1,077	2,267	1,194	1,193	2,530
	Jhalokathi	45	32	77	78	61	139	42	38	80	418	403	821	453	437	890
	Patuakhali	1,883	1,638	3,521	1,250	1,135	2,566	754	758	1,633	1,266	1,189	2,585	1,455	1,363	2,923
	Pirojpur	640	538	1,178	591	551	1,142	378	364	742	797	721	1,518	977	860	1,837
Chittagong	Bandarban	37	46	83	42	44	86	82	83	165	93	88	181	134	109	243
	Brahmonbaria	72	64	136	46	43	89	38	28	66	56	46	102	49	62	111
	Chandpur	543	547	1,090	445	389	834	353	292	645	413	465	878	714	631	1,345
	Chittagong	2,586	2,177	4,763	2,002	1,768	3,822	1,547	1,697	3,293	2,367	2,151	4,566	3,148	2,706	5,900
	Comilla	914	826	1,740	804	686	1,490	561	511	1,072	734	688	1,422	983	954	1,937
	Cox's Bazar	721	628	1,349	782	878	1,660	621	631	1,252	761	807	1,568	918	1,121	2,039
	Feni	568	474	1,042	650	595	1,261	274	245	528	597	507	1,116	804	670	1,486
	Khagrachhari	196	144	340	261	168	429	504	494	998	332	317	649	360	350	710
	Luxmipur	526	479	1,005	533	515	1,048	253	278	531	665	672	1,337	650	647	1,297
	Noakhali	1,165	956	2,121	968	811	1,795	604	601	1,213	1,080	1,091	2,214	1,282	1,334	2,616
	Rangamati	60	45	105	70	73	143	42	36	78	103	89	192	111	129	240
Dhaka	Dhaka	663	613	1,276	676	486	1,194	671	664	1,351	631	586	1,233	786	504	1,304
	Faridpur	212	160	372	885	831	1,716	216	223	439	414	525	939	585	596	1,181
	Gazipur	575	449	1,024	680	643	1,323	418	449	867	1,035	1,017	2,052	1,387	1,368	2,755
	Gopalgonj	92	70	162	74	72	146	46	39	85	140	146	286	139	149	288
	Jamalpur	1,221	955	2,176	5,486	5,444	11,252	1,505	1,581	3,237	1,971	1,895	4,027	1,597	1,365	3,105
	Kishorgonj	641	581	1,222	575	446	1,068	339	382	744	444	455	923	564	548	1,149
	Madaripur	35	34	69	23	24	47	24	16	40	167	139	306	142	106	248
	Manikgonj	83	66	149	384	403	787	74	113	187	185	388	573	251	284	535
	Munshigonj	229	182	411	336	332	692	161	195	366	467	516	1,027	700	690	1,437
	Mymensingh	1,419	1,344	2,763	1,112	1,051	2,245	782	769	1,594	1,410	1,213	2,775	1,462	1,415	2,970
	Narayangonj	506	373	879	631	533	1,164	397	420	817	806	701	1,507	978	901	1,879
	Narsingdi	433	352	785	419	363	797	522	523	1,053	446	390	844	498	507	1,010
	Netrokona	714	655	1,369	2,691	2,705	5,638	587	651	1,305	1,089	1,018	2,284	899	831	1,938
	Rajbari	492	402	894	495	525	1,020	274	323	597	741	765	1,506	1,080	1,098	2,178
	Shariatpur	175	182	357	142	161	303	85	89	174	210	227	437	313	347	660

Division	District	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
	Sherpur	153	149	302	91	87	178	58	61	119	99	102	201	95	100	195
	Tangail	866	672	1,538	4,530	4,608	9,138	1,466	1,513	2,979	1,659	2,046	3,705	1,728	1,759	3,487
Khulna	Bagerhat	238	204	442	162	154	328	162	151	321	208	187	401	245	231	498
	Chuadanga	150	104	254	142	110	252	84	55	139	268	301	569	362	601	963
	Jessore	690	648	1,338	454	417	871	288	275	563	357	364	721	512	475	987
	Jhenaidah	306	247	553	237	265	525	150	152	316	423	417	886	557	557	1,166
	Khulna	423	361	784	420	307	727	409	351	760	566	426	992	604	486	1,090
	Kushtia	221	167	388	300	233	565	156	123	295	382	387	819	530	525	1,167
	Magura	157	146	303	155	138	293	83	86	169	154	140	294	185	157	342
	Meherpur	30	19	49	23	18	41	12	14	26	25	19	44	6	14	20
	Narail	231	182	413	318	309	627	182	179	361	443	428	871	640	549	1,189
	Satkhira	626	598	1,224	594	439	1,033	434	409	843	431	398	829	538	465	1,003
Rajshahi	Bogra	1,849	1,751	3,600	1,231	1,205	2,449	867	791	1,663	1,080	1,017	2,103	1,159	1,080	2,243
	Jaipurhat	483	466	949	398	379	777	361	342	703	335	316	651	413	352	765
	Naogaon	816	752	1,568	476	425	901	356	322	678	369	350	719	301	385	686
	Natore	469	390	859	437	411	848	285	260	545	496	496	992	652	623	1,275
	Nawabgonj	221	192	413	212	202	414	233	229	462	268	277	545	225	253	478
	Pabna	712	727	1,439	450	475	937	263	268	539	412	415	835	458	476	941
	Rajshahi	419	390	809	331	290	621	216	219	435	844	696	1,628	1,007	931	2,081
	Sirajgonj	1,590	1,552	3,142	902	860	1,961	492	466	1,062	658	628	1,392	610	609	1,298
Rangpur	Dinajpur	949	754	1,703	815	692	1,515	509	479	996	941	825	1,774	1,106	919	2,031
	Gaibandha	2,363	2,184	4,547	1,474	1,363	3,048	1,045	1,007	2,171	1,217	1,175	2,505	1,307	1,229	2,623
	Kurigram	505	495	1,000	328	327	694	297	321	640	244	227	506	208	290	546
	Lalmonirhat	50	35	85	94	82	176	48	70	118	176	154	652	201	177	742
	Nilphamari	1,642	1,636	3,278	920	918	2,010	580	545	1,239	822	741	1,682	580	616	1,242
	Panchagarh	253	253	506	188	182	370	108	100	208	196	182	378	187	167	354
	Rangpur	654	617	1,271	567	540	1,141	437	416	874	513	450	995	507	433	965
	Thakurgaon	1,247	1,175	2,422	1,000	862	2,098	840	804	1,946	932	894	2,029	961	861	1,964
Sylhet	Hobigonj	168	129	297	152	112	264	109	79	188	205	192	397	183	205	388
	Moulvibazar	556	516	1,072	414	389	816	293	223	525	381	327	719	437	434	877
	Sunamgonj	761	651	1,412	751	675	1,446	620	576	1,210	777	708	1,531	1,249	968	2,258
	Sylhet	679	575	1,254	428	414	986	303	280	691	548	596	1,252	712	750	1,556
Total		39,457	34,924	74,381	43,550	41,134	87,001	24,730	24,485	50,648	38,823	37,406	78,543	44,738	42,420	89,390

Table 4.12: Grade and Gender wise Enrollment in 2017

Gender	Pre-Primary	Grade I	Grade II	Grade III	Grade IV	Grade V	Total (I - V)[4]
Boys	1,841,242	1,554,669	1,692,595	1,629,483	1,805,573	1,825,718	8,508,038
Girls	1,826,609	1,580,491	1,722,986	1,670,636	1,879,138	1,890,061	8,743,312
Total	**3,667,851**	**3,135,160**	**3,415,581**	**3,300,119**	**3,684,711**	**3,715,779**	**17,251,350**

Table 4.13: Enrollment in GPS and NNPS by District and Gender 2017

Division	District	GPS				NNPS			
		Boys	Girls	Total	% of Girl	Boys	Girls	Total	% of Girl
Barisal	Barguna	29,342	32,518	61,860	52.6	21,160	22,649	43,809	52
	Barisal	83,774	94,952	178,726	53.1	32,934	38,031	70,965	54
	Bhola	54,261	60,134	114,395	52.6	45,890	54,589	100,479	54
	Jhalokathi	22,730	26,598	49,328	53.9	7,149	8,276	15,425	54
	Patuakhali	51,335	57,196	108,531	52.7	33,235	38,614	71,849	54
	Pirojpur	37,100	42,804	79,904	53.6	13,888	16,133	30,021	54
Chittagong	Bandarban	16,980	18,463	35,443	52.1	6,734	7,167	13,901	52
	Brahmonbaria	117,398	111,839	229,237	48.8	33,842	38,416	72,258	53
	Chandpur	82,623	96,233	178,856	53.8	19,531	22,758	42,289	54
	Chittagong	214,914	233,702	448,616	52.1	53,570	59,649	113,219	53
	Comilla	181,296	198,544	379,840	52.3	55,133	65,212	120,345	54
	Cox's Bazar	65,688	72,280	137,968	52.4	26,733	31,884	58,617	54
	Feni	38,050	45,040	83,090	54.2	8,027	10,039	18,066	56
	Khagrachhari	23,728	24,600	48,328	50.9	10,616	11,112	21,728	51
	Luxmipur	57,972	65,701	123,673	53.1	17,815	21,984	39,799	55
	Noakhali	84,885	96,592	181,477	53.2	38,063	44,622	82,685	54
	Rangamati	21,858	22,313	44,171	50.5	8,262	8,519	16,781	51
Dhaka	Dhaka	130,625	121,067	251,692	48.1	17,890	17,808	35,698	50
	Faridpur	70,765	71,614	142,379	50.3	26,097	28,491	54,588	52
	Gazipur	67,513	67,179	134,692	49.9	17,156	17,528	34,684	51
	Gopalgonj	49,842	49,487	99,329	49.8	15,060	15,760	30,820	51
	Jamalpur	72,551	77,651	150,202	51.7	53,304	56,987	110,291	52
	Kishorgonj	105,696	105,976	211,672	50.1	38,410	42,106	80,516	52
	Madaripur	49,972	46,656	96,628	48.3	16,433	17,445	33,878	52
	Manikgonj	55,530	55,460	110,990	50.0	13,413	13,667	27,080	51
	Munshigonj	62,989	57,522	120,511	47.7	6,968	6,864	13,832	50
	Mymensingh	181,424	172,296	353,720	48.7	73,774	80,547	154,321	52
	Narayangonj	76,207	68,239	144,446	47.2	12,316	12,309	24,625	50
	Narsingdi	80,464	78,062	158,526	49.2	14,457	14,691	29,148	50
	Netrokona	71,761	78,597	150,358	52.3	44,655	48,746	93,401	52
	Rajbari	32,062	28,621	60,683	47.2	14,474	14,717	29,191	50
	Shariatpur	46,717	46,384	93,101	49.8	16,315	17,792	34,107	52
	Sherpur	38,437	39,607	78,044	50.7	24,462	27,134	51,596	53
	Tangail	104,648	113,939	218,587	52.1	54,443	58,119	112,562	52
Khulna	Bagerhat	43,084	43,948	87,032	50.5	27,440	28,116	55,556	51
	Chuadanga	34,336	33,865	68,201	49.7	17,411	17,467	34,878	50
	Jessore	75,736	70,657	146,393	48.3	42,165	42,073	84,238	50
	Jhenaidah	44,974	42,644	87,618	48.7	35,750	35,802	71,552	50
	Khulna	55,321	54,968	110,289	49.8	29,770	29,831	59,601	50
	Kushtia	58,423	52,084	110,507	47.1	32,033	32,182	64,215	50

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[4] **Pre Primary students are not considered in Total (1-V)**

Division	District	GPS				NNPS			
		Boys	Girls	Total	% of Girl	Boys	Girls	Total	% of Girl
	Magura	28,822	27,740	56,562	49.0	16,040	16,440	32,480	51
	Meherpur	18,421	17,501	35,922	48.7	11,576	12,334	23,910	52
	Narail	26,994	26,776	53,770	49.8	12,496	12,711	25,207	50
	Satkhira	62,319	58,306	120,625	48.3	28,575	29,375	57,950	51
Rajshahi	Bogra	92,133	90,638	182,771	49.6	37,705	40,823	78,528	52
	Jaipurhat	22,921	23,230	46,151	50.3	6,624	6,748	13,372	51
	Naogaon	72,601	70,746	143,347	49.4	31,109	32,971	64,080	52
	Natore	48,038	45,197	93,235	48.5	23,247	23,878	47,125	51
	Nawabgonj	42,002	42,070	84,072	50.0	28,079	29,485	57,564	51
	Pabna	91,787	83,682	175,469	47.7	35,252	36,826	72,078	51
	Rajshahi	64,697	58,387	123,084	47.4	34,355	34,823	69,178	50
	Sirajgonj	105,536	103,095	208,631	49.4	55,271	60,329	115,600	52
Rangpur	Dinajpur	83,350	87,002	170,352	51.1	55,103	58,589	113,692	52
	Gaibandha	86,053	96,413	182,466	52.8	52,609	59,496	112,105	53
	Kurigram	73,623	77,564	151,187	51.3	56,362	62,059	118,421	52
	Lalmonirhat	38,785	41,298	80,083	51.6	35,369	39,076	74,445	53
	Nilphamari	64,964	67,227	132,191	50.9	49,573	54,621	104,194	52
	Panchagarh	31,370	32,539	63,909	50.9	21,954	22,729	44,683	51
	Rangpur	80,904	90,575	171,479	52.8	56,549	62,311	118,860	52
	Thakurgaon	42,029	42,818	84,847	50.5	31,906	33,968	65,874	52
Sylhet	Hobigonj	95,805	97,677	193,482	50.5	24,615	26,683	51,298	52
	Moulvibazar	68,557	71,031	139,588	50.9	25,710	26,082	51,792	50
	Sunamgonj	102,907	109,918	212,825	51.6	47,232	52,437	99,669	53
	Sylhet	131,843	142,080	273,923	51.9	31,946	35,570	67,516	53
Total		4,369,472	4,479,542	8,849,014	50.6	1,886,035	2,046,200	3,932,235	52.0

Table 4.14: Enrollment in RNGPS and NRNGPS by District and Gender 2017

Division	District	RNGPS				NRNGPS			
		Boys	Girls	Total	% of G	Boys	Girls	Total	% of G
Barisal	Barguna	113	103	216	47.7	3,244	3,445	6,689	51.5
	Barisal	180	208	388	53.6	1,148	1,343	2,491	53.9
	Bhola	104	99	203	48.8	5,616	6,647	12,263	54.2
	Jhalokathi	66	64	130	49.2	327	386	713	54.1
	Patuakhali	277	245	522	46.9	2,798	3,085	5,883	52.4
	Pirojpur	-	-	-		1,541	1,678	3,219	52.1
Chittagong	Bandarban	-	-	-		1,114	889	2,003	44.4
	Brahmonbaria	176	189	365	51.8	295	363	658	55.2
	Chandpur	495	561	1,056	53.1	26	38	64	59.4
	Chittagong	54	59	113	52.2	1,127	1,368	2,495	54.8
	Comilla	30	31	61	50.8	431	518	949	54.6
	Cox's Bazar	182	229	411	55.7	1,083	1,317	2,400	54.9
	Feni	-	-	-		235	238	473	50.3
	Khagrachhari	-	-	-		1,221	1,323	2,544	52.0
	Luxmipur	-	-	-		1,240	1,602	2,842	56.4
	Noakhali	39	50	89	56.2	1,654	2,052	3,706	55.4
	Rangamati	40	41	81	50.6	1,583	1,674	3,257	51.4
Dhaka	Dhaka	-	-	-		839	947	1,786	53.0
	Faridpur	-	-	-		545	579	1,124	51.5
	Gazipur	71	69	140	49.3	106	111	217	51.2
	Gopalgonj	100	116	216	53.7	854	898	1,752	51.3
	Jamalpur	341	337	678	49.7	7,396	7,679	15,075	50.9

Division	District	RNGPS				NRNGPS			
		Boys	Girls	Total	% of G	Boys	Girls	Total	% of G
	Kishorgonj	-	-	-		1,148	1,293	2,441	53.0
	Madaripur	202	150	352	42.6	569	629	1,198	52.5
	Manikgonj	-	-	-		251	249	500	49.8
	Munshigonj	143	133	276	48.2	188	204	392	52.0
	Mymensingh	322	383	705	54.3	3,699	4,219	7,918	53.3
	Narayangonj	109	108	217	49.8	473	573	1,046	54.8
	Narsingdi	-	-	-		446	531	977	54.4
	Netrokona	646	681	1,327	51.3	5,827	6,539	12,366	52.9
	Rajbari	101	117	218	53.7	1,104	1,187	2,291	51.8
	Shariatpur	80	89	169	52.7	989	1,138	2,127	53.5
	Sherpur	57	44	101	43.6	8,291	9,466	17,757	53.3
	Tangail	74	90	164	54.9	787	888	1,675	53.0
Khulna	Bagerhat	95	89	184	48.4	250	284	534	53.2
	Chuadanga	49	56	105	53.3	526	560	1,086	51.6
	Jessore	265	345	610	56.6	356	382	738	51.8
	Jhenaidah	102	105	207	50.7	2,921	3,052	5,973	51.1
	Khulna	-	-	-		282	322	604	53.3
	Kushtia	93	78	171	45.6	346	365	711	51.3
	Magura	-	-	-		220	255	475	53.7
	Meherpur	-	-	-		367	379	746	50.8
	Narail	-	-	-		423	439	862	50.9
	Satkhira	27	17	44	38.6	922	967	1,889	51.2
Rajshahi	Bogra	-	-	-		708	787	1,495	52.6
	Jaipurhat	-	-	-		508	517	1,025	50.4
	Naogaon	70	90	160	56.2	1,022	1,120	2,142	52.3
	Natore	-	-	-		808	888	1,696	52.4
	Nawabgonj	84	82	166	49.4	3,518	3,553	7,071	50.2
	Pabna	134	122	256	47.7	2,784	3,047	5,831	52.3
	Rajshahi	206	224	430	52.1	476	518	994	52.1
	Sirajgonj	130	98	228	43.0	2,612	2,940	5,552	53.0
Rangpur	Dinajpur	83	67	150	44.7	4,684	4,817	9,501	50.7
	Gaibandha	1,254	1,248	2,502	49.9	10,991	12,055	23,046	52.3
	Kurigram	96	86	182	47.3	4,084	4,589	8,673	52.9
	Lalmonirhat	164	169	333	50.8	3,946	4,641	8,587	54.0
	Nilphamari	492	530	1,022	51.9	10,948	12,181	23,129	52.7
	Panchagarh	67	68	135	50.4	1,608	1,690	3,298	51.2
	Rangpur	387	377	764	49.3	7,024	7,929	14,953	53.0
	Thakurgaon	458	396	854	46.4	4,943	5,260	10,203	51.6
Sylhet	Hobigonj	62	62	124	50.0	288	308	596	51.7
	Moulvibazar	-	-	-		1,660	1,671	3,331	50.2
	Sunamgonj	185	191	376	50.8	1,547	1,635	3,182	51.4
	Sylhet	250	268	518	51.7	2,159	2,536	4,695	54.0

Table 4.15: Enrollment in Experimental and Community Schools by District and Gender 2017

Division	District	Experimental				Community			
		Boys	Girls	Total	% of G	Boys	Girls	Total	% of G
Barisal	Barguna	47	46	93	49.5	0	0	0	0.0
	Barisal	86	147	233	63.1	31	38	69	55.1
	Bhola	73	68	141	48.2	0	0	0	0.0
	Jhalokathi	0	0	0		33	38	71	53.5
	Patuakhali	68	65	133	48.9	457	446	903	49.4
	Pirojpur	92	86	178	48.3	0	0	0	0.0
Chittagong	Bandarban	87	73	160	45.6	20	24	44	54.5
	Brahmonbaria	85	95	180	52.8	0	0	0	0.0
	Chandpur	94	98	192	51.0	120	127	247	51.4
	Chittagong	262	212	474	44.7	36	42	78	53.8
	Comilla	107	129	236	54.7	338	363	701	51.8
	Cox's Bazar	190	186	376	49.5	0	0	0	0.0
	Feni	162	57	219	26.0	0	0	0	0.0
	Khagrachhari	0	0	0		0	0	0	0.0
	Luxmipur	60	69	129	53.5	0	0	0	0.0
	Noakhali	97	54	151	35.8	0	0	0	0.0
	Rangamati	47	57	104	54.8	45	54	99	54.5
Dhaka	Dhaka	0	0	0		47	50	97	51.5
	Faridpur	98	124	222	55.9	0	0	0	0.0
	Gazipur	83	78	161	48.4	94	62	156	39.7
	Gopalgonj	0	0	0		0	0	0	0.0
	Jamalpur	93	103	196	52.6	419	305	724	42.1
	Kishorgonj	65	94	159	59.1	18	26	44	59.1
	Madaripur	29	29	58	50.0	78	78	156	50.0
	Manikgonj	102	93	195	47.7	40	54	94	57.4
	Munshigonj	118	109	227	48.0	146	132	278	47.5
	Mymensingh	118	103	221	46.6	225	295	520	56.7
	Narayangonj	0	0	0		431	312	743	42.0
	Narsingdi	111	89	200	44.5	375	419	794	52.8
	Netrokona	188	215	403	53.3	130	124	254	48.8
	Rajbari	121	131	252	52.0	0	0	0	0.0
	Shariatpur	45	40	85	47.1	744	754	1498	50.3
	Sherpur	0	0	0		120	129	249	51.8
	Tangail	45	48	93	51.6	39	37	76	48.7
Khulna	Bagerhat	10	9	19	47.4	32	42	74	56.8
	Chuadanga	34	32	66	48.5	64	48	112	42.9
	Jessore	66	88	154	57.1	0	0	0	0.0
	Jhenaidah	144	134	278	48.2	90	113	203	55.7
	Khulna	119	128	247	51.8	40	48	88	54.5
	Kushtia	72	87	159	54.7	376	375	751	49.9
	Magura	131	142	273	52.0	109	78	187	41.7
	Meherpur	0	0	0		25	28	53	52.8
	Narail	0	0	0		0	0	0	0.0
	Satkhira	41	27	68	39.7	0	0	0	0.0

Division	District	Experimental				Community			
		Boys	Girls	Total	% of G	Boys	Girls	Total	% of G
Rajshahi	Bogra	151	180	331	54.4	0	0	0	0.0
	Jaipurhat	95	74	169	43.8	0	0	0	0.0
	Naogaon	112	86	198	43.4	0	0	0	0.0
	Natore	88	94	182	51.6	0	0	0	0.0
	Nawabgonj	121	99	220	45.0	0	0	0	0.0
	Pabna	69	81	150	54.0	208	267	475	56.2
	Rajshahi	82	98	180	54.4	0	0	0	0.0
	Sirajgonj	73	54	127	42.5	65	56	121	46.3
Rangpur	Dinajpur	77	78	155	50.3	0	0	0	0.0
	Gaibandha	93	122	215	56.7	194	270	464	58.2
	Kurigram	59	84	143	58.7	0	0	0	0.0
	Lalmonirhat	0	0	0		0	0	0	0.0
	Nilphamari	71	60	131	45.8	287	301	588	51.2
	Panchagarh	31	38	69	55.1	0	0	0	0.0
	Rangpur	71	68	139	48.9	0	0	0	0.0
	Thakurgaon	279	137	416	32.9	0	0	0	0.0
Sylhet	Hobigonj	107	140	247	56.7	210	249	459	54.2
	Moulvibazar	94	124	218	56.9	0	0	0	0.0
	Sunamgonj	99	88	187	47.1	218	228	446	51.1
	Sylhet	95	124	219	56.6	695	685	1380	49.6
Total		5257	5174	10431	49.6	6599	6697	13296	50.4

Table 4.16: Enrollment in Ebtedayee Madrasha by District and Gender 2017

Division	District	Ebtedayee Madrasha			
		Boys	Girls	Total	% of Girl
Barisal	Barguna	2944	2508	5452	46
	Barisal	2109	1878	3987	47.1
	Bhola	4441	4413	8854	49.8
	Jhalokathi	1036	971	2007	48.4
	Patuakhali	6868	6360	13228	48.1
	Pirojpur	3383	3034	6417	47.3
Chittagong	Bandarban	388	370	758	48.8
	Brahmonbaria	261	243	504	48.2
	Chandpur	2468	2324	4792	48.5
	Chittagong	11741	10603	22344	47.5
	Comilla	3996	3665	7661	47.8
	Cox's Bazar	3803	4065	7868	51.7
	Feni	2920	2513	5433	46.3
	Khagrachhari	1653	1473	3126	47.1
	Luxmipur	2627	2591	5218	49.7
	Noakhali	5131	4828	9959	48.5
	Rangamati	386	372	758	49.1
Dhaka	Dhaka	3465	2893	6358	45.5
	Faridpur	2312	2335	4647	50.2
	Gazipur	4095	3926	8021	48.9
	Gopalgonj	491	476	967	49.2
	Jamalpur	12216	11581	23797	48.7
	Kishorgonj	2637	2469	5106	48.4
	Madaripur	391	319	710	44.9
	Manikgonj	977	1254	2231	56.2
	Munshigonj	1954	1979	3933	50.3
	Mymensingh	6366	5981	12347	48.4

Division	District	Ebtedayee Madrasha			
		Boys	**Girls**	**Total**	**% of Girl**
	Narayangonj	3318	2928	6246	46.9
	Narsingdi	2335	2154	4489	48
	Netrokona	6305	6229	12534	49.7
	Rajbari	3082	3113	6195	50.3
	Shariatpur	925	1006	1931	52.1
	Sherpur	496	499	995	50.2
	Tangail	10249	10598	20847	50.8
	Bagerhat	1048	942	1990	47.3
	Chuadanga	1006	1171	2177	53.8
	Jessore	2301	2179	4480	48.6
	Jhenaidah	1740	1706	3446	49.5
Khulna	Khulna	2422	1931	4353	44.4
	Kushtia	1687	1547	3234	47.8
	Magura	734	667	1401	47.6
	Meherpur	96	84	180	46.7
	Narail	1814	1647	3461	47.6
	Satkhira	2623	2309	4932	46.8
	Bogra	6205	5853	12058	48.5
	Jaipurhat	1990	1855	3845	48.2
	Naogaon	2318	2234	4552	49.1
	Natore	2339	2180	4519	48.2
Rajshahi	Nawabgonj	1159	1153	2312	49.9
	Pabna	2312	2379	4691	50.7
	Rajshahi	2939	2635	5574	47.3
	Sirajgonj	4488	4367	8855	49.3
	Dinajpur	4335	3684	8019	45.9
	Gaibandha	7669	7225	14894	48.5
	Kurigram	1650	1736	3386	51.3
	Lalmonirhat	912	861	1773	48.6
Rangpur	Nilphamari	4779	4672	9451	49.4
	Panchagarh	932	884	1816	48.7
	Rangpur	2733	2513	5246	47.9
	Thakurgaon	5441	5018	10459	48
	Hobigonj	817	717	1534	46.7
Sylhet	Moulvibazar	2104	1905	4009	47.5
	Sunamgonj	4220	3637	7857	46.3
	Sylhet	2890	2849	5739	49.6
Total		195472	184491	379963	48.6

Table 4.17: Gross and Net Enrollment by District and Gender 2017

Division	District	Gross enrollment I- V (Regardless of all age)			Enrollment (6-10 years)		
		Boys	Girls	Total	Boys	Girls	Total
Barisal	Barguna	59331	65159	124,490	47,548	46,583	94,131
	Barisal	139102	153576	292,678	130,576	127,327	257,903
	Bhola	125190	142941	268,131	115,243	111,176	226,419
	Jhalokathi	42473	47797	90,270	37,988	36,672	74,660
	Patuakhali	106952	117352	224,304	89,364	86,809	176,173
	Pirojpur	61449	68990	130,439	59,219	57,590	116,809
Chittagong	Bandarban	28249	30547	58,796	24,306	23,090	47,396
	Brahmonbaria	186830	189618	376,448	185,148	183,501	368,649
	Chandpur	139802	140682	280,484	136,220	135,191	271,411
	Chittagong	393786	397082	790,868	388,547	379,076	767,623

	Comilla	325652	345568	671,220	322,622	315,083	637,705
	Cox's Bazar	126053	128105	254,158	123,573	119,798	243,371
	Feni	79094	83889	162,983	77,565	74,549	152,114
	Khagrachhari	41550	43663	85,213	36,740	35,584	72,324
	Laxmipur	109851	119896	229,747	107,093	104,521	211,614
	Noakhali	196439	198835	395,274	192,458	188,410	380,868
	Rangamati	36888	37766	74,654	34,069	31,657	65,726
Dhaka	Dhaka	486115	490281	976,396	472,257	460,633	932,890
	Faridpur	121676	125140	246,816	109,351	105,896	215,247
	Gazipur	183806	192713	376,519	146,589	142,853	289,442
	Gopalgonj	74419	74160	148,579	69,078	66,992	136,070
	Jamalpur	170965	179189	350,154	134,691	130,163	264,854
	Kishoregonj	180929	185546	366,475	179,150	171,153	350,303
	Madaripur	74932	79433	154,365	69,660	68,095	137,755
	Manikgonj	81665	89132	170,797	71,313	68,765	140,078
	Munshigonj	82714	84693	167,407	74,001	70,731	144,732
	Mymensingh	332769	328962	661,731	316,836	302,138	618,974
	Narayangonj	141955	138899	280,854	139,570	130,478	270,048
	Narsingdi	132673	133678	266,351	132,168	125,109	257,277
	Netrokona	153583	160207	313,790	143,745	136,244	279,989
	Rajbari	62105	59028	121,133	55,073	53,370	108,443
	Shariatpur	75652	76909	152,561	71,209	69,459	140,668
	Sherpur	97795	101001	198,796	82,110	78,992	161,102
	Tangail	211228	222450	433,678	186,787	179,891	366,678
Khulna	Bagerhat	81907	82883	164,790	74,031	72,511	146,542
	Chuadangha	62848	61664	124,512	51,874	50,403	102,277
	Jessore	152968	148513	301,481	126,920	122,591	249,511
	Jhenaidah	100207	97529	197,736	83,242	82,736	165,978
	Khulna	113796	118239	232,035	102,903	98,550	201,453
	Kushtia	110206	112270	222,476	93,664	91,588	185,252
	Magura	57791	56312	114,103	49,569	47,330	96,899
	Meherpur	37701	36795	74,496	28,906	27,981	56,887
	Narail	49285	48747	98,032	39,859	38,551	78,410
	Satkhira	108762	104422	213,184	94,744	90,676	185,420
Rajshahi	Bogra	184847	179223	364,070	162,685	154,487	317,172
	Joypurhat	43888	43897	87,785	40,293	38,510	78,803
	Naogaon	135071	133875	268,946	118,968	114,980	233,948
	Natore	97841	94648	192,489	81,995	78,866	160,861
	Nawabgonj	99857	100277	200,134	86,741	85,353	172,094
	Pabna	147045	154319	301,364	131,266	127,107	258,373
	Rajshahi	136897	137501	274,398	117,276	111,751	229,027
	Shirajgonj	209625	210479	420,104	176,138	171,919	348,057
Rangpur	Dinajpur	181421	185669	367,090	147,809	142,218	290,027
	Gaibandha	168886	173760	342,646	137,548	131,624	269,172
	Kurigram	131729	141478	273,207	117,194	113,886	231,080
	Lalmonirhat	98474	104899	203,373	73,737	69,919	143,656
	Nilphamari	131370	138979	270,349	107,231	101,099	208,330
	Panchagarh	70667	74157	144,824	53,873	51,076	104,949
	Rangpur	172125	186005	358,130	153,188	147,168	300,356
	Thakurgaon	101263	98351	199,614	76,214	72,009	148,223
Sylhet	Hobigonj	148307	153707	302,014	133,193	129,860	263,053
	Moulavbazar	126280	127622	253,902	109,425	108,716	218,141
	Sunamgonj	173679	178325	352,004	157,215	159,716	316,931
	Sylhet	209623	225880	435,503	197,073	198,604	395,677
Total		**8,508,038**	**8,743,312**	**17,251,350**	**7,686,641**	**7,449,364**	**15,136,005**

Table 4.18: GER and NER by District and Gender 2017

Division	District	GER			NER		
		Male	Female	Total	Male	Female	Total
Barisal	Barguna	127.91	118.02	123.01	99.72	99.91	99.81
	Barisal	118.37	120.20	119.28	98.93	99.91	99.41
	Bhola	99.47	110.50	104.89	99.29	99.91	99.59
	Jhalokathi	117.34	109.72	113.55	99.81	99.92	99.86
	Patuakhali	125.17	122.48	123.84	99.67	99.91	99.79
	Pirojpur	116.73	111.20	113.99	99.57	99.91	99.74
Chittagong	Bandarban	115.43	118.01	116.69	98.42	99.85	99.12
	Brahmonbaria	95.65	107.91	101.69	95.58	99.56	97.54
	Chandpur	102.38	115.78	108.99	97.85	99.91	98.87
	Chittagong	109.24	120.63	114.83	99.52	97.94	98.74
	Comilla	103.41	118.66	110.94	99.79	99.46	99.63
	Cox's Bazar	71.51	85.17	78.18	66.18	77.81	71.85
	Feni	102.80	115.08	108.84	99.67	99.86	99.76
	Khagrachhari	112.06	111.71	111.88	99.91	99.41	99.67
	Laxmipur	98.04	116.66	107.17	97.35	99.91	98.61
	Noakhali	96.00	109.17	102.46	87.80	96.97	92.30
	Rangamati	110.89	111.43	111.15	96.33	99.31	97.79
Dhaka	Dhaka	100.46	110.88	105.57	97.13	99.72	98.40
	Faridpur	108.63	122.41	115.43	99.29	99.88	99.58
	Gazipur	123.35	135.35	129.23	97.39	99.63	98.49
	Gopalgonj	103.02	118.34	110.52	99.62	99.91	99.76
	Jamalpur	117.00	128.00	122.41	99.17	99.91	99.53
	Kishoregonj	89.44	105.33	97.25	86.91	99.94	93.31
	Madaripur	109.36	127.44	118.22	99.81	99.91	99.86
	Manikgonj	113.08	125.79	119.35	99.64	99.88	99.76
	Munshigonj	109.05	124.13	116.43	98.74	99.91	99.31
	Mymensingh	97.74	113.31	105.40	97.66	99.62	98.62
	Narayangonj	97.26	113.87	105.40	95.05	97.91	96.45
	Narsingdi	101.54	117.84	109.54	99.71	99.74	99.72
	Netrokona	103.68	116.82	110.14	99.41	99.16	99.29
	Rajbari	113.67	126.35	119.89	99.85	99.73	99.79
	Shariatpur	105.89	122.41	113.98	99.91	98.99	99.46
	Sherpur	107.98	118.87	113.34	99.83	99.91	99.87
	Tangail	110.36	120.57	115.40	99.81	99.56	99.69
Khulna	Bagerhat	111.41	103.10	107.34	99.91	99.88	99.90
	Chuadangha	126.26	117.53	121.98	99.60	99.91	99.75
	Jessore	127.34	119.58	123.53	99.88	99.57	99.73
	Jhenaidah	122.98	113.80	118.44	99.80	99.14	99.47
	Khulna	120.45	112.68	116.65	99.61	99.45	99.53
	Kushtia	129.11	125.03	127.10	99.31	99.29	99.30
	Magura	118.79	110.92	114.94	96.17	99.79	97.94
	Meherpur	139.78	127.45	133.69	99.50	99.85	99.67
	Narail	128.02	117.85	123.03	99.43	99.81	99.62
	Satkhira	125.31	116.90	121.18	99.58	99.82	99.69
Rajshahi	Bogra	112.20	112.57	112.38	99.25	98.59	98.93
	Joypurhat	121.14	114.01	117.64	99.14	99.82	99.47
	Naogaon	112.45	108.67	110.60	99.91	99.91	99.91
	Natore	121.35	117.12	119.28	99.68	99.76	99.72
	Nawabgonj	110.51	112.97	111.73	99.71	99.82	99.77
	Pabna	117.56	118.24	117.90	99.91	99.91	99.91
	Rajshahi	120.49	113.91	117.26	98.69	99.81	99.24
	Shirajgonj	117.96	121.22	119.56	99.82	99.71	99.77
Rangpur	Dinajpur	116.59	109.07	112.89	99.92	99.64	99.78

Division	District	GER			NER		
		Male	Female	Total	Male	Female	Total
	Gaibandha	137.29	136.28	136.80	98.44	99.74	99.08
	Kurigram	110.18	109.18	109.69	99.86	98.89	99.39
	Lalmonirhat	121.39	115.76	118.63	99.53	99.19	99.36
	Nilphamari	133.88	129.04	131.51	98.64	99.91	99.26
	Panchagarh	128.27	122.91	125.65	99.91	99.65	99.78
	Rangpur	111.30	107.62	109.50	99.77	97.03	98.43
	Thakurgaon	130.88	124.08	127.55	98.71	99.01	98.86
Sylhet	Hobigonj	99.04	102.80	100.89	95.34	99.91	97.59
	Moulavbazar	112.38	105.77	109.13	95.20	99.01	97.08
	Sunamgonj	100.05	100.10	100.07	90.20	94.95	92.53
	Sylhet	106.92	107.14	107.03	91.83	98.65	95.18
Total		**109.32**	**115.02**	**112.12**	**97.11**	**98.83**	**97.96**

Table 4.19: Trend of GER and NER by Gender in Primary Education 2005-2017

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**

Figure 4.3: Gross Enrollment Rate (GER) 2010-2017
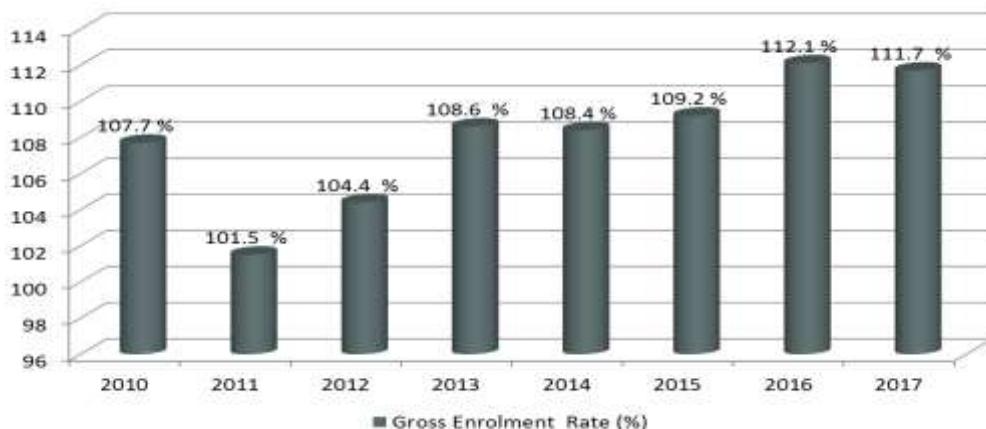
Figure 4.4: Net Enrollment Rate (NER) 2010-2017
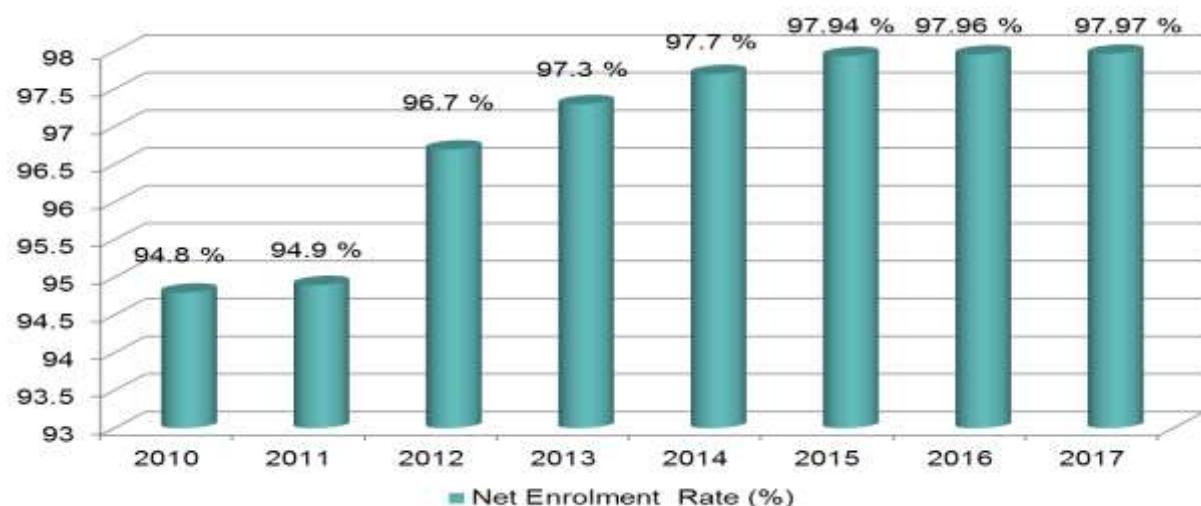
Chapter Five

Inclusive Education

5.   CHAPTER 5: INCLUSIVE EDUCATION

5.1   Introduction

As part of the commitment to monitor the progress in inclusive education, the school census collects data on enrollment 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 Enrollment of Special Need Children in all Type of Schools by Type of Disabilities, Grade and Gender 2017

Types[5]	Pre Primary			Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grand Total[6]		
	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical Handicap	1504	1164	2668	2109	1974	2878	2045	2541	1840	2220	1773	1708	1406	11452	9034	20486
Poor Eyesight	699	587	1286	872	1082	1784	1394	1664	1265	1408	1102	1155	1043	6880	5886	12766
Short of Hearing	501	375	876	406	365	396	357	419	393	370	340	277	271	1868	1726	3594
Problem in Speech	1412	1071	2480	1550	1585	2208	1707	1939	1484	1574	1315	1224	1017	8492	7108	15600
Intellectual/ Mental	1187	1002	2188	1991	1944	2532	2002	2187	1745	1658	1502	1169	1044	9533	8230	17763
Autistics	572	380	951	402	326	336	281	315	239	234	192	158	138	1444	1176	2620
Others	389	287	675	281	241	258	214	268	241	207	197	137	148	1151	1041	2192
Total	**6264**	**4866**	**11124**	**7611**	**7517**	**10392**	**8000**	**9333**	**7207**	**7671**	**6421**	**5828**	**5067**	**40820**	**34201**	**75021**

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[5] The mainstreaming of special need children under inclusive education gradually declining in the DPE managed schools. The general perception for decreasing is that the teachers should not correctly categories the type of disabilities according to the definition (WHO/UNICEF standard) included in APSC questionnaire of each grade separately.
[6] Grand total includes only the Grade 1 to 5.

Table 5.2: Enrollment of Special Need Children in Government Primary School (GPS) by Type of Disabilities, Grade and Gender 2017

Types	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grand Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical Handicap	1108	1030	1720	1143	1138	969	1109	877	798	575	5869	4591	10460
Poor Eyesight	369	490	1023	741	641	576	676	491	468	371	3177	2669	5846
Short of Hearing	86	87	99	95	140	125	118	103	98	82	541	492	1033
Problem in Speech	730	753	1188	848	720	683	634	565	432	313	3702	3162	6864
Intellectual/ Mental	1136	1103	1496	1098	923	901	757	704	419	372	4727	4175	8902
Autistics	127	81	100	77	65	43	61	36	46	26	398	263	661
Others	46	33	38	23	37	33	31	29	24	25	176	143	319
Total	3602	3577	5664	4025	3664	3330	3386	2805	2285	1764	18590	15495	34085

Table 5.3: Enrollment of Special Need Children in Newly Nationalized Primary Schools (NNPS) by Type of Disabilities, Grade and Gender 2017

Type of Disabilities	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grand Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical Handicap	428	307	580	361	507	315	334	291	245	199	2094	1473	3567
Poor Eyesight	143	111	320	197	270	195	173	167	112	115	1017	785	1802
Short of Hearing	42	40	51	50	38	52	43	39	28	42	202	223	425
Problem in Speech	345	278	474	357	399	284	270	224	151	126	1638	1269	2907
Intellectual/ Mental	323	253	421	337	356	267	239	236	112	105	1451	1198	2649
Autistics	45	32	36	29	25	19	10	10	11	11	127	101	228
Others	21	18	26	11	19	14	15	20	8	12	89	75	164
Total	1347	1039	1908	1342	1614	1146	1084	987	667	610	6618	5124	11742

Table 5.4: Enrollment of Special Need Children in NRNGPS by Type of Disability, Grade and Gender 2017

Type of Disabilities	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grand Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical Handicap	11	16	5	12	6	7	10	6	1	3	33	44	77
Poor Eyesight	2	4	4	4	5	1	5	4	4	5	20	18	38
Short of Hearing	3	1	5	1	4	6	2	2	1	1	15	11	26
Problem in Speech	13	9	13	8	7	3	5	5	4	1	42	26	68
Intellectual/ Mental	8	10	10	9	9	7	7	8	4	5	38	39	77
Autistics	5	5	3	3	5	2	0	1	0	1	13	12	25
Others	2	0	1	0	0	0	0	0	0	0	3	0	3

Total	44	45	41	37	36	26	29	26	14	16	164	150	314

Table 5.5 : Enrollment of Special Need Children in Ebtedayee Madrashas by Type of Disability, Grade and Gender 2017

Type of Disabilities	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grand Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical Handicap	54	27	36	39	60	38	24	17	26	10	200	131	331
Poor Eyesight	19	16	19	30	39	25	15	10	12	13	104	94	198
Short of Hearing	11	9	13	8	9	4	7	9	10	5	50	35	85
Problem in Speech	38	17	28	41	49	32	19	20	16	7	150	117	267
Intellectual/ Mental	34	14	43	44	52	36	21	20	20	19	170	133	303
Autistics	2	6	2	1	3	1	4	2	2	0	13	10	23
Others	8	5	6	7	4	6	7	4	6	6	31	28	59
Total	166	94	147	170	216	142	97	82	92	60	718	548	1266

5.1 *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 PEDP3.

Table 5.6: Number of Single Shift Schools by Division and Type of schools 2017

Division	GPS	NNPS	RNGPS	NRNGPS	Expt.	Com	ROSC	SK	Others	Total
Barisal	827	152	3	76	3	1	207	9	1499	2777
Chittagong	1240	175	5	77	11	4	1072	9	6696	9289
Dhaka	1620	217	10	93	10	11	1742	48	10955	14706
Khulna	1048	172	4	17	5	3	389	18	3908	5564
Rajshahi	1746	157	6	62	9	0	1094	32	6323	9429
Rangpur	1136	242	26	251	5	3	909	27	4522	7121
Sylhet	287	46	0	15	4	2	1339	4	3528	5225
Total	7904	1161	54	591	47	24	6752	147	37431	54111

Table 5.7: Number of Single Shift Schools by District and Types of schools 2017

Division	District	GPS	NNPS	RNGPS	NRNGPS	Expt.	Com	ROSC	SK	Others	Total
Barisal	Barguna	84	31	0	1	1	0	0	2	140	259
Barisal	Barisal	279	45	2	2	0	0	0	2	303	633
Barisal	Bhola	88	31	1	45	0	0	207	3	364	739
Barisal	Jhalokathi	75	9	0	5	0	0	0	0	156	245
Barisal	Patuakhali	131	23	0	15	1	1	0	0	397	568
Barisal	Pirojpur	170	13	0	8	1	0	0	2	139	333
Chittagong	Bandarban	13	3	0	18	1	1	2	1	53	92
Chittagong	Brahmonbaria	79	12	1	0	1	0	94	0	503	690
Chittagong	Chandpur	114	11	1	0	1	0	0	1	661	789
Chittagong	Chittagong	369	16	0	5	2	0	175	1	1165	1733
Chittagong	Comilla	244	44	1	1	1	2	194	1	1679	2167
Chittagong	Cox's Bazar	40	9	1	4	1	0	117	1	187	360
Chittagong	Feni	79	3	0	2	1	0	16	1	445	547
Chittagong	Khagrachhari	53	25	0	4	0	0	97	0	602	781
Chittagong	Luxmipur	98	23	0	2	1	0	91	1	555	771
Chittagong	Noakhali	89	8	0	9	1	0	190	1	653	951
Chittagong	Rangamati	62	21	1	32	1	1	96	1	193	408
Dhaka	Dhaka	183	17	0	1	0	0	8	16	1361	1586
Dhaka	Faridpur	27	3	0	1	0	0	193	2	603	829
Dhaka	Gazipur	120	19	0	0	1	0	49	3	849	1041
Dhaka	Gopalgonj	73	14	0	0	0	0	66	3	155	311
Dhaka	Jamalpur	117	10	2	26	0	3	38	6	488	690
Dhaka	Kishorgonj	63	5	0	3	0	1	179	0	944	1195
Dhaka	Madaripur	93	12	0	2	1	0	25	1	124	258
Dhaka	Manikgonj	97	0	0	1	1	1	46	3	432	581
Dhaka	Munshigonj	65	3	1	1	1	0	0	1	260	332
Dhaka	Mymensingh	44	14	3	9	1	1	255	4	1148	1479
Dhaka	Narayangonj	81	12	1	1	0	1	0	3	686	785
Dhaka	Narsingdi	162	18	0	1	1	3	94	2	622	903
Dhaka	Netrokona	62	16	1	6	1	0	500	1	972	1559
Dhaka	Rajbari	45	6	0	2	2	0	0	0	483	538
Dhaka	Shariatpur	51	10	0	3	1	0	0	0	280	345
Dhaka	Sherpur	83	19	0	30	0	1	167	2	636	938
Dhaka	Tangail	254	39	2	6	0	0	122	1	912	1336

Division	District	GPS	NNPS	RNGPS	NRNGPS	Expt.	Com	ROSC	SK	Others	Total
Khulna	Bagerhat	87	8	0	0	1	0	8	1	192	297
Khulna	Chuadanga	64	9	0	0	1	0	99	0	172	345
Khulna	Jessore	144	19	0	0	1	0	0	1	835	1000
Khulna	Jhenaidah	116	33	2	8	0	0	0	1	478	638
Khulna	Khulna	199	19	0	1	0	0	0	2	457	678
Khulna	Kushtia	87	14	1	0	1	1	109	0	823	1036
Khulna	Magura	58	20	0	1	0	1	0	1	395	476
Khulna	Meherpur	70	19	0	3	0	1	0	2	127	222
Khulna	Narail	70	12	0	1	0	0	67	2	127	279
Khulna	Satkhira	153	19	1	3	1	0	106	8	302	593
Rajshahi	Bogra	452	43	0	5	2	0	294	3	1081	1880
Rajshahi	Jaipurhat	114	6	0	7	0	0	0	0	341	468
Rajshahi	Naogaon	330	22	0	4	1	0	0	20	897	1274
Rajshahi	Natore	116	15	0	5	1	0	161	2	667	967
Rajshahi	Nawabgonj	118	10	2	9	2	0	0	2	589	732
Rajshahi	Pabna	208	14	1	15	1	0	29	3	767	1038
Rajshahi	Rajshahi	229	16	2	5	1	0	232	1	865	1351
Rajshahi	Sirajgonj	179	31	1	12	1	0	378	1	1116	1719
Rangpur	Dinajpur	148	27	0	16	1	0	116	5	754	1067
Rangpur	Gaibandha	287	69	16	54	1	3	121	3	940	1494
Rangpur	Kurigram	244	24	1	15	1	0	0	3	146	434
Rangpur	Lalmonirhat	108	32	1	32	0	0	314	5	173	665
Rangpur	Nilphamari	125	38	0	91	1	0	51	5	1031	1342
Rangpur	Panchagarh	60	17	1	11	1	0	81	2	406	579
Rangpur	Rangpur	104	24	6	20	0	0	102	2	347	605
Rangpur	Thakurgaon	60	11	1	12	0	0	124	2	725	935
Sylhet	Hobigonj	71	11	0	1	1	0	146	1	964	1195
Sylhet	Moulvibazar	133	29	0	7	1	0	243	1	1039	1453
Sylhet	Sunamgonj	33	2	0	0	1	0	651	1	807	1495
Sylhet	Sylhet	50	4	0	7	1	2	299	1	718	1082
	Total	7904	1161	54	591	47	24	6752	147	37431	54111

Chapter Six

Internal Efficiency

6. CHAPTER 6: 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 GPS by District, Grade and Gender 2017

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Barisal	Barguna	45	19	50	47	49	50	59	61	33	39
	Barisal	413	347	588	459	725	653	456	412	48	61
	Bhola	260	241	256	221	275	272	171	179	13	22
	Jhalokathi	42	38	77	38	84	55	34	23	7	11
	Patuakhali	261	190	277	200	256	221	155	118	69	53
	Pirojpur	162	130	209	147	283	184	239	173	29	26
Chittagong	Bandarban	285	252	336	339	386	384	255	277	39	38
	Brahmonbaria	2,236	1,523	2,146	1,591	2,362	1,895	1,792	1,691	210	239
	Chandpur	901	600	830	563	1,158	982	671	611	98	84
	Chittagong	3,732	3,098	5,154	4,306	6,650	5,876	4,597	3,940	707	693
	Comilla	1,226	987	1,610	1,329	1,981	1,851	1,492	1,438	227	283
	Cox's Bazar	833	730	1,143	860	1,475	1,427	1,089	1,146	127	136
	Feni	296	270	573	485	648	703	542	534	75	115
	Khagrachhari	500	342	410	285	574	455	431	324	48	48
	Luxmipur	523	433	643	581	926	954	658	695	46	40
	Noakhali	733	563	993	714	1,033	1,005	903	846	176	122
	Rangamati	237	170	188	148	242	178	148	106	2	10
Dhaka	Dhaka	1,524	1,220	1,837	1,755	2,179	1,827	1,421	1,219	183	148
	Faridpur	899	646	1,082	732	1,257	995	892	686	140	138
	Gazipur	361	293	1,004	802	833	745	482	392	48	49
	Gopalgonj	241	173	537	406	527	435	463	351	60	51
	Jamalpur	650	477	1,102	928	1,245	1,360	674	668	133	155
	Kishorgonj	2,616	1,719	2,635	1,971	3,144	2,894	2,449	2,476	262	329
	Madaripur	216	180	224	154	218	172	134	121	88	83
	Manikgonj	573	413	776	619	775	588	486	335	81	56
	Munshigonj	812	522	1,312	810	1,226	828	907	619	40	42
	Mymensingh	2,823	2,036	4,414	3,681	3,959	3,913	2,647	2,433	483	481

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boy	**Girl**	**Boy**	**Girl**	**Boy**	**Girl**	**Boy**	**Girl**	**Boy**	**Girl**
	Narayangonj	532	315	1,261	885	1,441	1,094	899	748	153	147
	Narsingdi	854	631	1,702	1,332	1,901	1,625	1,460	1,271	172	184
	Netrokona	1,185	861	1,592	1,320	1,497	1,414	1,041	897	186	136
	Rajbari	136	91	326	236	364	311	247	207	46	36
	Shariatpur	420	290	641	446	719	569	477	371	70	71
	Sherpur	546	476	536	462	579	583	418	469	169	252
	Tangail	1,276	896	1,598	1,227	1,452	1,235	670	491	71	89
Khulna	Bagerhat	184	130	246	145	400	305	273	196	89	70
	Chuadanga	848	540	858	650	1,323	1,029	862	753	64	81
	Jessore	1,076	784	1,418	977	1,868	1,352	1,284	980	148	163
	Jhenaidah	346	249	516	439	541	481	301	286	11	11
	Khulna	491	352	760	535	1,209	859	603	496	89	46
	Kushtia	473	356	1,038	821	744	697	503	462	82	97
	Magura	217	150	536	377	646	443	282	248	56	72
	Meherpur	153	85	275	184	252	167	138	103	19	10
	Narail	408	294	395	305	465	371	273	232	43	35
	Satkhira	545	369	647	482	904	655	541	406	83	55
Rajshahi	Bogra	708	585	885	733	984	861	645	541	129	147
	Jaipurhat	224	148	387	261	362	235	241	166	51	45
	Naogaon	444	356	578	464	598	480	386	286	71	79
	Natore	461	292	606	459	591	520	302	290	29	17
	Nawabgonj	191	160	381	269	438	414	264	251	143	175
	Pabna	820	583	901	669	1,087	817	521	469	89	88
	Rajshahi	715	470	967	642	896	692	525	421	133	136
	Sirajgonj	657	519	899	763	863	778	612	607	85	68
Rangpur	Dinajpur	411	338	559	459	577	452	416	325	78	87
	Gaibandha	465	356	703	651	759	689	418	430	68	75
	Kurigram	549	425	766	619	707	576	484	461	86	101
	Lalmonirhat	305	294	453	363	718	614	495	377	57	65
	Nilphamari	304	200	513	374	494	357	412	363	104	107
	Panchagarh	308	261	515	371	461	338	318	251	54	79
	Rangpur	795	669	991	805	977	918	729	667	372	417
	Thakurgaon	230	155	348	283	304	239	173	149	53	43
Sylhet	Hobigonj	2,293	1,683	2,562	2,071	3,297	2,960	2,118	2,258	384	447
	Moulvibazar	1,754	1,226	2,047	1,446	2,597	1,899	1,726	1,348	139	141
	Sunamgonj	3,299	2,556	3,059	2,431	3,933	3,638	2,274	2,226	425	517
	Sylhet	4,249	3,291	4,147	3,430	4,831	4,454	3,353	3,086	435	526
Total		52,272	39,048	67,018	52,557	76,249	66,023	50,931	45,462	8,008	8,467

Table 6.2: Repeaters in NNPS by District, Grade and Gender 2017

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boy	**Girl**	**Boy**	**Girl**	**Boy**	**Girl**	**Boy**	**Girl**	**Boy**	**Girl**
Barisal	Barguna	5	3	35	26	20	3	15	7	16	7
	Barisal	255	159	167	183	173	179	127	104	52	50
	Bhola	167	198	145	172	125	140	141	138	50	66
	Jhalokathi	8	7	7	8	8	8	11	8	11	8
	Patuakhali	97	92	94	75	120	87	89	67	42	33
	Pirojpur	41	18	33	21	49	24	25	34	8	7
Chittagong	Bandarban	114	118	94	80	121	87	72	76	17	20
	Brahmonbaria	638	478	556	482	541	434	446	414	85	114
	Chandpur	141	138	144	107	171	156	144	112	46	67
	Chittagong	750	589	898	722	1,173	989	810	776	271	317
	Comilla	390	326	375	311	375	335	350	311	100	107

	Cox's Bazar	238	252	318	353	465	433	383	360	52	58
	Feni	67	46	73	98	89	91	87	67	25	21
	Khagrachhari	242	167	145	117	170	154	144	145	34	39
	Luxmipur	111	89	123	105	138	174	135	183	15	23
	Noakhali	349	270	321	227	313	282	276	243	79	74
	Rangamati	43	36	40	34	60	52	40	27	4	5
Dhaka	Dhaka	153	129	138	117	183	148	135	115	30	24
	Faridpur	323	202	228	159	245	192	210	170	71	68
	Gazipur	59	47	164	122	140	108	109	76	21	22
	Gopalgonj	65	44	111	98	95	81	82	70	40	19
	Jamalpur	623	554	619	576	580	477	340	376	122	127
	Kishorgonj	897	702	911	753	901	725	706	698	116	136
	Madaripur	74	53	53	47	43	28	46	29	8	11
	Manikgonj	136	107	147	72	102	79	89	88	43	26
	Munshigonj	90	35	109	78	75	67	67	45	2	6
	Mymensingh	1,235	1,025	1,352	1,269	1,296	1,176	866	776	267	282
	Narayangonj	84	50	155	97	147	92	84	58	12	9
	Narsingdi	144	118	229	172	299	182	217	199	73	62
	Netrokona	964	782	893	791	657	658	462	458	135	154
	Rajbari	92	71	126	98	128	96	74	68	24	30
	Shariatpur	160	95	144	101	203	151	158	106	45	58
	Sherpur	351	289	241	220	223	236	159	151	52	55
	Tangail	507	366	440	380	382	334	232	216	53	61
Khulna	Bagerhat	90	87	92	74	135	91	119	111	48	37
	Chuadanga	379	272	302	222	476	382	304	266	25	20
	Jessore	608	453	602	453	684	572	577	434	124	129
	Jhenaidah	218	171	182	147	184	123	167	102	22	21
	Khulna	266	210	255	209	405	271	295	239	55	48
	Kushtia	263	186	191	141	156	111	121	113	79	84
	Magura	147	96	199	149	208	165	131	99	33	37
	Meherpur	54	61	102	72	120	74	93	59	11	5
	Narail	214	147	125	111	165	98	98	83	25	38
	Satkhira	238	210	248	188	283	189	236	147	31	31
Rajshahi	Bogra	262	207	191	184	168	145	143	146	78	54
	Jaipurhat	21	23	89	60	58	40	34	32	13	8
	Naogaon	270	192	169	109	125	99	99	78	48	49
	Natore	183	141	181	129	170	114	113	79	19	19
	Nawabgonj	73	41	97	56	102	81	60	58	46	70
	Pabna	422	287	252	237	201	175	139	114	34	34
	Rajshahi	302	225	257	185	240	192	201	145	67	59
	Sirajgonj	317	283	260	207	198	179	132	152	67	60
Rangpur	Dinajpur	202	149	133	124	160	143	116	123	57	38
	Gaibandha	324	273	284	287	229	244	183	173	50	78
	Kurigram	536	429	463	398	408	293	290	248	85	97
	Lalmonirhat	222	205	196	157	312	234	258	249	56	56
	Nilphamari	117	80	147	108	132	118	120	88	68	89
	Panchagarh	202	153	164	138	176	140	148	134	26	20
	Rangpur	514	396	441	353	381	354	339	309	196	199
	Thakurgaon	72	60	118	90	76	80	73	47	26	25
Sylhet	Hobigonj	548	420	504	426	471	434	394	387	115	151
	Moulvibazar	681	506	575	416	630	518	549	425	111	91
	Sunamgonj	1,363	1,132	1,206	1,059	1,307	1,169	919	895	298	259
	Sylhet	1,003	819	848	726	924	833	619	635	200	189
Total		19,724	15,569	18,501	15,486	19,094	16,119	14,401	12,941	4,134	4,261

Table 6.3: Repeaters in NRNGPS by District, Grade and Gender 2017

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Barisal	Barguna	-	-	2	2	3	4	3	2	4	4
	Barisal	1	1	4	2	-	-	-	1	1	2
	Bhola	54	56	64	76	28	35	17	21	4	8
	Jhalokathi	-	-	-	-	-	-	-	-	-	-
	Patuakhali	12	8	3	3	3	1	2	5	1	2
	Pirojpur	3	6	9	4	7	4	-	3	10	8
Chittagong	Bandarban	2	4	5	6	12	10	7	7	1	-
	Brahmonbaria	10	5	5	3	1	1	-	2	-	-
	Chandpur	-	-	-	-	-	-	-	-	-	-
	Chittagong	10	14	12	13	13	12	11	6	2	2
	Comilla	4	7	3	-	1	2	2	3	3	7
	Cox's Bazar	56	47	56	57	61	53	38	55	28	34
	Feni	2	2	-	1	-	1	1	1	-	-
	Khagrachhari	18	24	6	7	7	6	1	4	-	7
	Luxmipur	-	-	1	-	1	4	3	5	4	3
	Noakhali	34	34	14	13	11	15	8	12	5	12
	Rangamati	2	2	2	1	6	3	5	6	-	-
Dhaka	Dhaka	-	-	2	1	2	1	-	-	-	-
	Faridpur	9	2	4	3	7	1	-	1	1	-
	Gazipur	-	-	-	-	-	-	-	-	-	-
	Gopalgonj	-	-	8	8	8	2	4	3	3	3
	Jamalpur	70	81	79	68	44	46	36	49	13	16
	Kishorgonj	9	10	5	3	5	7	5	9	-	-
	Madaripur	-	-	-	-	-	-	23	21	10	15
	Manikgonj	-	-	-	-	-	-	-	-	-	-
	Munshigonj	1	2	2	3	5	4	3	4	-	-
	Mymensingh	78	78	62	56	54	44	33	34	28	23
	Narayangonj	-	1	-	-	6	5	7	9	1	-
	Narsingdi	9	9	13	11	-	2	4	1	-	-
	Netrokona	31	23	44	45	38	38	38	31	11	10
	Rajbari	1	-	1	-	4	5	2	3	3	2
	Shariatpur	4	4	4	6	2	5	4	1	-	2
	Sherpur	580	547	309	303	250	228	206	194	120	105
	Tangail	7	6	6	7	2	6	3	4	1	1
Khulna	Bagerhat	5	6	-	-	3	1	-	-	-	-
	Chuadanga	9	8	4	4	11	6	4	7	2	2
	Jessore	2	-	-	-	-	-	1	1	1	1
	Jhenaidah	3	7	-	-	1	1	2	2	-	-
	Khulna	-	-	8	13	-	1	2	1	-	-
	Kushtia	11	3	11	6	-	1	4	-	-	-
	Magura	-	-	-	-	-	-	-	-	-	-
	Meherpur	-	-	3	2	2	4	6	6	-	1
	Narail	-	-	2	-	2	1	-	-	-	-
	Satkhira	3	3	1	3	2	-	3	-	-	-
Rajshahi	Bogra	11	7	3	10	6	7	2	6	-	-
	Jaipurhat	-	1	1	1	-	-	-	1	-	2
	Naogaon	7	6	5	4	3	4	1	2	1	-
	Natore	11	15	8	12	6	5	4	8	5	9
	Nawabgonj	-	-	1	2	2	3	3	2	2	1
	Pabna	23	32	14	19	17	15	14	11	12	16
	Rajshahi	5	7	2	-	1	-	-	-	2	3

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
	Sirajgonj	10	4	7	4	16	6	9	6	4	3
Rangpur	Dinajpur	11	9	8	5	7	7	9	8	4	3
	Gaibandha	27	21	27	23	31	25	17	14	8	11
	Kurigram	28	20	20	19	20	17	14	11	15	12
	Lalmonirhat	46	43	7	6	4	3	6	9	12	21
	Nilphamari	8	7	1	1	1	-	3	3	1	1
	Panchagarh	-	-	-	-	-	-	-	-	-	-
	Rangpur	54	53	78	79	75	58	43	42	31	37
	Thakurgaon	3	5	4	4	2	1	2	2	-	-
Sylhet	Hobigonj	9	2	6	3	9	8	5	5	1	6
	Moulvibazar	44	40	19	12	16	11	11	10	2	2
	Sunamgonj	61	50	45	42	37	34	42	34	8	6
	Sylhet	43	34	17	23	41	22	25	24	2	4

Table 6.4: Repeaters in All Schools by District, Grade and Gender in 2017

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Barisal	Barguna	50	22	103	92	83	66	93	81	80	70
	Barisal	713	552	955	807	1104	1030	741	652	166	195
	Bhola	495	512	564	570	504	540	402	406	87	146
	Jhalokathi	50	45	106	52	112	72	57	36	24	39
	Patuakhali	435	333	546	423	540	421	377	298	280	241
	Pirojpur	252	193	353	242	467	305	388	286	122	102
Chittagong	Bandarban	422	388	532	537	618	582	407	437	95	110
	Brahmonbaria	2914	2037	3113	2438	3316	2691	2640	2505	504	658
	Chandpur	1140	812	1221	847	1621	1378	1029	900	240	275
	Chittagong	4915	4067	7438	6234	9299	8204	6706	5842	1973	2144
	Comilla	1843	1512	2552	2116	2944	2723	2365	2235	682	842
	Cox's Bazar	1195	1111	1819	1571	2294	2166	1777	1802	314	373
	Feni	463	388	857	762	952	989	817	774	226	316
	Khagrachhari	802	556	691	527	904	775	743	627	171	186
	Luxmipur	754	639	948	837	1253	1302	993	1059	148	160
	Noakhali	1307	1034	1830	1367	1871	1766	1613	1496	619	582
	Rangamati	289	221	283	231	375	280	246	183	10	28
Dhaka	Dhaka	3530	3116	3559	3295	3922	3379	2913	2503	1258	1117
	Faridpur	1305	972	1608	1141	1817	1439	1865	1472	355	400
	Gazipur	590	478	1491	1210	1251	1115	839	655	181	222
	Gopalgonj	360	249	800	653	774	638	1302	1244	185	139
	Jamalpur	1531	1231	2200	1931	2283	2266	1348	1426	554	704
	Kishorgonj	3758	2636	4277	3377	4725	4289	3751	3753	734	1003
	Madaripur	293	245	346	251	324	248	248	205	166	185
	Manikgonj	787	585	1144	877	1068	824	717	531	192	149
	Munshigonj	924	571	1669	1085	1546	1099	1145	807	65	79
	Mymensingh	4398	3345	6894	6004	6363	6082	4376	4004	1401	1468
	Narayangonj	641	405	1675	1216	1832	1425	1203	990	249	276
	Narsingdi	1062	790	2276	1813	2497	2093	2028	1766	401	448
	Netrokona	2248	1718	3167	2759	2750	2622	2331	2298	994	1225
	Rajbari	233	166	547	412	601	501	400	351	127	135
	Shariatpur	627	413	986	690	1110	875	786	590	177	213
	Sherpur	5546	5197	2834	2560	2401	2316	2051	1923	1314	1367
	Tangail	2029	1489	2674	2145	2425	2069	1255	1021	320	403
Khulna	Bagerhat	293	233	447	266	677	493	600	569	236	200
	Chuadanga	1275	857	1415	1077	2023	1636	1369	1179	139	188

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boy	**Girl**	**Boy**	**Girl**	**Boy**	**Girl**	**Boy**	**Girl**	**Boy**	**Girl**
	Jessore	1817	1356	2524	1836	3132	2386	2339	1809	563	710
	Jhenaidah	592	439	904	766	914	749	600	498	73	65
	Khulna	801	602	1335	971	2032	1438	1205	963	258	182
	Kushtia	933	715	1486	1181	1096	966	863	770	224	244
	Magura	384	264	917	658	1042	747	532	446	125	170
	Meherpur	214	152	453	316	459	300	287	213	42	29
	Narail	636	451	647	518	771	580	467	388	98	117
	Satkhira	870	659	1194	909	1623	1131	1038	762	286	222
Rajshahi	Bogra	1297	1075	1584	1328	1673	1484	1292	1160	630	600
	Jaipurhat	252	181	588	407	532	342	358	251	122	93
	Naogaon	872	703	994	797	1000	814	654	526	282	323
	Natore	737	528	1069	822	1015	858	683	582	140	140
	Nawabgonj	474	417	647	456	733	642	440	367	306	392
	Pabna	1441	1086	1537	1283	1629	1310	923	838	308	374
	Rajshahi	1066	748	1491	1026	1378	1097	914	718	373	450
	Sirajgonj	1063	881	1463	1259	1317	1178	951	954	256	292
Rangpur	Dinajpur	721	576	957	773	970	807	744	606	269	277
	Gaibandha	1313	1127	1444	1368	1467	1403	995	997	283	376
	Kurigram	1122	881	1528	1267	1374	1080	960	900	310	393
	Lalmonirhat	609	571	786	634	1369	1200	968	817	230	287
	Nilphamari	444	297	779	591	776	603	655	543	316	411
	Panchagarh	581	475	869	662	786	605	569	473	126	188
	Rangpur	1658	1391	1949	1633	2350	2153	2021	1800	1149	1229
	Thakurgaon	312	225	611	490	497	435	325	256	149	118
Sylhet	Hobigonj	3070	2308	3726	3142	4484	4056	3146	3205	945	1220
	Moulvibazar	2628	1895	3237	2397	3839	2966	2838	2231	468	535
	Sunamgonj	4879	3872	5118	4279	6052	5568	4103	3991	1378	1548
	Sylhet	5566	4381	5925	5005	6717	6130	5010	4640	1104	1423
Total		**85821**	**67374**	**109682**	**89189**	**119673**	**103727**	**87801**	**78610**	**25602**	**28796**

Table 6. 5 : Repetition Rate by Grade and Gender 2017

GenderGeGe	Grade I	Grade II	Grade III	Grade IV	Grade V	All grade
Boys (%)	7.5	5.5	6.1	7.5	3.5	6.2
Girls (%)	6.1	5.1	5.1	6.7	1.6	5.1
All (%)	**6.8**	**5.3**	**5.6**	**7.1**	**2.5**	**5.6**

Figure 6.1: Repetition Rate by Grade and Gender 2017
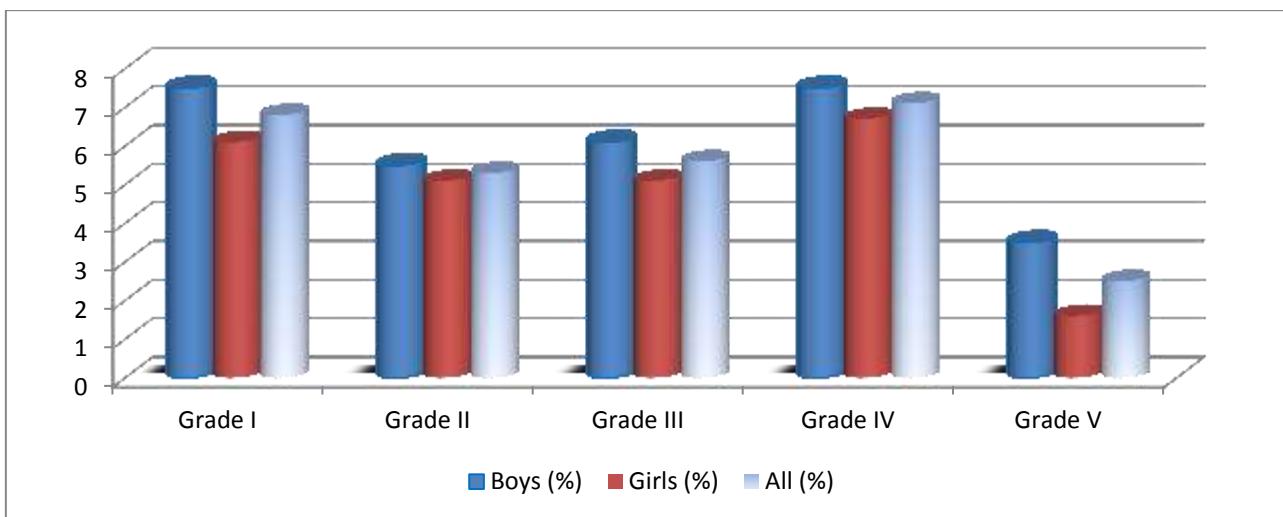
Table 6. 6: Year wise Repetition Rate by Gender 2010-2017

Gender	2010	2011	2012	2013	2014	2015	2016	2017
Boys (%)	12.8	11.6	7.7	7.3	6.9	**6.4**	6.4	6.2
Girls (%)	12.4	10.6	6.9	6.5	6.0	**6.0**	5.8	5.1
All (%)	**12.6**	**11.1**	**7.3**	**6.9**	**6.4**	**6.2**	**6.1**	**5.6**

Figure 6.2: Trend of Repetition Rate 2010 - 2017
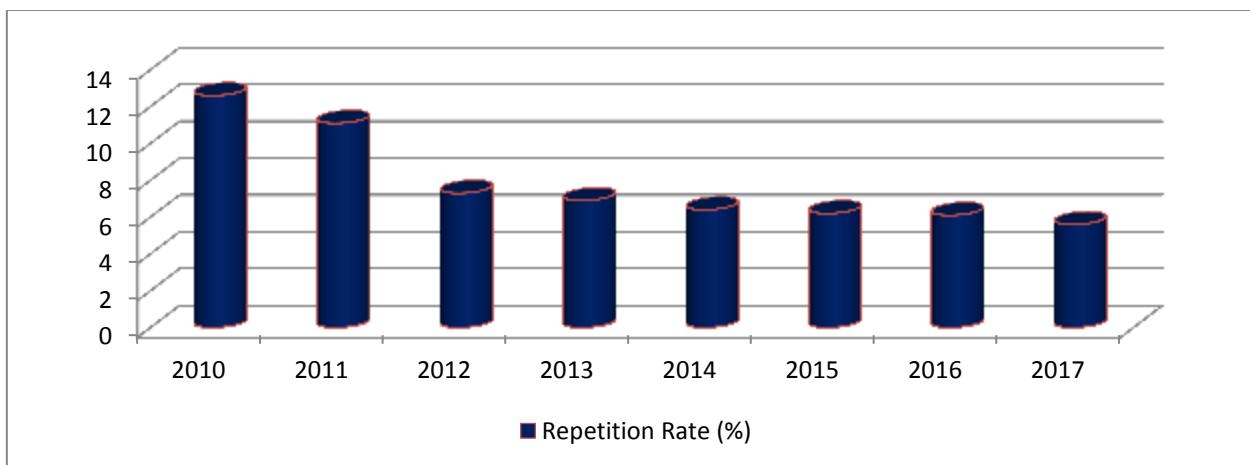
Table 6.7: Number of Repeaters by Grade and Gender 2017

Grade	Boys	Girls	Total
Grade I	105,763	84,474	190,237
Grade II	79,408	72,935	152,343

Grade III	85,274	74,525	159,799
Grade IV	105,846	103,710	209,556
Grade V	34,381	19,416	53,797
Total (I- V)	410,672	355,060	765,732

Table 6.8: Dropout Rate by Grade 2017

Gender	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Boys	2.8	4.8	4.6	6.6	3.6
Girls	0.3	1.2	3.3	9.3	1.6
All	**1.6**	**3.0**	**4.0**	**7.8**	**2.6**

Figure 6.3: Dropout Rate by Grade 2017
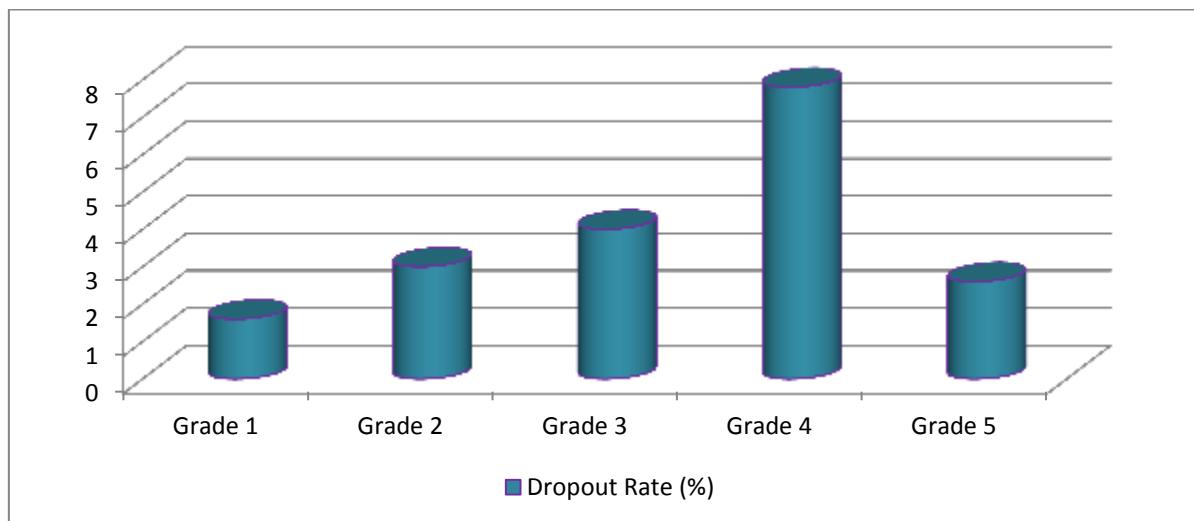
Table 6.10: Trend of Cycle Dropout Rate 2010-2017

Year	2010	2011	2012	2013	2014	2015	2016	2017
Dropout Rate (%)	39.8	29.7	26.2	21.4	20.9	20.4	19.2	18.8

Figure 6.9: Trend of Cycle Dropout Rate 2010-2017
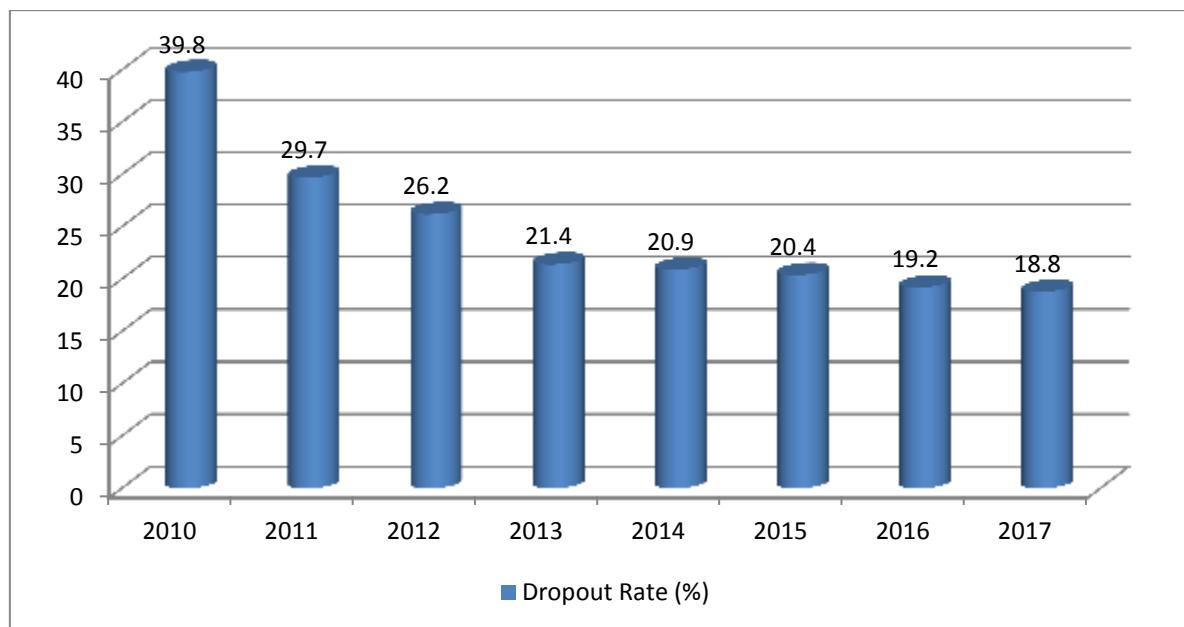
6.3   Survival Rate

Table 6.10: Year and Gender wise Survival Rate 2010-2017

Year	2010	2011	2012	2013	2014	2015	2016	2017
Boys	65.9	77.0	73.5	77.7	77.6	77.9	78.6	81.3
Girls	68.6	82.1	77.0	83.3	84.4	84.7	85.4	85.4
All	**67.3**	**79.6**	**75.3**	**80.5**	**81.0**	**81.3**	**82.1**	**83.3**

Figure 6.5: Survival Rate by Year and Gender 2010-2017
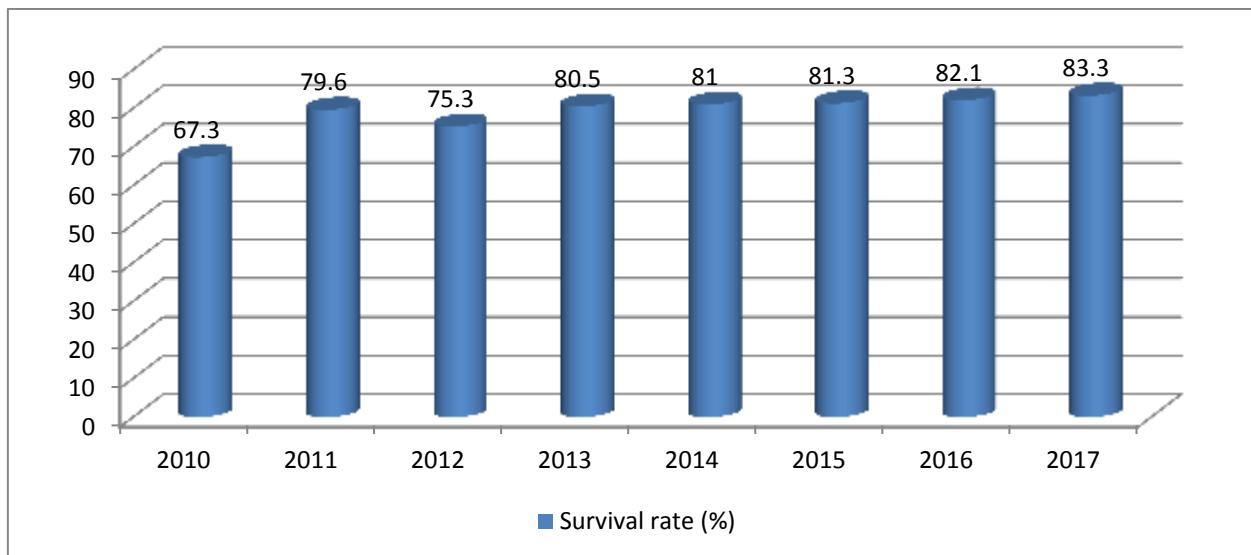
6.4   Coeffcient of Efficiency

Table 6.11: Coefficient of Efficiency by Year and Gender 2010-2017

Year	2010	2011	2012	2013	2014	2015	2016	2017
Boys	62.8	67.7	75.6	77.3	77.3	77.8	78.7	80.2
Girls	61.8	70.5	79.2	82.0	82.7	82.3	83	83.4
All	**62.3**	**69.1**	**77.4**	**79.7**	**80.0**	80.1	80.9	81.8

Figure 6.6: Coefficient of Efficiency by Year and Gender 2010-2017
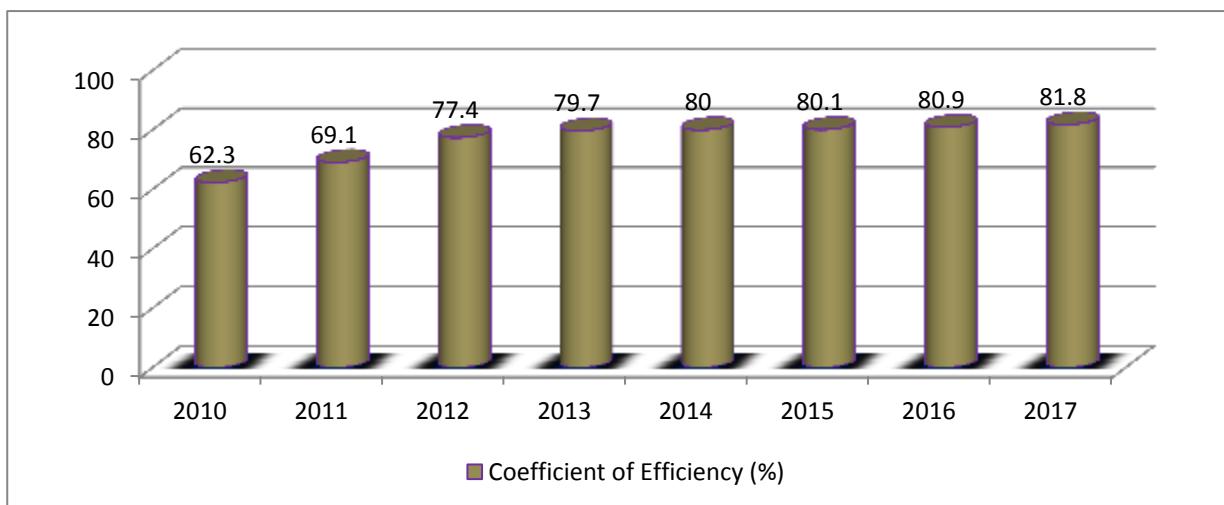
6.5   Years Input per Graduate

Table 6.12: Trend of Years Input per Graduate by Year and Gender 2010-2017

Year	2010	2011	2012	2013	2014	2015	2016	2017
Boys	8	7.4	6.6	6.5	6.5	6.4	6.3	6.23
Girls	8.1	7.1	6.3	6.1	6.0	6.1	6.0	5.99
All	**8.1**	**7.3**	**6.5**	**6.3**	**6.2**	**6.2**	**6.18**	**6.10**

Figure 6.7 : Year Input per Graduate 2010-2017
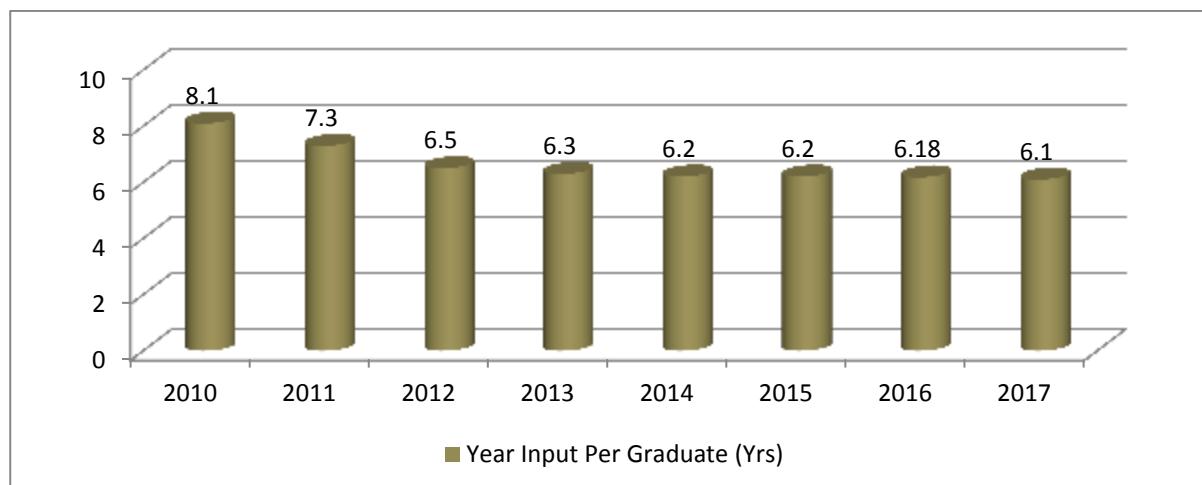
Table 6.13: Student Absenteeism Rate by Year and Gender 2010-2017

Year	2010	2011	2012	2013	2014	2015	2016	2017
Boys	17.2	15.5	14	13.8	13.4	13.1	12.8	12.4
Girls	16	14.3	14	13.5	13.2	13.0	12.3	12.1
All	**16.5**	**14.9**	**14**	**13.7**	**13.3**	**13.1**	**12.5**	**12.2**

Figure 6.8: Student Absenteeism Rate by Year and Gender 2010-2016
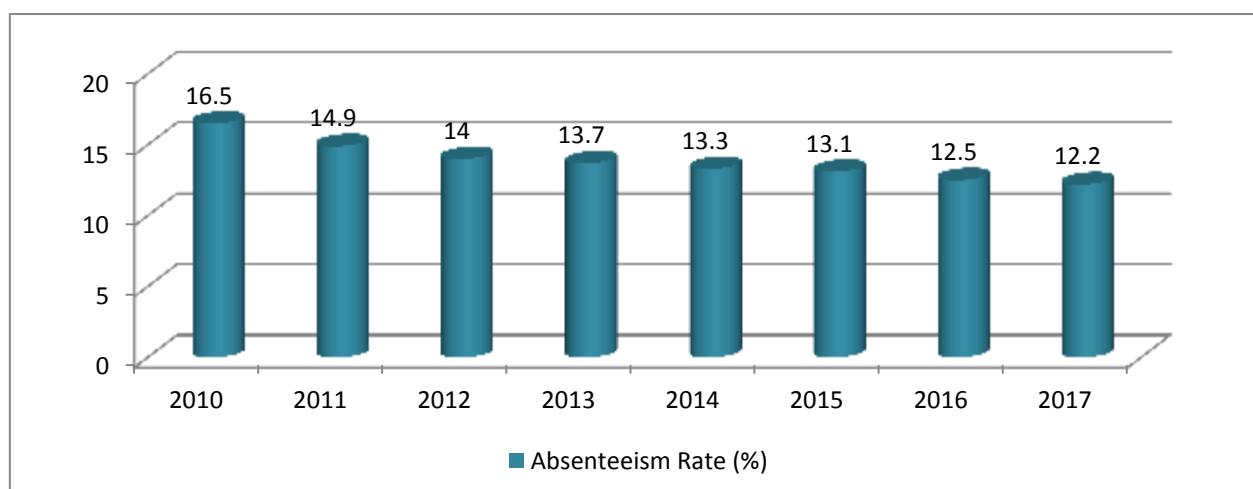
Table 6.14: Internal Efficiency in 2017

Gender	Years input per Graduate (yrs)	Repetition rate in all grades (%)	Cycle Dropout rate (%)	Completion Rate%	Coefficient of Efficiency (%)	Survival rate to Grade 5 (%)
Boys	6.23	6.2	21.72	78.28	80.25	81.3

Girls	5.99	5.1	15.92	84.08	83.44	85.4
All	6.1	5.6	18.85	81.2	81.93	83.3

Figure 6.9: Status of Internal Efficiency Indicators 2017
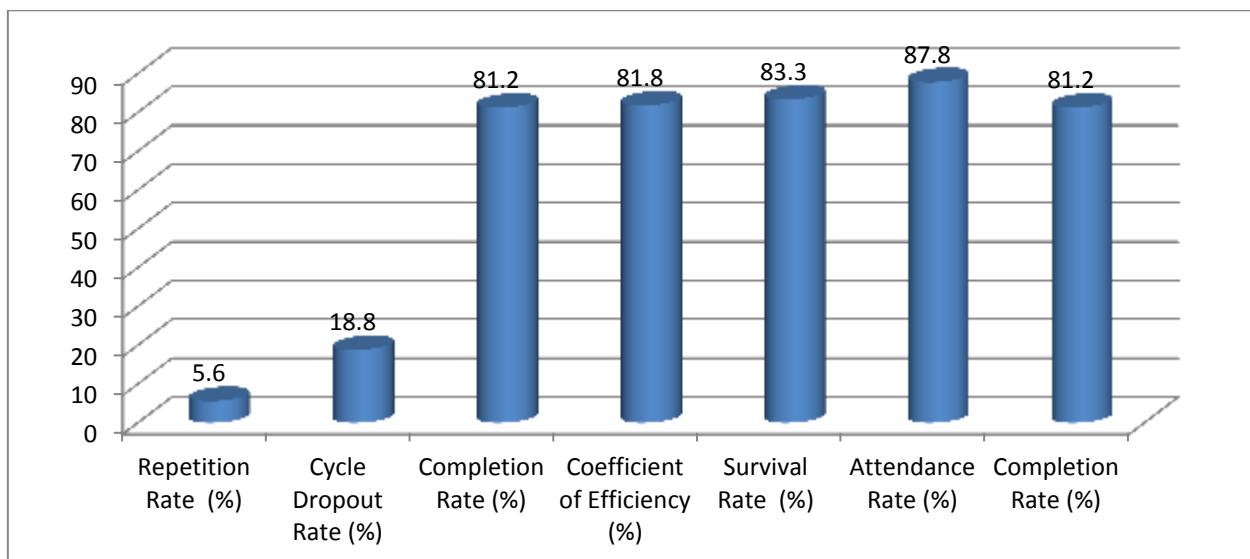
Chapter Seven

Teachers Information

7. CHAPTER 7: 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 Pupil Teacher Ratio, 2010 - 2017.
➢ Division and Gender wise number of C-in-Ed trained Teachers.
➢ District and Gender wise number of C-in-Ed trained teachers.

Table 7.1: Number of Teachers in GPS, NNPS and RNGPS by Division and Gender 2017

Division	GPS				NNPS			
	Male	Female	Total	%Female	Male	Female	Total	% NNGPS
Barisal	6,566	12,379	18,945	65.3	4,599	6,450	11,049	58.4
Chittagong	15,797	33,258	49,055	67.8	5,732	8,927	14,659	60.9
Dhaka	19,353	46,076	65,429	70.4	9,179	13,969	23,148	60.3
Khulna	9,393	18,092	27,485	65.8	8,239	8,280	16,519	50.1
Rajshahi	11,056	20,919	31,975	65.4	8,424	7,803	16,227	48.1
Rangpur	9,337	17,233	26,570	64.9	10,409	10,946	21,355	51.3
Sylhet	5,400	13,226	18,626	71.0	2,252	4,158	6,410	64.9
Total	76902	161183	238085	67.7	48834	60533	109367	55.3

Table 7.2: Number of Teachers in NRNGPS and Experimental School by Division and Gender 2017

Divsion	NRNGPS				Experimental			
	Male	Female	Total	% Female	Male	Female	Total	%Female
Barisal	426	810	1236	65.5	1	20	21	95.2
Chittagong	599	611	1210	50.5	11	49	60	81.7
Dhaka	750	2222	2972	74.8	10	56	66	84.8
Khulna	194	461	655	70.4	6	45	51	88.2
Rajshahi	412	753	1165	64.6	8	49	57	86.0
Rangpur	1282	3021	4303	70.2	5	39	44	88.6
Sylhet	180	339	519	65.3	0	23	23	100
Total	3843	8217	12060		41	281	322	

Table 7.3: Number of Teachers in Community Schools and Ebtedayee Madrasha by Division and Gender 2017

Division	Commuinity				Ebtedayee Madrasha			
	Male	Female	Total	%Female	Male	Female	Total	%Female
Barisal	13	33	46	71.7	639	295	934	31.6
Chittagong	8	31	39	79.5	1735	416	2151	19.3
Dhaka	19	152	171	88.9	1552	515	2067	24.9
Khulna	20	27	47	57.4	652	196	848	23.1
Rajshahi	2	8	10	80	1595	482	2077	23.2
Rangpur	4	12	16	75	1571	556	2127	26.1
Sylhet	19	49	68	72.1	441	125	566	22.1
Total	85	312	397		8185	2585	10770	

Table 7.4: Number of Teachers in GPS, NNPS and NRNGPS by District and Gender 2017

Divsion	District	GPS				NNPS				NRNGPS			
		Male	Female	Total	%Female	Male	Female	Total	%FemaleS	Male	FeMale	Total	%Female
Barisal	Barguna	722	1,184	1,906	62.1	582	887	1,469	60.4	76	184	260	70.8
	Barisal	1,810	3,902	5,712	68.3	783	1,600	2,383	67.1	24	98	122	80.3
	Bhola	1,094	1,616	2,710	59.6	1,274	1,047	2,321	45.1	208	122	330	37.0
	Jhalokathi	708	1,334	2,042	65.3	281	589	870	67.7	6	43	49	87.8
	Patuakhali	1,148	2,118	3,266	64.8	1,078	1,368	2,446	55.9	64	240	304	78.9
	Pirojpur	1,084	2,225	3,309	67.2	601	959	1,560	61.5	48	123	171	71.9
Chittagong	Bandarban	670	558	1,228	45.4	293	218	511	42.7	142	65	207	31.4
	Brahmonbaria	1,404	3,465	4,869	71.2	493	1,111	1,604	69.3	3	15	18	83.3
	Chandpur	1,816	3,635	5,451	66.7	449	984	1,433	68.7	2	3	5	60.0
	Chittagong	3,010	8,141	11,151	73.0	727	1,646	2,373	69.4	29	91	120	75.8
	Comilla	2,981	6,837	9,818	69.6	902	2,179	3,081	70.7	9	35	44	79.5
	Cox's Bazar	1,052	1,780	2,832	62.9	488	493	981	50.3	35	54	89	60.7
	Feni	832	1,655	2,487	66.5	176	411	587	70.0	6	24	30	80.0
	Khagrachhari	698	889	1,587	56.0	568	372	940	39.6	120	89	209	42.6
	Luxmipur	1,056	2,165	3,221	67.2	394	476	870	54.7	40	56	96	58.3
	Noakhali	1,382	3,039	4,421	68.7	633	676	1,309	51.6	45	77	122	63.1
	Rangamati	896	1,094	1,990	55.0	609	361	970	37.2	168	102	270	37.8
Dhaka	Dhaka	1,401	5,091	6,492	78.4	220	533	753	70.8	24	47	71	66.2
	Faridpur	1,083	2,410	3,493	69.0	546	722	1,268	56.9	13	36	49	73.5
	Gazipur	1,039	2,740	3,779	72.5	308	608	916	66.4	3	9	12	75.0
	Gopalgonj	939	1,894	2,833	66.9	553	780	1,333	58.5	26	64	90	71.1
	Jamalpur	1,199	2,662	3,861	68.9	973	1,300	2,273	57.2	147	476	623	76.4
	Kishorgonj	1,550	3,524	5,074	69.5	845	1,203	2,048	58.7	24	90	114	78.9
	Madaripur	859	1,688	2,547	66.3	403	666	1,069	62.3	18	40	58	69.0
	Manikgonj	1,007	2,035	3,042	66.9	257	362	619	58.5	10	15	25	60.0
	Munshigonj	825	2,311	3,136	73.7	94	240	334	71.9	4	13	17	76.5
	Mymensingh	2,453	5,558	8,011	69.4	1,519	2,046	3,565	57.4	86	254	340	74.7
	Narayangonj	746	2,398	3,144	76.3	106	328	434	75.6	10	26	36	72.2
	Narsingdi	1,062	2,951	4,013	73.5	166	548	714	76.8	4	34	38	89.5
	Netrokona	1,281	2,603	3,884	67.0	888	1,278	2,166	59.0	144	375	519	72.3
	Rajbari	419	878	1,297	67.7	304	381	685	55.6	21	89	110	80.9
	Shariatpur	793	1,632	2,425	67.3	317	552	869	63.5	15	64	79	81.0
	Sherpur	696	1,497	2,193	68.3	597	882	1,479	59.6	177	538	715	75.2

Divsion	District	GPS				NNPS				NRNGPS			
		Male	Female	Total	%Female	Male	Female	Total	%FemaleS	Male	FeMale	Total	%Female
Barisal	Tangail	2,001	4,204	6,205	67.8	1,083	1,540	2,623	58.7	24	52	76	68.4
Khulna	Bagerhat	1,040	1,925	2,965	64.9	900	1,154	2,054	56.2	8	20	28	71.4
	Chuadanga	623	1,252	1,875	66.8	390	412	802	51.4	13	31	44	70.5
	Jessore	1,513	2,962	4,475	66.2	1,344	1,418	2,762	51.3	16	28	44	63.6
	Jhenaidah	954	1,788	2,742	65.2	1,108	1,102	2,210	49.9	76	202	278	72.7
	Khulna	1,301	2,626	3,927	66.9	1,285	1,056	2,341	45.1	7	22	29	75.9
	Kushtia	908	1,949	2,857	68.2	781	895	1,676	53.4	12	16	28	57.1
	Magura	592	1,153	1,745	66.1	500	549	1,049	52.3	4	20	24	83.3
	Meherpur	379	749	1,128	66.4	330	322	652	49.4	13	24	37	64.9
	Narail	592	1,166	1,758	66.3	370	497	867	57.3	7	33	40	82.5
	Satkhira	1,491	2,522	4,013	62.8	1,231	875	2,106	41.5	38	65	103	63.1
Rajshahi	Bogra	1,972	4,036	6,008	67.2	1,423	1,468	2,891	50.8	19	50	69	72.5
	Jaipurhat	568	1,013	1,581	64.1	202	239	441	54.2	12	34	46	73.9
	Naogaon	1,831	3,088	4,919	62.8	1,385	1,095	2,480	44.2	34	63	97	64.9
	Natore	862	1,850	2,712	68.2	684	758	1,442	52.6	25	55	80	68.8
	Nawabgonj	932	1,578	2,510	62.9	800	656	1,456	45.1	127	190	317	59.9
	Pabna	1,764	2,990	4,754	62.9	1,080	881	1,961	44.9	91	172	263	65.4
	Rajshahi	1,164	2,607	3,771	69.1	1,121	1,105	2,226	49.6	12	37	49	75.5
	Sirajgonj	1,963	3,757	5,720	65.7	1,729	1,601	3,330	48.1	92	152	244	62.3
Rangpur	Dinajpur	1,717	2,918	4,635	63.0	2,075	1,907	3,982	47.9	134	287	421	68.2
	Gaibandha	1,532	2,835	4,367	64.9	1,271	1,769	3,040	58.2	261	668	929	71.9
	Kurigram	1,436	2,393	3,829	62.5	1,535	1,407	2,942	47.8	105	200	305	65.6
	Lalmonirhat	689	1,397	2,086	67.0	793	1,049	1,842	56.9	79	262	341	76.8
	Nilphamari	1,027	1,949	2,976	65.5	1,308	1,152	2,460	46.8	305	667	972	68.6
	Panchagarh	655	1,227	1,882	65.2	721	821	1,542	53.2	42	152	194	78.4
	Rangpur	1,446	2,968	4,414	67.2	1,606	1,547	3,153	49.1	186	410	596	68.8
	Thakurgaon	835	1,546	2,381	64.9	1,100	1,294	2,394	54.1	170	375	545	68.8
Sylhet	Hobigonj	1,248	2,887	4,135	69.8	435	809	1,244	65.0	5	19	24	79.2
	Moulvibazar	1,101	2,740	3,841	71.3	465	977	1,442	67.8	61	95	156	60.9
	Sunamgonj	1,424	2,924	4,348	67.2	936	1,375	2,311	59.5	35	91	126	72.2
	Sylhet	1,627	4,675	6,302	74.2	416	997	1,413	70.6	79	134	213	62.9
Total		76902	161183	238085	67.7	48834	60533	109367	55.3	3843	8217	12060	68.1

Table 7.5: Number of Teachers in Other Schools and All Types of School by District and Gender 2017

Divsion	District	All Types of school			
		TotalMale	TotalFeMale	Gtotal	%Female
Barisal	Barguna	1514	2395	3909	61.3
	Barisal	3245	6602	9847	67
	Bhola	3020	3353	6373	52.6
	Jhalokathi	1128	2190	3318	66
	Patuakhali	3448	4351	7799	55.8
	Pirojpur	2106	3668	5774	63.5
Chittagong	Bandarban	1345	990	2335	42.4
	Brahmonbaria	3398	7698	11096	69.4
	Chandpur	4317	6569	10886	60.3
	Chittagong	8729	16344	25073	65.2
	Comilla	9963	15751	25714	61.3
	Cox's Bazar	2397	3018	5415	55.7
	Feni	2700	3336	6036	55.3
	Khagrachhari	1808	2095	3903	53.7
	Luxmipur	2646	3798	6444	58.9
	Noakhali	4670	5689	10359	54.9
	Rangamati	2014	1929	3943	48.9
Dhaka	Dhaka	9568	17184	26752	64.2
	Faridpur	2435	4985	7420	67.2
	Gazipur	7072	9894	16966	58.3
	Gopalgonj	2029	3454	5483	63
	Jamalpur	3814	5887	9701	60.7
	Kishorgonj	3706	8062	11768	68.5
	Madaripur	1620	2943	4563	64.5
	Manikgonj	1957	3605	5562	64.8
	Munshigonj	1924	3809	5733	66.4
	Mymensingh	6823	12746	19569	65.1
	Narayangonj	2982	7422	10404	71.3
	Narsingdi	3112	6750	9862	68.4
	Netrokona	3264	6175	9439	65.4
	Rajbari	1174	2267	3441	65.9
	Shariatpur	1665	3104	4769	65.1
	Sherpur	2789	4468	7257	61.6

Divsion	District	All Types of school			
		TotalMale	TotalFeMale	Gtotal	%Female
	Tangail	5812	8951	14763	60.6
Khulna	Bagerhat	2507	3564	6071	58.7
	Chuadanga	1427	2469	3896	63.4
	Jessore	4964	6446	11410	56.5
	Jhenaidah	2947	4271	7218	59.2
	Khulna	3739	5337	9076	58.8
	Kushtia	2811	5147	7958	64.7
	Magura	1467	2400	3867	62.1
	Meherpur	1105	1641	2746	59.8
	Narail	1177	2141	3318	64.5
	Satkhira	3847	4111	7958	51.7
Rajshahi	Bogra	6040	8326	14366	58
	Jaipurhat	1661	2041	3702	55.1
	Naogaon	5097	5762	10859	53.1
	Natore	2236	4144	6380	65
	Nawabgonj	2971	3596	6567	54.8
	Pabna	4329	6097	10426	58.5
	Rajshahi	3617	5584	9201	60.7
	Sirajgonj	6317	7960	14277	55.8
Rangpur	Dinajpur	5714	7087	12801	55.4
	Gaibandha	5191	7218	12409	58.2
	Kurigram	3463	4330	7793	55.6
	Lalmonirhat	2143	3572	5715	62.5
	Nilphamari	3830	5871	9701	60.5
	Panchagarh	1963	3344	5307	63
	Rangpur	4781	6471	11252	57.5
	Thakurgaon	3128	4634	7762	59.7
Sylhet	Hobigonj	2536	5821	8357	69.7
	Moulvibazar	3010	5841	8851	66
	Sunamgonj	3400	6622	10022	66.1
	Sylhet	4526	8533	13059	65.3
Total		222138	351863	574001	61.3

7.1 Student -Teacher Ratio (STR)

Table 7.6: Student Teacher Ratio (STR[7]) by District 2017

Division	District	GPS	NNGPS
Barisal	Barguna	32	30
	Barisal	31	30
	Bhola	42	43
	Jhalokathi	24	18
	Patuakhali	33	29
	Pirojpur	24	19
Chittagong	Bandarban	29	27
	Brahmonbaria	47	45
	Chandpur	33	30
	Chittagong	40	48
	Comilla	39	39
	Cox's Bazar	49	60
	Feni	33	31
	Khagrachhari	30	23
	Luxmipur	38	46
	Noakhali	41	63
	Rangamati	22	17
Dhaka	Dhaka	39	47
	Faridpur	41	43
	Gazipur	36	38
	Gopalgonj	35	23
	Jamalpur	39	49
	Kishorgonj	42	39
	Madaripur	38	32
	Manikgonj	36	44
	Munshigonj	38	41
	Mymensingh	44	43
	Narayangonj	46	57
	Narsingdi	40	41
	Netrokona	39	43
	Rajbari	47	43
	Shariatpur	38	39
	Sherpur	36	35
	Tangail	35	43
Khulna	Bagerhat	29	27
	Chuadanga	36	43
	Jessore	33	30
	Jhenaidah	32	32
	Khulna	28	25
	Kushtia	39	38
	Magura	32	31
	Meherpur	32	37
	Narail	31	29
	Satkhira	30	28

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[7] Student-Teacher Ratio calculated based on working teachers and enrolled children (Grade 1-5) in schools without considering double shifts in a staggered system.

Division	District	GPS	NNGPS
Rajshahi	Bogra	30	27
	Jaipurhat	29	30
	Naogaon	29	26
	Natore	34	33
	Nawabgonj	33	40
	Pabna	37	37
	Rajshahi	33	31
	Sirajgonj	36	35
Rangpur	Dinajpur	37	29
	Gaibandha	42	37
	Kurigram	39	40
	Lalmonirhat	38	40
	Nilphamari	44	42
	Panchagarh	34	29
	Rangpur	39	38
	Thakurgaon	36	28
Sylhet	Hobigonj	47	41
	Moulvibazar	36	36
	Sunamgonj	49	43
	Sylhet	43	48
National		37	36

Table 7.5: Student-Teacher Ratio (STR) by Year and Type of Schools 2010-2016

Types	2010	2011	2012	2013	2014	2015	2016	2017
GPS	46	53	50	49	46	42	38	37
NNPS	n/a	n/a	n/a	n/a	46	44	41	36
All Type	44	45	49	51	42	36	34	30

7.2 *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. PEDP3 planned to provide this training for all the primary schools teachers.

Table 7.6: C-in-Ed Trained Teachers by Gender and Division in GPS, NNPS & RNGPS 2017

Divsion	GPS				NNPS			
	Male	Female	Total	%Female	Male	Female	Total	%Female
Barisal	4749	8289	13038	63.6	3511	4052	7563	53.6
Chittagong	11794	22625	34419	65.7	4230	5359	9589	55.9
Dhaka	13143	29750	42893	69.4	6508	7485	13993	53.5
Khulna	7096	13457	20553	65.5	6151	5401	11552	46.8
Rajshahi	8303	15299	23602	64.8	6333	4582	10915	42
Rangpur	6982	12503	19485	64.2	7858	6409	14267	44.9
Sylhet	3803	8695	12498	69.6	1768	2400	4168	57.6
Total	55870	110618	166488	66.4	36359	35688	72047	49.5

Table 7.10: Number of C-in-Ed Trained Teachers by District and Gender in GPS and NNPS 2017

Divsion	District	GPS				NNPS			
		Male	FeMale	Total	%Female	Male	FeMale	Total	%Female
Barisal	Barguna	555	915	1470	62	509	680	1189	57
	Barisal	1207	2236	3443	65	551	818	1369	60
	Bhola	857	1196	2053	58	903	683	1586	43
	Jhalokathi	485	866	1351	64	211	367	578	63
	Patuakhali	867	1521	2388	64	882	894	1776	50
	Pirojpur	778	1555	2333	67	455	610	1065	57
Chittagong	Bandarban	477	318	795	40	210	126	336	38
	Brahmonbaria	1009	2342	3351	70	371	707	1078	66
	Chandpur	1372	2597	3969	65	349	607	956	63
	Chittagong	2156	5660	7816	72	518	900	1418	63
	Comilla	2072	3946	6018	66	657	1184	1841	64
	Cox's Bazar	832	1224	2056	60	415	301	716	42
	Feni	619	1163	1782	65	138	281	419	67
	Khagrachhari	607	784	1391	56	348	239	587	41
	Luxmipur	902	1695	2597	65	358	344	702	49
	Noakhali	1003	2145	3148	68	540	467	1007	46
	Rangamati	745	751	1496	50	326	203	529	38
Dhaka	Dhaka	946	3435	4381	78	144	319	463	69
	Faridpur	786	1783	2569	69	392	496	888	56
	Gazipur	704	1908	2612	73	217	335	552	61
	Gopalgonj	611	1209	1820	66	361	489	850	58
	Jamalpur	780	1645	2425	68	729	632	1361	46
	Kishorgonj	1090	2255	3345	67	645	684	1329	51
	Madaripur	575	1055	1630	65	274	363	637	57
	Manikgonj	732	1463	2195	67	184	239	423	57
	Munshigonj	593	1558	2151	72	69	148	217	68
	Mymensingh	1380	2674	4054	66	1039	827	1866	44
	Narayangonj	533	1762	2295	77	74	210	284	74
	Narsingdi	770	2090	2860	73	117	330	447	74
	Netrokona	958	1738	2696	64	677	660	1337	49
	Rajbari	316	658	974	68	222	260	482	54
	Shariatpur	516	958	1474	65	240	335	575	58
	Sherpur	470	876	1346	65	406	397	803	49
	Tangail	1383	2683	4066	66	718	761	1479	51
Khulna	Bagerhat	703	1346	2049	66	571	692	1263	55
	Chuadanga	526	997	1523	65	346	282	628	45
	Jessore	1146	2122	3268	65	951	878	1829	48
	Jhenaidah	781	1411	2192	64	929	745	1674	45
	Khulna	953	2010	2963	68	952	772	1724	45
	Kushtia	731	1511	2242	67	640	631	1271	50
	Magura	430	837	1267	66	375	314	689	46
	Meherpur	316	586	902	65	248	234	482	49
	Narail	461	840	1301	65	278	293	571	51
	Satkhira	1049	1797	2846	63	861	560	1421	39
Rajshahi	Bogra	1499	3057	4556	67	1051	884	1935	46
	Jaipurhat	404	738	1142	65	143	158	301	52
	Naogaon	1361	2199	3560	62	1042	642	1684	38
	Natore	680	1400	2080	67	542	464	1006	46
	Nawabgonj	727	1154	1881	61	652	421	1073	39
	Pabna	1270	2123	3393	63	779	538	1317	41
	Rajshahi	890	1998	2888	69	884	682	1566	44
	Sirajgonj	1472	2630	4102	64	1240	793	2033	39
Rangpur	Dinajpur	1284	2180	3464	63	1599	1192	2791	43
	Gaibandha	1148	2059	3207	64	964	1093	2057	53
	Kurigram	1069	1670	2739	61	1114	814	1928	42
	Lalmonirhat	446	909	1355	67	538	472	1010	47

Divsion	District	GPS				NNPS			
		Male	FeMale	Total	%Female	Male	FeMale	Total	%Female
	Nilphamari	796	1473	2269	65	1007	642	1649	39
	Panchagarh	500	891	1391	64	584	531	1115	48
	Rangpur	1093	2150	3243	66	1158	798	1956	41
	Thakurgaon	646	1171	1817	64	894	867	1761	49
Sylhet	Hobigonj	957	2055	3012	68	369	564	933	60
	Moulvibazar	807	2082	2889	72	371	559	930	60
	Sunamgonj	1000	1798	2798	64	749	782	1531	51
	Sylhet	1039	2760	3799	73	279	495	774	64
Total		**55870**	**110618**	**166488**	**66**	**36359**	**35688**	**72047**	**50**

Table 7.11 Percentage of DPED Trained Teachers in 2017

Division	GPS			NNPS			Grand Total			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	% of Female
Barisal	305	720	1025	117	243	360	422	963	1385	69.5
Chittagong	817	2138	2955	237	625	862	1054	2763	3817	72.4
Dhaka	1105	3121	4226	412	1006	1418	1517	4127	5644	73.1
Khulna	531	1110	1641	347	591	938	878	1701	2579	66
Rajshahi	767	1530	2297	332	718	1050	1099	2248	3347	67.2
Rangpur	428	985	1413	270	533	803	698	1518	2216	68.5
Sylhet	259	820	1079	47	228	275	306	1048	1354	77.4
Total	4212	10424	14636	1762	3944	5706	5974	14368	20342	

Table 7.12: Number of Pre-Primary GPS Teachers Deployed and Trained as of March 2017

Division	District	PPE Teachers as of March 2017			PPE Trained Teachers as of March 2017		
		Male	Female	All	Male	Female	All
Barisal	Barguna	76	164	240	62	126	188
	Barisal	169	426	595	123	307	430
	Bhola	83	201	284	64	142	206
	Jhalokathi	63	185	248	35	136	171
	Patuakhali	114	317	431	78	230	308
	Pirojpur	116	278	394	83	194	277
Chittagong	Bandarban	74	102	176	42	74	116
	Brahmonbaria	118	425	543	100	325	425
	Chandpur	128	437	565	96	326	422
	Chittagong	267	882	1149	211	683	894
	Comilla	241	829	1070	189	595	784
	Cox's Bazar	68	213	281	59	181	240
	Feni	66	220	286	52	170	222
	Khagrachhari	16	23	39	3	6	9
	Luxmipur	96	319	415	84	260	344
	Noakhali	122	415	537	103	335	438
	Rangamati	59	200	259	39	141	180
Dhaka	Dhaka	79	339	418	63	252	315
	Faridpur	115	336	451	80	277	357
	Gazipur	99	300	399	87	244	331
	Gopalgonj	116	305	421	88	249	337
	Jamalpur	126	339	465	94	260	354

Division	District	PPE Teachers as of March 2017			PPE Trained Teachers as of March 2017		
		Male	Female	All	Male	Female	All
	Kishorgonj	159	465	624	132	379	511
	Madaripur	97	271	368	82	227	309
	Manikgonj	99	270	369	78	206	284
	Munshigonj	78	287	365	69	249	318
	Mymensingh	267	682	949	193	491	684
	Narayangonj	65	273	338	50	205	255
	Narsingdi	114	360	474	93	285	378
	Netrokona	130	365	495	101	268	369
	Rajbari	46	124	170	37	100	137
	Shariatpur	71	233	304	62	194	256
	Sherpur	72	240	312	63	205	268
	Tangail	204	466	670	164	370	534
Khulna	Bagerhat	93	273	366	69	184	253
	Chuadanga	64	159	223	49	124	173
	Jessore	124	335	459	97	253	350
	Jhenaidah	81	196	277	64	149	213
	Khulna	136	287	423	86	206	292
	Kushtia	106	255	361	83	215	298
	Magura	51	141	192	49	116	165
	Meherpur	40	101	141	34	84	118
	Narail	64	177	241	47	119	166
	Satkhira	165	318	483	138	254	392
Rajshahi	Bogra	201	466	667	151	326	477
	Jaipurhat	51	125	176	41	99	140
	Naogaon	164	404	568	132	308	440
	Natore	93	229	322	85	184	269
	Nawabgonj	91	218	309	70	164	234
	Pabna	145	341	486	113	259	372
	Rajshahi	136	298	434	90	210	300
	Sirajgonj	194	439	633	142	320	462
Rangpur	Dinajpur	177	368	545	104	218	322
	Gaibandha	157	410	567	132	340	472
	Kurigram	105	300	405	87	248	335
	Lalmonirhat	57	175	232	45	136	181
	Nilphamari	108	269	377	93	227	320
	Panchagarh	71	185	256	64	168	232
	Rangpur	133	332	465	96	229	325
	Thakurgaon	88	231	319	71	176	247
Sylhet	Hobigonj	141	393	534	119	341	460
	Moulvibazar	132	374	506	105	286	391
	Sunamgonj	140	470	610	108	365	473
	Sylhet	158	558	716	131	430	561
Total		**7279**	**20118**	**27397**	**5654**	**15430**	**21084**

Chapter Eight

Infrastructur Facilities

8. CHAPTER 8: INSTRUCTURE FACILITIES

Table 8.1: Number of Separate PPE Classrooms

Division	District	Gps	NNPS	Toatl
Barisal	Barguna	157	39	196
	Barisal	413	81	494
	Bhola	146	86	232
	Jhalokathi	168	34	202
	Patuakhali	259	86	345
	Pirojpur	175	19	194
Chittagong	Bandarban	76	21	97
	Brahmonbaria	288	62	350
	Chandpur	436	74	510
	Chittagong	788	119	907
	Comilla	696	151	847
	Cox's Bazar	182	53	235
	Feni	238	22	260
	Khagrachhari	88	23	111
	Luxmipur	252	41	293
	Noakhali	352	89	441
	Rangamati	78	20	98
Dhaka	Dhaka	311	45	356
	Faridpur	301	68	369
	Gazipur	244	46	290
	Gopalgonj	146	27	173
	Jamalpur	263	73	336
	Kishorgonj	327	63	390
	Madaripur	137	32	169
	Manikgonj	166	22	188
	Munshigonj	185	14	199
	Mymensingh	475	115	590
	Narayangonj	192	24	216
	Narsingdi	297	44	341
	Netrokona	264	45	309
	Rajbari	95	22	117
	Shariatpur	171	32	203
	Sherpur	162	45	207
	Tangail	391	86	477
Khulna	Bagerhat	198	54	252
	Chuadanga	145	68	213
	Jessore	292	82	374
	Jhenaidah	191	68	259
	Khulna	219	65	284
	Kushtia	248	147	395
	Magura	134	34	168
	Meherpur	82	34	116
	Narail	118	21	139
	Satkhira	211	56	267
Rajshahi	Bogra	443	88	531
	Jaipurhat	128	15	143
	Naogaon	337	73	410
	Natore	193	49	242
	Nawabgonj	165	37	202
	Pabna	246	67	313
	Rajshahi	282	83	365
	Sirajgonj	314	97	411
Rangpur	Dinajpur	362	78	440
	Gaibandha	259	53	312

Division	District	Gps	NNPS	Toatl
	Kurigram	227	55	282
	Lalmonirhat	154	114	268
	Nilphamari	214	69	283
	Panchagarh	196	50	246
	Rangpur	286	64	350
	Thakurgaon	202	77	279
Sylhet	Hobigonj	207	17	224
	Moulvibazar	225	27	252
	Sunamgonj	275	71	346
	Sylhet	441	79	520
Total		15913	3715	19628

Table 8.2: WASH Block Constructed by District as of March 2017

Division	District	WASH Block Constructed		
		GPS	NNPS	ALL
Barisal	Barguna	244	30	274
	Barisal	469	123	592
	Bhola	467	291	758
	Jhalkathi	91	2	93
	Patuakhali	148	70	218
	Pirojpur	168	15	183
Chittagong	Bandarban	101	21	122
	Brahmonbaria	1551	350	1901
	Chandpur	606	76	682
	Chittagong	1387	141	1528
	Comilla	1543	334	1877
	Cox's Bazaar	929	328	1257
	Feni	211	30	241
	Khagrachari	98	27	125
	Lakshipur	549	223	772
	Noakhali	441	120	561
	Rangamati	102	33	135
Dhaka	Dhaka	914	108	1022
	Faridpur	887	109	996
	Gazipur	383	68	451
	Gopalganj	445	15	460
	Jamalpur	690	98	788
	Kishorganj	1071	244	1315
	Madaripur	494	96	590
	Manikganj	483	26	509
	Munshiganj	348	22	370
	Mymensing	1899	310	2209
	Narayanganj	653	105	758
	Narsingndi	818	124	942
	Netrokona	454	129	583
	Rajbari	297	36	333
	Shariatpur	494	123	617
	Sherpur	352	60	412
	Tangail	672	125	797
Khulna	Bagerhat	150	18	168
	Chuadanga	446	113	559
	Jessore	558	97	655
	Jhenaidah	318	75	393
	Khulna	372	100	472
	Kushtia	625	198	823
	Magura	267	19	286

Division	District	WASH Block Constructed		
		GPS	NNPS	ALL
	Meherpur	212	31	243
	Narail	326	31	357
	Satkhira	375	79	454
Rajshahi	Bogra	428	58	486
	Joypurhat	106	7	113
	Naogaon	345	37	382
	Natore	515	49	564
	Nawabganj	645	158	803
	Pabna	886	93	979
	Rajshahi	510	52	562
	Sirajgonj	819	158	977
Rangpur	Dinajpur	480	59	539
	Gaibandha	492	141	633
	Kurigram	522	159	681
	Lalmonihat	466	137	603
	Nilphamari	319	71	390
	Panchagar	187	23	210
	Rangpur	336	124	460
	Thakurgao	231	15	246
Sylhet	Habiganj	713	86	799
	Moulavbazar	579	67	646
	Sunamganj	598	125	723
	Sylhet	1046	216	1262
	All	34331	6608	40939

Table 8.3: Number of School Received SLIP Grant 2017

Division	District	School Received SLIP Grant 2017		
		GPS	NNPS	All
Barisal	Barguna	387	394	781
	Barisal	975	580	1555
	Bhola	435	553	988
	Jhalokathi	369	200	569
	Patuakhali	593	597	1190
	Pirojpur	621	360	981
Chittagong	Bandarban	235	130	365
	Brahmonbaria	712	368	1080
	Chandpur	812	328	1140
	Chittagong	1638	543	2181
	Comilla	1363	714	2077
	Cox's Bazar	398	229	627
	Feni	411	131	542
	Khagrachhari	324	233	557
	Luxmipur	519	202	721
	Noakhali	726	342	1068
	Rangamati	411	252	663
Dhaka	Dhaka	774	172	946
	Faridpur	558	308	866
	Gazipur	565	206	771
	Gopalgonj	534	310	844
	Jamalpur	603	539	1142
	Kishorgonj	820	472	1292
	Madaripur	440	250	690
	Manikgonj	466	161	627
	Munshigonj	517	87	604
	Mymensingh	1277	817	2094
	Narayangonj	427	106	533

Division	District	School Received SLIP Grant 2017		
		GPS	NNPS	All
	Narsingdi	594	165	759
	Netrokona	649	621	1270
	Rajbari	237	185	422
	Shariatpur	423	223	646
	Sherpur	360	337	697
	Tangail	959	624	1583
Khulna	Bagerhat	617	541	1158
	Chuadanga	264	175	439
	Jessore	668	607	1275
	Jhenaidah	410	483	893
	Khulna	639	512	1151
	Kushtia	433	368	801
	Magura	272	227	499
	Meherpur	163	142	305
	Narail	291	198	489
	Satkhira	629	455	1084
Rajshahi	Bogra	969	625	1594
	Jaipurhat	267	101	368
	Naogaon	804	553	1357
	Natore	409	321	730
	Nawabgonj	374	329	703
	Pabna	670	449	1119
	Rajshahi	562	480	1042
	Sirajgonj	893	766	1659
Rangpur	Dinajpur	877	979	1856
	Gaibandha	743	695	1438
	Kurigram	563	655	1218
	Lalmonirhat	313	418	731
	Nilphamari	476	565	1041
	Panchagarh	315	342	657
	Rangpur	702	727	1429
	Thakurgaon	433	546	979
Sylhet	Hobigonj	741	291	1032
	Moulvibazar	692	339	1031
	Sunamgonj	861	573	1434
	Sylhet	1084	334	1418
Total		38266	25535	63801

Chapter Nine

Annexure

9. CHAPTER 9: ANNEXURE

Annex 1. List of KPIs

The KPIs are outcome and Impact levels indicators measuring the overall performance of the primary education sector. The 15 KPIs are as follows:

1.	Percentage of Grade III students achieving Grade 3 competencies (All; Boys; Girls)
2.	Percentage of Grade V students achieving Grade V competencies (All; Boys; Girls)
3.	Grade 5 Primary Education Completion examination (PECE) pass rate (%)
4.	Percentage of children out of school (boys and girls)
5.	GER [EFA 5]
6.	NER [EFA 6]
7.	[Participation] Gender parity index of GER
8.	a. Net enrollment rate (NER)- Top 20% of households (HHs) by consumption quintile
	b. Difference between Top20% and bottom20% of Households by consumption quintile
9.	a. Upazila composite performance indicator - Bottom 20% of (used to derived annual improvement
	b. Upazila composite performance indicator -Top 10%
	Upazila composite performance indicator - Bottom 10%
	c. Range between average value of index for top 10% and bottom 10% of Upazilas
10.	% of AOP budget allocation for unconditional block grants (SLIPs and UPEPs for schools and
11.	Expenditure of unconditional block grants(UPEPs and SLIPs) by Schools and Upazilas
12.	Primary Cycle Completion rate[9] (%)
13.	Primary Cycle Dropout rate (%)
14.	a. Coefficient of efficiency [EFA 14]
	b. Years input per graduate
15.	Percentage of schools (GPS/NNPS) that meet three out of four PSQL indicators: (i) Girls' toilets (PSQL 5); (ii) potable water (PSQL 7);and (iii) SCR (PSQL 11) (iv) STR (PSQL 16)

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[8] KPI 9B is an EU only disbursement trigger, starting in 2010.
[9] KPI 9 and 12 is an EU only disbursement trigger, starting in 2010.

Annex 2: List of Non-KPIs

List of Non-Key Performance Indicators (Non-KPIs) - Measuring the Performance of Primary Education system at Outcomes and Impact Levels like as KPIs. The 12 Non-KPIs are as follows:

1.	PECE Participation rate of PE and EB (based on Descriptive Roll) (%)
2.	Repetition rate (EFA-12) (%)
3.	Percentage of Grade1 new intakes that completed PPE (EFA-2) (%)
4.	Student attendance rate (%)
5.	Number of children from NFE institutions taking Grade 5 PECE
6.	Survival Rate (EFA-13)
7.	Percentage of Single Shift School (%)
8.	Percentage of sanctioned posts filled in district (staff) and upazilas (teachers) (%) (Vacant post
9.	Gross Completion Rate (%)
10.	Transition rate from Grade 5 to Grade 6 (%)
11.	Public education expenditure as percentage of GDP (EFA-7) (%)
12.	Public expenditure on primary education as % of total public expenditure on education (EFA-8)

Annex 3: List of DLIs

Disbursement Linked Indicators (DLIs): The 9 DLIs are sub-components that, once achieved, trigger the disbursement of funds from DPs to the Government. Whilst the DLIs identified at sub-component levels, their achievement is not contingent upon achieving targets set at the sub-component indicator level. Rather, the achievement of DLIs guided by tasks outlined in the DLI matrix. The nine DLIs are as follows:

Sub-Component No.	Primary School Quality Level indicators
1.4	Production and Distribution of Textbooks
1.6	Teacher Education And Professional Development
2.1.2	Pre-Primary Education
2.2.3	Needs-Based Infrastructure Development
3.1.2	Decentralized School Management And Governance
3.2.1	Grade 5 Primary Education Completion Examination Strengthened
3.2.2	Teacher Recruitment, Promotion and Deployment
3.2.3	Annual Primary School Census
4.4	Sector Finance

Annex 4: List of PSQLs

Primary School Quality Level indicators (PSQLs): PSQLs are uses as a proxy to understand whether minimum standards being met across the education system, especially at the school level. Progress against the PSQLs informs the distribution of fixed tranche funding from the DP's. The 14 PSQLs are as follows:

SL.	PSQLs	Status in 2017	Target 2018
1.	Percentage of schools which received all new textbooks by January 31		100%
2.	Percentage of (assistant and head) teachers with professional Qualification (C-in-Ed/ Dip-in-Ed, B.Ed., M.Ed.)		95%
3.	Percentage of (assistant and head) teachers who receive continuous professional development (subject based) training		95%
4.	Percentage of (assistant and head) teachers who receive continuous professional development (sub-cluster) training		95%
5.	Percentage of schools (GPS/NNPS) with pre-primary classes		98%
6.	Number of enrolled children with disabilities		n/a
7.	Percentage of schools with at least one functioning toilet		95%
8.	Percentage of schools with separate functioning toilets for girls		With Wash Block
9.	Percentage of schools have safe water sources: functioning tube wells and other sources		95%
10.	Percentage of schools that meet the SCR standard of 40		25%
11.	Percentage of standard size classrooms (19'6''X17'4") and larger constructed		55%
12.	Percentage of schools which receive SLIP grants		98%
13.	Percentage of head teachers who received training on leadership		85%
14.	Percentage of schools that meet the STR standard of 46 (EFA11)		75%
15	Non-PSQL: Percentage of schools have the WASH Block		40%

Note: PSQLS revised during the MTR 2014 and fixed totalled 14 instead of 18 (main document of PEDP3).

Annex 5: List of Sub-Component Indicators

List of Sub-Component Indicators - Measuring the Overall Performance of Primary Education Sector

		Component 1: Teaching and Learning (In Component 1 total KPIs 3, Non-KPI 1 and PSQLs 4, Sub-Component Indicators-22)
	1.1	**Shikhbe Protiti Shishu [Each Child Learns]**
1	1.1.1	Number of schools participate in Each Child Learns (ECL)
2	1.1.2	Percentage of grade 3 ECL students achieving grade 3 competency in Bangla
3	1.1.3	Percentage of grade 3 ECL students achieving grade 3 competency in Math
4	1.1.4	Number of education personnel trained in ECL, including mentoring
5	1.1.5	Percentage of schools provided with graded supplementary reading materials
	1.2	**School and Classroom Based Assessment**
6	1.2.1	Number of schools pilot school-based assessment training
7	1.2.2	Percentage of head teachers & teachers received school-based assessment training
8	1.2.3	Percentage of education officials/AUEO received school-based assessment training
	1.3	**Curriculum and Textbooks Strengthened**
9	1.3.1	Number of subjects by grades where curriculum revision has been approved
10	1.3.2	Number of subjects by grades where new textbooks have been developed based on revised curriculum
11	1.3.3	Number of subjects by grades where new teacher guides/addition have been introduced based on revised curriculum
12	1.3.4	Percentage of teachers and officials participate in curriculum dissemination training
	1.4	**Textbook Production and Distribution** (DLI 1, PSQL 1)
13	1.4.1	Percentage of schools which received full set of (revised) teacher guides for all teachers
	1.5	**ICT in Education**
14	1.5.1	Number of GPS/NNPS which have received IT equipment
15	1.5.2	Number of GPS/NNPS with a least one functional computer
16	1.5.3	Number of all education personnel received ICT training by designation (e.g., teachers/head teachers, admin/supervisory staff etc.)
17	1.5.4	Annual AOP allocation and actual expenditures for implementation of ICT strategy
	1.6	**Teacher Education and Development** (DLI 2, PSQLs 2, 3 & 4)
18	1.6.1	Number & Percentage of new teachers each year receiving DPEd
19	1.6.2	Percentage of new teachers received induction training
20	1.6.3	Number of teachers participate in the training on Teacher Support and Networking
21	1.6.4	Percentage of PTIs deployed 16 instructors
22	1.6.5	Percentage of PTIs deployed 12 instructors or less
		Component 2: Participation and Disparities (In Component 2, KPIs 6, Non-KPI 6 and PSQLs 7)
	2.1.1.	**Second chance and alternative education**
23	2.1.1.1	Number of children access second chance education services
	2.1.2	**Pre-primary education** (DLI 3, PSQL5)
24	2.1.2.1	Number of children enrolled in formal GPS /NNPS PPE programs
25	2.1.2.2	Percentage of GPS providing PPE are assessed against minimum quality standards
	2.1.3	**Mainstreaming inclusive education** (PSQL6)
26	2.1.3.1	Number of children enrolled from tribal/indigenous communities
	2.1.4	**Education in emergencies (EIE)**
	2.1.4.1	Number of schools from flood/cyclone prone areas whose stakeholders received awareness raising materials
	2.1.4.2	Number of upazilas integrate EIE in UPEP planning
	2.1.4.3	Number of children in disaster struck areas accommodated in temporary schools
	2.1.5	**Communications and social mobilization**
	2.1.5.1	Public perception of primary education service quality
27	2.1.5.2	Percentage of physical implementation of the annual communication plan
	2.2.1	**Targeted stipend**
28	2.2.1.1	Number of Card holder
29	2.2.1.2	Number of beneficiaries
30	2.2.1.3	Number of beneficiaries in the reporting quarter/previous quarter
	2.2.2	**School Health & School Feeding**
31	2.2.2.1	Number of schools participate in school feeding program
32	2.2.2.2	No. of teachers receive training on school health program
33	2.2.2.3	Number of schools where health check-ups are conducted
	2.2.3	**Needs based school environment** (PSQLs, 7, 8 & 9)
34	2.2.3.1	Percentage of schools with wash blocks
35	2.2.3.2	Percentage of schools which have a tubewell with arsenic-free water

	2.2.4	**Needs based infrastructure development** (DLI 4, PSQLs, 10 & 11)
36	2.2.4.1	Percentage of classroom using for classroom teaching
		Component 3: Decentralization and Effectiveness (In the Component3 total 6 KPIs, 3 Non-KPIs and 3 PSQLs)
	3.1.1	**Field level offices strengthened**
37	3.1.1.1	Percentage of vacant posts filled at all field levels
	3.1.2	**Decentralized school management and governance** (DLI 5, PSQL12)
	3.1.2.1	Percentage of SMCs whose members were trained (at least 3 members)
38	3.1.2.2	Percentage of Upazilas which have prepared UPEP
	3.1.3	**School level leadership development** (PSQL 13)
	3.1.3.1	Percentage of head teachers who received training on community mobilization
	3.1.4	**Organizational Review & Strengthening**
39	3.1.4.1	Percentage of vacancies filled by institutions and positions including an updated organogram
40	3.1.4.2	Number of posts identified for post-PEDP3, including potential vacancies, transfers and creased from integration of discreet projects
	3.2.1	**Grade V Primary Education Completion Examination (PECE)** (DLI 6)
41	3.2.1.1	Percentage of test items that are competency based
	3.2.2	**Teacher recruitment, promotion and deployment** (DLI 7, PSQL 14)
42	3.2.2.1	Percentage of teacher vacancies filled
43	3.2.2.2	Percentage of head teacher vacancies filled
44	3.2.2.3	Number of pre-primary teachers recruited
	3.2.3	**Annual Primary School Census (APSC)** (DLI 8)
45	3.2.3.1	Timely completion of APSC report (within academic year)
46	3.2.3.2	Timely completion of APSC report (within academic year)
47	3.2.3.3	APSC data accuracy according to third party validation
	3.2.4	**National Student Assessment (NSA)**
48	3.2.4.1	Timely completion of NSA analysis and report
49	3.2.4.2	Number of professional staff in National Assessment Cell (NAC)
50	3.2.4.3	Number of academic supervisors (AUEO) working under NAC in the field
51	3.2.4.4	Number of PTI and URC instructors working under NAC in the field
52	3.2.4.5	Number of subject teachers working under NAC in the field
53	3.2.4.6	Number of actions identified and implemented based on NSA findings
		Component 4: Planning and Management (In Component 4, Non-KPIs 2)
	4.1	**PEDP3 management and governance**
54	4.1.1	Total number of PEDP3 management and steering committee meetings
55	4.1.2	Percentage of Annual Operational Plan implemented (by components and sub-components)
	4.1.3	Percentage of funds linked to DLI disbursed
	4.2	**PEDP3 Financial Management**
	4.2.1	Annual Operational Plan budget implementation
56	4.2.2	Percentage of annual implementation of PFM action plan
57	4.2.3	Number and percentage of unsettled audit observation resolved
	4.3	**Sector finance** (DLI 9)
58	4.3.1	Non-Development and Development share of MoPME Budget
59	4.3.2	Percentage execution of both Non-Development and Development budget of MoPME
60	4.3.3	Percentage of Development budget allocated to discrete projects
	4.4	**Strengthen monitoring functions**
61	4.4.1	Number of staff (central & local) receive orientation in RBM approach
62	4.4.2	Number of schools and offices inspected
63	4.4.3	Number of inspections undertaken with support of e-Monitoring tools
64	4.4.4	Number of progress review meetings organized and activities reviewed
	4.5	**Human Resource Development**
65	4.5.1	Number of officers received professional development training
66	4.5.2	Number of staff received professional development training
	4.6	**Public Private Partnership**
67	4.6.1	Number of partnership agreements/MoUs following PPP framework

Annex 6: Year wise comparison of some key Indicators 2010-2017

SL. #	Key Performance Indicators	2010	2011	2012	2013	2014	2015	2016	2017	Target 2018
1	Gross enrollment rate [EFA 5] (%)	107.7	101.5	104.4	108.6	108.4	109.2	112.12	111.7%	105%
2	Net enrollment rate [EFA 6] (%)	94.8	94.9	96.7	97.3	97.7	97.94	97.96	97.97%	98%
3	Completion rate (%)	60.2	70.3	73.8	78.6	79.1	79.6	80.8	81.2%	85%
4	Stipend recipients (millions)	_	7.6	n/a	n/a	n/a	n/a	n/a	11.1	n/a
5	Transition rate from Grade 5 to Grade 6 (%)	n/a	n/a	n/a	94%	95.6%	96.1%	95.4	n/a	n/a
6	Current public expenditure on education as % of GNP	2.3	2.2%	2.06%	2.11%	2.18%	1.9%	1.9	2.01	2.80
7	Public expenditure on primary education as % of total public expenditure on education	45	45.2%	45.9%	47.5%	46.8%	43.4%	43.4	48	48
8	Student absenteeism (%)	16.6	14.9	14	13.7	13.3	13.1	12.5	12.0%	8%
9	Student-teacher ratio [EFA 11]	47	53	49	42	40	36	34	38	46
10	Repetition rate [EFA 12] Grade 1	12.6	11.1	7.3	6.9	6.4	6.2	6.1	5.6	All grades 5
	Grade 1	11.4	10.7	7.6	7.9	**6.9**	7.9	7.9	6.8	n/a
	Grade 2	12.1	10.3	7.3	6.9	4.4	5.7	5.3	5.3	n/a
	Grade 3	14.1	14.2	9.4	8.8	6.9	6.5	6.3	5.6	n/a
	Grade 4	16.5	13.5	8.4	7.4	10.2	7.7	7.7	7.1	n/a
	Grade 5	7.1	3.8	2.1	1.7	2.8	2.4	2.4	2.5	n/a
11	Coefficient of efficiency									
	Ideal as % of actual	62.2	69.1	75.6		80	80.1	80.9	85%	85%
	Years input	8.0	7.2	6.5	6.3	6.2	6.2	6.1	6.1	6
12	Dropout rate	39.8	29.7	26.2	21.4	20.9	20.4	19.2	18.85	All grades 15%
	Grade 1	8.5	4.11	6.3	1.5	1.2	1.6	0.7	1.5	n/a
	Grade 2	3.0	2.98	3.5	5.1	4.6	3.2	2.9	3.0	n/a
	Grade 3	7.7	4.38	5.6	5.0	4.8	3.4	4.2	3.9	n/a
	Grade 4	12.2	7.42	10.0	7.8	8.1	10.1	9.8	8.0	n/a
	Grade 5	9.5	11.06	1.9	2.3	2.3	2.1	1.5	2.5	n/a
13	Students at Grade 4 and above who									

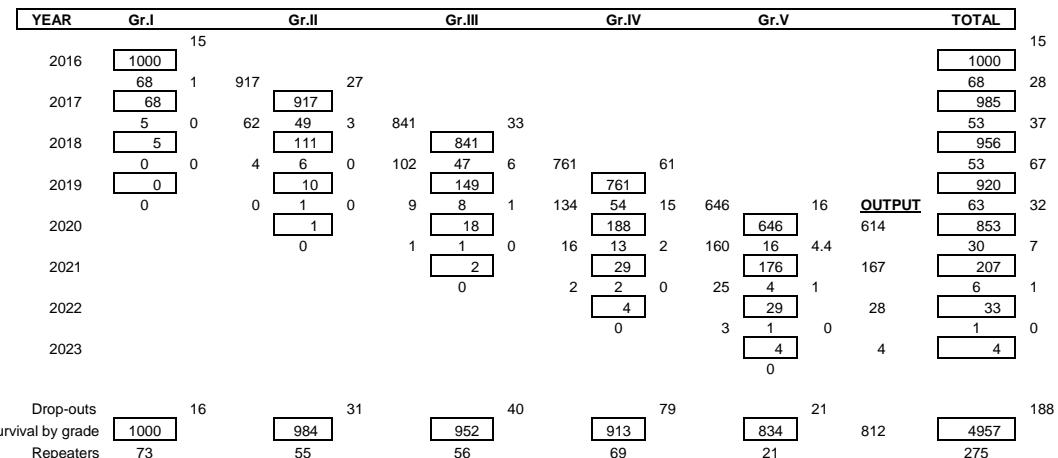| SL. #	Key Performance Indicators	2010	2011	2012	2013	2014	2015	2016	2017	Target 2018
	master national learning competencies [EFA 15]									
	Mean scores Grade 3 Bangla (NSA)	n/a	67	n/a	74	n/a	65	n/a	n/a	75%
	Mean scores Grade 3 Math (NSA)	n/a	50	n/a	58	n/a	41	n/a	n/a	60%
	Mean scores Grade 5 Bangla	n/a	25	n/a	25	n/a	23	n/a	n/a	35%
	Mean scores Grade 5 Math	n/a	33	n/a	25	n/a	10	n/a	n/a	40%
14	Enrolled disadvantaged children	83,023	90,960	89,994	87,669	109,144	85,204	81,891	75021	n/a

Annex 7: UNESCO Reconstruction Cohort Model

Annex D: Reconstructed Cohort analysis - 2017

Efficiency by student flow with graduate   2016   2063973

YEAR		Gr.I	Gr.II	Gr.III	Gr.IV	Gr.V	TOTAL
2016	E	2799021	2878049	2866208	2953959	2172077	13669314
2017	E	2398547	2718339	2799385	2802801	2561696	13280768
	R	190237	152343	159799	209556	53797	765732
2016	P	91.7%	91.7%	90.5%	84.9%	95.0%	
	R	6.8%	5.3%	5.6%	7.1%	2.5%	5.6%
	D	1.5%	3.0%	3.9%	8.0%	2.5%	6.1

2.15

		Average study time		Student-year wasted	
Total output =	812	Graduate	5.3	Repeaters	275
Total student-year =	4957	Drop-out	3.5	Drop-outs	662
Total drop-outs =	188	Cohort	5.0	Total	937
Total repeaters =	275	Survival rates		83.37%	
		Years input per graduate		6.10	
		Coefficient of efficiency		81.93%	
		Drop-out rates		18.85%	

LEGEND : P=PROMOTEES,R=REPEATER,D=DROP-OUT

YEAR	Gr.I		Gr.II			Gr.III			Gr.IV			Gr.V			TOTAL	
		15														15
2016	1000														1000	
	68	1	917		27										68	28
2017	68		917												985	
	5	0	62	49	3	841		33							53	37
2018	5		111			841									956	
	0	0	4	6	0	102	47	6	761		61				53	67
2019	0		10			149			761						920	
	0		0	1	0	9	8	1	134	54	15	646		16	63	32
2020			1			18			188			646			853	
			0			1	1	0	16	13	2	160	16	4.4	30	7
2021						2			29			176		167	207	
									0	2	2	0	25	4	1	6	1
2022												4			29		28	33	
												0		3	1	0	1	0
2023															4		4	4	
														0			

OUTPUT: 614 (2020 Gr.V), 176 (2021), 167, 29 (2022), 28, 4 (2023), 4, 812

	Gr.I	Gr.II	Gr.III	Gr.IV	Gr.V		TOTAL
Drop-outs	16	31	40	79	21		188
Survival by grade	1000	984	952	913	834	812	4957
Repeaters	73	55	56	69	21		275

Annex 8. Population of 6 years & 6-10 years by District 2017 [10]

Division	District	6 years			6-10 years		
		Male	Female	Total	Male	Female	Total
Barisal	Barguna	8801	8534	17335	47976	46727	94703
	Barisal	22889	22466	45350	132173	127869	260042
	Bhola	21361	20722	42083	115990	111904	227894
	Jhalokati	6543	6406	12948	38074	36835	74909
	Patuakhali	16436	16299	32729	89777	86949	176726
	Pirojpur	10685	10415	21099	59499	57980	117479
Chittagong	Bandarban	4840	4596	9437	24650	23184	47834
	Brahmanbaria	36119	34699	70820	192955	186273	379228
	Chandpur	25251	24953	50195	138867	136244	275111
	Chittagong	69881	68245	138116	395075	379366	774441
	Comilla	61000	59022	120021	328208	319590	647798
	Cox's Bazar	26545	25202	51754	156158	151133	307291
	Feni	14405	14193	28594	78161	75301	153462
	Khagrachhari	7074	6801	13876	37121	35660	72781
	Lakshmipur	20445	19824	40269	109017	105463	214480
	Noakhali	37915	36751	74664	200150	193730	393880
	Rangamati	6751	6464	13216	34751	32235	66986
Dhaka	Dhaka	87513	85070	172575	485192	464377	949569
	Faridpur	20460	19706	40166	109969	106294	216263
	Gazipur	26659	25659	52320	149585	143145	292730
	Gopalganj	13533	12910	26445	69851	67030	136881
	Jamalpur	25657	24410	50072	137149	131111	268260
	Kishorganj	34839	33345	68188	194407	185676	380083
	Madaripur	13230	12795	26024	70580	68228	138808
	Manikganj	13132	12819	25949	71391	69534	140925
	Munshiganj	13083	12624	25708	74579	70892	145471
	Mymensingh	58321	55996	114323	321718	309192	630910
	Narayanganj	26684	25426	52115	145609	140046	285655
	Narsingdi	25494	24434	49931	135330	129367	264697
	Netrakona	27380	26437	53817	146157	140185	286342
	Rajbari	10628	10303	20931	55373	53738	109111
	Shariatpur	13233	12499	25736	72165	70256	142421
	Sherpur	14632	13848	28484	83501	79497	162998

Division	District	6 years			6-10 years		
		Male	Female	Total	Male	Female	Total
	Tangail	34930	33873	68801	188093	181170	369263
Khulna	Bagerhat	13691	13021	26715	74860	72905	147765
	Chuadanga	9655	9787	19435	52783	51779	104562
	Jessore	24404	23496	47901	128924	124434	253358
	Jhenaidah	16256	15701	31957	85387	83786	169173
	Khulna	19764	19232	38994	105694	101932	207626
	Kushtia	17686	17608	35286	94022	91950	185972
	Magura	9319	8973	18293	50302	47909	98211
	Meherpur	5360	5463	10819	29229	28286	57515
	Narail	7512	7276	14788	40247	38834	79081
	Satkhira	17388	16683	34073	94766	91733	186499
Rajshahi	Bogra	30085	28680	58770	164979	155618	320597
	Joypurhat	7304	7051	14355	41161	39447	80608
	Naogaon	22971	22029	45002	120271	115561	235832
	Natore	14797	14321	29118	82071	79247	161318
	Nawabganj	18250	17708	35957	88057	86245	174302
	Pabna	24935	24008	48945	133386	127980	261366
	Rajshahi	22032	21189	43222	119110	113665	232775
	Sirajganj	35457	34333	69789	179422	171956	351378
Rangpur	Dinajpur	29034	28187	57219	150024	143668	293692
	Gaibandha	24787	24041	48826	138216	131796	270012
	Kurigram	21838	21306	43141	117923	114727	232650
	Lalmonirhat	13491	12820	26314	73813	70510	144323
	Nilphamari	20946	20000	40949	107843	102171	210014
	Panchagarh	10425	9954	20381	54123	51998	106121
	Rangpur	29150	27353	56515	154529	147240	301769
	Thakurgaon	15225	14292	29523	77051	72565	149616
Sylhet	Habiganj	25138	23906	49050	135751	130729	266480
	Maulvibazar	20212	19824	40031	113256	110405	223661
	Sunamganj	31042	30316	61354	164912	159851	324763
	Sylhet	38497	37695	76185	209634	203891	413525
Total	Grand Total	1453000	1404000	2857000	7871000	7579000	15450000

Annex 9: Contact Hours in DPE Managed Primary Schools

The MTR of PEDP3 decided to increase contact hours during PEDP3 and included as non-KPI 7, which is **'proportion of GPS and NNPS operates on a single shift',** to measure the increase in the teaching learning interaction time in the classroom. The Annual primary school census does not collect directly relevant information for calculating contact hours from the schools through APSC. Directorate of primary education (DPE) has published academic calendar/Schedule for Primary schools operation and classroom teaching time including all types of government holidays and weekend every year. Based on this academic calendar the following information is very much identical for calculating the contact hours of DPE managed primary schools.

- In 2017 academic year total of 127 days are holidays and 238 days are working days for Govt / Non-Govt primary schools.
- A total of working Thursday is 40 excluding 12 holidays of Thursday.

Table 9.1: Number of Days School is Open 2017[11]

Month[12]	Working Days	Weekend	Holidays	No of Thursday	Remarks
1	2	3	4	5	6
1. January	26	4	1	4	A total of 24 days for exam and 1 days reserved leave by HTs days when classroom teaching is not conducted. Only 214 days for classroom teaching
2. February	22	4	2	4	
3. March	24	5	2	5	
4. April	23	4	3	4 (H1,Exam1)	
5. May	17	4	10	4 (H2)	
6. June	00	5	25	5 (H5)	
7. July	26	4	1	4	
8. August	24	4	3	4 (Exam1)	
9. September	12	5	13	5 (H2)	
10. October	22	4	5	4 (H1)	
11. November	25	4	1	4 (Exam2)	
12. December	17	5	9	5 (H1, Exam1)	
Total	**238**	**52**	**75**	**37 (H12, Exam5)**	

School Timing

➢ **School hours for double-shift schools are (Including Assembly):**
- Pre-Primary Education : 9.30 – 12.00 **(150 minutes daily)**
- Grades 1 and 2: 9.15 - 12.15 p.m. (180 minutes daily);
- Grades 3 to 5: 12.15 - 4.15 including 30 minutes interval for lunch (210 minutes daily) and;
- School hours for Thursday for Grade 3 to 5: 12.15 - 2.30 p.m. (135 minutes daily).

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[11] Friday is weekend; Thursday is half-day, continuing up to 2:30 PM instead 4:15 PM.Column 5 gives the number of Thursdays and within brackets are mentioned non-teaching days, i.e. (H) and (Exam),Where, H = Holiday's and Exam = exams held on days, so no class teaching.

[12] Source: DPE Academic Calendar - 2017

- **School hours for single shift schools are (Including Assembly):**
  - Pre-Primary Education : 9.30 – 12.00 **(150 minutes daily)**
  - Grades 1 and 2 : 9.15-1.15 p.m. (240 minutes daily);
  - School hours for Thursday in Grades 1-2: 9.15-12.30 p.m. (195 minutes daily);
  - Grade 3, 4 and 5: 9.15 - 4.15 p.m. including 30 minutes interval for lunch (390 minutes daily) and;
  - School hours for Thursday in Grades 3 to 5: 9.15-2.30 p.m. including 30 minutes interval for lunch (285 minutes daily)

Based on the above information, contact hour**s have** been estimated as follows:

Table 9.2: Contact Hours 2017

Grade	Contact Hours for Classroom Teaching			
	Double Shift School		Single shift school	
I and II	180m X 238 days	**714 hours**	240m X 198 days	**882 Hours**
			135mX40 days	
III, IV and V	210X198 days	**783 Hours**	390X198 days	**1477 Hours**
	135mX40 days		285mX40 days	

Annex 10: Bangladesh Country Profile

Official Name	**People's Republic of Bangladesh**
Father of the Nation	Bangabandhu Sheikh Mujibur Rahman
Head of the State	President Md. Abdul Hamid
Head of the Government	Prime Minister Sheikh Hasina Waized
International Mother Language day	21st February
Historical day	07th March
Independence day	26th March
Victory day	16th December
Geographical location	Bangladesh is situated in the eastern part of the South Asian sub-Continent. It lies between 20^0 and 26^0 38' North latitudes and between $88^0 01'$ and 92^0 41' East longitudes. The Country is bordered by India on the east, west and north, and by the Bay of Bengal in the south and having a small border strip with Myanmar in the south-east.
Area	1,47,570 sq km (56,977 sq miles)
Territorial Water	200 Nautical Miles
Administrative units	8 Divisions, 64 Districts, 492 Upazilas, 641 Police Thana, 4,554 Unions, 59,990 Mouzas, 87,316 Hamlets (Source LGRD)
No. of Ministry	Total Ministry 38 (Division under Ministry 15), Department 353 (Source MOPA)
City Corporations	12 (Source LGRD)
Municipalities	321 (Source LGRD)
Capital	Dhaka
Nationality	Bangladeshi by birth and Bengali by cast
State Language	Bangla; Official Language : (Bangla and English)
Time	GMT+6 hours
Population	160.8 Million (SVRS 2016, BBS)
Religion based population	Muslim (90.7%), Hindu (9.2%), Buddist (0.7%), Christian (0.3%), Animist and believers in tribal faiths (0.1%)
Population Growth Rate	1.37%
Population Density per sq.km	1090 (SVRS 2016, BBS)
Sex ratio	103 males : 100 females
Fertility Rate (Per woman)	2.1 (SVRS 2016, BBS)
Contraceptive Prevalence Rate	62.1% (SVRS 2016, BBS)

Life Expectancy at Birth	70.9 years (SVRS 2016, BBS)
Infant Mortality per 1000 Live Births (below 5 year)	36 (SVRS 2016, BBS)
Literacy Rate (7+yrs)	71.0% (SVRS 2016, BBS)
GDP (2017)	BDT 22,23,600.00 Crore (Source MoF)
Public University	34 (Source MoE)
Private University	90 (Source MoE)
Medical College	45 (Dental 09)
Private Medical College	92 (Dental 24)
Medical University	01 (BSMMU)
GDP growth rate	7.28%
Per capita Income	US$ 1610
Population below Poverty Line	24.3% (daily intake below 2122 k. Cal.)
Main Seasons	Spring (February-March), Summer (April-June), Monsoon (July-September), Autumn (October-November), Winter (December-January)
Annual Average Rainfall	200.5 mm
Principal Rivers	Padma, Meghna, Jamuna, Brahmaputra, Teesta, Surma and Karnaphuli (Total 230 rivers including tributaries and branches))
Principal Crops and Fruits	Rice, Wheat, Jute, Tobacco, Sugarcane, Pulses, Oilseeds, Spices, Potato, Vegetables, Banana, Mango, Coconut and Jackfruit
Principal Industries	Readymade garments, jute and cotton textiles, tea processing, paper, cement, chemical fertilizers, light engineering, sugar, oil refining, steel, shipbuilding, brick manufacturing, real estate, carpet making, ceramic-ware, pharmaceuticals, assembling buses & trucks, plastic ware, consumer electronics
Principal Mineral Resources	Natural gas, coal, limestone, ceramic clay, glass sand, hard rock
Principal Exports	Readymade garments, raw jute, jute goods, tea, shrimp, fish, finished leatherand leather goods, pharmaceuticals, flowers, fruit and vegetables, ceramic-ware, IT and ITES, handicrafts, newsprint
Remittance Reserve (December 2017)	US$ 32 billion (Source Bangladesh Bank)
Sea Ports	Chittagong, Mongla and Paira
International Airports	Dhaka, Chittagong and Sylhet
Domestic Airports	Jessore, Ishwardi, Comilla, Cox's Bazar, Thakurgaon, Syedpur, Rajshahi, Barisal
Radio stations	Transmissions cover the entire country. Apart from national terrestrial radio (Bangladesh Betar), there are 4 non-Government FM radio channels in Bangladesh.
TV Channels	There are 2 terrestrial state run TV channels: Bangladesh Television (BTV) and

Sangshad Television. BTV runs a TV channel BTV World which broadcasts by satellite 24 hours a day to Asia, Australasia and the Middle East. Besides, there are 41 non-Government TV Channels in Bangladesh

Popular Sports	Cricket, Football, Hockey, Kabaddi, (national game), Swimming, Volleyball, Badminton, Chess
Telephone per 100 people	Cell Phone-76.36 and Landphone-2.07
Mobile Telephony penetration	12.83 Crore)
Internet User	6.67 Crore
Export Processing Zones (EPZs)	10 (Private 02)

Annex 11: Primary Education Profile

Ministry	Ministry of Primary and Mass Education (MoPME)
Ministry (MoPME) Established	2003
Department	Directorate of Primary Education
Established Department	1981
Primary Education (Compulsory) Act	13 February, 1990
Established Division	August 1992
Total Education Thana	508
Total primary School (2017)	133901
Total GPS	65038 (GPS : 38879; NNPS : 26159)
Total Teacher (Public & Private)	5,74,001 (% of female 61.3%)
Total GPS Teacher	3,48,262 (% of female 63.79%)
Education Language	Bangla & English
Total Enrolled Students	1,72,51,350 (% of Girls 50.68)
Total Pre Primary Enrollment	36,67,851 (% of Girls 50.53)
Cycle Drop Out Rate (2017)	18.85 %
Education Age Limit	6-10 Years
PECE Start	Since 2009
PECE Pass Rate (2016)	98.51
PECE Participation (2017)	28,04,509 (% of Girls 53.65) and Ebtedayee 2,91,566 (% of Girls 47.47)
PECE Pass Rate (2017)	Will be Include before publication of DPE web
Primary School Nationalized (First)	Father of the Nation Bangabandhu Sheikh Mujibur Rahman, 37672 Primary School in 1973
Primary School Nationalized (2nd Phase)	The Honorable Prime Minister Sheikh Hasina, 26193 in 2013
Primary Events	Held in Each Year over the country 'Bangabandhu and Bangamata Football Tournament' Inter Primary School Sports & Culture Competition Nation Wide
Total Budget (FY 2017-18)	BDT 4,00,266 Crore
Educational Budget (2017-18)	BDT 45,163 Crore
Primary Education Budget (2017-18)	BDT 22,022 Crore (As % of Primary Education is 48.76%)
Multimedia Classroom	13254
Laptop Facilities	8921
Computer	50000 (Distribution On Going)
Internet Connection	5000
Electricity Facilities	44800

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 2017 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

SI	ORACLE VIEW NAME	C	DPE TABLE NAME
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 enrollment 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 protocol of DLI No 8 Annual Primary Schools Census (APSC), this is a summary of the internal data validation process for APSC 2017. For APSC 2017, 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 2016. One issue of significance is that of schools that close down. Where dynamic data (e.g. student enrollment) 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 enrollment 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 2017.

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 2017.

The mechanism, procedures and internal organizational arrangements for APSC data cleaning have taken a major stride forward in 2017. 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 13. 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 enrollment and age wise enrollment 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 enrollment;
- Upazila working teacher;
- Single shift schools.

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

1st screen print of opening page of the Online software

Annex 14. APSC Questionnaire 2017

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়
প্রাথমিক শিক্ষা অধিদপ্তর

বার্ষিক প্রাথমিক বিদ্যালয় শুমারি (ই-তথ্য সংগ্রহ) ফরম

– ২০১৭

ফরম পূরণের 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 মূল কপি পূরণ করবেন । বাড়িতে বসে ছেলে-মেয়েদের দিয়ে এ ফরম পূরণ করা যাবে না ।

৩. তথ্য সংগ্রহ ফরম পূরণ করার পূর্বে প্রতিটি শ্রেণির শ্রেণি শিক্ষকের 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 অস্পস্টতা থাকলে ইউইও / এইউইও বা অধিদপ্তরের দায়িত্বপ্রাপ্ত কর্মকর্তাদের সাথে কথা বলুন ।

৬. তথ্য সংগ্রহ ছকের প্রত্যেকটি ঘর অবশ্যই পূরণ করবেন । যে ঘরটি আপনার বিদ্যালয়ের জন্য প্রযোজ্য নয় সেখানে (0) 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 । নতুন প্রতিষ্ঠিত বিদ্যালয়ের ক্ষেত্রে উপজেলা শিক্ষা অফিস থেকে নতুন EMIS কোড (৯ সংখ্যা) 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 অবস্থিতি : আপনার বিদ্যালয়টি পৌরসভা/সিটি কর্পোরেশন/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 খুবই কষ্টসাধ্য হলে 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, অন্যান্য হলে ১২ 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 শুমারির 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-ব্যবস্থাপনায় সিস্টেমের ব্যবহারকারী হিসেবে নিবন্ধিত হয়ে থাকেন তাহলে *ব্যবহারকারী প্রবেশ* অংশটি পূরণ করে সিস্টেমে প্রবেশ করুন ।

৩. ২০১৭ সালের প্রাথমিক বিদ্যালয় শুমারি তথ্য প্রদানের জন্য মূলপাতা/ড্যাশবোর্ড থেকে *বিদ্যালয় শুমারি ২০১৭* তে ক্লিক করুন । নিবন্ধনকৃত প্রাথমিক বিদ্যালয় সমূহের 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 ইমেইল প্রেরণ করুন ।

উপজেলা/থানা :		ইউনিয়ন/পৌরসভা :	
গ্রাম/ওয়ার্ড :		ক্লাস্টার :	

বিদ্যালয়ের EMIS কোড :										বিদ্যালয়ের ধরন :		

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, রঙ্গ (আনন্দ) স্কুল হলে ১৩, শিশু কল্যাণ বিদ্যালয় হলে ১৪, মসজিদ ভিত্তিক শিক্ষা কেন্দ্র হলে ১৫, মন্দির ভিত্তিক 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, ১৫০০ নতুন সরকারি প্রাথমিক বিদ্যালয় হলে ২৬ ও সেকেন্ড চান্স এডুকেশন হলে ২৭ লিখুন।

বিদ্যালয়ের নাম	বাংলায়	
	ইংরেজি বড় অক্ষরে	

বিদ্যালয়ের শিক্ষক সংখ্যা	ধরন	প্রধান শিক্ষক	সহকারী শিক্ষক	প্রাক-প্রাথ. শিক্ষক	প্যারা শিক্ষক	পুল শিক্ষক		ভবন ও কক্ষ সংক্রান্ত তথ্য	ভবন সংখ্যা	কক্ষ সংখ্যা
	অনুমোদিত				প্রযোজ্য নয়	প্রযোজ্য নয়				
	সংযুক্ত (In)				প্রযোজ্য নয়	প্রযোজ্য নয়				
	সংযুক্ত (Out)				প্রযোজ্য নয়	প্রযোজ্য নয়				
	কর্মরত									

* প্রধান শিক্ষক ভারপ্রাপ্ত হলে তাকে সহকারী শিক্ষক (মূল পদ) হিসেবে গণনা/বিবেচনা করতে হবে।
সংযুক্ত (In) বলতে অন্য কোনো বিদ্যালয় হতে নিজ বিদ্যালয়ে সংযুক্ত ও সংযুক্ত (Out) বলতে নিজ বিদ্যালয় থেকে অন্য বিদ্যালয়/অফিসে সংযুক্ত বুঝাবে।

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

ক. বিদ্যালয়ের সাধারণ তথ্যাবলি :

বিদ্যালয়ের একাডেমিক কার্যক্রম চালু আছে কি (হ্যাঁ / না) :		বিদ্যালয়ের সহশিক্ষা কার্যক্রম (সহশিক্ষা/শুধু বালক/শুধু বালিকা):	
শিখন মাধ্যম (বাংলা / দেশীয় কারিকুলামে ইংরেজি / উভয়ই) :		বিদ্যালয়ের গ্রেড (এ / বি / সি / ডি / প্রযোজ্য নয়) :	
শিখবে প্রতিটি শিশু কার্যক্রম চালু আছে কি (হ্যাঁ / না) :		বিদ্যালয়ের ভবন সমূহ নিজস্ব সম্পত্তিতে প্রতিষ্ঠিত (হ্যাঁ / না) :	
বিদ্যালয়ে টয়লেট (ওয়াশ ব্লক ব্যতীত) আছে কি (হ্যাঁ / না) :		বিদ্যালয়ে ওয়াশ ব্লক নির্মিত হয়েছে কি (নির্মিত / নির্মানাধীন / না) :	
নিরাপদ পানীয় জলের ব্যবস্থা আছে কি (হ্যাঁ / না) :		Mid Day Meal চালু আছে কি? (দৈনিক / সাপ্তাহিক / পাক্ষিক / মাসিক / নাই):	
প্রতিষ্ঠার সন :		রেজিস্ট্রেশনের সন :	
জাতীয়করণের সন :		শিফ্ট সংখ্যা (কতটি) :	
বিদ্যালয়ের ভৌগলিক অবস্থান (নির্দেশনা দেখে লিখুন) :		উপজেলা সদর থেকে দূরত্ব (কিমি) :	
বিদ্যালয়ের অবস্থান (গ্রাম / শহর) :		বিদ্যালয়ের যোগাযোগ ব্যবস্থা (সুগম / দুর্গম) :	
বিদ্যালয়টি SLIP অনুদান পায় কি (হ্যাঁ / না) :		বিদ্যুৎ সংযোগ আছে কি (হ্যাঁ / না) :	

বিদ্যালয়ের খেলার মাঠ আছে কি (হ্যাঁ / না) :		বিদ্যালয়টি মডেল স্কুল কি (হ্যাঁ / না) :	
বিদ্যালয়ের নাম ফলক আছে কি (হ্যাঁ / না) :		সীমানা প্রাচীর আছে কি (পাকা প্রাচীর / নাই) :	
এসএমসি সভাপতির নাম :			

খ. বিদ্যালয়ের ভূমির তথ্য : (ভূমির ছকটি শুধুমাত্র GPS, NNPS, RNGPS, NRNGPS এর জন্য প্রযোজ্য)

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	ভূমির 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)

গ. বিদ্যালয়ের ভবনের তথ্য :

ভবনের নম্বর	ভবনটি কত তলা বিশিষ্ট	নির্মাণের সন	ভবনটি কত তলার ভিত্তি বিশিষ্ট	ভবনের কক্ষ সংখ্যা	ভবনের বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ, মেরামত প্রয়োজন / ঝুঁকিপূর্ণ জরুরি মেরামত প্রয়োজন / পরিত্যক্ত)

ঘ. বিদ্যালয়ের কক্ষের তথ্য :

ভবনের নম্বর	কক্ষ নম্বর	কক্ষের ব্যবহার (শ্রেণিকক্ষ, প্রধান শিক্ষক/অফিস কক্ষ, সহকারী শিক্ষক কক্ষ, লাইব্রেরি কক্ষ, উপকরণ প্রদর্শন কক্ষ, ভান্ডার বা স্টোর কক্ষ, প্রাক-প্রাথমিক কক্ষ, অন্যান্য কক্ষ)	কক্ষের দৈর্ঘ্য (ফুট)	কক্ষের প্রস্থ (ফুট)	নির্মাণের ধরন (পাকা / সেমিপাকা)	নির্মাণের সাল	কোন প্রকল্প/ প্রোগ্রামে নির্মিত হয়েছে? (পিইডিপি ১ / পিইডিপি ২ / পিইডিপি ৩ / অন্যান্য)	কক্ষের বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ, মেরামত প্রয়োজন / ঝুঁকিপূর্ণ 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।

ঙ. বিদ্যালয়ের স্যানিটেশন ব্যবস্থা (ওয়াশ ব্লক ব্যতীত) :

টয়লেটের ক্রমিক নম্বর	ব্যবহারকারী (বালক, বালিকা, বালক-বালিকা যৌথ, সহ: শিক্ষক, প্রধান শিক্ষক, শিক্ষকদের যৌথ)	বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ, মেরামত প্রয়োজন / ঝুঁকিপূর্ণ জরুরি মেরামত প্রয়োজন / পরিত্যক্ত)	পরিস্কারক দ্রব্যাদি আছে কি? (হ্যাঁ / না)	মেরামতযোগ্য (হ্যাঁ / না / প্রযোজ্য নয়)	টয়লেটে পানির সরবরাহ (আছে / নাই)	টয়লেট কোন প্রকল্পের আওতায় নির্মিত (পিইডিপি ১ / পিইডিপি ২ / পিইডিপি ৩ / অন্যান্য)

চ. বিদ্যালয়ের ওয়াশ ব্লক ব্যবস্থা (বিদ্যালয়ের ওয়াশ ব্লক নির্মিত বলতে নির্মান কাজ সম্পন্নপূর্বক ব্যবহার উপযোগী বুঝাবে) :

ওয়াশ ব্লকে টয়লেটের ক্রমিক নম্বর	নির্মাণের সাল	ব্যবহারকারী (বালক, বালিকা, পুরুষ শিক্ষক, মহিলা শিক্ষক)	বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ, মেরামত প্রয়োজন / ঝুঁকিপূর্ণ জরুরি মেরামত প্রয়োজন / পরিত্যক্ত)	ওয়াশব্লক ব্যবহৃত হচ্ছে কি? (হ্যাঁ / না)	মেরামতযোগ্য (হ্যাঁ / না / প্রযোজ্য নয়)	টয়লেটে পানির সরবরাহ (আছে / নাই)

ছ. বিদ্যালয়ের পানীয় জলের ব্যবহার :

বিদ্যালয়ে নিরাপদ ও বিশুদ্ধ খাবার পানির উৎস (সরবরাহ বা সাপ্লাই, নলকূপ, ফিল্টার, অন্যান্য)	উৎসের বর্তমান অবস্থা (ভালো, মোটামুটি, খারাপ, খনন/নির্মাণ চলমান, পরিত্যক্ত)	মেরামত / সংস্কারযোগ্য (হ্যাঁ / না / প্রযোজ্য নয়)	নলকূপের ক্ষেত্রে (আর্সেনিকমুক্ত, আর্সেনিকযুক্ত, আর্সেনিকদূষণ এলাকা এবং পরীক্ষা করা হয়নি)	কোন প্রকল্পের আওতায় নির্মিত (পিইডিপি-১, পিইডিপি-২, পিইডিপি-৩, অন্যান্য)

জ. আসবাবপত্র, স্লিপ অনুদান ও বিদ্যালয় ব্যবস্থাপনা কমিটি :

আসবাবপত্রের তথ্য			
আসবাবপত্রের ধরন	ব্যবহার উপযোগী	মেরামত যোগ্য	ব্যবহার অনুপোযোগী
চেয়ার			
টেবিল			
হাই-বেঞ্চ			
লো-বেঞ্চ			
ব্লাক/চকবোর্ড			
হোয়াইট/মার্কারবোর্ড			
পুশপিনবোর্ড			
আলমিরা			
ফ্যান (টেবিল ও সিলিং সহ)			
বুক সেলফ			
ফাইল কেবিনেট			
অন্যান্য সরঞ্জাম (হারমনিয়াম, তবলা, পিয়ানো ইত্যাদি)			

স্লিপ অনুদান (SLIP Grant)	
যে বিষয়ে তথ্য দিতে হবে	কোড/সংখ্যা /পরিমান
বিদ্যালয় স্লিপ অনুদানভুক্ত কি না? (হ্যাঁ / না)	
চলতি অর্থ বছরে বিদ্যালয় স্লিপ অনুদান পেয়েছে কি? (হ্যাঁ / না)	
গাইড লাইন অনুযায়ী স্লিপ পরিকল্পনা প্রণীত হয়েছে কি? (হ্যাঁ / না / প্রযোজ্য নয়)	
অনুমোদিত স্লিপ পরিকল্পনা দৃশ্যমান স্থানে প্রদর্শিত কি না? (হ্যাঁ / না / প্রযোজ্য নয়)	
স্লিপ পরিকল্পনা অনুযায়ী কার্যক্রমসমূহ বাস্তবায়ন হচ্ছে কি? (হ্যাঁ / না / প্রযোজ্য নয়)	
গত অর্থ বছরে স্লিপ কার্যক্রম সামাজিক মূল্যায়ন কমিটি কর্তৃক মূল্যায়িত হয়েছে কি? (হ্যাঁ / না / প্রযোজ্য নয়)	
নিম্নোক্ত কোন উৎস থেকে কত টাকা স্লিপ অনুদান পেয়েছে (টাকার পরিমান অথবা দ্রব্য সামগ্রী পেলে তা আনুমানিক মূল্য টাকায় রূপান্তর করে লিখুন)	
ক. প্রাথমিক শিক্ষা অধিদপ্তর (DPE) :	
খ. জেলা পরিষদ:	
গ. উপজেলা পরিষদ:	
ঘ. ইউনিয়ন পরিষদ:	
ঙ. স্থানীয় জনগণ:	
চ. সংস্থা/কমিউনিটি/এনজিও/অন্যান্য:	

* আসবাবপত্রের ধরন অনুযায়ী কতটি আসবাবপত্র আছে তার সংখ্যা উল্লেখ করতে হবে।

ঝ. বিদ্যালয়ের তথ্য প্রযুক্তি সংক্রান্ত তথ্য :

যে বিষয়ে তথ্য দিতে হবে	আছে কি না? (হ্যাঁ / না)	উৎসভিত্তিক প্রাপ্ত সংখ্যা			অচল থাকলে (সংখ্যা লিখুন)
		পিইডিপি-২	পিইডিপি-৩	অন্যান্য উৎস	
বিদ্যালয়ের জন্য কম্পিউটার					
বিদ্যালয়ের জন্য কোন ল্যাপটপ					
বিদ্যালয়ের শ্রেণিকক্ষে মাল্টিমিডিয়া					
ইন্টারনেট সংযোগের ধরন (ব্রডব্যান্ড / ওয়াই ফাই (WiFi) / মডেম / কোনো ব্যবস্থা নাই)		প্রযোজ্য নয়			
তথ্য প্রযুক্তি ব্যবহারে সক্ষম শিক্ষক আছে কি (হ্যাঁ / না)		প্রযোজ্য নয়			

ঞ. বিদ্যালয় ব্যবস্থাপনা কমিটি ও সামাজিক উদ্বুদ্ধকরণ সভা :

<table>
<tr><th colspan="2">বিদ্যালয় ব্যবস্থাপনা কমিটি (এসএমসি)</th></tr>
<tr><th>যে বিষয়ে তথ্য দিতে হবে</th><th>কোড/সংখ্যা</th></tr>
<tr><td>বিদ্যালয়ে এসএমসি গঠিত হয়েছে কি? (হ্যাঁ / এডহক / স্থগিত / না)</td><td></td></tr>
<tr><td>বর্তমানে এসএমসির পুরুষ সদস্য কতজন?</td><td></td></tr>
<tr><td>বর্তমানে এসএমসির মহিলা সদস্য কতজন?</td><td></td></tr>
<tr><td>২০১৬ সালে এসএমসির কতটি সভা হয়েছে?</td><td></td></tr>
</table>

<table>
<tr><th colspan="3">সামাজিক উদ্বুদ্ধকরণ সভা</th></tr>
<tr><th>সন</th><th>যে বিষয়ে তথ্য দিতে হবে</th><th>সংখ্যা</th></tr>
<tr><td rowspan="5">২০১৫</td><td>মা সমাবেশের সংখ্যা</td><td></td></tr>
<tr><td>অভিভাবক সমাবেশের সংখ্যা</td><td></td></tr>
<tr><td>উঠান বৈঠক সংখ্যা</td><td></td></tr>
<tr><td>র‍্যালি সংখ্যা</td><td></td></tr>
<tr><td>হোম ভিজিট সংখ্যা</td><td></td></tr>
<tr><td rowspan="5">২০১৬</td><td>মা সমাবেশের সংখ্যা</td><td></td></tr>
<tr><td>অভিভাবক সমাবেশের সংখ্যা</td><td></td></tr>
<tr><td>উঠান বৈঠক সংখ্যা</td><td></td></tr>
<tr><td>র‍্যালি সংখ্যা</td><td></td></tr>
<tr><td>হোম ভিজিট সংখ্যা</td><td></td></tr>
</table>

ট. বিদ্যালয় ক্যাচমেন্ট এলাকার শুমারিকৃত শিশুদের হালনাগাদ তথ্য দিন (২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত) নিম্নোক্ত ছকটি যে সকল বিদ্যালয়ের ক্যাচমেন্ট এলাকা নির্ধারণ করা আছে শুধুমাত্র তাদের জন্য প্রযোজ্য :

* ৪-১৮ বছর বয়সি (কোথাও পড়ালেখা করুক অথবা না করুক) ক্যাচমেন্ট এলাকার সকল শিশুর তথ্য দিতে হবে।

<table>
<tr>
<th rowspan="3">(২৮ ফেব্রুয়ারী ২০১৭-তে বয়স)</th>
<th colspan="2">বিদ্যালয় ক্যাচমেন্ট এলাকার বয়সভিত্তিক শুমারিকৃত শিশু</th>
<th colspan="2">শুমারিকৃত শিশুদের মধ্যে এ বিদ্যালয়ে ভর্তিকৃত শিশু</th>
<th colspan="2">শুমারিকৃত শিশুদের মধ্যে অন্য বিদ্যালয়ে ভর্তিকৃত শিশু</th>
<th colspan="2">শুমারিকৃত শিশুদের মধ্যে -অভর্তিকৃত কিংবা কোথাও ভর্তি হয়নি এরূপ শিশু</th>
<th colspan="2">ক্যাচমেন্ট এলাকার বাইরে থেকে আগত ও ভর্তিকৃত শিশু</th>
<th colspan="2">বিদ্যালয় ক্যাচমেন্ট এলাকার বিশেষ চাহিদা সম্পন্ন শিশুর সংখ্যা</th>
</tr>
<tr>
<th>বালক</th><th>বালিকা</th>
<th>বালক</th><th>বালিকা</th>
<th>বালক</th><th>বালিকা</th>
<th>বালক</th><th>বালিকা</th>
<th>বালক</th><th>বালিকা</th>
<th>বালক</th><th>বালিকা</th>
</tr>
<tr>
<th>১</th><th>২</th><th>৩</th><th>৪</th><th>৫</th><th>৬</th><th>৭</th><th>৮</th><th>৯</th><th>১০</th><th>১১</th><th>১২</th>
</tr>
<tr><td>২০১৩ (৪ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০১২ (৫ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০১১ (৬ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০১০ (৭ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০০৯ (৮ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০০৮ (৯ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০০৭ (১০ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০০৬ (১১ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০০৫ (১২ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০০৪ (১৩ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>২০০৩ (১৪ বছর)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

২০০২ (১৫ বছর)											
২০০১ (১৬ বছর)											
২০০০ (১৭ বছর)											
১৯৯৯ (১৮ বছর)											

ঠ. ০) শিক্ষার্থী সংক্রান্ত - প্রাক-প্রাথমিক শ্রেনি :

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা
(২০১৬ সালের ডিসেম্বর ও ২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)

সাল	বালক	বালিকা	মোট
২০১৬			
২০১৭*			

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)

উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			

স্কুল ফিডিং প্রোগ্রামভুক্ত শিক্ষার্থীর সংখ্যা
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)

প্রোগ্রামের নাম	বালক	বালিকা	মোট
World Food Program (WFP)			
Mid Day Meal			
অন্যান্য প্রোগ্রাম			

২০১৭ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি
(২০১৬ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)

শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)

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 মুখমন্ডলের কাছে বই নিয়ে পড়ার চেষ্টা করে, যাদের পরিস্কারভাবে 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 পিছনে 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 বুঝাতে 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)

উপবৃত্তি প্রকল্পভুক্ত সুবিধাভোগী শিক্ষার্থীর সংখ্যা
২০১৬-তে ভর্তিকৃতদের মধ্যে সর্বশেষ কোয়ার্টারে কতজনকে উপবৃত্তি দেওয়া হয়েছে

শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
২০১৬-তে ভর্তিকৃত			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার
(প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)

মাস	বালক	বালিকা	গড়
এপ্রিল ২০১৬			

শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

অক্টোবর ২০১৬			

পাঠ্যপুস্তক সংক্রান্ত তথ্য (২০১৭ সালের ৩১ জানুয়ারীর মধ্যে প্রাপ্ত পাঠপুস্তক এবং শিক্ষার্থীদের মধ্যে বিতরণের তথ্য দিন)				
পাঠ্যপুস্তকের নাম	প্রাপ্ত পাঠ্যপুস্তক	প্রাপ্ত শিক্ষার্থী	শিক্ষক উপকরণ*	মন্তব্য
আমার বই				
এসো লিখতে শিখি				

* শিক্ষক উপকরণ বলতে শিক্ষক সংস্করণ, নির্দেশিকা, সহায়িকা ।

ঠ. ১) শিক্ষার্থী সংক্রান্ত - প্রথম শ্রেণি-৫ম শ্রেণি :

<table>
<tr><td colspan="4">জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)</td></tr>
<tr><td>জন্মসাল
(২৮ ফেব্রুয়ারী ২০১৭-তে বয়স)</td><td>বালক</td><td>বালিকা</td><td>মোট*</td></tr>
<tr><td>২০১২ (৫ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০১১ (৬ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০১০ (৭ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০০৯ (৮ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০০৮ (৯ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০০৭ (১০ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০০৬ (১১ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০০৫ (১২ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০০৪ (১৩ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০০৩ (১৪ বছর)</td><td></td><td></td><td></td></tr>
<tr><td>২০০২ (১৫ বছর)</td><td></td><td></td><td></td></tr>
</table>

* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০১৭ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

<table>
<tr><td colspan="4">ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)</td></tr>
<tr><td>উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন</td><td>বালক</td><td>বালিকা</td><td>মোট</td></tr>
<tr><td>চাকমা</td><td></td><td></td><td></td></tr>
<tr><td>মারমা</td><td></td><td></td><td></td></tr>
<tr><td>ত্রিপুরা</td><td></td><td></td><td></td></tr>
<tr><td>গারো</td><td></td><td></td><td></td></tr>
<tr><td>সাঁওতাল</td><td></td><td></td><td></td></tr>
<tr><td>মনিপুরি</td><td></td><td></td><td></td></tr>
<tr><td>সাদরি (ওরাও)</td><td></td><td></td><td></td></tr>
<tr><td>অন্যান্য</td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="4">স্কুল ফিডিং প্রোগ্রামভুক্ত শিক্ষার্থীর সংখ্যা
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)</td></tr>
</table>

<table>
<tr><td colspan="4">শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা
(২০১৬ সালের ডিসেম্বর ও ২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)</td></tr>
<tr><td>সাল</td><td>বালক</td><td>বালিকা</td><td>মোট</td></tr>
<tr><td>২০১৬</td><td></td><td></td><td></td></tr>
<tr><td>২০১৭*</td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="4">ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)</td></tr>
<tr><td>বিশেষ চাহিদার ধরন</td><td>বালক</td><td>বালিকা</td><td>মোট</td></tr>
<tr><td>শারীরিক</td><td></td><td></td><td></td></tr>
<tr><td>ক্ষীণদৃষ্টি</td><td></td><td></td><td></td></tr>
<tr><td>ক্ষীণশ্রবণ</td><td></td><td></td><td></td></tr>
<tr><td>বাকপ্রতিবন্ধি</td><td></td><td></td><td></td></tr>
<tr><td>বুদ্ধিবৃত্তিক</td><td></td><td></td><td></td></tr>
<tr><td>অটিস্টিক</td><td></td><td></td><td></td></tr>
<tr><td>অন্যান্য</td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="4">উপবৃত্তি প্রকল্পভুক্ত সুবিধাভোগী শিক্ষার্থীর সংখ্যা
২০১৬-তে ভর্তিকৃতদের মধ্যে সর্বশেষ কোয়ার্টারে কতজনকে উপবৃত্তি দেওয়া হয়েছে</td></tr>
<tr><td>শিক্ষার্থীর ধরন</td><td>বালক</td><td>বালিকা</td><td>মোট</td></tr>
<tr><td>২০১৬-তে ভর্তিকৃত</td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="4">শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার
(প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)</td></tr>
<tr><td>মাস</td><td>বালক</td><td>বালিকা</td><td>গড়</td></tr>
<tr><td>এপ্রিল ২০১৬</td><td></td><td></td><td></td></tr>
<tr><td>অক্টোবর ২০১৬</td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="4">শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)</td></tr>
<tr><td>শাখা</td><td>বালক</td><td>বালিকা</td><td>যৌথ</td></tr>
</table>

প্রোগ্রামের নাম	বালক	বালিকা	মোট
World Food Program (WFP)			
Mid Day Meal			
অন্যান্য প্রোগ্রাম			

২০১৭ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০১৬ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শাখার (সেকশন) সংখ্যা			

প্রাক-প্রাথমিক শ্রেণি সমাপ্ত করে ১ম শ্রেণিতে ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
এ বিদ্যালয়ে শ্রেণি সমাপ্তকারী			
অন্য বিদ্যালয়ে শ্রেণি সমাপ্তকারী			
সরাসরি ১ম শ্রেণিতে ভর্তিকৃত			

ঠ. ২) শিক্ষার্থী সংক্রান্ত - ৬ষ্ঠ শ্রেনি – ৮ম শ্রেনি:

পাঠ্যপুস্তক সংক্রান্ত তথ্য				
(২০১৭ সালের ৩১ জানুয়ারীর মধ্যে প্রাপ্ত পাঠ্যপুস্তক এবং শিক্ষার্থীদের মধ্যে বিতরণের তথ্য দিন)				
পাঠ্যপুস্তকের নাম	প্রাপ্ত পাঠ্যপুস্তক	প্রাপ্ত শিক্ষার্থী	শিক্ষক উপকরণ*	মন্তব্য
আমার বাংলা বই				
প্রাথমিক গণিত				
English For Today				
প্রাথমিক বিজ্ঞান				
বাংলাদেশ ও বিশ্ব পরিচয়				
ধর্ম ও নৈতিক শিক্ষা				

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা			
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসাল (২৮ ফেব্রুয়ারী ২০১৭-তে বয়স)	বালক	বালিকা	মোট*
২০০৭ (১০ বছর)			
২০০৬ (১১ বছর)			
২০০৫ (১২ বছর)			
২০০৪ (১৩ বছর)			
২০০৩ (১৪ বছর)			
২০০২ (১৫ বছর)			
২০০১ (১৬ বছর)			
২০০০ (১৭ বছর)			
১৯৯৯ (১৮ বছর)			

* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০১৭ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা			
(২০১৬ সালের ডিসেম্বর ও ২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০১৬			
২০১৭*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
(২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			

উপবৃত্তি প্রকল্পভুক্ত সুবিধাভোগী শিক্ষার্থীর সংখ্যা			
২০১৬-তে ভর্তিকৃতদের মধ্যে সর্বশেষ কোয়ার্টারে কতজনকে উপবৃত্তি দেওয়া হয়েছে			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
২০১৬-তে ভর্তিকৃত			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার			
(প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০১৬			
অক্টোবর ২০১৬			

স্কুল ফিডিং প্রোগ্রামভুক্ত শিক্ষার্থীর সংখ্যা (২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)			
প্রোগ্রামের নাম	বালক	বালিকা	মোট
World Food Program (WFP)			
Mid Day Meal			
অন্যান্য প্রোগ্রাম			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য (২০১৭ সালের ২৮ ফেব্রুয়ারী পর্যন্ত)			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

২০১৭ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০১৬ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করেছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

. বিদ্যালয়ের শিক্ষক সংক্রান্ত তথ্য :

										ইন সার্ভিস প্রশিক্ষণ (জানুয়ারি ২০১৪- ডিসেম্বর ২০১৬ এর মধ্যে প্রাপ্ত)						
		১	২	৩	৪	৫	৬	৭	৮	৯	১০	১১	১২	১৩	১৪	১৫	১৬
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: প্রাথমিক / উচ্চতর	প্রাক-প্রাথমিক প্রশিক্ষণ	আইসিটি ইন এডুকেশন	বিদ্যালয় ব্যবস্থাপনা	প্রধান শিক্ষকদের লিডারশিপ ও একাডেমিক সুপারভিশন	নিডবেজড সাব ক্লাস্টার	বিষয়ভিত্তিক (কোন বিষয়ের প্রশিক্ষণ পেয়েছেন): বাংলা / ইংরেজি / গণিত / বিজ্ঞান / বাংলাদেশ ও বিশ্ব পরিচয়	ষষ্ঠ-৮ম শ্রেণির ক্লাস

* শিক্ষকের সংখ্যা বেশি হলে আলাদা কাগজ ব্যবহার 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 : চাকরিতে 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 থাকলে ৬, চিকিৎসাজনিত অর্জিত ছুটিতে থাকলে ৭, অন্যান্য ছুটিতে থাকলে ৮, অননুমোদিত অনুপস্থিত থাকলে ৯, সাময়িক বরখাস্ত থাকলে ১০, বিদেশ ভ্রমণ 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 : প্রাক - প্রাথমিক প্রশিক্ষণ থাকলে ১, না থাকলে ২ লিখুন।

১১ : আইসিটি (ICT) ইন এডুকেশন প্রশিক্ষণ থাকলে ১, না থাকলে ২ লিখুন।

১২ : বিদ্যালয় ব্যবস্থাপনা : কম্পিটেন্সি বেজড টেস্ট আইটেম (মার্কার) প্রশিক্ষণ পেলে ১, একীভূত শিক্ষা শিক্ষক প্রশিক্ষণ পেলে ২, অটিজম বিষয়ক প্রশিক্ষণ পেয়ে থাকলে ৩, কারিকুলাম ডিসিমিনেশন পেলে ৪, (TSN) Through Lesson Study পেয়ে থাকলে ৫, উল্লিখিত বিষয়ের মধ্যে কোনো বিষয়ে প্রশিক্ষণ না থাকলে ৬ লিখুন।

১৩ : প্রধান শিক্ষকদের লিডারশিপ ও একাডেমিক সুপারভিশন প্রশিক্ষণ : পেয়ে থাকলে ১, না থাকলে ২ লিখুন।

১৪ : বিদ্যালয় ব্যবস্থাপনা ও একাডেমিক সুপারভিশন : প্রধান শিক্ষকের লিডারশিপ প্রশিক্ষণ ১, যোগ্যতাভিত্তিক প্রশ্ন প্রণয়ন ২, কম্পিটেন্সি বেজড টেস্ট আইটেম (মার্কার) প্রশিক্ষণ ৩, নবনিযুক্ত শিক্ষকদের ইনডাকশন ৪, একীভূত শিক্ষা শিক্ষক প্রশিক্ষণ ৫, উল্লিখিত বিষয়ের মধ্যে কোনো বিষয়ে প্রশিক্ষণ না থাকলে ৬ লিখুন।

১৪ : নিডবেজড সাব ক্লাস্টার, প্রশিক্ষণ চালু থাকলে ১, না থাকলে ২ লিখুন।

১৫ : বিষয়ভিত্তিক প্রশিক্ষণ : হ্যাঁ হলে ১, না হলে ২ লিখুন।

১৬ : কোনো শিক্ষক (৬ষ্ঠ -৮ম) শ্রেণির ক্লাস নিয়ে থাকেন তাহলে ১, না নিয়ে থাকলে ২ লিখুন।

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 :	নাম :
স্বাক্ষর ও তারিখ :	স্বাক্ষর ও তারিখ :
মোবাইল নম্বর : সীলমোহর	মোবাইল নম্বর : সীলমোহর
এইউইও / এটিইও	ইউইও / টিইও
নাম :	নাম :
স্বাক্ষর ও তারিখ :	স্বাক্ষর ও তারিখ :
মোবাইল নম্বর : সীলমোহর	মোবাইল ও টেলিফোন নম্বর : সীলমোহর

সমাপ্ত

Annex 14. NOC of APSC-2017 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 অধিদপ্তর কে বার্ষিক প্রাথমিক বিদ্যালয় শুমারি ২০১৭ (APSC-2017) পরিচালনা, প্রতিবেদন প্রণয়ন ও প্রকাশে অনাপত্তি প্রদান করা হলো।

শর্তসমূহঃ

(ক) শুমারি/জরিপ ক্ষেত্র: সমগ্র বাংলাদেশের সকল প্রাথমিক শিক্ষা প্রতিষ্ঠান;

(খ) শুমারি-তে ব্যবহৃত Concept & Definition সমূহ বিবিএস-এর বিভিন্ন শুমারি এবং জরিপে ব্যবহৃত Concept & Definition-এর সাথে যথাসম্ভব সংগতিপূর্ণ হতে হবে;

(গ) অন্যান্য শুমারির সাথে Data Comparability ও Analysis-এর সুবিধার্থে বিবিএস প্রণীত Geo-Code ব্যবহার নিশ্চিত করতে হবে;

(ঘ) নিরপেক্ষ ও অভিজ্ঞ প্রতিষ্ঠান কর্তৃক শুমারি পরবর্তী যাচাই জরিপ (পিইসি) পরিচালনা করে Coverage Error ও Content Error নিরূপণ করে মূল প্রতিবেদনে সংযুক্ত করতে হবে;

(ঙ) শুমারিতে তথ্য সংগ্রহকারীর পর্যাপ্ত প্রশিক্ষণের ব্যবস্থা থাকতে হবে এবং

(চ) জাতীয় এবং স্থানীয় পর্যায়ে মন্ত্রিপরিষদ বিভাগ কর্তৃক অনুমোদিত শুমারি কমিটির সভা অনুষ্ঠান ও স্থানীয় পর্যায়ে কমিটিকে এ কাজে সম্পৃক্তকরণের ব্যবস্থা করতে হবে।

মো. আমীর হোসেন

মহাপরিচালক

(অতিরিক্ত সচিব)

ফোন: ০২-৯১১২৫৮৯

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