



## Bangladesh Primary Education Statistics-2021

### Annual Primary School Census 2021

### Report



Government of the People's Republic of Bangladesh  
Ministry of Primary and Mass Education (MoPME)  
Monitoring & Evaluation Division  
Directorate of Primary Education (DPE)  
March 2022

## Design of Government Primary School (GPS), Type 1



## Textbooks distribution festival of 2021



# Annual Primary School Census 2021

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# Annual Primary School Census 2021

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## Message

(To be review)



It is my immense pleasure that DPE has been successfully implementing the 'Fourth Primary Education Development Programme (PEDP4). The Ministry of Primary and Mass Education (MoPME) and DPE has taken an ambitious initiative to improve the quality of primary education for all 21 million plus children in Bangladesh. It is a massive programme considering its complexity and volume. As a Minister, I would like to congratulate the DPE for publishing the APSC 2021 Report, that aimed to review the progress made in implementation and achievement in 2021.

I welcome the publication of the APSC 2021 Report which showcases the achievements of the country and we can see the true picture of the situation of primary education in Bangladesh.

Education is one of the topmost national priorities of Bangladesh. The government with collaboration of Development Partners (DPs), working together within the framework of the Primary Education Development Programme (PEDP), with a strong commitment to provide a sound educational foundation for all our children.

I would like to praise the DPE HQ for their hard work for preparing this report, maintaining the database and for the access of primary education information management. I also highly appreciate the DPE field level officials and head teachers for conducting the 2021 census and support DPE HQ for publishing the report which is a very useful tool to understand the situation. Thus, it will support to prepare a pragmatic and evidence-based planning for the improvement of primary education for rest of the PEDP4 period. I heartily welcome this effort to strengthen the quality of primary education by using this information for all our primary school age children.

State Minister  
Ministry of Primary & Mass Education  
Govt. of the People's Republic of Bangladesh



## Message

(To be review)



The MoPME is the main provider of primary education in Bangladesh. More than 55.1% schools are controlled by MoPME and around 70.2% of total children enrolled in primary level educational institutions are in these schools. Similarly, about 74% primary teachers are working in MoPME schools.

The DPE is now close to the end of the PEDP4, which is a sub-sector-wide effort by the government of Bangladesh supported by a consortium of development partners to improve the quality of teaching learning in primary education of the country.

The MoPME and DPE have striven to improve the performance of the primary education sub-sector. Publishing the APSC 2021 is evidence of that continuous effort. The annual primary school census is the key tool that provides reliable information and helps assess progress in the implementation of the PEDP4 using a set of commonly agreed monitoring indicators (KPIs, Non-KPIs, SCIs, PIs and PSQLs).

The current APSC report presents the findings of the year 2021. I am confident that this report will serve as an authentic and reliable source of information to know the status of achievement in the primary education sub-sector in the country compared to the targets of the PEDP4.

The APSC report shows that we have made good progress towards meeting most of our PEDP4 targets against KPIs, Non-KPIs, SCIs and PSQLs. At the same time, we are aware that there remain more challenges. While we are educating more Bangladeshi children than ever before, many children start schooling late and not all complete the primary cycle or do so only after repeating classes. We are gradually addressing these challenges as the report shown. We welcome the joint efforts of donors and education officers at all levels as well as parents, guardians, and community members as a whole of their contribution for achieving the SDG 4 goals and indicators.

I wish to congratulate the DPE and the education officials from national to sub-national levels who contributed for implementation of the 2021 school census as well as preparation of ASC 2021 report

Secretary

Ministry of Primary and Mass Education

Government of the People's Republic of Bangladesh





## Preface

(To be review)



The DPE has been conducting annual school census successfully since 2005 under the leadership of the MoPME and guided by the national committees for statistics and report published since 2006. APSC is the evidence of DPE for results reporting to assess the performance which is also a mirror for tracking the progress of the primary education sub-sector.

The primary sub-sector performance was monitored through the KPIs, Non-KPIs, Sub-components and programme and PSQL indicators. This APSC report indicates 10 of the KPIs have positive trends and participation, completion, GER and NER has exceeded the PEDP4 targets. But it has also highlighted some challenges; internal efficiency did not improve as anticipated, the repetition rate remained high, dropout rate decreased in early grades but still high in grade 4. However, many lessons drawn from PEDP4 have been reported in this report and many have been incorporated into the design of the PEDP4.

APSC is the evidence of the achievements of the primary education sub-sector as well as challenges which guided policy makers to adjust and re-adjust the PEDP4 plan for betterment of the performance.

I am thanking all contributors for their contribution at different levels of the census and publishing this report. I also express my sincere appreciation to the M&E and IMD divisions for their hard work to accomplish the tireless job. Divisional DDs/ADs/DPEOs/ADPEOs/UEOs/TEOs/AUEOs/ATEOs and URCs Instructors and Asst Instructors, Data Entry Operators are deserving special thanks for their sincere works

Director General

Directorate of Primary Education (DPE)  
Ministry of Primary and Mass Education  
Government of the People's Republic of Bangladesh



## Acknowledgement

(To be review)



This APSC 2021 is developed alongside the PEDP4 (2018–2023) requirement mentioned in the programme document under the leadership of the Ministry of Primary and Mass Education (MoPME). The DG-DPE, ADG-DPE including technical committee members providing oversight and strategic direction for preparing this report. The intention of the APSC Report is to provide yearly data against set monitoring indicators agreed between the DPE and consortium of development partners of the PEDP4 to efficiently monitor the achievement of results of programme activities. Selected indicators describe whether the inputs considered necessary for an appropriate and enabling teaching-learning environment for quality primary education are provided to the schools.

As it is a statistical report both DPE and DPs agreed to limit the report to presents data in tables and figures form which are slightly different from the previous school census reports. The Annual Sector Performance Report (ASPR) presents in depth analysis and interpretation of the school census data annually. Actually, this report will be used as the helping tool for researching the prevailing condition of primary education in Bangladesh.

M&E Division and IMD has been worked very diligently gathering a wide range of data from the field, more than 118,891 schools and LCs covered in APSC 2021. We appreciate their challenging work, collaboration, and professionalism. Particularly, I would like to acknowledge the efforts of APSC Report preparation committee of those have been indispensable in checking and verifying the data. I would like to extend my sincere thanks to Deputy Director, Assistant Director of M&E Division including all the DPE line divisions personnel for their assistance for publishing this report.

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



## Acronyms

Abbreviations	Full Name
ADB	Asian Development Bank
ADG	Additional Director general
ADPEO	Assistant District Primary Education Officer
AMO	Assistant Monitoring Officer
AOP	Annual Operational Plan
APA	Annual Performance Agreement
APSC	Annual Primary School Census
ASC	Annual School Census (MoPME re-phrasing the name as APSC)
ASD	Autism Spectrum Disorder
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
BDT	Bangladeshi Taka
B.Ed.	Bachelor of Education
BEN	Bangladesh Early child development Network
BNFE	Bureau of Non-Formal Education
BPSC	Bangladesh Public Service Commission
BRAC	Bangladesh Rural Advancement Committee
CCR	Cycle Completion Rate
C-in-Ed	Certificate in Education
CHTs	Chattogram Hill Tracts
CPD	Continuous Professional Development (Training)
CS	Community School
DD	Deputy Director (DPE Divisional and HQ)
DG	Director General
DLI	Disbursement Linked Indicator
DP	Development Partner
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DPEO	District Primary Education Officer
DPP	Development Project Pro-forma
DPs	Development Partners
DR	Descriptive Role

Abbreviations	Full Name
EAHM	Ebtedayee Attached to High Madrasah
EBM	Ebtedayee Madrasah
EDI	Education Development Index
EECE	Ebtedayee Education Completion Examination
EFA	Education For All
EHS	Education Household Survey
EMIS	Education Management Information System
Expt.	Experimental School
GAR	Gross Attendance Rate
GER	Gross Enrolment Rate
GIS	Geographical Information System
GPS	Government Primary School
GT	Grade Transition
HIES	Household Income and Expenditure Survey
HT	Head Teachers
ICT	Information and Communication Technology
IMD	Information Management Division
JARM	Joint Annual Review Mission
JCM	Joint Consultative Meeting
KG	Kindergarten
KPI	Key Performance Indicator
LCs	Learning Centre's
LGED	Local Government Engineering Department
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MICS	Multiple Cluster Indicator Survey
MIS	Management Information System
MoC	Ministry of Commerce
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
NAPE	National Academy for Primary Education
NCCC	National Curriculum Coordination Committee
NCTB	National Curriculum and Textbook Board
<b>NER</b>	<b>Net Enrolment Rate</b>

Abbreviations	Full Name
NFE	Non-Formal Education
NGO	Non-Government Organization
NIR	Net Intake Rate
NNPS	Newly Nationalized Government Primary School
Non-KPI	Non-Key Performance Indicator
NRNGPS	Non-Registered Non-Government Primary School
NSA	National Student Assessment
OOSC	Out-of-School Children
PAHS	Primary Attached to High School
PEC	Post Enumeration Check
PECE	Primary Education Completion Examination
PEDP	Primary Education Development Programme
PEDPII/3/4	Second/Third/Fourth Primary Education Development Programme
PEDP4	Fourth Primary Education Development Programme
PEPMIS	Primary Education Property Management Information
PPE	Pre-Primary Education
PSQL	Primary School Quality Level
PTI	Primary Teacher Training Institute
PTR	Pupil Teacher Ratio
RNGPS	Registered Non-Government Primary School
ROSC	Reaching Out of School Children
RR	Repetition Rate
SCR	Student-Classroom Ratio
SDGs	Sustainable Development Goals
SK	Shishu Kalyan
SLIP	School Level Improvement Plan
SMC	School Management Committee
STR	Student-Teacher Ratio
SR	Survival rate
SWAp	Sector-Wide Approach
TA	Technical Assistance
TEO	Thana Education Officer
UEO	Upazila Education Officer
UEPP	Upazila Education Performance Profile
UNESCO	United Nations Educational Scientific Cultural Organization
UNICEF	United Nations Children Fund

Abbreviations	Full Name
UPEP	Upazila Primary Education Plan
URC	Upazila Resource Centre
WASH	Water and Sanitary Hygiene
WB	World Bank
WFP	World food Programme

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## Executive Summary

The most important fundamental and vital informative report the Annual Primary School Census (APSC) regarding primary education sub-sector of Bangladesh is published in each year under the Directorate of Primary Education (DPE) with the approval of the Ministry of Primary and Mass Education (MoPME). By considering the content, it is one of the most important flagship report or publication of the Directorate of Primary Education (DPE), which integrates all relevant and reliable data and information with important indicators related to primary education of Bangladesh. For its consequences, the APSC-2021 has been published and it represents an enormous statistical information to support DPE for developing evidence-based planning and decision-making on the outlined activities in the Annual Operation Plan (AOP) of Primary Education Development Programs both in National and Field level activities including Upazila Primary Education plan (UPEP) and School Level Improvement Plan (SLIP).

On the other hand, most of the baseline indicators and that of achievement in the monitoring and result matrices of the Fourth Primary Education Development Program (PEDP4) have been set up based on the APSC reports. Again the APSC includes the information or intervention regarding all discreet projects under DPE which support and harmonize the development of primary education sub-sector indeed. So the APSC 2021 is the milestone of measuring the results of PEDP4.

The APSC is the main data source of the primary Education sub sector to measure the different types of national and sub-national indicators such as Net Enrollment Rate (NER), Gross Enrollment Rate (GER), Repetition Rate, Survival rate and Drop out Rate etc.

Moreover, the largest result-based sector wide approach development program, the Fourth Primary Education Development Program (PEDP4) is going on with a large number of agreed pre-determined and comparable indicators to be achieved have been embedded in the APSC 2021 including the past others. So the APSC 2021 report provides the direction and the trend analysis of the results under PEDP4 which will be achieved through the implementation of the program. In addition, there are three components with twenty-one sub-components under PEDP4 that are being implemented by the respective line divisions of DPE and other agencies and those results are being produced by considering the Annual Primary School Census reports. Again, the data and results of the APSC 2021 is used to generate the reports regarding Key Performance Indicators (KPIs), Non-Key Performance Indicators (Non-KPIs), Disbursement Linked Indicators (DLIs), Primary School Quality Level Indicators (PSQLs), Sub-Components Indicators (SCIs) and Programme Indicators (PIs) which provide the main structure of another important report Annual Sector Performance Report (ASPR 2022).

That is why the APSC 2021 is working as the mirror of the PEDP4.

There are some significant findings in the APSC 2021 which are-

It has found that the Gross Intake Rate (GIR) and the Net Intake Rate (NIR) of enrolment in primary education are 107.30% (107.14% boys and 107.47% girls) and 96.18% (96.15% boys and 96.21% girls) respectively which are lower than that of both the year 2020 and 2018 (107.86%, 96.62% and 112.32%, 96.48%) respectively. The GIR and NIR of 2020 and 2018 are being considered as the baseline benchmark

of PEDP4. It is noted that for both the cases the rates have increasing trend compared to the baseline benchmarks.

Another two important indicators of primary education are Gross Enrolment Rate (GER) and Net Enrolment Rate (NER). From the APSC 2021 it has found that the GER and the NER are 105.72% (105.32% boys and 106.14% girls) 97.42% (97.39% boys and 97.44% girls) respectively. On the other hand, the NER for the year 2020 and 2018 were 97.81% and 97.85% which are the the baseline benchmarks of PEDP4. Here it is noted that NER of 2021 has been decreased slightly than that of 2020 and 2018. There is a significant cause of decreasing NER in 2021 than that of earlier two years. Actually, NER is calculated by considering the number of 6-10 years old children in the population cohort. The data have been used in APSC 2021 from the Bangladesh Bureau of Statistics (BBS) as the only mandated data providing authority. For the year 2021, the projected population of 6-10-years old is 16.05-million and that of 2020 was 16.79 million. From the projection of BBS, it is found that in the year 2021 the total number of children under 6-10 years old suddenly decreased from that of 2020. So the NER has been slightly decreased for this year.

On the other hand, the year 2021, 20.01 million Students enrolled in all types of schools from Pre-Primary to grade 5. However, the number of overaged children were consistent with previous years. Enrolment disparities continue between boys and girls.

From the APSC 2021, it is found that the cycle dropout rate is 14.15% and the repetition rate is 0.85% which are less than that of 2020 (17.67% and 5%) for both cases. Since the cycle drop out rate and the repetition rate decrease comparatively from the last year, the survival rate automatically increased for this year, which is 86.20%. There are some valid causes for those results. In this year almost 100% enrolled students promoted to the upper grades from the lower grades on the basis of continuous assessment and evaluation of the assignment. So there is a few repetitions in all grades. That is why drop out rate decreased and survival rate increased comparative to base year.

Primary Completion Examination or Ebtedayee Education Completion Examination were not held for the last two consecutive years. But the Descriptive Roll (DR) was prepared accordingly. There is a significant achievement regarding textbooks distribution among the students. It is shown in the APSC 2021 that more than 99.5% of the schools received textbooks for the students by the end of December of the previous year and all most all of the students got their new textbooks withing 31 January 2021.

Form the constitutional obligation, Government has taken initiative to print textbooks for ethnic minority children so that they can learn with their own mother tongue (Chakma, Marma, Garo, Tripura and Sadri) and textbooks for Pre-Primary learners already been printed.

The report shows that a significant number of mild and moderate types of children with disabilities enrolled in mainstream Government Primary Schools (GPS) In 2021, a total of 25,189 (girls 10,946) mild and moderate types of disabled children enrolled in pre-primary classes of mainstream primary schools and a total number of 99,961 (girls 48,238) mild and moderate types of disabled children enrolled in grade 1 to grade 5 of mainstream primary schools which is more than that of previos year. There is a continuation of upwards trend. Also it is found that a significant numbers of physically impaired children is increasing continuously from 2011 to 2021.

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



The provision of pre-primary education (PPE) or baby classes has also expanded since 2011. In 2021, there were 2.6 million children enrolling in Pre-Primary Class which is more than that of the baseline benchmarks of PEDP4 for the year in 2018. In response to the APSC 2021, it is found that about 100% of GPS has been offering pre-primary education. The percentage of Grade 1 students with PPE experiences has been also increased from 91.46% in 2020 to 92.41% in 2021.

The percentage of schools (single shift only) that meets the minimum standard student–teacher ratio (STR) of 35:1 has increased markedly in GPS - from 46% in 2010. This trend in GPS is partly explained by the substantial recruitment of additional teachers (about 1,22,000) within the PEDP4 period.

#### Key Achievements:

- Total enrollment in Pre-Primary Education: 3.2 million
- Total enrolment from grade 1 to grade 5: 16.97 million
- Primary cycle completion rate: 85.85%
- Survival rate to grade 5: 86.20%
- The enrolment of children with disabilities in all types of schools: 99,961
- School physical infrastructure has improved including construction of additional classrooms, boundary walls, WASH block, water supply, separate toilets for girls.
- Majority of Head and Assistant Teachers have achieved the required educational and professional qualifications and
- Almost all the children (99.5%) have received free textbooks in the first month of the school year including 5 ethnic languages.
- Minimum standard set for minimum 5 teachers sanctioned positions in each school and accordingly created new teachers posts and deployed teachers.
- Scaling-up pre-primary education as enrolment rate increased and now over 3.2 million children attending the PPE
- Pay stipend cash through mobile banking
- Ensure each village have at least one primary school in all over the country

#### Underlying Issues:

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

- Revision of the APSC questionnaire aligned with the result framework of PEDP4 as well as SDG4.
- Need to include the primary by age projected single year population data into the DPP or the PEDP4 relevant document to calculate some indicators where age is use as denominators including trend analysis in the bigger picture of the Future Enrollment estimate.
- Intensive training is required to capacity enhancement of HTs, AUEOs, M&E, IMD officials on data collection specially to fill the questionnaire.
- Impact of the COVID-19 pandemic situation in the primary education required to investigate
- Slum study is required to know the status of basic education provision of the SLUM children for policy makers to take proper measures.
- Dropout rate is persistently high in some geographical locations as well as particularly in grade 4
- Introduce 2 years ECD and PPE education instead 1 year starting at age 4.

- Need to introduce a Unique ID for each student during the school Admission, which ensures the quality of data and triangulates data with other sources data.
- Some Government schools damaged by river course changed or river erosion which required identification of the schools and take necessary measures for relocate the schools.
- Certain GPSs face acute teacher shortages due to many reasons. A standard policy formulation is required to ensure that schools have adequate teachers to ensure quality classroom teaching learning for all children.
- Some GPSs have no/less enrolled students as required policy for functioning those schools.

## Findings of APSC 2021 Validation Exercise by BANBEIS

### Findings from Post Enumeration Check (PEC)

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

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

### Major Findings and Conclusion from PEC

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

- The Coverage of APSC 2021 is found to be 95.77%.
- The Net Coverage Error Rate is 4.2.
- Around 4.199% of the schools remained undercounted.
- Only 0.612% of schools were overcounted.
- Rate of Net Under-Count is found to be 3.59%.
- The number of matched schools between APSC and PEC is 1632.
- The data validation test indicates that the quality of data of APSC 2021 is good and acceptable for

the further use for all the indicators dealt with.

- Observed differences between PEC 2021 and APSC 2021 data are statistically insignificant for all the indicators dealt with through study.
- The aggregate estimates of Post Enumeration Check data and APSC 2020 data is close enough so that estimate of different indicators need no further adjustment.
- Content Error Rate of Grade-Wise Enrollment lied within  $\pm 3\%$  irrespective of gender and grades.
- The Average Enrollment for GPS showed 0.645% of content error, while the overall rate is 1.602% across all types of school.
- The highest rate (2.23%) of content error for grade-wise enrollment showed in grade IV.
- In the Pre-primary section, the overall content error rate of enrolment is -0.97%.
- The rate of content error for average number of Male and Female teachers are 1.23% and 0.78% respectively.
- The lowest proportion (-4.55%) of content error for the number of repeaters was found among the girls in Grade I.
- For GPS type school, content error for the number of repeaters was found -1.39%.
- Institution category Independent Ebtedayee showed the maximum rate of content error (4.904%) for the number of rooms across all types of institute.
- The correction factors are very close to one for all the indicators under investigation, which is why, APSC 2021 data need no adjustment by the correction factor.
- Estimated content error rate of the APSC 2021 data is small enough to be negligible. The error rate lies around  $\pm 5\%$  for all the indicators dealt with.
- It is a noticeable fact that the data of non-government schools like KG, Independent Ebtedayee has shown higher level of inconsistency.
- Boys of Pre-Primary grade showed the highest rate of inconsistency (22.401%) as compared to other responses.
- KG schools showed the maximum rate of inconsistency (30.97%), although it is moderate enough to be acceptable.

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

#### Exploration from the PEC

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

## Recommendations from PEC

For further improvement of the quality of upcoming APSC-2021 data, the following tentative recommendations are proposed:

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

## Results from Internal Validation of APSC 2021

The Monitoring and Evaluation Division in association with the Information and Management Division performs Internal Validation on Annual Primary School Census. This mechanism was recommended by the Technical committee of APSC. It is the first time; Monitoring and Evaluation Division executes this task. The Internal Validation cross checks the census data cross checked in 32 Upazila as sample basis including Government Primary school, Private Primary School, Kindergarten school, NGO School, and others. It observed from the internal Validation that the difference between the census data and Interval Validation data is very negligible. On the Other hand, the difference between census data and the Internal Validation data is citable for KG School. It is found that the over enrollment exists in the KG school. Internal validation Report, it found that Duplicate enrollment found the NGO oriented school: BRAC. It revealed from the Internal Validation that 17.6% over enrollment in the KG School.

Major Findings are as follows:

- Almost 100% students promoted from lower grade to upper grade through continuous assessment and assignment evaluation by class teacher
- Overall Repetition 0.85% found by DPE Personnel through Internal Validation
- More enrollment in Grade 5 due to Covid-19 (Some Students admitted in Government Primary Schools from other Private Primary Schools).

**Table 1: Key Indicators (Summary) of APSC 2018, 2019,2020 and 2021**

Sl.	Key Indicators	Year				
		2018	2019	2020	2021	
1	No. of Schools covered by APSC: Government Primary School	<b>134,147</b>	<b>129,258</b>	<b>133,002</b>	<b>118,891</b>	
		<b>65,620</b>	<b>65,620</b>	<b>65,566</b>	<b>65,566</b>	
2	Teachers: Presents all types of teachers in 2018 and only GPS Teachers Since 2019). Total Teachers (all types): 657,193	Male	258,751	125,643	131,664	127,809
		Female	426,649	229,089	236,053	231,286
		<b>All</b>	<b>685,400</b>	<b>354,722</b>	<b>367,717</b>	<b>359,095</b>
3	Total Enrolled Students (Grade 1-5)	Boys	8,539,067	8,075,892	8,595,915	8,583,323
		Girls	8,799,033	8,260,204	9,007,129	8,381,644
		<b>All</b>	<b>17,338,100</b>	<b>16,336,096</b>	<b>17,603,044</b>	<b>16,964,967</b>
4	Total Pre-primary Enrollment	Boys	1,792,559	1,893,734	1,963,960	1,559,175
		Girls	1,785,825	1,892,507	1,983,892	1,576,830
		<b>All</b>	<b>3,578,384</b>	<b>3,786,241</b>	<b>3,947,852</b>	<b>3,136,005</b>
5	Total Enrollment (All Grade)	Boys	10,331,626	9,969,626	10,560,240	9,953,252
		Girls	10,584,858	10,152,711	10,991,451	10,136,805
		<b>All</b>	<b>20,916,484</b>	<b>20,122,337</b>	<b>21,551,691</b>	<b>20,090,057</b>
6	Gross Intake Rate - GIR (%)	Boys	109.07	107.65	105.95	107.14
		Girls	115.57	112.80	109.91	107.47
		<b>All</b>	<b>112.32</b>	<b>110.17</b>	<b>107.86</b>	<b>107.30</b>
7	Net Intake Rate- NIR (%)	Boys	95.99	96.30	96.43	96.15
		Girls	97.00	96.83	96.82	96.21
		<b>All</b>	<b>96.48</b>	<b>96.56</b>	<b>96.62</b>	<b>96.18</b>
8	Gross Enrollment Rate- GER (%)	Boys	110.32	104.49	100.10	105.32
		Girls	118.30	114.93	108.90	106.14
		<b>All</b>	<b>114.23</b>	<b>109.60</b>	<b>104.90</b>	<b>105.72</b>
9	Net Enrollment Rate – NER (%)	Boys	97.55	97.65	<b>97.37</b>	97.39
		Girls	98.16	98.01	98.25	97.44
		<b>All</b>	<b>97.85</b>	<b>97.74</b>	<b>97.81</b>	<b>97.42</b>
10	Primary Cycle Dropout rate (%)	Boys	21.44	19.20	19.10	107.14
		Girls	15.69	15.70	15.50	13.25
		<b>All</b>	<b>18.60</b>	<b>17.90</b>	<b>17.20</b>	<b>14.15</b>
11	Survival Rate to grade 5 (%)	Boys	80.93	84.10	83.30	85.25
		Girls	87.73	86.10	85.90	87.10
		<b>All</b>	<b>83.53</b>	<b>85.20</b>	<b>84.70</b>	<b>86.20</b>
12	Coefficient of Efficiency (%)	Boys	80.81	81.90	81.10	84.20
		Girls	83.62	83.20	84.80	86.50
		<b>All</b>	<b>82.21</b>	<b>82.60</b>	<b>83.20</b>	<b>85.35</b>
13	Cycle Completion rate (Grade I-V) (%)	Boys	78.56	80.80	81.00	84.95
		Girls	84.31	83.20	84.50	86.75
		<b>All</b>	<b>81.40</b>	<b>82.10</b>	<b>82.80</b>	<b>85.85</b>
14	Repetition rate (%)	Boys	5.80	5.10	5.00	0.95
		Girls	5.00	4.90	4.90	0.75
		<b>All</b>	<b>5.40</b>	<b>5.10</b>	<b>5.00</b>	<b>0.85</b>
15	PECE Pass rate (%)	All	97.59	95.50	Exam not held	Exam not held
16	Year Inputs Per Graduate (years)	Boys	6.19	6.10	6.05	5.85
		Girls	5.98	5.95	5.90	5.55
		<b>All</b>	<b>6.08</b>	<b>6.05</b>	<b>6.00</b>	<b>5.70</b>

Note: The PECE and EECE exams is not held in 2020 and 2021 due to Covid-19 Pandemic school closure, assessment conducted, evaluated individual students and promoted all the children in the following grades

# Chapter 1

## Introduction

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# 1. Chapter One: Introduction

## 1.1 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 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 a stage as may be determined by law”. This aspiration subsequently embedded in the legislation, policies, and programs of the Bangladesh Government.

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

With a view to improve the quality of 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 Fourth Primary Education Development Program (PEDP4) for 2018-2023 has been running to improve the quality at all levels of the primary education sub-sector. The main objectives of the PEDP4 are as follows:

### **The main objective of the PEDP4 is to:**

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

### **The specific objectives of the program are to:**

- Enhance the quality of teaching-learning practice being applied in schools that enable children to acquire the essential grade-level competencies stipulated in the curriculum
- Provide all communities with learning environment that support participation of all children, ensure continuity of education and enable quality; and
- Ensure the strong governance, adequate and equitable financing and good management of the primary education system so as to enable the provision of quality education that is efficient, inclusive and equitable.

The PEDP4 aims to provide quality education to all children of Bangladesh from pre-primary to grade 5 through an efficient, inclusive, and equitable education system. It will be implemented over the course of five years (2018-19–2022-23) and will cover one year of PPE and grades 1–5. The direct beneficiaries of the PEDP4 are approximately more than twenty-one million children enrolled in the MoPME/ DPE pre-primary and primary education sub-sector. The indirect beneficiaries include over 90 million family and community members in all areas of the country. The PEDP4 is clustered around three result areas or



components: (a) Quality, (b) Equitable Access and Participation, and (c) Management, Governance, and Financing. The objective of the first component is to enable children to acquire the essential grade-level competencies stipulated in the curriculum by implementing quality teaching-learning practices in all schools. The second component aims to provide all communities with learning environments that support participation of all children and ensure continuity of education. The third component seeks to ensure strong governance, adequate and equitable financing, and good management of the primary education system to enable the provision of quality education that is efficient, inclusive, and equitable. The program has a total of 21 subcomponents to support the achievement of these objectives.

## **2.2 Objective of the Annual Primary School Census**

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

## **2.3 Scope of the Annual Primary School Census**

APSC 2021 report makes up twenty-five (25) types of primary level educational institutions offering primary education in Bangladesh. The census questionnaire collects information on enrollment, attendance, repetition, teachers' qualifications, SMC's information, water and sanitation, SLIPs, physical infrastructure, and availability of teaching-learning materials. To adjust the PEDP4 requirement, new information on pre-primary education, distribution of textbooks, stipend beneficiaries, ICT information and school feeding beneficiaries etc. integrated into the APSC since 2013 and WASHBLOCK in 2021. There is a window for further development. The APSC is an indispensable and reliable source of information for the greater part of the primary education system. There is, however, a need to improve the process so that results are timely and widely available. The APSC has been in full operation since 2002, when it received technical support from the ESTEEM project implemented by the Cambridge Education Committee (CEC) and supported by the UK Department for International Development (DFID). Only four types of schools. The questionnaire, management of data, the analyses and interpretation of data have improved gradually and expanded to meet PEDP4 aligned with SDG4 requirements. The APSC school coverage has also improved in recent years covering 25 different types of schools in 2021.

## **2.4 Methodology**

The APSC has attempted to ensure covering all types of primary level educational institutions all over the country in this years' census. The methodology of APSC 2021 is as follows:

### **2.4.1 Questionnaire (APSC Data collection form)**

The APSC uses a structured questionnaire for on-line based data collection. The questionnaire contains several sections. Essentially, the questionnaire collects basic information on the school – EMIS code,

school type, name, address, establishment year, location, shift, playground, electricity connection, the School Learning Improvement Plan (SLIP), geographical location of schools, etc.

**Section 1:** collects student information such as enrolment at pre-primary education, grade-wise enrolment, enrolment of special needs and indigenous children, stipend beneficiaries, school feeding beneficiaries, attendance, repeater, and age specific numbers of children from pre-primary to Grade 5 are (4<sup>+yrs</sup> to 14<sup>+yrs</sup>) and Class six to class eight are (10<sup>+yrs</sup> to 18<sup>+yrs</sup>) etc.

**Section 2:** SDG4 related information

**Section 3:** requests School Management Committee related information

**Section 4:** addresses the school's physical infrastructure and related information such as number of school buildings, rooms, classrooms, furniture, etc.

**Section 5:** gathers water and sanitation related information such as functioning water sources, toilets, WASH block, etc.

**Section 6:** asks for SLIP related information, specifically as to SLIP preparation, implementation, and contribution collected from the local and government grants

**Section 7:** requests ICT related information and finally

**Section 8:** in this section, covers teacher information such as total teacher sanctioned posts, existing teachers including their gender, educational qualifications, pre-service and in-service training etc.

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

## 2.4.2 Method of Data Collection

The DPE has started an online system as pilot basis at the 20 Upazilas in 2014, and then gradually increased the number of Upazila from 20 to 32 in 2015, 32 to 64 in 2016, 64 to 263 in 2017 and 263 to 508 in 2018. Now, this year (2021) the M&E division has collected data from all Upazila/ Thana through Online software. The Head teacher's fill-up the electronic copy of the questionnaire downloaded from the DPE server. After that respective Assistant Upazila Education Officers (UEOs) electronically cross checked and verified the submitted data filled up by the Head Teacher. The Upazila Education officer / thana Education officer also verified and electronically approved the filled-in questionnaire. Afterward, the Information Management Division retrieved the filled questionnaires from their server and appended along data and prepared the national APSC raw dataset. The Head Teacher of a primary school from government oriented or private sector inserts the school related information: update general information, student enrollment from pre-primary to primary, teacher information, infrastructure related information, Classroom information, repeater information, ICT related information up to 28 February 2021.

### 2.4.3 Road map for planning and designing the APSC 2021

**Table 2: Work Plan for Designing APSC-2021**

Activities	Year 2021												2022			
	Month												Month			
	01	02	03	04	05	06	07	08	09	10	11	12	01	02	03	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
APSC Data Collection Form send to all Primary School through Upazila education Offices																
Headteachers fill-in up the APSC Questionnaire and enter data in the Online Software. After that filled-in questionnaire send to the respective UEO/TEO office through AUEO/ATEO. In this case AUEO cross check the data, which was filled up by Head Teacher.																
UEO /TEO offices online verify and approve in the data entry software with the help of AUEO / ATEO																
IMD in association with the M&E Division appended the data as APSC dataset and clean the data and produce master APSC dataset.																
Internal Validation by IMD, M&E Division and generate statistical tables for APSC report Preparation.																
3 <sup>rd</sup> week of the December, TC Meeting organized by DPE for reviewing 1 <sup>st</sup> Draft report approval. January 2022, Draft Report Sharing Workshop will be held with the Participants of Expert and Stockholders. National Committee (NC) Meeting Organized by MoPME for Final report approval in March 2022. After Approval of APSC Report by National Committee then it uploads in DPE web site by 31 <sup>st</sup> March 2022																

#### 2.4.4 Data Appending, Checking, Processing and Analysis

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

#### 2.4.5 Population Projection

The Directorate of Primary Education used the single age (04-14 years) population for calculating Gross Intake Rate (GIR), Net Intake Rate (NIR), Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) based on the concepts and technical guideline of UNESCO Institutes of Statistics (UIS). For the calculation of this indicators, DPE used the single age projected population from the Bangladesh Bureau of Statistics in each year.

#### 2.4.6 Reconstructed Cohort Analysis

##### UNESCO Reconstructed Cohort Model

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

- A cohort is defined as a group of persons who jointly experience a series of events over a period.
- A school cohort is defined as groups of pupils who enter the first grade of a given cycle in the same school year and subsequently experience promotion, repetition, dropout or successful completion of the final grade, as the case may be.
- Cohort analysis traces the flow of a group of pupils who enter Grade 1 in the same year and progress through an entire educational cycle.
- To illustrate cohort analysis in operation, imagine a cohort of, say, 1,000 pupils who enter Grade 1 of a 5-grade cycle in the same year  $t = 1$ . The 1,000 pupils will proceed systematic through the cycle, with the exception of some who will drop out at various points along the way, others being held up by one or more repetitions and only a few completing the entire cycle in the minimum time of four-years. This illustrates 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 educational cycle.

##### Measuring Cohort analysis Methods:

1. True Cohort
2. Apparent Cohort (Used when there is no data on repeaters);
3. Reconstructed Cohort.  $\forall$  (DPE used in APSC)

### **Cohort Assumption and Method:**

- Pupils/Students are enrolled in a given grade/class in a specific year
- There could be only three eventualities-those who are promoted to the following grades in the next school year, those who are repeating the class in the next school year and those who drop out from the school
- There will be no new entrants in any of the subsequent years during the cohort lifetime
- The number of times a pupil will be allowed to repeat must be well stated
- The flow rates for all grades remain unchanged as long as members of the cohort still moving through the cycle
- Hypothetically, that at any given grade, the same rates of repetition, promotion, and drop out apply regardless the accepted number of repetitions.

### **The structure of the system**

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

### **Data requirement**

- Enrolment by grades
- Repeaters by grades year

### **Output of the cohort analysis**

- Repetition rate
- Dropout rate
- Survival to the grade 5
- Years input per graduate
- Coefficient of Efficiency

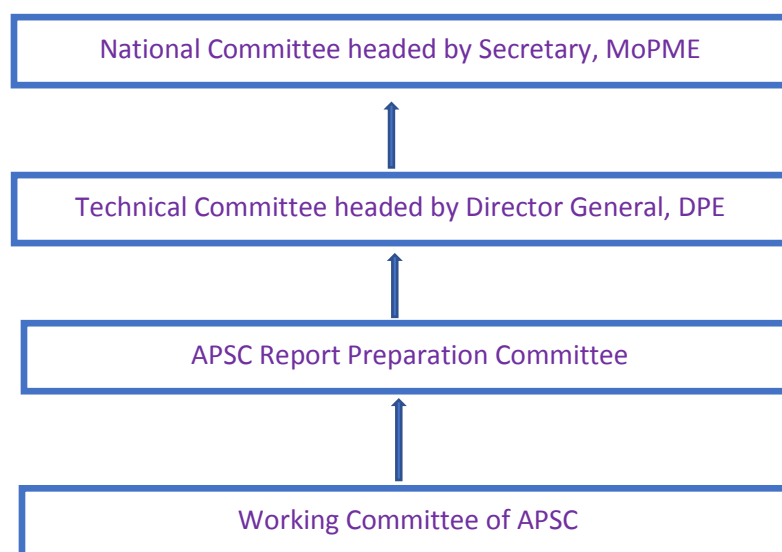
DPE uses the UNESCO Reconstruction Cohort Model to measure the Internal Efficiencies, which are output of the cohort analysis. In the cohort analysis, DPE used the current enrollment, the previous year enrollment and the previous year Repeater in Reconstructed Cohort Model Analysis. this census, we consider only Government primary school to measure the Internal Efficiency: Cycle Dropout Rate, Repetition rate, Survival Rate, Year Input Per Graduate and Coefficient of Efficiency by reconstructed cohort analysis. The previous year enrollment is needed to adjust rationally to measure the District level Internal Efficiency Analysis: Internal Efficiency indicator like as dropout rate, Survival Rate, Coefficient of Efficiency and Year Input per Graduate. It is important to mention that DPE collected previous year enrollment by every Census to check the reliability of the enrolment Data. Previous enrollment is one of the major inputs of Cohort Analysis.

## 2.5 Journey of Annual Primary School Census Report

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

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

### Process of Generating APSC-2021



## 2.6 Organization of the Report

- Chapter 1:** Introduction
- Chapter 2:** Pre-primary Education
- Chapter 3:** Primary Education
- Chapter 4:** Inclusive education
- Chapter 5:** Internal Efficiency
- Chapter 6:** Teachers' Information
- Chapter 7:** Infrastructure Facilities
- Chapter 8:** Annexure
- Chapter 9:** Profile and Contact details

This APSC 2021 report presents mainly the statistical tables and Figures. Some tables and figures also provide the information and trend of achievement as readers could easily understand and contrast of the data in line with the previous years.

The tables and figures are organized mainly for computing the KPIs, Non-KPIs, SCIs and PSQLs of the PEDP4. All the tables are arranged with gender segregated time-series data starting from the PEDP3/PEDP4 baseline to present the changes over the period. District and Division wise tables are also prepared to reflect the geographical differences for some of the SDG4 and the PEDP4 indicators. The following Table 3 presents the number of primary educational institutes, Table 4 presents the enrollment of students and Table 5 presents the number of teachers working in all type of schools.

**Table 3: Number of Educational Institutes (Pre-primary to Grade V) Cover in 2021**

SL.	Primary School Type	2021
1	Government Primary Schools (GPSs)	65,566
2	Private Primary Schools <sup>1</sup>	4,799
3	Ebtedayee Madrasahs	3,839
4	Kindergarten (KG schools)	28,193
5	NGO Schools (Grade 1- 5)	3,753
6	High Madrasahs attached Primary Sections	3,534
7	High Schools attached Primary Sections	1,988
8	BRAC learning Centers (LCs)	3,167
9	Shishu Kalyan Primary School (SK)	205
10	Other NGO Learning Centers (LCs)	1,614
11	Others	2,233
	<b>Total</b>	<b>118,891</b>

Note: During the COVID 19 pandemic school closure, many private primary school's stopped their academic activities in 2021

<sup>1</sup> Note: During the COVID 19 pandemic school closure, many private school's shutdown in 2021, about 14,111 private schools' stopped their academic activities. There is no concrete evidence about the present status of the children. It is partial evident (increased GPSs enrollment in 2021) that some of them enrolled in the government primary school as parents not required to spend money and some also in madrasahs as many madrasahs continuing operation during COVID 19 pandemic

**Table 4: Enrollment of Students by School Type and Sex in 2021**

School Type	Enrollment (Grade 1 to 5)			% of girls in grade 1-5	Pre-primary Enrollment			% of girls in PPE	Enrollment (PPE to Grade 5)			% of girls in grade PPE-grade 5
	Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total	
01. GPS	6,053,893	5,860,117	11,914,010	49.2%	767,726	802,881	1,570,607	51.1%	6,821,619	6,662,998	13,484,617	49.4%
02. Private School	204,568	213,264	417,832	51.0%	49,061	48,984	98,045	50.0%	253,629	262,248	515,877	50.8%
03. Ebtedayee Madrasa	197,442	193,971	391,413	49.6%	26,115	24,529	50,644	48.4%	223,557	218,500	442,057	49.4%
04. Kindergarten	1,189,343	1,158,695	2,348,038	49.3%	500,084	476,055	9,76,139	48.8%	1,689,427	1,634,750	3,324,177	49.2%
05. NGO Schools	184,666	184,760	369,426	50.0%	65,352	67,661	1,33,013	50.9%	250,018	252,421	502,439	50.2%
06. High Madrasa attached	248,685	244,251	492,936	49.6%	14,759	14,649	29,408	49.8%	263,444	258,900	522,344	49.6%
07. High Schools attached	287,131	306,231	593,362	51.6%	36,797	38,044	74,841	50.8%	323,928	344,275	668,203	51.5%
08. Shishu Kalyan School	15,746	15,827	31,573	50.1%	2,492	2,483	4,975	49.9%	18,238	18,310	36,548	50.1%
09 Other NGO Centers	48,635	49,041	97,676	50.2%	17,278	17,633	34,911	50.5%	65,913	66,674	132,587	50.3%
10. Others	153,214	155,487	308,701	50.4%	79,511	83,911	1,63,422	51.3%	232,725	239,398	472,123	50.7%
<b>Total</b>	<b>8,583,323</b>	<b>8,381,644</b>	<b>16,964,967</b>	<b>49.4%</b>	<b>1,559,175</b>	<b>1,576,830</b>	<b>31,36,005</b>	<b>50.3%</b>	<b>10,142,498</b>	<b>9,958,474</b>	<b>20,100,972</b>	<b>49.5%</b>

**Table 5: Teacher and Student Information by type of School (Preprimary to Grade 5) in 2021**

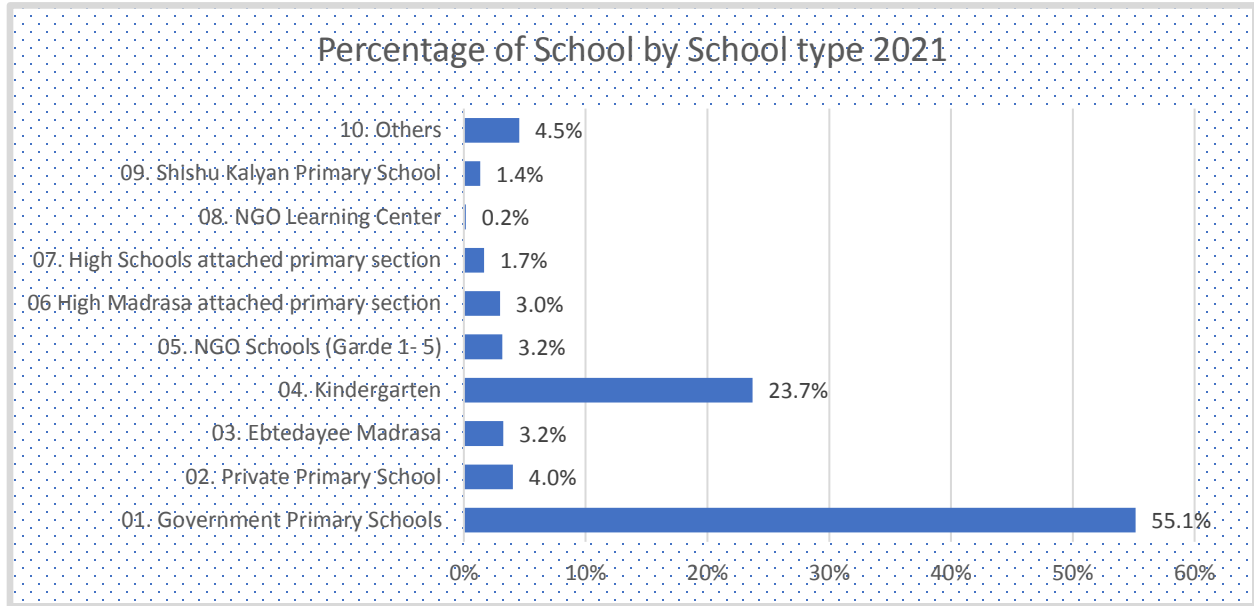
SL.	Primary Institutions Type	No of School	Teacher			
			Male	Female	Total	% Fem
01	Government Primary Schools	65,566	127,809	231,286	359,095	64.4%
02	Private Primary School	4,799	6,772	13,163	19,935	66.0%
03	Ebtedayee Madrasa	3,839	13,111	5,498	18,609	29.5%
04	Kindergarten	28,193	79,341	121,126	200,467	60.4%
05	NGO Schools (Grade 1-5)	3,753	1,957	7,329	9,286	78.9%
06	High Madrasa attached primary section	3,534	13,142	2,972	16,114	18.4%
07	High Schools attached primary section	1,988	7,523	9,331	16,854	55.4%
08	NGO Learning Center	205	414	766	1,180	64.9%
09	Shishu Kalyan Primary School	1,614	269	2,071	2,340	88.5%
10	Others	5,400	3,674	9,649	13,323	72.4%
	<b>Total</b>	<b>118,891</b>	<b>254,012</b>	<b>403,191</b>	<b>657,203</b>	<b>61.3%</b>

In 2021 APSC report, it is found that more than 0.65 million teachers are working in the primary education sub sector in all types of school. It is mentionable that out of the total teachers around to 61.35% is female teachers. In the Government Primary School, there are three hundred and fifty-nine thousand teachers. Total 64.41% are Female teachers are working in the government primary school. It is also found that more than two hundred thousand teachers are working in Kindergarten. The above table also depicts that more than 61.3% of them are female. The result from the Annual primary school that the female teacher of the Ebtedayee madrasah is 29.54%. In comparison among the other types of school like Government school and Kindergarten school, the figure is low marked in the above table. This Trend also are marked in High Madrasa attached primary section which figure is 18.44%

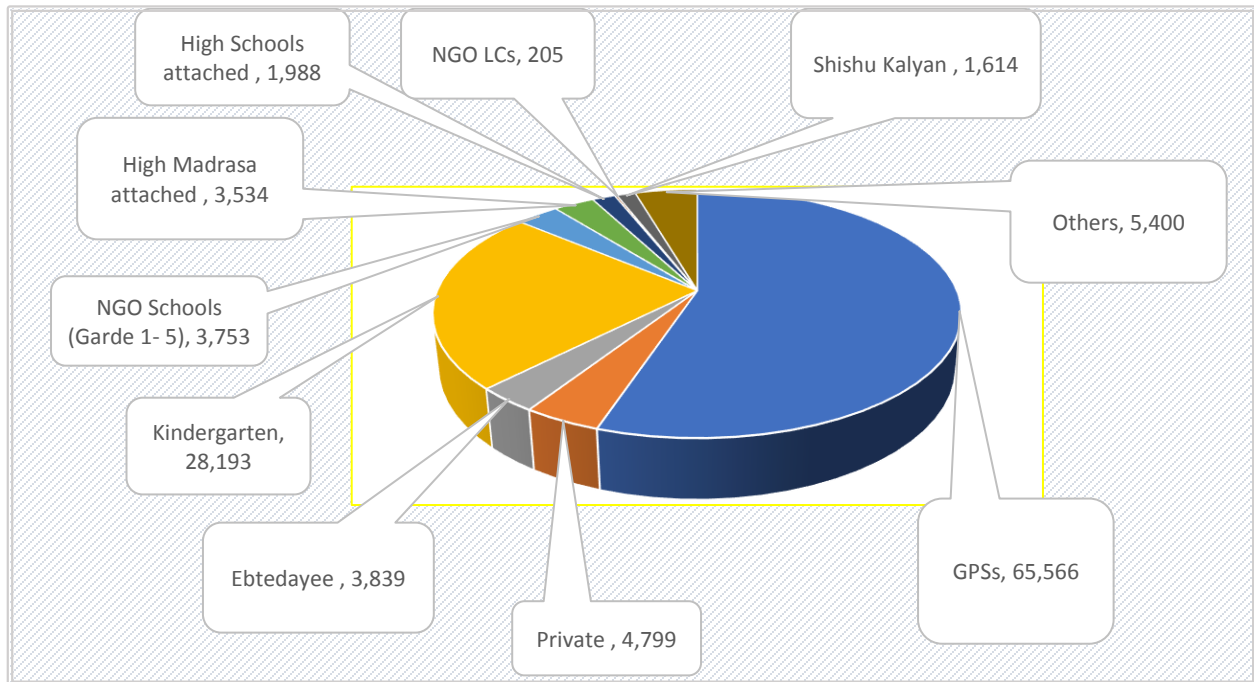


**Share of Schools:** In Bangladesh the primary school management and oversight system is highly fragmented under five different authorities. The DPE under the MoPME is the main primary education provider in Bangladesh. For 2021, From the Figure 2.1 shows the different types of Primary Schools / Learning Centres in the country in terms of percentage of total Primary Schools / Learning Centres in the country.

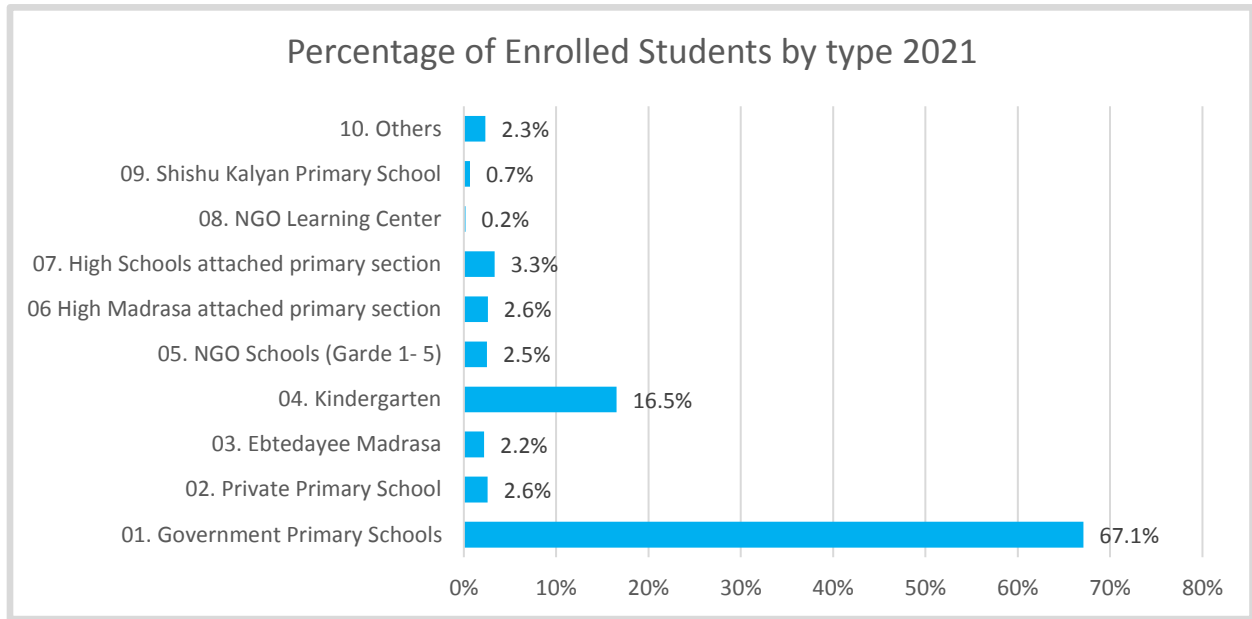
**Figure 1: Share (%) of Primary Level Educational Institutions by School Type in 2021**



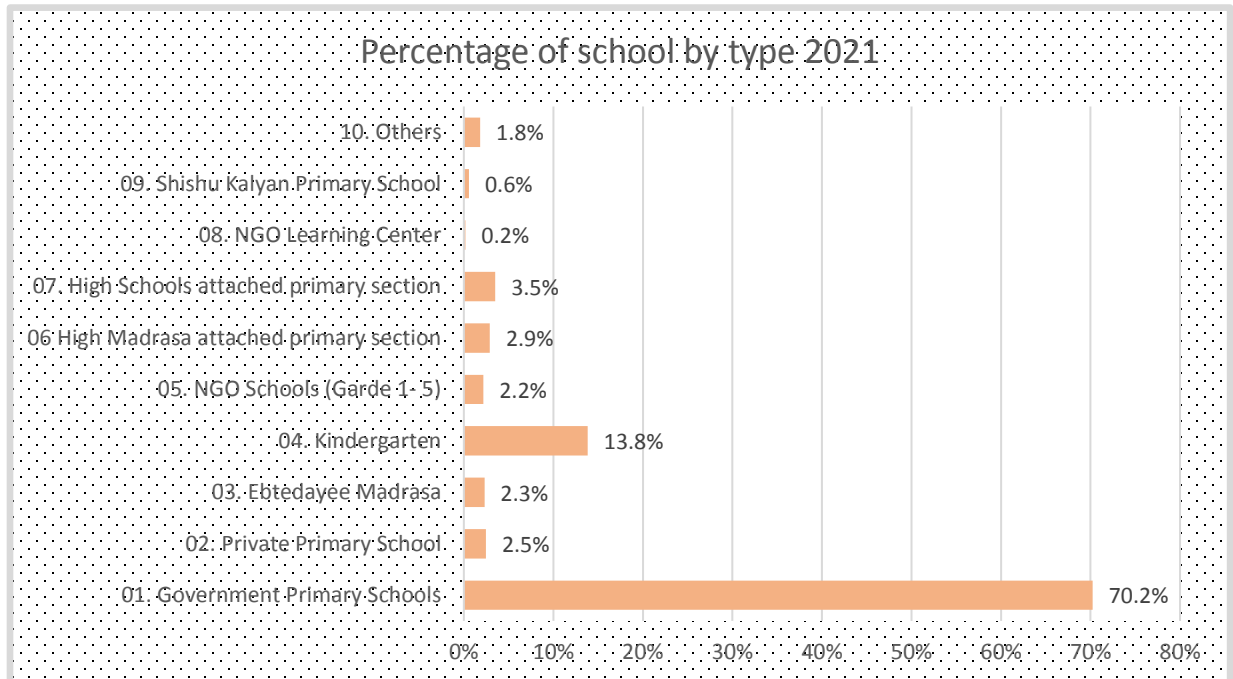
**Figure 2: Percentage of Primary Level Educational Institutions by School Type in 2021**



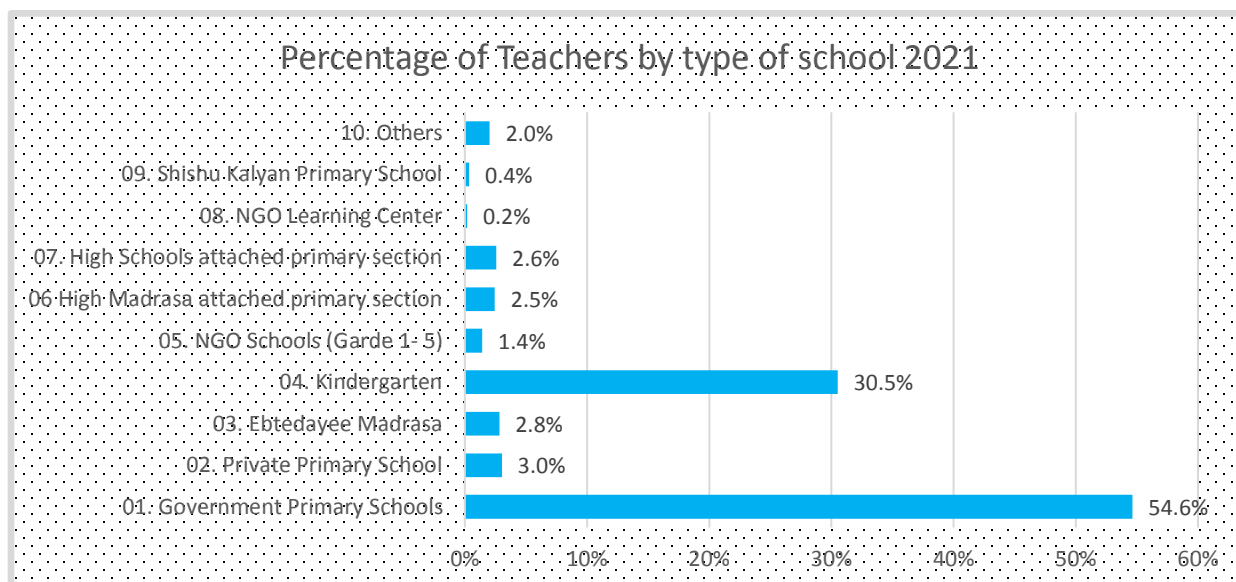
**Figure 3: Share (%) of Enrolled Students (Grade PPE to Grade 5) in 2021**



**Figure 4: Share (%) of Enrolled Students (Grade 1 to Grade 5) in 2021**



**Figure 5: Share (%) of Teachers by type of school in 2021**



**Table 6: Number of Enrolled Students in Madrasa (Preprimary to Grade 5) in 2021**

Type of Madrasa	No of School	Student			
		Boys	Girls	Total	Girls (%)
Ebtedayee Madrasa	3,839	223,330	218,290	441,620	49.4%
High Madrasa attached primary section	3,534	263,411	258,860	522,271	49.6%
<b>Total</b>	<b>7,373</b>	<b>486,741</b>	<b>477,150</b>	<b>963,891</b>	<b>49.5%</b>

**Table 7: Number of Teacher in Madrasa in 2021**

Type of Madrasa	Teacher			
	Male	Female	Total	% Fem
Ebtedayee Madrasa	13,111	5,498	18,609	29.5%
High Madrasa attached primary section	13,142	2,972	16,114	18.4%
<b>Total</b>	<b>26,253</b>	<b>8,470</b>	<b>34,723</b>	<b>24.4%</b>

**Table 8: Number of Enrolled Students in KG, NGO (Pre-primary to Grade V) in 2021**

Type of Schools	No of School	Student			
		Boys	Girls	Total	Girls (%)
Kindergarten	28,193	1,688,180	1,633,405	3,321,585	49.2%
NGO Schools (Garde 1- 5)	3,753	249,944	252,370	502,314	50.2%
<b>Total</b>	<b>31,946</b>	<b>1,938,124</b>	<b>1,885,775</b>	<b>3,823,899</b>	<b>49.3%</b>

**Table 9: Number of Teacher in KG, NGO in 2021**

Type of Schools	Teacher			
	Male	Female	Total	% Fem
Kindergarten	79,341	121,126	200,467	60.4%
NGO Schools (Garde 1- 5)	1,957	7,329	9,286	78.9%
<b>Total</b>	<b>81,298</b>	<b>128,455</b>	<b>209,753</b>	<b>61.2%</b>

**Table 10: Number of Students (Garde I to Grade V) by Sex 2011-2021**

Year	All	Boys	Girls	Year	All	Boys	Girls
<b>2011</b>	18,432,499	9,293,319	9,139,180	<b>2017</b>	17,251,350	8,508,038	8,743,312
<b>2012</b>	19,003,210	9,540,102	9,463,108	<b>2018</b>	17,338,100	8,539,067	8,799,033
<b>2013</b>	19,584,972	9,780,952	9,804,020	<b>2019</b>	16,336,096	7,949,759	8,386,337
<b>2014</b>	19,552,979	9,639,095	9,913,884	<b>2020</b>	17,603,044	8,595,915	9,007,129
<b>2015</b>	19,067,761	9,369,079	9,698,682	<b>2021</b>	<b>1,696,4967</b>	<b>8,583,323</b>	<b>8,381,644</b>
<b>2016</b>	18,602,988	9,227,580	9,375,408				

**Table 11: Grade wise Enrollment from PPE to Grade 5 in 2021**

Grade	Gender	Students
PPE	Boys	1,559,175
	Girls	1,576,830
	Total	3,136,005
Grade 1	Boys	1,644,849
	Girls	1,605,402
	Total	3,250,251
Grade 2	Boys	1,824,116
	Girls	1,774,203
	Total	3,598,319
Grade 3	Boys	1,708,300
	Girls	1,648,752
	Total	3,357,052
Grade 4	Boys	1,605,670
	Girls	1,549,248
	Total	3,154,918
Grade 5	Boys	1,800,388
	Girls	1,804,039
	Total	3,604,427

# Chapter 2

## Pre-Primary Education

SL.	Particulars	Page Range
1	Number of Institutes Providing Pre-primary Education-2021	42 - 50
2	Enrolment in PPE by Division and by Type of School Type-2021	
3	Number of Institutes Providing Teaching in Pre-primary Education by District in 2021	
4	By District Enrolment in PPE in GPSs in 2021	
5	PPE Enrollment in Private School and Ebtedayee Madrasah in 2021	
6	PPE enrollment by District in Private school and Primary sections attached to High School	
7	Number of Grade 1 New Intakes who Completed PPE (Division Wise)	

## 2. Chapter Two: Pre-Primary Education

### 2.1 Introduction

The global and national evidence strongly emphasize that children who attend Quality Pre-primary Education have better chances for a smoother transition to primary school leading to significant improvement in school retention and lowering dropout rates. The PEDP4 focuses on early learning to promote awareness of child development and lead to higher net enrolments and better achievements, especially among the most disadvantaged children and children from poor families. A cost benefit analysis based on longitudinal research conducted in the US demonstrates a seven-fold increase in benefits for every dollar invested in early childhood education.

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

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

**Table 12: Number of Institutes Providing Pre-primary Education-2021**

SL.	Division	GPSs	Others	Total
1	Barishal	6,192	1,435	7,627
2	Chattogram	11,442	7,437	18,879
3	Dhaka	10,848	11,278	22,126
4	Khulna	8,119	3,468	11,587
5	Mymensingh	5,347	3,075	8,422
6	Rajshahi	8,612	4,648	13,260
7	Rangpur	9,509	5,003	14,512
8	Sylhet	5,030	2,710	7,740
	<b>Total</b>	<b>65,099</b>	<b>39,054</b>	<b>104,153</b>

**Table 13: Enrolment in PPE by Division and by Type of School Type-2021**

Division	GPS			NNGPS			All Types of School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Barishal	62,786	68,884	131,670	21,269	20,455	41,724	84,055	89,339	173,394
2. Chattogram	130,175	146,206	276,381	157,774	157,419	315,193	87,949	303,625	591,574
3. Dhaka	139,415	144,838	284,253	249,394	246,818	496,212	388,809	391,656	780,465
4. Khulna	90,263	90,611	180,874	67,278	62,161	129,439	157,541	152,772	310,313
5. Mymensingh	69,468	71,315	140,783	56,427	58,254	114,681	125,895	129,569	255,464
6. Rajshahi	102,635	104,877	207,512	94,553	88,506	183,059	197,188	193,383	390,571
7. Rangpur	119,850	120,418	240,268	103,100	97,600	200,700	222,950	218,018	440,968
8. Sylhet	53,134	55,732	108,866	41,654	42,736	84,390	94,788	98,468	193,256
<b>Total</b>	<b>767,726</b>	<b>802,881</b>	<b>1,570,607</b>	<b>791,449</b>	<b>773,949</b>	<b>1,565,398</b>	<b>1,559,175</b>	<b>1,576,830</b>	<b>3,136,005</b>

**Table 14: Number of Institutes Providing Teaching in Pre-primary Education by District in 2021**

Division	District	GPS	Other Types of School	Total (All Types of School)
Barishal	1. Barguna	794	158	952
	2. Barishal	1,576	342	1,918
	3. Bhola	1,041	224	1,265
	4. Jhalokathi	574	70	644
	5. Patuakhali	1,228	399	1,627
	6. Pirojpur	979	242	1,221
Chattogram	7. Bandarban	423	89	512
	8. Brahmanbaria	1,106	998	2,104
	9. Chandpur	1,154	601	1,755
	10. Chattogram	2,246	1,918	4,164
	11. Cumilla	655	410	1,065
	12. Cox's Bazar	2,102	1,749	3,851
	13. Feni	551	346	897
	14. Khagrachhari	572	244	816
	15. Lakshmipur	729	312	1,041
	16. Noakhali	1,247	576	1,823
	17. Rangamati	657	194	851
Dhaka	18. Dhaka	925	3,488	4,413
	19. Faridpur	888	605	1,493
	20. Gazipur	771	2,031	2,802
	21. Gopalganj	855	202	1,057
	22. Kishoreganj	1,328	877	2,205
	23. Madaripur	719	181	900
	24. Manikganj	649	325	974
	25. Munshiganj	610	308	918
	26. Narayanganj	544	1,090	1,634
	27. Norshingdi	774	740	1,514
	28. Rajbari	483	323	806

Division	District	GPS	Other Types of School	Total (All Types of School)
	29. Shariatpur	694	201	895
	30. Tangail	1,608	907	2,515
Khulna	31. Bagerhat	1,160	255	1,415
	32. Chuadanga	441	211	652
	33. Jashore	1,285	814	2,099
	34. Jhenaidah	905	364	1,269
	35. Khulna	1,152	428	1,580
	36. Kushtia	793	660	1,453
	37. Magura	495	177	672
	38. Meherpur	301	165	466
	39. Narial	494	83	577
	40. Satkhira	1,093	311	1,404
Mymensingh	41. Jamalpur	1,155	481	1,636
	42. Mymensingh	2,138	1,534	3,672
	43. Netrokona	1,313	690	2,003
	44. Sherpur	741	370	1,111
Rajshahi	45. Bogura	1,585	867	2,452
	46. Joypurhat	700	457	1,157
	47. Naogaon	369	248	617
	48. Natore	1,369	431	1,800
	49. Nawabganj	734	386	1,120
	50. Pabna	1,133	763	1,896
	51. Rajshahi	1,053	669	1,722
	52. Sirajganj	1,669	827	2,496
Rangpur	53. Dinajpur	1,861	975	2,836
	54. Gaibandha	1,459	759	2,218
	55. Kurigram	1,241	455	1,696
	56. Lalmonirhat	757	289	1,046
	57. Nilphamari	1,080	853	1,933
	58. Panchagarh	663	270	933
	59. Rangpur	1,450	887	2,337
	60. Thakurgaon	998	515	1,513
Sylhet	61. Hobiganj	1,046	610	1,656
	62. Moulvibazar	1,044	583	1,627
	63. Sunamganj	1,467	626	2,093
	64. Sylhet	1,473	891	2,364
	<b>Total</b>	<b>65,099</b>	<b>39,054</b>	<b>104,153</b>



**Table 15: By District Enrolment in PPE in GPSs in 2021**

SL.	District	GPS			Other types of school			All Types of School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	Barishal Div.	<b>62,786</b>	<b>68,884</b>	<b>131,670</b>	<b>21,269</b>	<b>20,455</b>	<b>41,724</b>	<b>84,055</b>	<b>89,339</b>	<b>173,394</b>
1	Barguna	7,927	8,214	16,141	1,880	1,834	3,714	9,807	10,048	19,855
2	Barishal	17,635	19,193	36,828	5,906	5,593	11,499	23,541	24,786	48,327
3	Bhola	12,572	14,471	27,043	3,617	3,813	7,430	16,189	18,284	34,473
4	Jhalokathi	3,441	4,266	7,707	1,093	1,048	2,141	4,534	5,314	9,848
5	Patuakhali	13,891	14,530	28,421	5,673	5,279	10,952	19,564	19,809	39,373
6	Pirojpur	7,320	8,210	15,530	3,100	2,888	5,988	10,420	11,098	21,518
	<b>Chattogram</b>	<b>130,175</b>	<b>146,206</b>	<b>276,381</b>	<b>157,774</b>	<b>157,419</b>	<b>315,193</b>	<b>287,949</b>	<b>303,625</b>	<b>591,574</b>
7	Bandarban	3,646	3,601	7,247	5,117	5,098	10,215	8,763	8,699	17,462
8	Brahmanbaria	18,588	19,401	37,989	22,803	22,996	45,799	41,391	42,397	83,788
9	Chandpur	12,945	15,399	28,344	9,618	9,740	19,358	22,563	25,139	47,702
10	Chattogram	27,407	31,404	58,811	47,730	45,988	93,718	75,137	77,392	152,529
11	Cox's Bazar	10,456	11,295	21,751	12,454	13,760	26,214	22,910	25,055	47,965
12	Cumilla	25,748	29,605	55,353	31,537	31,763	63,30	57,285	61,368	118,653
13	Feni	4,424	5,513	9,937	4,983	4,673	9,656	9,407	10,186	19,593
14	Khagrachhari	3,196	3,155	6,351	5,725	5,897	11,622	8,921	9,052	17,973
15	Lakshmipur	8,833	10,137	18,970	5,215	5,166	10,381	14,048	15,303	29,351
16	Noakhali	11,469	13,130	24,599	8,060	8,031	16,091	19,529	21,161	40,690
17	Rangamati	3,463	3,566	7,029	4,532	4,307	8,839	7,995	7,873	15,868
	<b>Dhaka</b>	<b>139,415</b>	<b>144,838</b>	<b>284,253</b>	<b>249,394</b>	<b>246,818</b>	<b>496,212</b>	<b>388,809</b>	<b>391,656</b>	<b>780,465</b>
18	Dhaka	16,858	18,030	34,888	96,375	97,780	194,155	113,233	115,810	229,043
19	Faridpur	11,511	11,596	23,107	10,883	10,591	21,474	22,394	22,187	44,581
20	Gazipur	9,807	10,339	20,146	46,410	45,814	92,224	56,217	56,153	112,370
21	Gopalganj	9,372	9,341	18,713	3,221	2,844	6,065	12,593	12,185	24,778
22	Kishoreganj	14,838	15,686	30,524	19,235	18,500	37,735	34,073	34,186	68,259
23	Madaripur	8,800	8,930	17,730	3,077	3,010	6,087	11,877	11,940	23,817
24	Manikganj	8,861	8,933	17,794	5,931	5,481	11,412	14,792	14,414	29,206
25	Munshiganj	7,721	8,266	15,987	4,293	4,149	8,442	12,014	12,415	24,429
26	Narayanganj	7,813	8,582	16,395	19,743	19,750	39,493	27,556	28,332	55,888
27	Narsingdi	10,053	10,480	20,533	15,147	15,298	30,445	25,200	25,778	50,978
28	Rajbari	6,907	6,914	13,821	6,705	6,057	12,762	13,612	12,971	26,583
29	Shariatpur	8,089	8,388	16,477	4,042	3,947	7,989	12,131	12,335	24,466
30	Tangail	18,785	19,353	38,138	14,332	13,597	27,929	33,117	32,950	66,067
	<b>Khulna</b>	<b>90,263</b>	<b>90,611</b>	<b>180,874</b>	<b>67,278</b>	<b>62,161</b>	<b>129,439</b>	<b>157,541</b>	<b>152,772</b>	<b>310,313</b>
31	Bagerhat	11,164	11,294	22,458	4,061	3,639	7,700	15,225	14,933	30,158
32	Chuadanga	5,416	5,555	10,971	4,237	3,652	7,889	9,653	9,207	18,860
33	Jashore	15,672	15,550	31,222	14,990	14,290	29,280	30,662	29,840	60,502
34	Jhenaidah	9,986	9,654	19,640	6,983	6,239	13,222	16,969	15,893	32,862
35	Khulna	10,904	11,101	22,005	9,236	8,536	17,772	20,140	19,637	39,777
36	Kushtia	9,987	10,369	20,356	13,000	12,405	25,405	22,987	22,774	45,761
37	Magura	4,157	4,131	8,288	3,143	2,883	6,026	7,300	7,014	14,314
38	Meherpur	3,108	3,236	6,344	3,897	3,539	7,436	7,005	6,775	13,780
39	Narail	5,191	5,207	10,398	1,337	1,171	2,508	6,528	6,378	12,906
40	Satkhira	14,678	14,514	29,192	6,394	5,807	12,201	21,072	20,321	41,393
	<b>Mymensingh</b>	<b>69,468</b>	<b>71,315</b>	<b>140,783</b>	<b>56,427</b>	<b>58,254</b>	<b>114,681</b>	<b>125,895</b>	<b>129,569</b>	<b>255,464</b>
41	Jamalpur	14,923	15,330	30,253	11,767	11,909	23,676	26,690	27,239	53,929
42	Mymensingh	31,763	32,867	64,630	27,968	28,927	56,895	59,731	61,794	121,525
43	Netrokona	14,104	14,464	28,568	10,172	10,770	20,942	24,276	25,234	49,510
44	Sherpur	8,678	8,654	17,332	6,520	6,648	13,168	15,198	15,302	30,500
	<b>Rajshahi</b>	<b>102,635</b>	<b>104,877</b>	<b>207,512</b>	<b>94,553</b>	<b>88,506</b>	<b>183,059</b>	<b>197,188</b>	<b>193,383</b>	<b>390,571</b>
45	Bogura	16,817	17,304	34,121	20,916	19,167	40,083	37,733	36,471	74,204
46	Chapai Nawabganj	8,482	8,882	17,364	7,967	7,872	15,839	16,449	16,754	33,203
47	Joypurhat	3,556	3,625	7,181	3,651	3,358	7,009	7,207	6,983	14,190
48	Naogaon	14,019	14,049	28,068	8,490	7,387	15,877	22,509	21,436	43,945
49	Natore	7,897	7,971	15,868	7,134	6,298	13,432	15,031	14,269	29,300
50	Pabna	17,352	17,658	35,010	18,488	17,729	36,217	35,840	35,387	71,227

SL.	District	GPS			Other types of school			All Types of School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
51	Rajshahi	11,674	11,777	23,451	11,986	11,932	23,918	23,660	23,709	47,369
52	Sirajganj	22,838	23,611	46,449	15,921	14,763	30,684	38,759	38,374	77,133
	<b>Rangpur</b>	<b>119,850</b>	<b>120,418</b>	<b>240,268</b>	<b>103,100</b>	<b>97,600</b>	<b>200,700</b>	<b>222,950</b>	<b>218,018</b>	<b>440,968</b>
53	Dinajpur	18,523	18,417	36,940	18,776	17,048	35,824	37,299	35,465	72,764
54	Gaibandha	22,865	22,957	45,822	15,344	14,093	29,437	38,209	37,050	75,259
55	Kurigram	19,583	19,970	39,553	8,639	7,974	16,613	28,222	27,944	56,166
56	Lalmonirhat	9,118	9,336	18,454	7,757	7,825	15,582	16,875	17,161	34,036
57	Nilphamari	15,785	15,204	30,989	16,054	15,656	31,710	31,839	30,860	62,699
58	Panchagarh	6,869	7,162	14,031	5,150	4,843	9,993	12,019	12,005	24,024
59	Rangpur	17,917	18,171	36,088	22,630	22,091	44,721	40,547	40,262	80,809
60	Thakurgaon	9,190	9,201	18,391	8,750	8,070	16,820	17,940	17,271	35,211
	<b>Sylhet</b>	<b>53,134</b>	<b>55,732</b>	<b>108,866</b>	<b>41,654</b>	<b>42,736</b>	<b>84,390</b>	<b>94,788</b>	<b>98,468</b>	<b>193,256</b>
61	Hobiganj	11,110	11,735	22,845	10,048	10,372	20,420	21,158	22,107	43,265
62	Moulvibazar	9,677	9,882	19,559	8,141	7,760	15,901	17,818	17,642	35,460
63	Sunamganj	16,375	17,198	33,573	9,104	10,313	19,417	25,479	27,511	52,990
64	Sylhet	15,972	16,917	32,889	14,361	14,291	28,652	30,333	31,208	61,541
	<b>Total</b>	<b>767,726</b>	<b>802,881</b>	<b>1,570,607</b>	<b>791,449</b>	<b>773,949</b>	<b>1,565,398</b>	<b>1,559,175</b>	<b>1,576,830</b>	<b>3,136,005</b>

**Table 16: PPE Enrollment in Private School and Ebtedayee Madrasah in 2021**

Division	Private Primary School			Ebtedayee Madrasa		
	Boys	Girls	Total	Boys	Girls	Total
1. Barishal	4,259	4,280	8,539	4,248	3,887	8,135
2. Chattogram	4,102	4,246	8,348	5,885	5,685	11,570
3. Dhaka	2,923	2,913	5,836	2,171	1,979	4,150
4. Khulna	2,169	2,093	4,262	4,108	3,684	7,792
5. Mymensingh	6,787	6,998	13,785	3,003	2,918	5,921
6. Rajshahi	6,664	6,538	13,202	2,732	2,572	5,304
7. Rangpur	19,970	19,676	39,646	3,586	3,428	7,014
8. Sylhet	2,187	2,240	4,427	382	376	758
<b>Total</b>	<b>49,061</b>	<b>48,984</b>	<b>98,045</b>	<b>26,115</b>	<b>24,529</b>	<b>50,644</b>

**Table 17: PPE Enrollment in Private School and Ebtedayee Madrasah**

Division	Ebtedayee attached to high Madrasah			Primary Section to High School		
	Boys	Girls	Total	Boys	Girls	Total
1. Barishal	843	773	1,616	502	475	977
2. Chattogram	6,315	6,331	12,646	6,230	7,054	13,284
3. Dhaka	1,941	1,886	3,827	17,033	17,976	35,009
4. Khulna	3,037	3,219	6,256	1,908	1,946	3,854
5. Mymensingh	156	158	314	1,653	1,697	3,350
6. Rajshahi	2,164	1,940	4,104	4,558	4,351	8,909
7. Rangpur	142	164	306	2,988	2,734	5,722
8. Sylhet	161	178	339	1,925	1,811	3,736
<b>Total</b>	<b>14,759</b>	<b>14,649</b>	<b>29,408</b>	<b>36,797</b>	<b>38,044</b>	<b>74,841</b>

**Table 18: PPE enrollment by District in Private school and Primary sections attached to High School**

Division	District	Private Primary School			Primary sections attached to High School		
		Boys	Girls	Total	Boys	Girls	Total
Barishal	1. Barguna	720	735	1,455	44	57	101
	2. Barishal	353	372	725	167	156	323
	3. Bhola	1,242	1,307	2,549	15	15	30
	4. Jhalokathi	95	87	182	83	72	155
	5. Patuakhali	1,035	993	2,028	145	124	269
	6. Pirojpur	814	786	1,600	48	51	99
Chattogram	7. Bandarban	268	262	530	153	125	278
	8. Brahmanbaria	41	39	80	681	614	1,295
	9. Chandpur	6	4	10	152	221	373
	10. Chattogram	600	615	1,215	3,624	4,343	7,967
	11. Cumilla	433	473	906	331	334	665
	12. Cox's Bazar	66	95	161	941	1,094	2035
	13. Feni	56	51	107	0	0	0
	14. Khagrachhari	760	720	1,480	180	137	317
	15. Lakshmipur	466	544	1,010	0	0	0
	16. Noakhali	686	788	1,474	80	104	184
	17. Rangamati	720	655	1,375	88	82	170
Dhaka	18. Dhaka	204	221	425	12,949	14,093	27,042
	19. Faridpur	376	348	724	47	42	89
	20. Gazipur	37	36	73	1,358	1,288	2,,646
	21. Gopalganj	457	437	894	71	56	127
	22. Kishoreganj	548	552	1,100	297	242	539
	23. Madaripur	243	232	475	97	104	201
	24. Manikganj	97	104	201	173	190	363
	25. Munshiganj	30	37	67	35	29	64
	26. Narayanganj	114	116	230	1,284	1,194	2,478
	27. Norshingdi	60	73	133	418	459	877
	28. Rajbari	396	366	762	18	17	35
	29. Shariatpur	134	140	274	63	68	131
	30. Tangail	227	251	478	223	194	417
Khulna	31. Bagerhat	364	350	714	366	376	742
	32. Chuadanga	61	68	129	30	40	70
	33. Jashore	135	125	260	511	458	969
	34. Jhenaidah	767	690	1,457	122	155	277
	35. Khulna	45	42	87	532	519	1,051
	36. Kushtia	241	263	504	195	230	425
	37. Magura	46	46	92	0	0	0
	38. Meherpur	68	66	134	63	67	130
	39. Narial	113	114	227	7	14	21
	40. Satkhira	329	329	658	82	87	169
Mymensingh	41. Jamalpur	1,126	1,094	2,220	143	132	275
	42. Mymensingh	1,922	2,075	3,997	1,495	1,555	3,050
	43. Netrokona	2,986	3,053	6,039	15	10	25
	44. Sherpur	753	776	1,529	0	0	0
Rajshahi	45. Bogura	1,431	1,423	2,854	1,754	1567	3,321
	46. Joypurhat	622	626	1,248	47	98	145
	47. Naogaon	165	160	325	49	36	85
	48. Natore	246	247	493	100	66	166
	49. Nawabganj	743	680	1,423	315	200	515
	50. Pabna	1,707	1,582	3,289	869	976	1,845

Division	District	Private Primary School			Primary sections attached to High School		
		Boys	Girls	Total	Boys	Girls	Total
Rangpur	51. Rajshahi	187	189	376	1,252	1,261	2,513
	52. Sirajganj	1,563	1,631	3,194	172	147	319
	53. Dinajpur	2,592	2,400	4,992	1,062	943	2,005
	54. Gaibandha	3,618	3,706	7,324	61	98	159
	55. Kurigram	2,831	2,849	5,680	259	167	426
	56. Lalmonirhat	1,034	1,090	2,124	82	72	154
	57. Nilphamari	3,549	3,299	6,848	417	353	770
	58. Panchagarh	595	595	1,190	0	0	0
	59. Rangpur	3,512	3,475	6,987	766	804	1,570
	60. Thakurgaon	2,239	2,262	4,501	341	297	638
Sylhet	61. Hobiganj	97	94	191	414	342	756
	62. Moulvibazar	536	472	1,008	280	255	535
	63. Sunamganj	385	412	797	0	0	0
	64. Sylhet	1169	1,262	2,431	1,231	1214	2,445
<b>Total</b>		<b>49,061</b>	<b>48,984</b>	<b>98,045</b>	<b>36,797</b>	<b>38,044</b>	<b>74,841</b>

**Table 19: PPE enrollment by District in Ebtedayee and High Madrasah attached Ebtedayee in 2021**

Division	District	Ebtedayee Madrasah			Ebtedayee attached High Madrasah		
		Boys	Girls	Total	Boys	Girls	Total
Barishal	1. Barguna	41	36	77	0	0	0
	2. Barishal	1,002	836	1,838	214	202	416
	3. Bhola	25	24	49	0	0	0
	4. Jhalokathi	2,596	2,474	5,070	440	405	845
	5. Patuakhali	584	517	1,101	189	166	355
	6. Pirojpur	90	147	237	0	0	0
Chattogram	7. Bandarban	6	5	11	39	24	63
	8. Brahmanbaria	223	198	421	317	372	689
	9. Chandpur	2,089	1,956	4,045	2707	2,562	5,269
	10. Chattogram	1,322	1,420	2,742	1016	1,249	2,265
	11. Cumilla	999	881	1,880	579	594	1,173
	12. Cox's Bazar	248	207	455	1119	971	2,090
	13. Feni	62	75	137	75	56	131
	14. Khagrachhari	299	269	568	209	222	431
	15. Lakshmipur	547	527	1,074	254	281	535
	16. Noakhali	0	0	0	0	0	0
	17. Rangamati	392	264	656	490	377	867
Dhaka	18. Dhaka	94	82	176	110	149	259
	19. Faridpur	179	187	366	281	288	569
	20. Gazipur	5	5	10	39	29	68
	21. Gopalganj	16	24	40	16	11	27
	22. Kishoreganj	61	72	133	0	0	0
	23. Madaripur	63	58	121	34	45	79
	24. Manikganj	32	20	52	84	88	172
	25. Munshiganj	232	226	458	95	100	195
	26. Narayanganj	402	387	789	9	10	19
	27. Norshingdi	71	54	125	54	33	87
	28. Rajbari	101	73	174	115	86	201
	29. Shariatpur	523	527	1,050	614	670	1,284
	30. Tangail	417	345	762	220	230	450
Khulna	31. Bagerhat	37	33	70	0	0	0

Division	District	Ebtedayee Madrasah			Ebtedayee attached High Madrasah		
		Boys	Girls	Total	Boys	Girls	Total
	32. Chuadanga	1,109	996	2,105	1446	1,676	3,122
	33. Jashore	445	369	814	54	64	118
	34. Jhenaidah	666	673	1,339	734	621	1,355
	35. Khulna	126	124	250	52	65	117
	36. Kushtia	101	103	204	0	0	0
	37. Magura	18	12	30	20	10	30
	38. Meherpur	247	205	452	62	27	89
	39. Narial	942	824	1,766	449	526	975
	40. Satkhira	209	206	415	50	60	110
	Mymensingh	41. Jamalpur	2,387	2,285	4,672	106	98
42. Mymensingh		370	388	758	0	0	0
43. Netrokona		37	39	76	0	0	0
44. Sherpur		846	769	1,615	355	253	608
Rajshahi	45. Bogura	197	163	360	382	366	748
	46. Joypurhat	111	131	242	133	145	278
	47. Naogaon	429	446	875	522	548	1,070
	48. Natore	185	147	332	100	85	185
	49. Nawabganj	348	359	707	119	105	224
	50. Pabna	72	56	128	200	150	350
	51. Rajshahi	544	501	1,045	353	288	641
Rangpur	52. Sirajganj	615	604	1,219	61	70	131
	53. Dinajpur	646	552	1,198	45	68	113
	54. Gaibandha	445	438	883	0	0	0
	55. Kurigram	510	551	1,061	0	0	0
	56. Lalmonirhat	978	929	1,907	36	26	62
	57. Nilphamari	22	15	37	0	0	0
	58. Panchagarh	216	183	399	0	0	0
	59. Rangpur	154	156	310	0	0	0
	60. Thakurgaon	52	50	102	0	0	0
	Sylhet	61. Hobiganj	33	37	70	48	44
62. Moulvibazar		49	58	107	41	37	78
63. Sunamganj		248	231	479	72	97	169
<b>Total</b>		<b>26,115</b>	<b>24,529</b>	<b>50,644</b>	<b>14,759</b>	<b>14,649</b>	<b>29,408</b>

**Table 20: Number of Grade 1 New Intakes who Completed PPE (Division Wise)**

Division	Boys	Girls	All
1. Barishal	84117	89913	174030
2. Chattogram	254716	269991	524707
3. Dhaka	352903	355241	708144
4. Khulna	119396	121272	240668
5. Mymensingh	151053	146142	297195
6. Rajshahi	186743	182464	369207
7. Rangpur	201999	195445	397444
8. Sylhet	87671	88535	176206
<b>Total</b>	<b>1,438,598</b>	<b>1,449,003</b>	<b>2,887,601</b>

# Chapter 3

## Primary Education

SL.	Particulars	Page Range
1	By District Number of Institutes Providing Primary Education-2021	51-72
2	Enrolment in Grade 1 by Division and by Sex (All Type of Schools) 2021	
3	Enrolment in Grade 1 by Division and by Sex (All Type of Schools, Age 6) 2021	
4	Enrolment in Grade 1 by District and By Sex (All Type of Schools) 2021	
5	BBS Population Projection -2021 Age 6 Only	
6	Enrolment in Grade 1 by District and By Sex (All Type of Schools, Age 6) 2021	
7	Number of Grade 1 New Intakes who Completed PPE (Division Wise)	
8	By District Number of Grade 1 New Intakes who Completed PPE	
9	Percentage (%) of Grade 1 who Completed PPE	
10	Gross Intake Rate (GIR) and Net Intake Rate (NIR) by District and By Sex-2021	
11	Gross and Net Intake Rate by Sex and Year (GIR & NIR) 2010-2021	
12	Grade wise Enrolment by District, Grade and by Sex (Grade 1-5) in 2021	
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15	BBS Population Projection -2021 Age 6 Only	
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17	District wise Net Enrollment of age 6-10 (Grade 1-5)-2021	
18	Percentage % of GER and NER	
19	Trend of GER and NER	

## 3. Chapter Three: Primary Education

### 3.1 Introduction

Bangladesh is committed to achieve Universal Primary Education in line with the targets of the SDG4, which envisages the provision of a quality basic education for all children by 2030. As a result, the primary education system in Bangladesh aims to maximize the enrolment of all primary school age (6-10 years in Bangladesh) children. This chapter presents the findings of access to and participation in Primary Education. In this chapter, data has clustered into enrolment in Grade1, New Entrants in Grade1, Gross and Net Intake Rate (GIR and NIR) and trend since 2010, enrolment in all type schools, Gross and Net Enrolment (GER and NER) and Grade wise Enrolment by Division, by District, by Sex and buy Type of educational institutes.

**Table 21: By Division Number of Institutes Providing Primary Education in 2021**

SL.	Division	GPS	Others	Total
1	Barishal	6,251	1,925	8,176
2	Chattogram	11,586	8,931	20,516
3	Dhaka	10,922	13,884	24,806
4	Khulna	5,364	5,644	11,008
5	Mymensingh	8,175	4,619	12,794
6	Rajshahi	8,665	6,941	15,606
7	Rangpur	9,545	7,515	17,060
8	Rangpur	5,058	3,866	8,924
	<b>Total</b>	<b>65,566</b>	<b>53,325</b>	<b>118,891</b>

**Table 22: Gross and Net Enrollment in Grade 1 (All Type of Schools) By Division and by Sex 2021**

SL.	Division	Grade 1 Net Enrollment (6 years of Age)			% of girls	Grade 1 Gross Enrollment (Regardless of Age)			% of girls
		Boys	Girls	Total		Boys	Girls	Total	
1	Barishal	81,784	79,170	160,954	49.2%	90,994	88,095	179,089	49.2%
2	Chattogram	329,657	313,847	643,504	48.8%	368,839	353,819	722,658	49.0%
3	Dhaka	359,081	368,398	727,479	50.6%	400,133	409,812	809,945	50.6%
4	Khulna	146,274	138,963	285,237	48.7%	163,474	155,797	319,271	48.8%
5	Mymensingh	112,583	107,177	219,760	48.8%	124,927	119,269	244,196	48.8%
6	Rajshahi	172,288	170,653	342,941	49.8%	190,737	189,797	380,534	49.9%
7	Rangpur	164,777	151,529	316,306	47.9%	183,249	168,822	352,071	48.0%
8	Rangpur	109,773	107,500	217,273	49.5%	122,496	119,991	242,487	49.5%
	<b>Total</b>	<b>1,476,217</b>	<b>1,437,237</b>	<b>291,3454</b>	<b>49.3%</b>	<b>1,644,849</b>	<b>1,605,402</b>	<b>3,250,251</b>	<b>49.4%</b>

**Table 23: Enrolment in Grade 1 by Division and Sex (All Type of Schools, Age 6) 2021**

SL.	Division	Grade 1 Enrollment (regardless of Age)		
		Boys	Girls	Total
1	Barishal	90,994	88,095	179,089
2	Chattogram	368,741	353,817	720,550
3	Dhaka	400,133	409,812	809,945
4	Khulna	163,474	155,797	319,271
5	Mymensingh	124,927	119,269	244,196
6	Rajshahi	190,737	189,797	380,534
7	Rangpur	183,249	168,822	352,071
8	Rangpur	122,496	119,991	242,487
	<b>Total</b>	<b>1,644,849</b>	<b>1,605,402</b>	<b>3,250,251</b>

**Table 24: Gross and Net Enrolment in Grade 1 (All Type of Schools) by District and by Sex in 2021**

Division	District	Grade 1 Enrollment (Age 6 Years Only)			Grade 1 Enrollment (Regardless of Age)		
		Boys	Girls	Total	Boys	Girls	Total
Barishal	1. Barguna	6,554	7,623	14,177	7,316	8,414	15,730
	2. Barishal	23,635	22,275	45,910	26,513	24,753	51,266
	3. Bholra	19,941	19,508	39,449	22,308	21,512	43,820
	4. Jhalokathi	6,237	5,222	11,459	6,967	5,690	12,657
	5. Patuakhali	14,301	14,014	28,315	15,882	15,394	31,276
	6. Pirojpur	9,578	10,267	19,845	10,927	11,448	22,375
Chattogram	7. Bandarban	3,907	2,491	6,398	4,533	2,950	7,483
	8. Brahmanbaria	39,068	37,807	76,875	43,167	41,764	84,931
	9. Chandpur	24,660	24,497	49,157	27,467	27,254	54,721
	10. Chattogram	74,920	74,610	149,530	84,737	83,543	168,280
	11. Cumilla	29,394	29,707	59,101	34,182	34,251	68,433
	12. Cox's Bazar	67,159	62,539	129,698	75,096	69,240	144,336
	13. Feni	13,665	13,365	27,030	15,454	15,128	30,582
	14. Khagrachhari	6,933	5,797	12,730	7,994	6,710	14,704
	15. Lakshmipur	18,205	19,252	37,457	20,491	21,391	41,882
	16. Noakhali	39,497	37,566	77,063	44,309	42,076	86,385
	17. Rangamati	6,050	5,182	11,232	7,028	5,963	12,991
Dhaka	18. Dhaka	117,947	127,197	245,144	132,127	140,212	272,339
	19. Faridpur	18,412	19,355	37,767	20,763	21,721	42,484
	20. Gazipur	31,142	28,725	59,867	34,876	31,137	66,013
	21. Gopalganj	11,231	11,630	22,861	12,462	12,948	25,410
	22. Kishoreganj	28,969	33,618	62,587	33,336	37,649	70,985
	23. Madaripur	10,070	9,197	19,267	11,306	10,230	21,536
	24. Manikganj	12,126	11,835	23,961	13,608	13,078	26,686
	25. Munshiganj	16,717	13,714	30,431	18,638	15,205	33,843
	26. Narayanganj	32,301	30,675	62,976	35,822	33,517	69,339
	27. Norshingdi	23,525	24,146	47,671	26,282	26,633	52,915
	28. Rajbari	9,760	10,660	20,420	10,935	11,631	22,566
	29. Shariatpur	12,373	13,160	25,533	14,027	14,936	28,963
	30. Tangail	27,757	33,271	61,028	31,196	36,802	67,998



Division	District	Grade 1 Enrollment (Age 6 Years Only)			Grade 1 Enrollment (Regardless of Age)		
		Boys	Girls	Total	Boys	Girls	Total
Khulna	31. Bagerhat	12,750	13,180	25,930	14,757	14,990	29,747
	32. Chuadanga	9,525	10,459	19,984	10,784	11,621	22,405
	33. Jashore	26,568	22,420	48,988	30,321	25,497	55,818
	34. Jhenaidah	15,222	16,711	31,933	17,199	18,454	35,653
	35. Khulna	19,136	19,666	38,802	21,598	21,648	43,246
	36. Kushtia	18,243	15,888	34,131	19,634	17,413	37,047
	37. Magura	8,418	9,131	17,549	9,659	10,213	19,872
	38. Meherpur	6,602	5,923	12,525	7,290	6,440	13,730
	39. Narial	8,737	6,561	15,298	9,837	7,429	17,266
	40. Satkhira	18,323	18,565	36,888	20,452	20,530	40,982
Mymensingh	41. Jamalpur	18,060	18,187	36,247	20,025	20,415	40,440
	42. Mymensingh	58,596	56,839	115,435	64,248	61,816	126,064
	43. Netrokona	20,433	21,210	41,643	23,337	23,625	46,962
	44. Sherpur	13,377	10,588	23,965	15,833	12,217	28,050
Rajshahi	45. Bogura	28,648	33,355	62,003	32,017	36,919	68,936
	46. Joypurhat	20,587	18,101	38,688	23,182	20,231	43,413
	47. Naogaon	7,606	5,821	13,427	8,499	6,369	14,868
	48. Natore	20,773	21,381	42,154	23,100	23,688	46,788
	49. Nawabganj	17,893	15,546	33,439	20,298	17,489	37,787
	50. Pabna	19,832	22,511	42,343	22,325	25,038	47,363
	51. Rajshahi	20,766	20,453	41,219	23,111	22,435	45,546
	52. Sirajganj	32,944	32,922	65,866	35,939	35,724	71,663
Rangpur	53. Dinajpur	28,118	30,009	58,127	31,586	33,158	64,744
	54. Gaibandha	28,599	23,485	52,084	32,070	26,073	58,143
	55. Kurigram	18,362	15,297	33,659	20,788	17,328	38,116
	56. Lalmonirhat	12,030	12,855	24,885	13,519	14,276	27,795
	57. Nilphamari	20,319	20,646	40,965	22,910	22,688	45,598
	58. Panchagarh	10,664	10,813	21,477	11,868	11,878	23,746
	59. Rangpur	27,797	24,606	52,403	30,952	26,829	57,781
	60. Thakurgaon	15,790	13,318	29,108	17,378	14,898	32,276
Sylhet	61. Hobiganj	21,874	24,256	46,130	24,090	26,147	50,237
	62. Moulvibazar	22,029	20,433	42,462	24,695	22,739	47,434
	63. Sunamganj	27,651	28,446	56,097	31,506	31,880	63,386
	64. Sylhet	36,155	34,010	70,165	40,749	38,022	78,771
<b>Total</b>		<b>1,448,464</b>	<b>1,432,494</b>	<b>2,880,958</b>	<b>1,625,305</b>	<b>1,589,297</b>	<b>3,214,602</b>

**Table 25: Enrollment in Grade 1 (All Type of Schools) By District and by Sex 2021**

Division	District	Grade 1 Enrollment (only 6 Age)			Grade 1 Enrollment (Regardless of Age)		
		Boys	Girls	Total	Boys	Girls	Total
Barishal	1. Barguna	6,554	7,623	14,177	7,316	8,414	15,730
	2. Barishal	23,635	22,275	45,910	26,513	24,753	51,266
	3. Bhola	19,941	19,508	39,449	22,308	21,512	43,820
	4. Jhalokathi	6,237	5,222	11,459	6,967	5,690	12,657
	5. Patuakhali	14,301	14,014	28,315	15,882	15,394	31,276
	6. Pirojpur	9,578	10,267	19,845	10,927	11,448	22,375
Chattogram	7. Bandarban	3,907	2,491	6,398	4,533	2,950	7,483

Division	District	Grade 1 Enrollment (only 6 Age)			Grade 1 Enrollment (Regardless of Age)			
		Boys	Girls	Total	Boys	Girls	Total	
	8. Brahmanbaria	39,068	37,807	76,875	43,167	41,764	84,931	
	9. Chandpur	24,660	24,497	49,157	27,467	27,254	54,721	
	10. Chattogram	74,920	74,610	149,530	84,737	83,543	168,280	
	11. Cumilla	29,394	29,707	59,101	34,182	34,251	68,433	
	12. Cox's Bazar	67,159	62,539	129,698	75,096	69,240	144,336	
	13. Feni	13,665	13,365	27,030	15,454	15,128	30,582	
	14. Khagrachhari	6,933	5,797	12,730	7,994	6,710	14,704	
	15. Lakshmipur	18,205	19,252	37,457	20,491	21,391	41,882	
	16. Noakhali	39,497	37,566	77,063	44,309	42,076	86,385	
	17. Rangamati	6,050	5,182	11,232	7,028	5,963	12,991	
	Dhaka	18. Dhaka	117,947	127,197	245,144	132,127	140,212	272,339
		19. Faridpur	18,412	19,355	37,767	20,763	21,721	42,484
		20. Gazipur	31,142	28,725	59,867	34,876	31,137	66,013
		21. Gopalganj	11,231	11,630	22,861	12,462	12,948	25,410
		22. Kishoreganj	28,969	33,618	62,587	33,336	37,649	70,985
		23. Madaripur	10,070	9,197	19,267	11,306	10,230	21,536
		24. Manikganj	12,126	11,835	23,961	13,608	13,078	26,686
25. Munshiganj		16,717	13,714	30,431	18,638	15,205	33,843	
26. Narayanganj		32,301	30,675	62,976	35,822	33,517	69,339	
27. Norshingdi		23,525	24,146	47,671	26,282	26,633	52,915	
28. Rajbari		9,760	10,660	20,420	10,935	11,631	22,566	
29. Shariatpur		12,373	13,160	25,533	14,027	14,936	28,963	
30. Tangail		27,757	33,271	61,028	31,196	36,802	67,998	
Khulna	31. Bagerhat	12,750	13,180	25,930	14,757	14,990	29,747	
	32. Chuadanga	9,525	10,459	19,984	10,784	11,621	22,405	
	33. Jashore	26,568	22,420	48,988	30,321	25,497	55,818	
	34. Jhenaidah	15,222	16,711	31,933	17,199	18,454	35,653	
	35. Khulna	19,136	19,666	38,802	21,598	21,648	43,246	
	36. Kushtia	18,243	15,888	34,131	19,634	17,413	37,047	
	37. Magura	8,418	9,131	17,549	9,659	10,213	19,872	
	38. Meherpur	6,602	5,923	12,525	7,290	6,440	13,730	
	39. Narial	8,737	6,561	15,298	9,837	7,429	17,266	
	40. Satkhira	18,323	18,565	36,888	20,452	20,530	40,982	
Mymensingh	41. Jamalpur	18,060	18,187	36,247	20,025	20,415	40,440	
	42. Mymensingh	58,596	56,839	115,435	64,248	61,816	126,064	
	43. Netrokona	20,433	21,210	41,643	23,337	23,625	46,962	
	44. Sherpur	13,377	10,588	23,965	15,833	12,217	28,050	
Rajshahi	45. Bogura	28,648	33,355	62,003	32,017	36,919	68,936	
	46. Joypurhat	20,587	18,101	38,688	23,182	20,231	43,413	
	47. Naogaon	7,606	5,821	13,427	8,499	6,369	14,868	
	48. Natore	20,773	21,381	42,154	23,100	23,688	46,788	
	49. Nawabganj	17,893	15,546	33,439	20,298	17,489	37,787	
	50. Pabna	19,832	22,511	42,343	22,325	25,038	47,363	
	51. Rajshahi	20,766	20,453	41,219	23,111	22,435	45,546	
	52. Sirajganj	32,944	32,922	65,866	35,939	35,724	71,663	
Rangpur	53. Dinajpur	28,118	30,009	58,127	31,586	33,158	64,744	
	54. Gaibandha	28,599	23,485	52,084	32,070	26,073	58,143	
	55. Kurigram	18,362	15,297	33,659	20,788	17,328	38,116	

Division	District	Grade 1 Enrollment (only 6 Age)			Grade 1 Enrollment (Regardless of Age)		
		Boys	Girls	Total	Boys	Girls	Total
	56. Lalmonirhat	12,030	12,855	24,885	13,519	14,276	27,795
	57. Nilphamari	20,319	20,646	40,965	22,910	22,688	45,598
	58. Panchagarh	10,664	10,813	21,477	11,868	11,878	23,746
	59. Rangpur	27,797	24,606	52,403	30,952	26,829	57,781
	60. Thakurgaon	15,790	13,318	29,108	17,378	14,898	32,276
Sylhet	61. Hobiganj	21,874	24,256	46,130	24,090	26,147	50,237
	62. Moulvibazar	22,029	20,433	42,462	24,695	22,739	47,434
	63. Sunamganj	27,651	28,446	56,097	31,506	31,880	63,386
	64. Sylhet	36,155	34,010	70,165	40,749	38,022	78,771
<b>Total</b>		<b>1,448,464</b>	<b>1,432,494</b>	<b>2,880,958</b>	<b>1,625,305</b>	<b>1,589,297</b>	<b>3,214,602</b>

**Table 26: Number of Grade 1 New Intakes who Completed PPE**

Division	District	Boys	Girls	Total
Barishal	1. Barguna	39,680	37,361	77,041
	2. Barishal	107,838	100,707	208,545
	3. Bhola	86,814	85,925	172,739
	4. Jhalokathi	30,160	27,883	58,043
	5. Patuakhali	56,106	50,602	106,708
	6. Pirojpur	45,343	42,286	87,629
Chattogram	7. Bandarban	18,904	17,121	36,025
	8. Brahmanbaria	170,536	146,956	317,492
	9. Chandpur	116,112	105,153	221,265
	10. Chattogram	310,990	294,271	605,261
	11. Cumilla	123,566	119,339	242,905
	12. Cox's Bazar	254,233	239,816	494,049
	13. Feni	65,211	64,982	130,193
	14. Khagrachhari	32,285	30,757	63,042
	15. Lakshmipur	87,044	88,154	175,198
	16. Noakhali	179,248	164,506	343,754
	17. Rangamati	27,768	28,065	55,833
Dhaka	18. Dhaka	366,088	331,789	697,877
	19. Faridpur	76,205	83,036	159,241
	20. Gazipur	74,835	65,728	140,563
	21. Gopalganj	59,613	57,823	117,436
	22. Kishoreganj	139,721	140,876	280,597
	23. Madaripur	57,652	44,529	102,181
	24. Manikganj	62,611	54,533	117,144
	25. Munshiganj	71,979	71,562	143,541
	26. Narayanganj	124,662	107,128	231,790
	27. Norshingdi	97,716	95,511	193,227
	28. Rajbari	39,611	33,019	72,630
	29. Shariatpur	59,811	59,646	119,457
	30. Tangail	132,176	130,537	262,713
Khulna	31. Bagerhat	63,491	62,841	126,332
	32. Chuadanga	41,155	47,329	88,484
	33. Jashore	97,816	92,255	190,071

Division	District	Boys	Girls	Total
	34. Jhenaidah	65,893	68,674	134,567
	35. Khulna	80,140	85,273	165,413
	36. Kushtia	65,680	56,195	121,875
	37. Magura	36,842	36,734	73,576
	38. Meherpur	24,026	23,101	47,127
	39. Narial	34,385	31,675	66,060
	40. Satkhira	73,828	69,759	143,587
Mymensingh	41. Jamalpur	52,337	62,339	114,676
	42. Mymensingh	209,815	198,113	407,928
	43. Netrokona	84,787	87,265	172,052
	44. Sherpur	42,131	23,452	65,583
Rajshahi	45. Bogura	106,882	107,128	214,010
	46. Joypurhat	66,984	64,772	131,756
	47. Naogaon	23,312	22,903	46,215
	48. Natore	79,576	79,963	159,539
	49. Nawabganj	55,071	52,472	107,543
	50. Pabna	75,394	86,306	161,700
	51. Rajshahi	81,729	80,979	162,708
	52. Sirajganj	127,922	122,158	250,080
Rangpur	53. Dinajpur	96,852	97,058	193,910
	54. Gaibandha	57,138	51,741	108,879
	55. Kurigram	71,781	63,635	135,416
	56. Lalmonirhat	37,209	40,015	77,224
	57. Nilphamari	37,181	49,398	86,579
	58. Panchagarh	33,426	35,282	68,708
	59. Rangpur	76,586	71,508	148,094
	60. Thakurgaon	37,832	35,197	73,029
Sylhet	61. Hobiganj	100,580	98,036	198,616
	62. Moulvibazar	93,113	82,688	175,801
	63. Sunamganj	144,249	144,327	288,576
	64. Sylhet	162,393	158,149	320,542
<b>Total</b>		<b>5,652,054</b>	<b>5,408,321</b>	<b>11,060,375</b>

**Table 27: Percentage (%) of Grade 1 students who Completed PPE 2019, 2020 and 2021**

Year	Boys (%)	Girls (%)	Total (%)	Remarks
2019	86.90	86.60	86.70	
2020	83.62	85.37	84.51	
<b>2021</b>	87.46	90.26	88.84	

**Table 28: By District and by Sex Gross and Net Intake Rate (GIR/NIR) 2021**

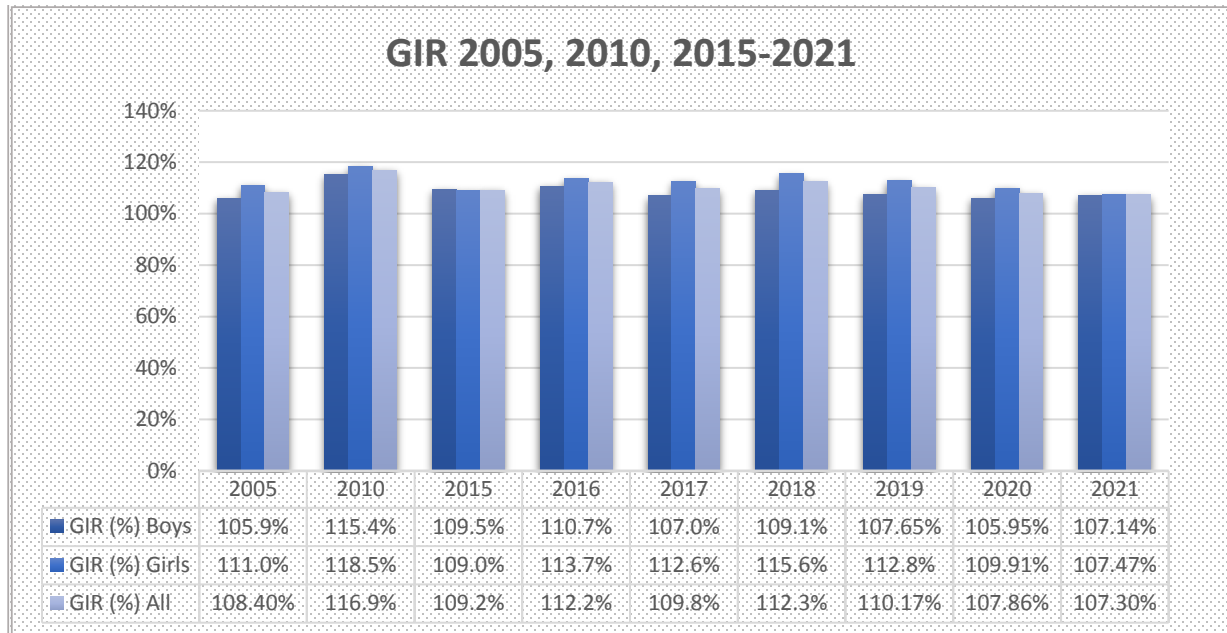
District	GIR (%)			NIR (%)		
	Boys	Girls	Total	Boys	Girls	Total
1. Barguna	106.5	105.66	106.05	96.09	95.08	95.55
2. Barishal	106.37	107.52	106.92	95.49	96.1	95.78
3. Bhola	106.82	106.88	106.85	96.16	96.27	96.22
4. Jhalokathi	106.9	107.16	107.02	96.36	97.67	96.95
5. Patuakhali	106.01	106.4	106.2	96.13	96.21	96.17
6. Pirojpur	109.32	108.56	108.93	96.51	96.7	96.61
7. Bandarban	107.93	112.71	109.76	93.69	94.52	94.01
8. Brahmanbaria	106.75	107.79	107.26	97.29	96.92	97.11
9. Chandpur	107.13	108.17	107.65	96.87	96.57	96.72
10. Chattogram	107.29	108.19	107.74	95.53	95.97	95.75
11. Cumilla	109.78	110.4	110.09	95.07	95.11	95.09
12. Cox's Bazar	106.82	107.8	107.29	96.2	96.71	96.44
13. Feni	108.03	109.45	108.73	96.19	96.05	96.12
14. Khagrachhari	107.24	109.45	108.23	93.66	93.91	93.78
15. Lakshmipur	106.43	105.65	106.03	95.22	94.45	94.82
16. Noakhali	106.05	107.54	106.77	95.2	95.36	95.28
17. Rangamati	107.71	107.08	107.42	93.38	92.43	92.94
18. Dhaka	108.16	108.22	108.19	97.23	97.51	97.38
19. Faridpur	106.68	107.19	106.94	95.27	94.87	95.07
20. Gazipur	106.36	104.61	105.53	95.65	95.86	95.75
21. Gopalganj	107.21	109.12	108.17	97.3	97.36	97.33
22. Kishoreganj	108.22	109.35	108.82	94.7	96.98	95.9
23. Madaripur	107.37	107.28	107.32	96.3	95.79	96.06
24. Manikganj	106.38	107.56	106.96	95.46	96.68	96.05
25. Munshiganj	108.65	107.82	108.27	98.13	96.59	97.44
26. Narayanganj	107.79	105.61	106.72	97.88	96	96.96
27. Norshingdi	106.43	105.87	106.15	95.94	95.34	95.64
28. Rajbari	106.86	106.36	106.6	96.05	96.82	96.45
29. Shariatpur	109.55	108.96	109.25	97.31	95.36	96.31
30. Tangail	106.31	106.34	106.33	95.26	95.49	95.38
31. Bagerhat	110.33	109.61	109.96	96	95.72	95.86
32. Chuadanga	108.79	108.45	108.62	96.77	96.95	96.86
33. Jashore	108.75	110.88	109.71	95.96	96.84	96.36
34. Jhenaidah	106.73	106.39	106.55	95.13	95.69	95.42
35. Khulna	106.52	108.57	107.54	95.04	97.96	96.49
36. Kushtia	104.23	106.4	105.24	97.53	96.43	97.02
37. Magura	108.53	108.1	108.31	95.25	95.99	95.63
38. Meherpur	105.85	106.05	105.94	96.53	96.89	96.7
39. Narial	108.57	108.52	108.55	97.11	95.2	96.29
40. Satkhira	108.19	108.4	108.3	97.61	97.36	97.49
41. Jamalpur	105.78	104.44	105.1	96.07	92.41	94.21
42. Mymensingh	105.14	106.28	105.69	96.56	97.06	96.81

District	GIR (%)			NIR (%)		
	Boys	Girls	Total	Boys	Girls	Total
43. Netrokona	107.54	106.01	106.77	94.82	94.53	94.68
44. Sherpur	106.36	106.19	106.28	90.49	91.4	90.89
45. Bogura	106.5	105.66	106.05	96.09	95.08	95.55
46. Joypurhat	106.37	107.52	106.92	95.49	96.1	95.78
47. Naogaon	106.82	106.88	106.85	96.16	96.27	96.22
48. Natore	106.9	107.16	107.02	96.36	97.67	96.95
49. Nawabganj	106.01	106.4	106.2	96.13	96.21	96.17
50. Pabna	109.32	108.56	108.93	96.51	96.7	96.61
51. Rajshahi	106.5	105.66	106.05	96.09	95.08	95.55
52. Sirajganj	106.37	107.52	106.92	95.49	96.1	95.78
53. Dinajpur	105.98	107.19	106.6	95.01	96.35	95.69
54. Gaibandha	106.04	107.29	106.6	95.23	95.99	95.57
55. Kurigram	107.89	107.72	107.82	95.97	94.46	95.28
56. Lalmonirhat	106.89	106.34	106.61	95.78	95.11	95.44
57. Nilphamari	106.5	105.94	106.22	95.12	95.75	95.43
58. Panchagarh	105.03	106.3	105.66	95.03	96.12	95.57
59. Rangpur	105.27	105.61	105.43	95.21	96.2	95.67
60. Thakurgaon	105.48	107.12	106.23	96.52	95.11	95.87
61. Hobiganj	105.78	104.44	105.1	96.07	92.41	94.21
62. Moulvibazar	105.14	106.28	105.69	96.56	97.06	96.81
63. Sunamganj	107.54	106.01	106.77	94.82	94.53	94.68
64. Sylhet	106.36	106.19	106.28	90.49	91.4	90.89
<b>National</b>	<b>107.14</b>	<b>107.47</b>	<b>107.3</b>	<b>96.15</b>	<b>96.22</b>	<b>96.18</b>

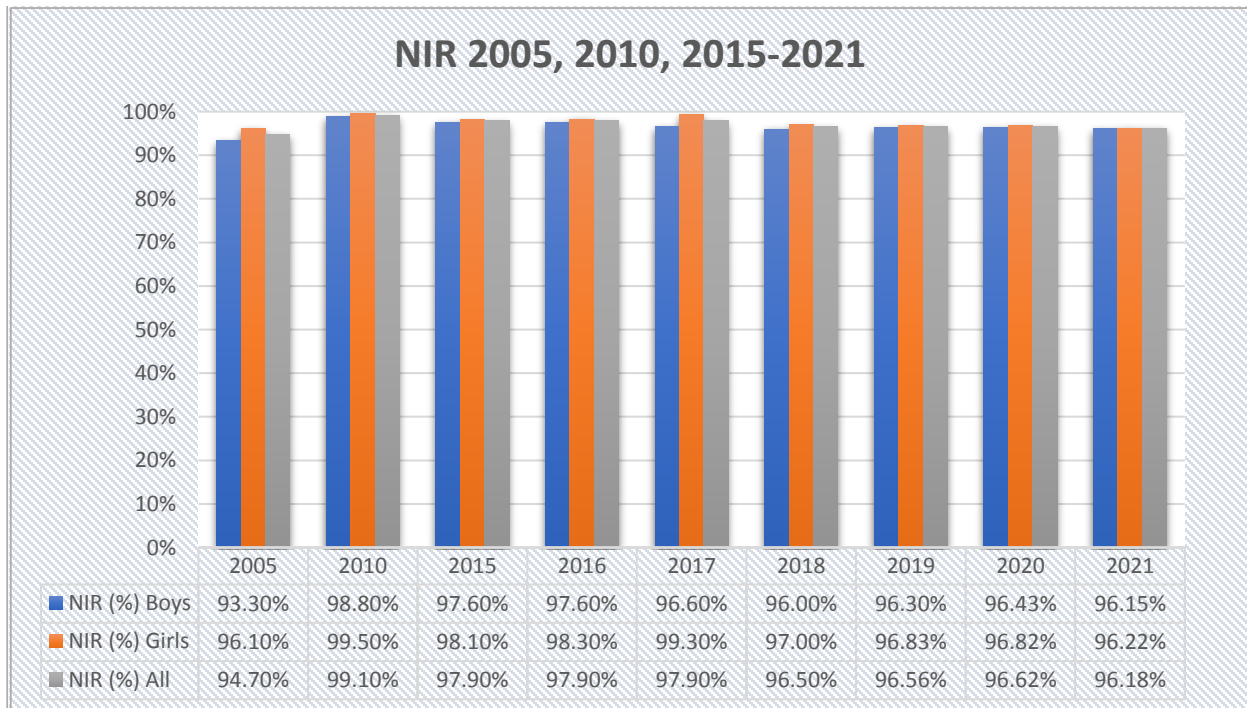
**Table 29: Gross and Net Intake Rate by Sex and Year (GIR & NIR) 2010-2021**

Year	Gross Intake Rate (%)			Net Intake Rate (%)		
	Boys	Girls	All	Boys	Girls	All
2010	115.40	118.50	116.90	98.80	99.50	99.10
2011	125.60	126.20	125.90	99.90	99.80	99.90
2012	105.00	106.70	105.80	97.00	97.90	97.40
2013	111.50	112.60	112.00	97.50	98.20	97.80
2014	109.10	108.30	108.70	97.60	98.10	97.90
2015	109.50	109.00	109.20	97.63	98.07	97.91
2016	110.72	113.70	112.20	97.62	98.27	97.94
2017	107.00	112.60	109.80	96.59	99.33	97.93
2018	109.07	115.57	112.32	95.99	97.00	96.48
2019	107.65	112.80	110.17	96.30	96.83	96.56
2020	105.95	109.91	107.86	96.43	96.82	96.62
<b>2021</b>	<b>107.14</b>	<b>107.47</b>	<b>107.30</b>	<b>96.15</b>	<b>96.22</b>	<b>96.18</b>

**Figure 6: Gross Intake Rate (GIR) by Sex 2005, 2010, 2015-2021**



**Figure 7: Net Intake Rate (NIR) by Sex 2005, 2010, 2015 - 2021**



### 3.2 By Grade Net Enrolment (grade 1 to grade 5) in GPSs 2021

**Table 30: Net Enrolment in GPSs by District, by Grade, and by Sex 2021**

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Barishal	1. Barguna	5987	7059	8685	7963	8172	7548	7565	6676	9271	8115
	2. Barishal	22085	20234	23623	20837	22500	18598	20091	20250	19539	20788
	3. Bhola	19104	18053	16467	16042	16914	17217	15488	15674	18841	18939
	4. Jhalokathi	6227	4857	6544	6138	6238	6218	5579	5059	5572	5611
	5. Patuakhali	10470	10658	11507	9554	11305	9219	12317	11493	10507	9678
	6. Pirojpur	8228	8929	11430	10186	9908	7926	8291	8421	7486	6824
Chattogram	7. Bandarban	3346	1912	4075	3615	4703	4632	4194	4305	2586	2657
	8. Brahmanbaria	29431	26440	44393	40221	36614	25889	28895	27868	31203	26538
	9. Chandpur	20498	19687	28794	25693	23575	20916	20775	18329	22470	20528
	10. Chattogram	58355	56122	72446	70322	61354	59356	61657	57003	57178	51468
	11. Cumilla	26870	25970	31846	30429	24769	22843	20536	20410	19545	19687
	12. Cox's Bazar	54431	46644	57249	56272	51670	48013	46522	43200	44361	45687
	13. Feni	11061	10611	14032	13437	13185	13548	14594	14653	12339	12733
	14. Khagrachhari	6155	5020	8241	8334	6570	6583	5965	5973	5354	4847
	15. Lakshmipur	15750	16146	19912	20476	17354	17045	16765	17194	17263	17293
	16. Noakhali	38083	35283	47925	42199	31622	28546	31622	28326	29996	30152
	17. Rangamati	5932	4959	6675	6778	5629	5648	5134	6001	4398	4679
Dhaka	18. Dhaka	63408	63168	77335	69020	90553	81310	70013	57061	64779	61230
	19. Faridpur	13255	14029	16734	19839	16942	17831	14584	15738	14690	15599
	20. Gazipur	10706	4425	20520	19038	17144	15879	13522	13717	12943	12669
	21. Gopalganj	9745	10364	15135	13549	11849	11872	10447	10463	12437	11575
	22. Kishoreganj	22241	26204	39133	39484	31954	27680	25366	25392	21027	22116
	23. Madaripur	8814	7567	13957	11533	11863	8263	11453	9186	11565	7980
	24. Manikganj	9671	9195	16780	11680	13171	11359	11492	11393	11497	10906
	25. Munshiganj	15494	11788	18394	19760	14010	14734	12398	13137	11683	12143
	26. Narayanganj	24633	21284	31159	26839	25366	21903	21872	18887	21632	18215
	27. Norshingdi	16379	15893	25559	24624	23974	22885	18112	18758	13692	13351
	28. Rajbari	6428	7154	7835	6525	9538	6680	9148	6960	6662	5700
	29. Shariatpur	11646	12516	14831	14535	12663	12156	10909	10288	9762	10151
	30. Tangail	18423	24028	31062	28768	30101	26122	26358	26384	26232	25235
Khulna	31. Bagerhat	11584	11895	14658	14973	13369	12724	12206	11804	11674	11445



Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	32. Chuadanga	8150	8974	8256	9970	8855	10278	8349	10473	7545	7634
	33. Jashore	20742	16040	18695	20996	22930	22634	18862	18716	16587	13869
	34. Jhenaidah	11779	13522	13155	13286	15369	15282	12979	12920	12611	13664
	35. Khulna	15894	16142	19241	20458	17019	17809	15058	16800	12928	14064
	36. Kushtia	9707	7354	14169	12804	14232	11117	15008	12871	12564	12049
	37. Magura	7106	7895	7546	7416	8190	8227	7613	7569	6387	5627
	38. Meherpur	5186	4403	4754	5222	5105	5069	4823	4772	4158	3635
	39. Narial	8564	6254	6987	6610	6758	7457	6252	6220	5824	5134
	40. Satkhira	15604	15975	15154	13807	15735	15745	14540	14255	12795	9977
Mymensingh	41. Jamalpur	3576	4418	14135	13552	9482	12679	11789	17282	13355	14408
	42. Mymensingh	35899	31221	44346	39066	50319	50148	40286	40180	38965	37498
	43. Netrokona	13161	13431	16043	18169	16405	13829	17516	19683	21662	22153
	44. Sherpur	6053	2030	9608	8169	8391	4900	7779	4054	10300	4299
Rajshahi	45. Bogura	16163	21595	27087	27115	23783	22861	20113	19720	19736	15837
	46. Joypurhat	17642	14432	15671	15465	10724	11737	12737	12791	10210	10347
	47. Naogaon	4946	2852	5427	5699	4765	5136	4269	4566	3905	4650
	48. Natore	14149	15179	18928	18672	11229	13143	17066	16757	18204	16212
	49. Nawabganj	13141	10764	11394	11848	11470	11547	10200	9957	8866	8356
	50. Pabna	9212	11415	25021	28820	15279	15469	13264	14793	12618	15809
	51. Rajshahi	14331	13755	17731	17397	16630	17158	16391	17089	16646	15580
	52. Sirajganj	23208	23468	26660	24205	28143	24061	24620	24608	25291	25816
Rangpur	53. Dinajpur	17367	20114	17665	17102	22312	21802	21686	20492	17822	17548
	54. Gaibandha	14567	9462	16728	16054	9377	8891	6996	6220	9470	11114
	55. Kurigram	12279	9313	15409	14781	15486	12901	15727	13282	12880	13358
	56. Lalmonirhat	7494	8402	8253	7950	6711	7689	7938	8375	6813	7599
	57. Nilphamari	8337	9058	7379	12635	7297	7283	7102	11351	7066	9071
	58. Panchagarh	7117	7012	6038	5821	7365	8277	7468	8025	5438	6147
	59. Rangpur	13847	9327	15897	15242	16963	17314	16072	15814	13807	13811
	60. Thakurgaon	9280	7140	8350	7988	6956	6456	7778	7771	5468	5842
Sylhet	61. Hobiganj	17513	19181	20824	21755	22410	21023	20205	19793	19628	16284
	62. Moulvibazar	19120	17324	24261	20490	21630	16697	15679	15647	12423	12530
	63. Sunamganj	27905	28105	36805	36215	31165	31243	26301	26383	22073	22381
	64. Sylhet	30890	28066	40485	40898	32963	33140	28118	28368	29937	27677
<b>Total</b>		<b>1,044,369</b>	<b>991,717</b>	<b>1,315,038</b>	<b>1,264,340</b>	<b>1,196,027</b>	<b>1,120,145</b>	<b>1,074,454</b>	<b>1,047,600</b>	<b>1,022,166</b>	<b>984,519</b>

**Table 31: Gross Enrolment by District, by Grade, and by Sex for all Types of School 2021**

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Barishal	1. Barguna	6169	7322	8699	7970	8224	7575	8312	7186	10737	10075
	2. Barishal	22633	20859	23672	20857	22681	18714	20814	20807	24940	28341
	3. Bhola	19332	18371	16488	16050	16944	17250	15649	15823	24780	27607
	4. Jhalokathi	6351	5016	6554	6147	6265	6235	5684	5167	6455	6585
	5. Patuakhali	10674	10888	11516	9557	11341	9238	12444	11595	12646	12897
	6. Pirojpur	8625	9405	11455	10205	10016	7998	8792	8868	10864	7569
Chattogram	7. Bandarban	3676	2211	4119	3659	4895	4777	4657	4816	3374	3802
	8. Brahmanbaria	1259	1039	1734	1594	1634	1171	1340	1314	1635	1494
	9. Chandpur	28744	25956	42720	38667	35186	24911	28473	27442	37542	36366
	10. Chattogram	21092	20407	28836	25728	23776	21071	21695	19041	30121	26885
	11. Cumilla	61429	59281	72749	70545	62899	60603	64498	59702	60509	56933
	12. Cox's Bazar	27669	26682	31933	30488	25059	23101	21945	21580	24557	24554
	13. Feni	56154	48525	57433	56418	52255	48642	48683	45253	56664	57405
	14. Khagrachhari	11639	11364	14066	13464	13389	13712	15431	15423	14134	14788
	15. Lakshmipur	6324	5192	8258	8347	6673	6654	6441	6317	7421	7692
	16. Noakhali	16089	16491	19946	20509	17452	17161	17222	17632	21249	23084
	17. Rangamati	38782	36099	47991	42256	31909	28769	33077	29702	42347	40277
Dhaka	18. Dhaka	6111	5138	6694	6791	5713	5722	5473	6300	6266	7203
	19. Faridpur	66936	67256	77579	69198	91296	81784	72429	59184	79660	74905
	20. Gazipur	13522	14322	16748	19861	17079	17938	15187	16251	20111	23163
	21. Gopalganj	11248	5037	20629	19121	17486	16151	14607	14611	17553	16292
	22. Kishoreganj	9901	10543	15147	13562	11925	11929	10720	10718	15091	15245
	23. Madaripur	23025	26941	39244	39545	32401	28000	27254	27175	31352	33269
	24. Manikganj	9032	7814	13961	11534	11874	8271	11514	9240	14072	11383
	25. Munshiganj	10006	9538	16804	11692	13300	11433	12011	11828	15048	15737
	26. Narayanganj	15947	12335	18465	19803	14294	14885	13331	13702	15191	15704
	27. Norshingdi	25372	22097	31236	26901	25669	22144	22900	19810	26135	22397
	28. Rajbari	16785	16367	25654	24699	24239	23061	19101	19505	21430	24018
	29. Shariatpur	6568	7315	7845	6533	9570	6698	9305	7124	9000	8991
	30. Tangail	11935	12828	14870	14557	12835	12276	11447	10708	13348	15089
Khulna	31. Bagerhat	19206	24787	31123	28819	30403	26311	27456	27389	34867	37104
	32. Chuadanga	12009	12360	14696	14997	13535	12836	12773	12296	15010	15913
	33. Jashore	8402	9243	8314	10002	9137	10459	9425	11376	9821	10901
	34. Jhenaidah	21681	16965	18781	21072	23434	22963	20439	19916	19179	17421

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	35. Khulna	12043	13763	13186	13303	15491	15364	13406	13245	15357	17254
	36. Kushtia	16598	16856	19387	20549	17605	18265	16969	18391	14866	16585
	37. Magura	9945	7595	14195	12825	14341	11203	15432	13286	15956	16942
	38. Meherpur	7375	8133	7571	7435	8332	8345	8217	8036	8482	6107
	39. Narial	5292	4499	4761	5228	5155	5104	5028	4927	5243	5101
	40. Satkhira	8756	6446	7008	6626	6881	7531	6659	6483	7597	7447
Mymensingh	41. Jamalpur	16151	16475	15211	13842	16017	15951	15954	15305	15638	13410
	42. Mymensingh	3984	4826	14151	13565	9579	12743	12105	17579	17261	19789
	43. Netrokona	36876	32290	44419	39107	50615	50383	41276	41016	49322	52063
	44. Sherpur	13489	13750	16089	18201	16553	13929	18155	20352	25282	27163
Rajshahi	45. Bogura	6277	2241	9635	8181	8480	4968	8040	4262	12479	7345
	46. Joypurhat	16918	22395	27163	27177	24118	23150	21183	20550	25413	23774
	47. Naogaon	17833	14619	15741	15538	11060	12018	13932	13724	17285	20114
	48. Natore	5063	2962	5455	5710	4888	5216	4635	4823	4619	5745
	49. Nawabganj	14521	15526	18972	18700	11388	13257	17635	17212	22068	21537
	50. Pabna	13435	11057	11501	11926	11799	11800	11254	10917	13425	10729
	51. Rajshahi	9656	11925	25070	28869	15508	15692	14302	15730	18464	24031
	52. Sirajganj	14711	14141	17797	17424	16918	17362	17486	17879	18741	18368
Rangpur	53. Dinajpur	23609	23875	26694	24247	28311	24202	25202	25090	31441	34462
	54. Gaibandha	17989	20760	17687	17122	22436	21889	22234	20922	21229	22171
	55. Kurigram	15471	10312	16781	16099	9610	9123	7834	6963	14276	17845
	56. Lalmonirhat	12834	9844	15452	14817	15710	13079	16620	14094	21029	22402
	57. Nilphamari	7885	8816	8291	7988	6891	7856	8578	8935	10470	12645
	58. Panchagarh	8643	9384	7412	12662	7393	7361	7452	11624	10332	13617
	59. Rangpur	7221	7134	6056	5835	7436	8338	7910	8412	8232	8872
	60. Thakurgaon	14373	9848	15968	15295	17175	17512	16847	16471	18603	20500
Sylhet	61. Hobiganj	9480	7330	8361	7999	6999	6487	7932	7909	8526	8679
	62. Moulvibazar	17868	19516	20872	21784	22744	21286	21221	20716	27016	26868
	63. Sunamganj	19520	17768	24326	20534	22009	16956	17637	17161	18116	18292
	64. Sylhet	28469	28656	36918	36299	31583	31581	28181	28052	31856	35401
<b>Total</b>		<b>1,078,318</b>	<b>1,027,791</b>	<b>1,318,701</b>	<b>1,267,025</b>	<b>1,211,459</b>	<b>1,132,014</b>	<b>1,131,307</b>	<b>1,096,002</b>	<b>1,314,108</b>	<b>1,337,285</b>

**Table 32: Net Enrolment by District, by Grade, and by Sex for All Types of School 2021**

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Barishal	1. Barguna	7211	8223	9744	9009	9154	8689	8395	7559	9982	8808
	2. Barishal	26173	24230	27626	24770	26795	23137	23725	23630	22271	23170
	3. Bhola	22272	21309	19695	19292	19860	20641	18344	18750	21596	22178
	4. Jhalokathi	6916	5576	7084	6688	6831	6823	6079	5571	6073	6104
	5. Patuakhali	15833	15281	17543	15473	16672	15138	17232	16211	14607	13428
	6. Pirojpur	10568	11009	13719	12434	11964	10686	10145	10723	8795	8419
Chattogram	7. Bandarban	4239	2669	5287	4758	5808	5714	5121	5131	3053	3040
	8. Brahmanbaria	43107	41620	53628	49418	45522	35317	36277	34794	37002	32850
	9. Chandpur	27168	26772	34590	31477	29122	26667	25917	23075	26115	23733
	10. Chattogram	82354	80862	99065	97000	87408	85250	84339	78991	74680	69351
	11. Cumilla	33633	33696	39432	38400	31962	31206	26640	27350	23886	24899
	12. Cox's Bazar	74231	68015	73236	72331	67672	65156	61311	57654	55701	56506
	13. Feni	15025	14481	18192	17585	17449	17820	18731	18808	15560	15909
	14. Khagrachhari	7903	6582	9957	10014	8127	8290	7353	7306	6231	5632
	15. Lakshmipur	20323	21166	24215	24908	21420	21874	20691	21549	20243	20919
	16. Noakhali	43866	41296	54188	48459	37682	35316	37171	34177	33895	34766
	17. Rangamati	6866	5759	7713	7788	6568	6666	6020	6797	4979	5206
Dhaka	18. Dhaka	129902	137230	138806	132714	155735	150161	129334	115346	111777	109095
	19. Faridpur	20699	21598	22195	25204	21855	22772	18677	19463	17462	18161
	20. Gazipur	34660	30768	42590	41094	40453	39734	34191	33065	28325	27462
	21. Gopalganj	12437	12882	17550	15985	14020	14015	12192	12103	13822	12758
	22. Kishoreganj	32912	37214	47493	47725	39321	35306	31829	31626	24677	25768
	23. Madaripur	11222	10086	15695	13266	13524	9864	12879	10862	13315	9141
	24. Manikganj	13416	12846	19395	14303	15675	13903	13671	13504	13011	12369
	25. Munshiganj	18400	14804	20587	22020	16148	16885	14188	14801	12961	13387
	26. Narayanganj	35460	32961	41121	36746	35352	32328	30731	27405	27802	24113
	27. Norshingdi	26166	26390	33162	32149	31319	30391	24329	24685	17294	16743
	28. Rajbari	10900	11569	10980	9715	12661	9801	11803	9336	8329	7191
	29. Shariatpur	13890	14756	16829	16538	14730	14350	12555	11950	11114	11580
	30. Tangail	30464	36004	41390	39146	40073	36019	35284	34681	32663	31164
Khulna	31. Bagerhat	14444	14627	17106	17400	15663	15006	14210	13655	13214	12794
	32. Chuadanga	10661	11470	10116	11782	10850	12095	9998	11874	8673	8579
	33. Jashore	29560	24659	27913	30207	31879	31448	26679	25921	21436	18352
	34. Jhenaidah	17034	18295	17400	17501	19414	19178	16321	16007	15120	15923

Division	District	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	35. Khulna	21116	21122	24392	25510	22512	23083	19991	21195	16276	16827
	36. Kushtia	19586	17303	20873	19434	20647	17348	21265	17798	16945	16728
	37. Magura	9482	10053	9814	9635	10548	10495	9393	9133	7697	6708
	38. Meherpur	7237	6367	6394	6821	6744	6618	6426	6111	5228	4596
	39. Narial	9740	7283	8215	7814	7842	8624	7190	7101	6353	5576
	40. Satkhira	20032	20072	19542	18261	19733	19755	17989	17440	15402	12289
Mymensingh	41. Jamalpur	19708	20070	27505	27058	21775	25709	22785	27582	20417	20734
	42. Mymensingh	62987	60054	68261	63239	72376	75130	58741	59532	50551	49321
	43. Netrokona	23067	23149	25352	27496	23646	22145	25056	27654	26483	28008
	44. Sherpur	15213	11286	18318	16914	16137	13507	15387	11563	15732	9342
Rajshahi	45. Bogura	31175	35929	41648	41585	37112	35995	31706	30187	27591	22937
	46. Joypurhat	23264	20248	19593	19481	14474	15767	16226	16359	12768	12920
	47. Naogaon	8419	6267	8722	9000	7908	8258	7166	7115	5820	6328
	48. Natore	22983	23556	25660	25514	17700	19220	22823	21805	22317	19782
	49. Nawabganj	20139	17248	17102	17464	16521	16424	14732	13958	12229	11250
	50. Pabna	21435	23783	35482	39362	25171	25390	21380	22194	17100	20993
	51. Rajshahi	22987	22256	24865	24473	23972	23995	23260	23023	21095	19170
	52. Sirajganj	35439	34949	37506	35011	37949	33704	34687	33625	31555	31110
Rangpur	53. Dinajpur	31200	32718	29747	28982	34538	33628	32409	29836	25863	24307
	54. Gaibandha	31075	24851	34498	33975	24429	24793	20689	19349	17020	17914
	55. Kurigram	20390	16855	23494	22836	22451	20665	21935	19561	16401	16955
	56. Lalmonirhat	13247	13935	13747	13335	11670	13049	12247	12676	9914	10278
	57. Nilphamari	22376	22054	20201	25492	19003	19545	17398	21106	15305	16791
	58. Panchagarh	11808	11738	9886	9639	10755	11752	10546	10924	7621	8042
	59. Rangpur	30519	26205	31058	30304	31518	32586	28381	27370	21724	21272
	60. Thakurgaon	17372	14847	15317	14900	13291	13106	13765	13227	10782	11035
Sylhet	61. Hobiganj	24004	26053	26105	27030	27448	26474	24259	24033	22610	19313
	62. Moulvibazar	24501	22411	29242	25310	26564	21439	20024	19393	15506	15214
	63. Sunamganj	31295	31614	40436	39843	34246	34320	29314	29185	24508	25065
	64. Sylhet	40121	37054	49900	50210	43029	43273	36646	36404	35902	33204
<b>Total</b>		<b>1,601,832</b>	<b>1,558,035</b>	<b>1,818,117</b>	<b>1,769,227</b>	<b>1,680,397</b>	<b>1,623,443</b>	<b>1,506,178</b>	<b>1,460,799</b>	<b>1,330,379</b>	<b>1,283,507</b>

**Table 33: By Grade Enrollment 2021**

Grade	Boys	Girls	Total
Grade 1	1,644,849	1,605,402	3,250,251
Grade 2	1,824,116	1,774,203	3,598,319
Grade 3	1,708,300	1,648,752	3,357,052
Grade 4	1,605,670	1,549,248	3,154,918
Grade 5	1,800,388	1,804,039	3,604,427
<b>Total</b>	<b>8,583,323</b>	<b>8,381,644</b>	<b>16,964,967</b>

**Table 34: By District Gross Enrollment (Grade 1-5) in GPSs 2021**

Division	District	Boys	Girls	Total
Barishal	1. Barguna	42141	40128	82269
	2. Barishal	114740	109578	224318
	3. Bhola	93193	95101	188294
	4. Jhalokathi	31309	29150	60459
	5. Patuakhali	58621	54175	112796
	6. Pirojpur	49752	44045	93797
Chattogram	7. Bandarban	20721	19265	39986
	8. Brahmanbaria	180267	159954	340221
	9. Chandpur	125520	113132	238652
	10. Chattogram	322084	307064	629148
	11. Cumilla	131163	126405	257568
	12. Cox's Bazar	271189	256243	527432
	13. Feni	68659	68751	137410
	14. Khagrachhari	35117	34202	69319
	15. Lakshmipur	91958	94877	186835
	16. Noakhali	194106	177103	371209
	17. Rangamati	30257	31154	61411
Dhaka	18. Dhaka	387900	352327	740227
	19. Faridpur	82647	91535	174182
	20. Gazipur	81523	71212	152735
	21. Gopalganj	62784	61997	124781
	22. Kishoreganj	153276	154930	308206
	23. Madaripur	60453	48242	108695
	24. Manikganj	67169	60228	127397
	25. Munshiganj	77228	76429	153657
	26. Narayanganj	131312	113349	244661
	27. Norshingdi	107209	107650	214859
	28. Rajbari	42288	36661	78949
	29. Shariatpur	64435	65458	129893
	30. Tangail	143055	144410	287465
Khulna	31. Bagerhat	68023	68402	136425
	32. Chuadanga	45099	51981	97080
	33. Jashore	103514	98337	201851
	34. Jhenaidah	69483	72929	142412
	35. Khulna	85425	90646	176071
	36. Kushtia	69869	61851	131720

Division	District	Boys	Girls	Total
	37. Magura	39977	38056	78033
	38. Meherpur	25479	24859	50338
	39. Narial	36901	34533	71434
	40. Satkhira	78971	74983	153954
Mymensingh	41. Jamalpur	57080	68502	125582
	42. Mymensingh	222508	214859	437367
	43. Netrokona	89568	93395	182963
	44. Sherpur	44911	26997	71908
Rajshahi	45. Bogura	114795	117046	231841
	46. Joypurhat	75851	76013	151864
	47. Naogaon	24660	24456	49116
	48. Natore	84584	86232	170816
	49. Nawabganj	61414	56429	117843
	50. Pabna	83000	96247	179247
	51. Rajshahi	85653	85174	170827
	52. Sirajganj	135257	131876	267133
Rangpur	53. Dinajpur	101575	102864	204439
	54. Gaibandha	63972	60342	124314
	55. Kurigram	81645	74236	155881
	56. Lalmonirhat	42115	46240	88355
	57. Nilphamari	41232	54648	95880
	58. Panchagarh	36855	38591	75446
	59. Rangpur	82966	79626	162592
	60. Thakurgaon	41298	38404	79702
Sylhet	61. Hobiganj	109721	110170	219891
	62. Moulvibazar	101608	90711	192319
	63. Sunamganj	157007	159989	316996
	64. Sylhet	169801	165738	335539
<b>Total</b>		<b>6,053,893</b>	<b>5,860,117</b>	<b>11,914,010</b>

**Table 35: By District Net Enrollment of age 6-10 years (Grade 1 to 5) in all types 2021**

Division	District	Boys	Girls	Total
Barishal	1. Barguna	44486	42288	86774
	2. Barishal	126590	118937	245527
	3. Bhola	101767	102170	203937
	4. Jhalokathi	32983	30762	63745
	5. Patuakhali	81887	75531	157418
	6. Pirojpur	55191	53271	108462
Chattogram	7. Bandarban	23508	21312	44820
	8. Brahmanbaria	215536	193999	409535
	9. Chandpur	142912	131724	274636
	10. Chattogram	427846	411454	839300
	11. Cumilla	155553	155551	311104
	12. Cox's Bazar	332151	319662	651813
	13. Feni	84957	84603	169560
	14. Khagrachhari	39571	37824	77395
	15. Lakshmipur	106892	110416	217308
	16. Noakhali	206802	194014	400816
	17. Rangamati	32146	32216	64362
Dhaka	18. Dhaka	665554	644546	1310100
	19. Faridpur	100888	107198	208086

Division	District	Boys	Girls	Total
	20. Gazipur	180219	172123	352342
	21. Gopalganj	70021	67743	137764
	22. Kishoreganj	176232	177639	353871
	23. Madaripur	66635	53219	119854
	24. Manikganj	75168	66925	142093
	25. Munshiganj	82284	81897	164181
	26. Narayanganj	170466	153553	324019
	27. Norshingdi	132270	130358	262628
	28. Rajbari	54673	47612	102285
	29. Shariatpur	69118	69174	138292
Khulna	30. Tangail	179874	177014	356888
	31. Bagerhat	74637	73482	148119
	32. Chuadanga	50298	55800	106098
	33. Jashore	137467	130587	268054
	34. Jhenaidah	85289	86904	172193
	35. Khulna	104287	107737	212024
	36. Kushtia	99316	88611	187927
	37. Magura	46934	46024	92958
	38. Meherpur	32029	30513	62542
	39. Narial	39340	36398	75738
Mymensingh	40. Satkhira	92698	87817	180515
	41. Jamalpur	112190	121153	233343
	42. Mymensingh	312916	307276	620192
	43. Netrokona	123604	128452	252056
Rajshahi	44. Sherpur	80787	62612	143399
	45. Bogura	169232	166633	335865
	46. Joypurhat	86325	84775	171100
	47. Naogaon	38035	36968	75003
	48. Natore	111483	109877	221360
	49. Nawabganj	80723	76344	157067
	50. Pabna	120568	131722	252290
	51. Rajshahi	116179	112917	229096
Rangpur	52. Sirajganj	177136	168399	345535
	53. Dinajpur	153757	149471	303228
	54. Gaibandha	127711	120882	248593
	55. Kurigram	104671	96872	201543
	56. Lalmonirhat	60825	63273	124098
	57. Nilphamari	94283	104988	199271
	58. Panchagarh	50616	52095	102711
	59. Rangpur	143200	137737	280937
Sylhet	60. Thakurgaon	70527	67115	137642
	61. Hobiganj	124426	122903	247329
	62. Moulvibazar	115837	103767	219604
	63. Sunamganj	159799	160027	319826
	64. Sylhet	205598	200145	405743
<b>Total</b>		<b>7,936,903</b>	<b>7,695,011</b>	<b>15,631,914</b>

**Table 36: GER and NER,**

Division	District	GER%			NER%		
		Boys	Girls	Total	Boys	Girls	Total
Barishal	1. Barguna	102.85	103.86	103.34	97.17	97.22	97.19
	2. Barishal	103.98	106.09	105.0	97.79	97.71	97.75



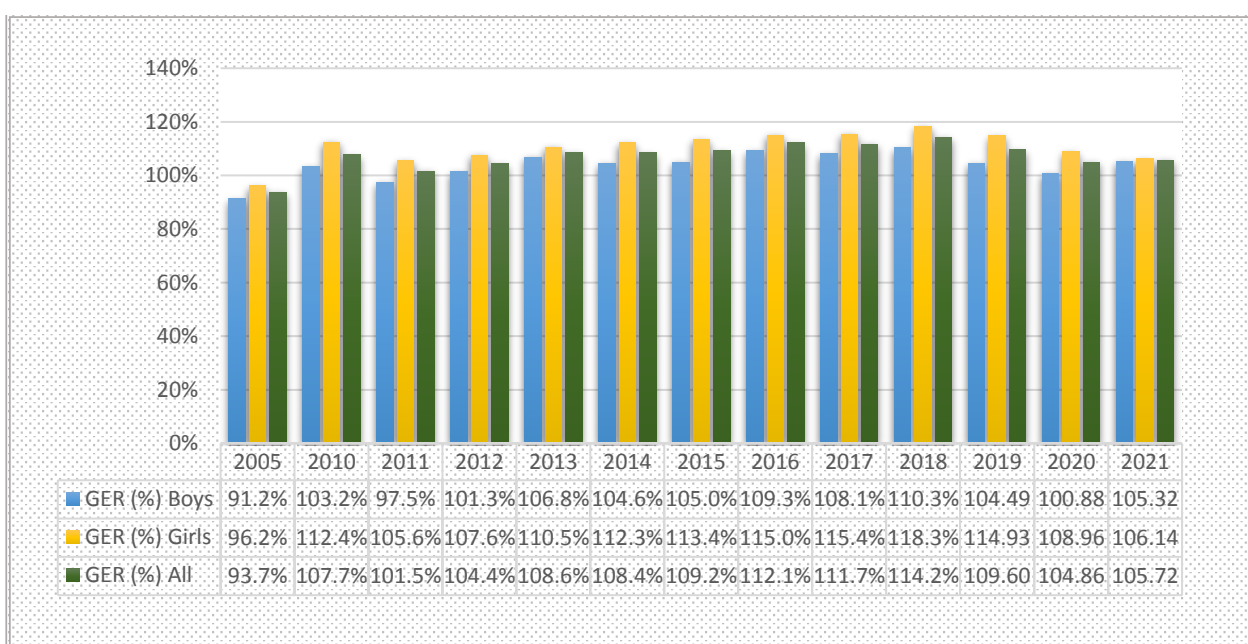
Division	District	GER%			NER%		
		Boys	Girls	Total	Boys	Girls	Total
	3. Bhola	104.45	106.52	105.49	97.54	96.77	97.15
	4. Jhalokathi	101.69	102.08	101.88	97.92	97.71	97.82
	5. Patuakhali	101.08	103.36	102.17	97.35	97.98	97.65
	6. Pirojpur	106.37	111.51	108.9	97.25	96.77	97.01
Chattogram	7. Bandarban	109.34	110.73	110.0	96.86	96.86	96.86
	8. Brahmanbaria	103.12	105.37	104.18	97.5	97.53	97.52
	9. Chandpur	106.65	106.88	106.76	97.27	97.44	97.35
	10. Chattogram	106.84	106.39	106.62	97.59	97.52	97.56
	11. Cumilla	106.37	106.93	106.65	97.14	97.03	97.09
	12. Cox's Bazar	105.14	104.78	104.96	97.51	97.27	97.39
	13. Feni	106.23	107.08	106.65	97.41	97.78	97.6
	14. Khagrachhari	105.06	106.06	105.55	96.28	95.43	95.86
	15. Lakshmipur	103.96	106.5	105.25	98.05	98.51	98.28
	16. Noakhali	106.91	105.48	106.21	97.65	96.82	97.25
	17. Rangamati	104.75	107.34	106.04	95.95	96.86	96.4
Dhaka	18. Dhaka	105.63	106.19	105.91	97.5	97.91	97.7
	19. Faridpur	105.63	107.75	106.72	98.39	98.95	98.68
	20. Gazipur	106.53	106.48	106.51	97.14	97.71	97.42
	21. Gopalganj	105.93	107.19	106.55	99.83	99.74	99.79
	22. Kishoreganj	107.13	107.81	107.47	97.41	97.89	97.65
	23. Madaripur	101.89	104.03	102.85	97.34	96.89	97.14
	24. Manikganj	105.18	107.83	106.42	98.03	98.35	98.18
	25. Munshiganj	105.6	104.76	105.18	97.54	97.34	97.44
	26. Narayanganj	106.15	105.78	105.98	97.38	96.74	97.08
	27. Norshingdi	103.06	104.96	104	94.15	94.19	94.17
	28. Rajbari	103.93	107.43	105.55	97.47	98.52	97.96
	29. Shariatpur	105.87	107.03	106.45	97.59	97.18	97.38
30. Tangail	106.34	107.57	106.95	97.55	97.6	97.57	
Khulna	31. Bagerhat	105.14	106.05	105.59	97.96	97.7	97.83
	32. Chuadanga	106.79	107.13	106.97	97.21	97.63	97.43
	33. Jashore	107.23	107.06	107.15	98.84	98.64	98.74
	34. Jhenaidah	103.93	105.47	104.7	97.96	99.5	98.73
	35. Khulna	106.86	107.09	106.98	97.39	98.24	97.82
	36. Kushtia	102.86	105.97	104.32	97.35	98.18	97.74
	37. Magura	106.23	102.13	104.2	97.8	97.54	97.67
	38. Meherpur	104.71	105.79	105.24	97.36	97.71	97.53
	39. Narial	106.51	107.4	106.94	97.65	97.24	97.45
	40. Satkhira	106.9	107.17	107.03	97.52	97.39	97.46
Mymensingh	41. Jamalpur	103.58	104.48	104.05	97.27	97.44	97.36
	42. Mymensingh	103.62	105.46	104.53	97.66	98.02	97.84
	43. Netrokona	102.22	104.41	103.33	97.46	98.44	97.96
	44. Sherpur	103.27	105.37	104.2	97.5	96.65	97.13
Rajshahi	45. Bogura	105.68	106.01	105.84	97.68	97.2	97.44
	46. Joypurhat	104.64	107.42	106.02	94.37	94.37	94.37
	47. Naogaon	106.63	104.9	105.77	97.37	96.23	96.81
	48. Natore	104.47	105.28	104.88	97.59	97.99	97.79
	49. Nawabganj	107.12	105.15	106.17	97.03	97.4	97.21
	50. Pabna	102.4	106.3	104.41	94.2	96.79	95.53
	51. Rajshahi	106.36	106.11	106.24	97.61	97.73	97.67
	52. Sirajganj	103.11	105.16	104.11	97.04	97.17	97.1
Rangpur	53. Dinajpur	103.15	103.25	103.2	97.98	97.36	97.68
	54. Gaibandha	105.84	106.72	106.27	97.28	96.89	97.09

Division	District	GER%			NER%		
		Boys	Girls	Total	Boys	Girls	Total
	55. Kurigram	107.88	108.76	108.3	97.15	96.88	97.02
	56. Lalmonirhat	107.46	108.19	107.84	97.36	97.02	97.19
	57. Nilphamari	103.64	103.79	103.72	98.01	97.67	97.83
	58. Panchagarh	106.42	105.66	106.03	97.65	97.43	97.54
	59. Rangpur	105.93	106.95	106.43	97.7	97.71	97.7
	60. Thakurgaon	102.2	102.08	102.14	97.2	97.25	97.22
Sylhet	61. Hobiganj	106.63	107.61	107.12	97.65	96.39	97.02
	62. Moulvibazar	106.45	106.46	106.45	97.07	96.88	96.98
	63. Sunamganj	107.07	108.57	107.82	97.54	97.24	97.39
	64. Sylhet	107.44	106.97	107.21	97.27	96.9	97.09
<b>Total</b>		<b>105.32</b>	<b>106.14</b>	<b>105.72</b>	<b>97.39</b>	<b>97.44</b>	<b>97.42</b>

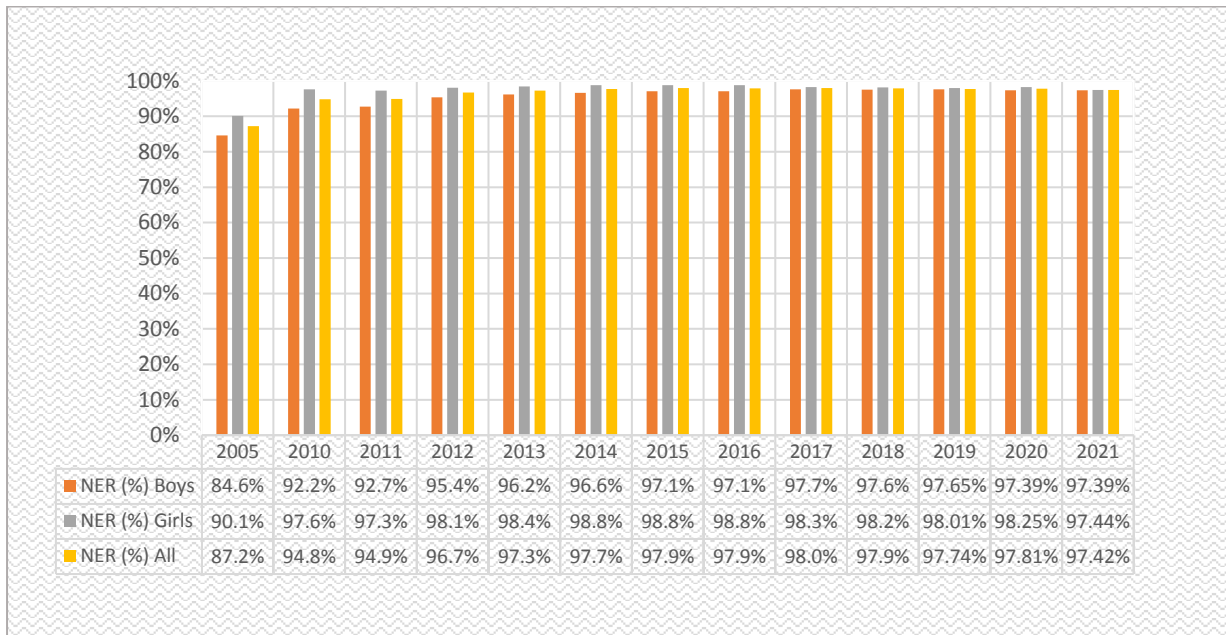
Table 37: Trend of GER and NER

Year	GER (%)			NER (%)		
	Boys	Girls	Total	Boys	Girls	Total
2010	103.20	112.40	107.70	92.20	97.60	94.80
2011	97.50	105.60	101.50	92.70	97.30	94.90
2012	101.30	107.60	104.40	95.40	98.10	96.70
2013	106.80	110.50	108.60	96.20	98.40	97.30
2014	104.60	112.30	108.40	96.60	98.80	97.70
2015	105.00	113.40	109.20	97.09	98.79	97.94
2016	109.30	115.00	112.10	97.01	98.80	97.96
2017	108.10	115.40	111.70	97.66	98.29	97.97
2018	110.32	118.30	114.23	97.55	98.16	97.85
2019	104.49	114.93	109.60	97.65	98.01	97.74
2020	100.87	108.95	104.85	97.37	98.25	97.81
<b>2021</b>	<b>105.32</b>	<b>106.14</b>	<b>105.72</b>	<b>97.39</b>	<b>97.44</b>	<b>97.42</b>

Figure 8: Gross Enrolment Rate (GER) by Sex 2005, 2010 - 2021



**Figure 9: Net Enrolment Rate (NER) by Sex 2005, 2010 – 2021**



# Chapter Four

## Inclusive Education

Sl	Particulars	Page Range
1	Enrolment of Children with Disabilities (Special Need Children in Pre-primary)	73-77
2	Enrolment of Children with Disabilities (Special Need Children) in all Type of Schools by Grade	
3	Number of Single Shift Schools by Division and Type of Schools 2021	

## 4. Chapter Four: Inclusive Education

### 4.1 Introduction

As part of the commitment to monitor the progress of inclusive education, the APSC collects data on enrolment of children with disabilities (special needs). There are six types 'mild and moderate disabilities included in the APSC questionnaire such as Physical disabilities, Visual disabilities, Hearing disabilities, Speech disabilities, Intellectual disabilities and Autistics. Accordingly, APSC collects information from all types of schools. The following tables present the information on special need children.

**Table 38: Enrolment of Children with Disabilities in Pre-primary education 2021**

SL.	Types	Baby Boys	Baby Girls	Total
1	Physical disability	4,355	3,034	7,389
2	Visual Disability	1,221	1,037	2,258
3	Hearing disability	726	688	1,414
4	Speech disability	2,576	2,027	4,603
5	Intellectual disability	3,360	2,574	5,934
6	Autistics	1,182	813	1,995
7	Others	837	745	1,582
	<b>Total</b>	<b>14,257</b>	<b>10,918</b>	<b>25,175</b>

**Table 39: Enrolment of Children with Disabilities in all types of Schools by Grade 2021**

Types	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical disability	3,952	3,734	3,596	3,375	3,342	3,322	3,000	3,203	3,848	2,881	16,950	16,652	<b>33,602</b>
Visual Disability	1,203	1,072	1,189	1,006	1,189	1,172	1,079	904	812	791	5,539	4,829	<b>10,368</b>
Hearing disability	810	931	1,009	1,066	656	568	600	628	493	568	3,560	3,745	<b>7,305</b>
Speech disability	1,964	1,573	1,789	1,520	1,699	1,479	1,470	1,305	932	974	7,829	6,809	<b>14,638</b>
Intellectual disability	3,301	3,052	2,899	2,428	2,692	2,258	2,123	1,872	1,203	1,285	12,257	10,983	<b>23,240</b>
Autistics	856	768.384	718	536	587	495	446	307	234	251	2,857	2,352	<b>5,209</b>
Others	717	652.326	560	548	490	674	411	311	290	293	2,440	2,421	<b>4,861</b>
<b>Total</b>	<b>12,803</b>	<b>11,782</b>	<b>11,760</b>	<b>10,479</b>	<b>10,655</b>	<b>9,968</b>	<b>9,129</b>	<b>8,530</b>	<b>7,812</b>	<b>7,043</b>	<b>52,159</b>	<b>47,802</b>	<b>99,961</b>

**Table 40: Enrolment of Special Need Children in GPS 2021**

Types	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
Physical disability	1,658	1,114	1,662	1,143	1,607	1,133	1,451	1,073	1,018	778	7,393	5,237	12,630
Visual Disability	370	333	515	390	580	486	554	499	476	412	2,495	2,120	4,615
Hearing disability	127	94	122	105	150	120	129	134	99	95	627	548	1,175
Speech disability	710	609	703	631	657	620	579	567	407	431	3,056	2,858	5,914
Intellectual disability	1,505	1,220	1,367	1,156	1,265	1,143	1,027	1,025	601	664	5,765	5,208	10,973
Autistics	182	139	148	93	118	81	86	70	55	57	589	440	1,029
Others	98	107	129	106	117	100	104	98	68	70	516	481	997
<b>Total</b>	<b>4,650</b>	<b>3,616</b>	<b>4,646</b>	<b>3,624</b>	<b>4,494</b>	<b>3,683</b>	<b>3,930</b>	<b>3,466</b>	<b>2,724</b>	<b>2,507</b>	<b>20,444</b>	<b>16,896</b>	<b>37,333</b>

**Table 41: Enrolment of Special Need Children in Private School 2021**

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

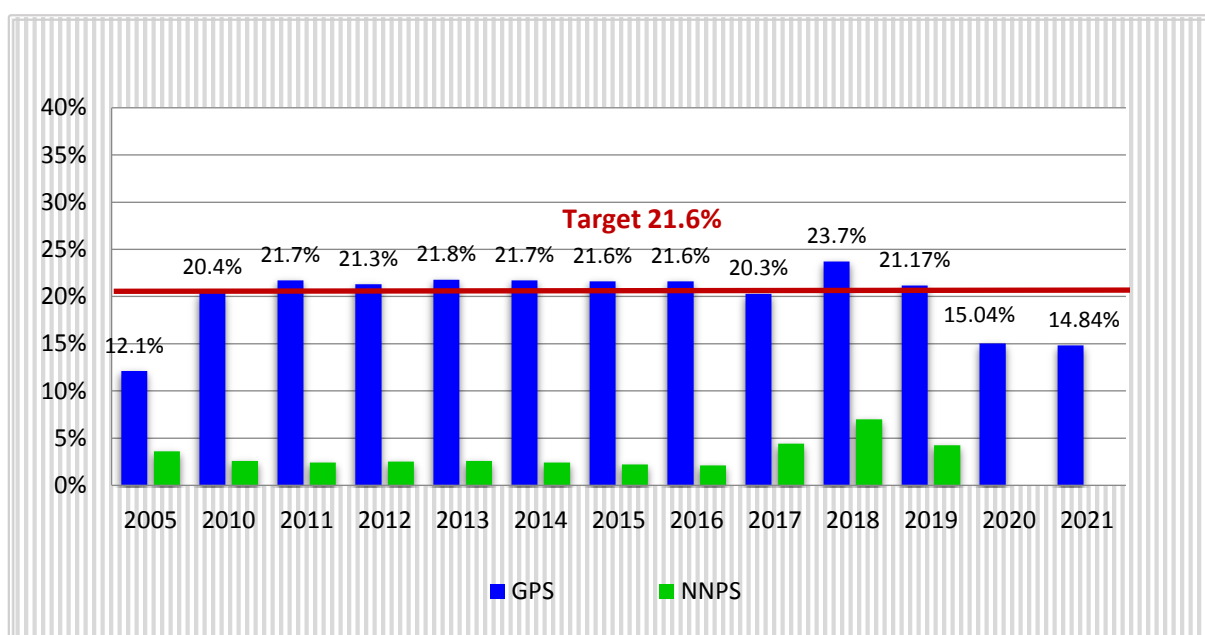
## 4.2 Single Shift School

The purpose of single shift school is to increase the contact hours for teaching learning and increased classroom 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 PQSLs of the PEDP4.

**Table 42: Number of Single Shift Schools by Division and Type of schools 2021**

Division	GPS	Other Types School	ALL Type
1. Barishal	979	1764	2,743
2. Chattogram	1,492	6,585	8,077
3. Dhaka	1,462	7,989	9,451
4. Khulna	1,356	4,127	5,483
5. Mymensingh	457	3378	3,835
6. Rajshahi	2,179	6,201	8,380
7. Rangpur	1,445	5,216	6,661
8. Sylhet	362	4722	5,084
<b>Total</b>	<b>9,732</b>	<b>39,982</b>	<b>49,714</b>

**Figure 10: Trend of Single Shift Schools by Year and by Type of schools 2021**



Note: All 4 types (previous GPSs, NNPSs, 1500 project established GPSs and PTI Expt. schools) merge with government primary schools (GPSs) since 2020 as not consider the NNPS

**Table 43: Number of Single Shift Schools by District and Types of schools 2021**

Division	District	GPSs	Other Types	ALL Types
Barishal	1. Barguna	88	174	262
	2. Barishal	303	402	705
	3. Bhola	142	283	425
	4. Jhalokathi	75	159	234
	5. Patuakhali	189	548	737
	6. Pirojpur	197	213	410
Chattogram	7. Bandarban	71	74	145
	8. Brahmanbaria	106	795	901
	9. Chandpur	129	584	713
	10. Chattogram	293	1,349	1,642
	11. Cumilla	257	1,797	2,054
	12. Cox's Bazar	80	300	380
	13. Feni	99	425	524
	14. Khagrachhari	55	146	201
	15. Lakshmipur	93	410	503
	16. Noakhali	126	530	656
	17. Rangamati	88	86	174
Dhaka	18. Dhaka	176	1,821	1,997
	19. Faridpur	80	729	809
	20. Gazipur	93	851	944
	21. Gopalganj	67	210	277
	22. Kishoreganj	94	853	947
	23. Madaripur	87	120	207
	24. Manikganj	126	267	393
	25. Munshiganj	59	258	317
	26. Narayanganj	76	679	755

Division	District	GPSs	Other Types	ALL Types
	27. Norshingdi	171	550	721
	28. Rajbari	51	448	499
	29. Shariatpur	52	192	244
	30. Tangail	320	980	1,300
Khulna	31. Bagerhat	147	269	416
	32. Chuadanga	107	271	378
	33. Jashore	224	931	1,155
	34. Jhenaidah	158	492	650
	35. Khulna	217	462	679
	36. Kushtia	116	634	750
	37. Magura	62	392	454
	38. Meherpur	88	136	224
	39. Narial	65	104	169
	40. Satkhira	180	452	632
Mymensingh	41. Jamalpur	164	635	799
	42. Mymensingh	93	1,630	1,723
	43. Netrokona	123	835	958
	44. Sherpur	83	300	383
Rajshahi	45. Bogura	508	1,190	1,698
	46. Joypurhat	114	398	512
	47. Naogaon	359	690	1,049
	48. Natore	146	742	888
	49. Nawabganj	151	535	686
	50. Pabna	293	853	1,146
	51. Rajshahi	281	830	1,111
	52. Sirajganj	348	989	1,337
Rangpur	53. Dinajpur	217	952	1,169
	54. Gaibandha	296	733	1,029
	55. Kurigram	294	374	668
	56. Lalmonirhat	141	304	445
	57. Nilphamari	161	1,038	1,199
	58. Panchagarh	74	464	538
	59. Rangpur	205	723	928
	60. Thakurgaon	98	655	753
Sylhet	61. Hobiganj	92	1,098	1,190
	62. Moulvibazar	133	752	885
	63. Sunamganj	64	1,714	1,778
	64. Sylhet	87	1,172	1,259
<b>Total</b>		<b>9,732</b>	<b>39,982</b>	<b>49,714</b>



# Chapter 5

## Internal Efficiency

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## 5. Chapter Five: Internal Efficiency

### 5.1 Introduction

Internal efficiency shows the overall efficiency of the education system of any country. In primary education sub-sector of Bangladesh, it includes the best uses of resources and produces results in terms of children's continuation and completion of primary education 5 years 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.

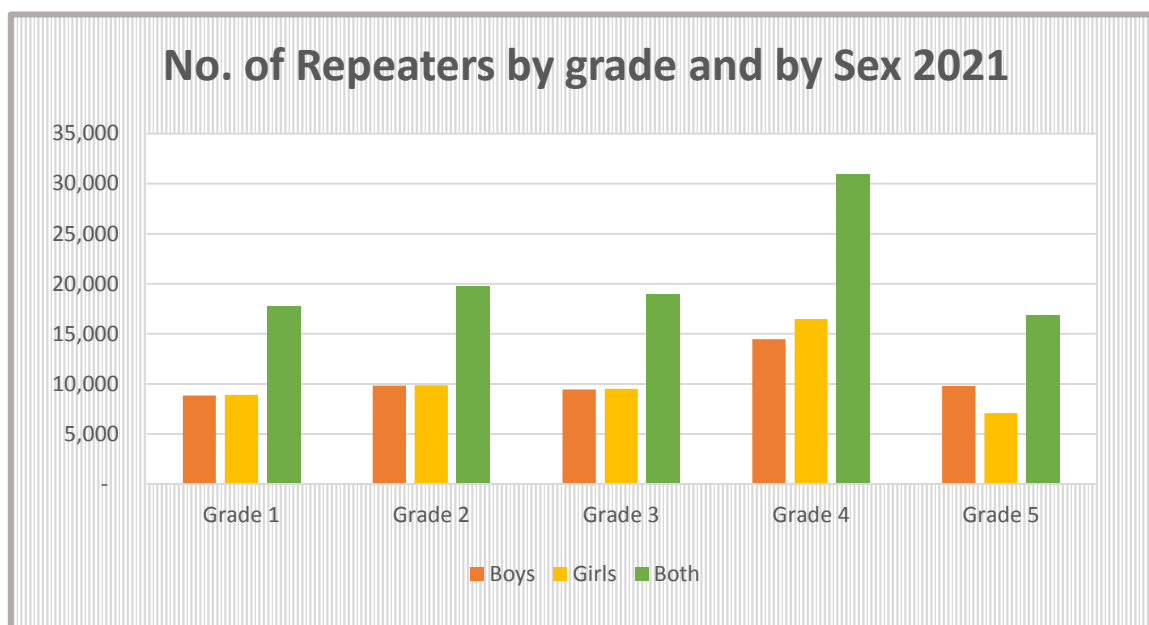
Primary education internal efficiency indicators in Bangladesh are important because they show whether the system is converting inputs (budgets) into outputs (graduate students) in an efficient manner. Internal efficiency is calculated using the reconstructed cohort approach.

In 2021, due to COVID 19 pandemic, all the educational institutes of the country shutdown since March 2020 (more than 18 months), as a result no school exam was conducted. All the children were promoted in the following grades based on assessment of assignments, worksheet etc. and teachers recommended all the children promoted in upper grade. Extremely, few parents' retention their children in the same grade as they consider their children should not get the opportunity to attend the school and not be able to learn. As truly there is no repeaters in 2021

**Table 44: Repeaters in Government Primary School (GPS) 2021**

Grade	Boys	Girls	Total
Grade 1	8,852	8,903	17,755
Grade 2	9,839	9,844	19,683
Grade 3	9,457	9,515	18,972
Grade 4	14,456	16,489	30,945
Grade 5	9,787	7,062	16,849
<b>Total</b>	<b>52,391</b>	<b>51,813</b>	<b>104,204</b>

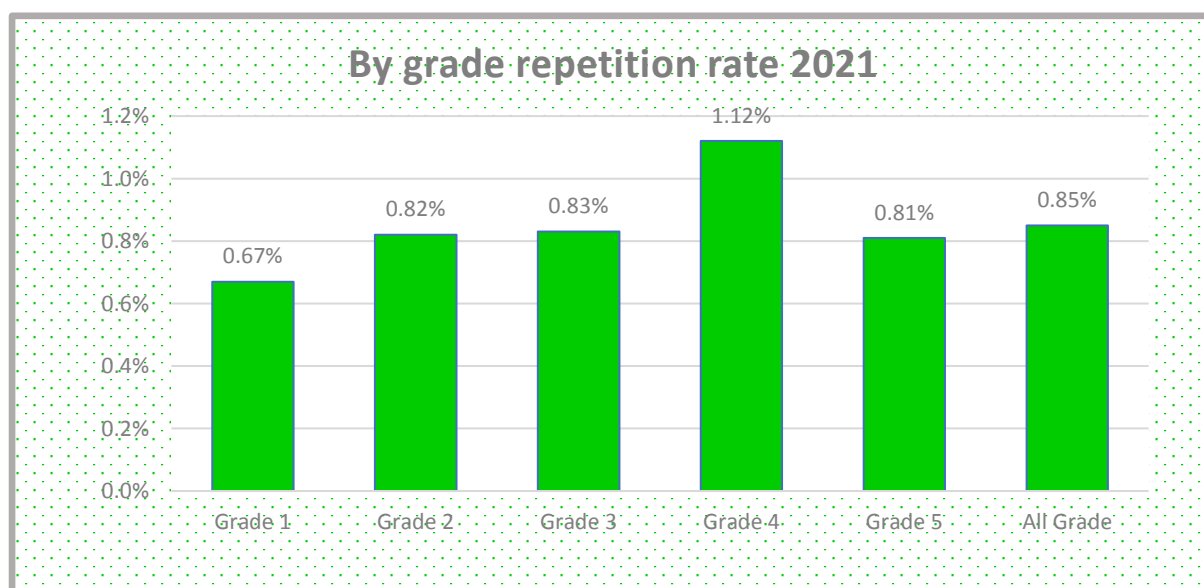
**Figure 11: Repeaters in Government Primary School (GPS) 2021**



**Table 45: Repetition Rate by Grade and Sex 2021**

Grade	By Grade Repetition Rate (%) 2019	By Grade Repetition Rate (%) 2020	By Grade Repetition Rate (%) 2021
Grade 1	6.0%	4.7%	<b>0.67%</b>
Grade 2	5.0%	5.1%	<b>0.82%</b>
Grade 3	4.8%	6.5%	<b>0.83%</b>
Grade 4	6.2%	6.5%	<b>1.12%</b>
Grade 5	2.3%	1.6%	<b>0.81%</b>
<b>All Grade</b>	<b>5.1%</b>	<b>5.0%</b>	<b>0.85%</b>

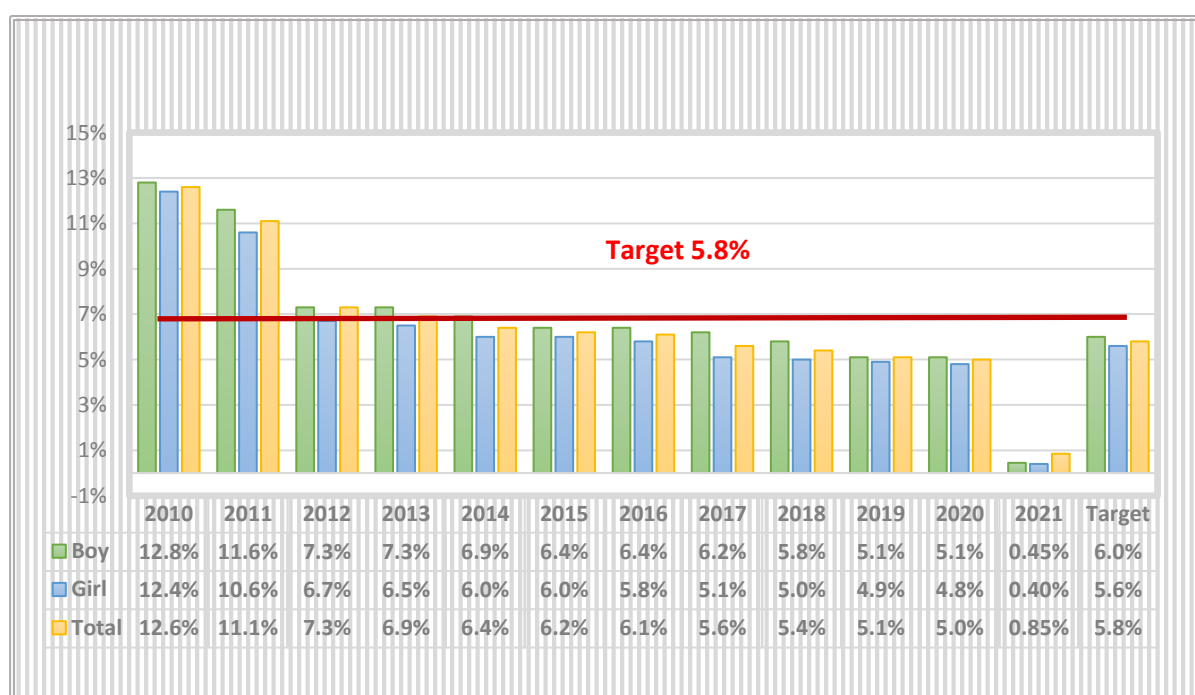
**Figure 12: By Grade Repetition rate in 2021**



**Table 46: Year wise Repetition Rate by Sex 2010-2021**

Year	Boys (%)	Girls (%)	All (%)
2010	12.8	12.4	12.6
2011	11.6	10.6	11.1
2012	7.7	6.9	7.3
2013	7.3	6.5	6.9
2014	6.9	6	6.4
2015	6.4	6	6.2
2016	6.4	5.8	6.1
2017	6.2	5.1	5.6
2018	5.8	5	5.4
2019	5.1	4.9	5.1
2020	5.1	4.8	5.0
<b>2021</b>	<b>0.45</b>	<b>0.41</b>	<b>0.85</b>

**Figure 13: Trend of Repetition Rate 2010-2021**

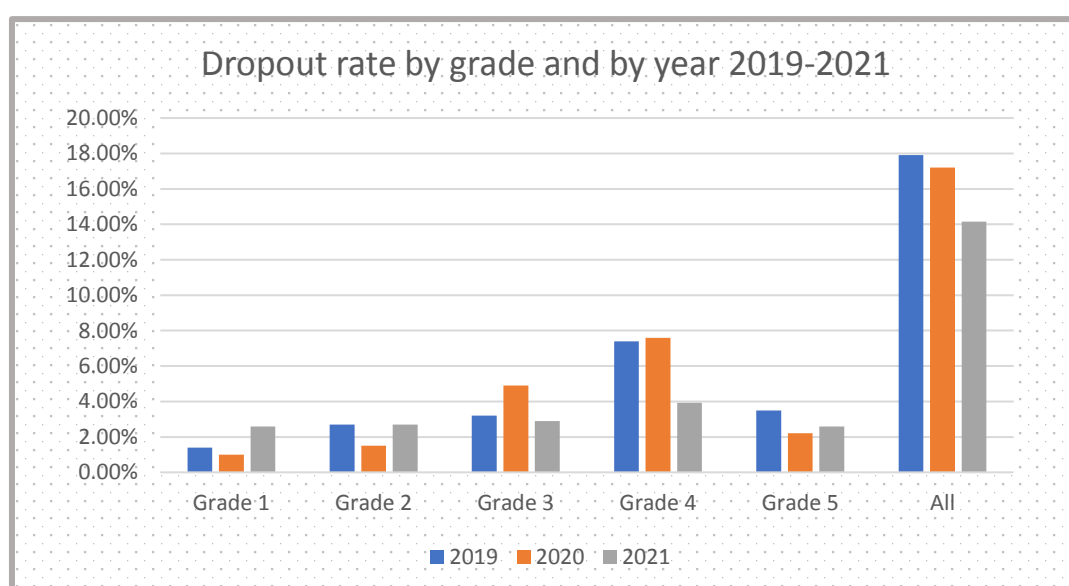


Note: Truly, there are no repeaters in 2021 with exception. Due to COVID 19 pandemic school closure since 17 March 2020 (about 18 months), classroom-based teaching learning and school-based exam was not conducted. Teachers assess the children based on assignment and worksheets etc. and promoted following grades. Few parents assume that their children cannot be able to survive upper class due to learning losses as retain them into the previous grade.

**Table 47: Primary Cycle Dropout Rate by Grade 2019 - 2021**

Grade	2019	2020	2021
Grade 1	1.4%	1.0%	2.59%
Grade 2	2.7%	1.5%	2.70%
Grade 3	3.2%	4.9%	2.89%
Grade 4	7.4%	7.6%	3.92%
Grade 5	3.5%	2.2%	2.59%
<b>All</b>	<b>17.9%</b>	<b>17.2%</b>	<b>14.15%</b>

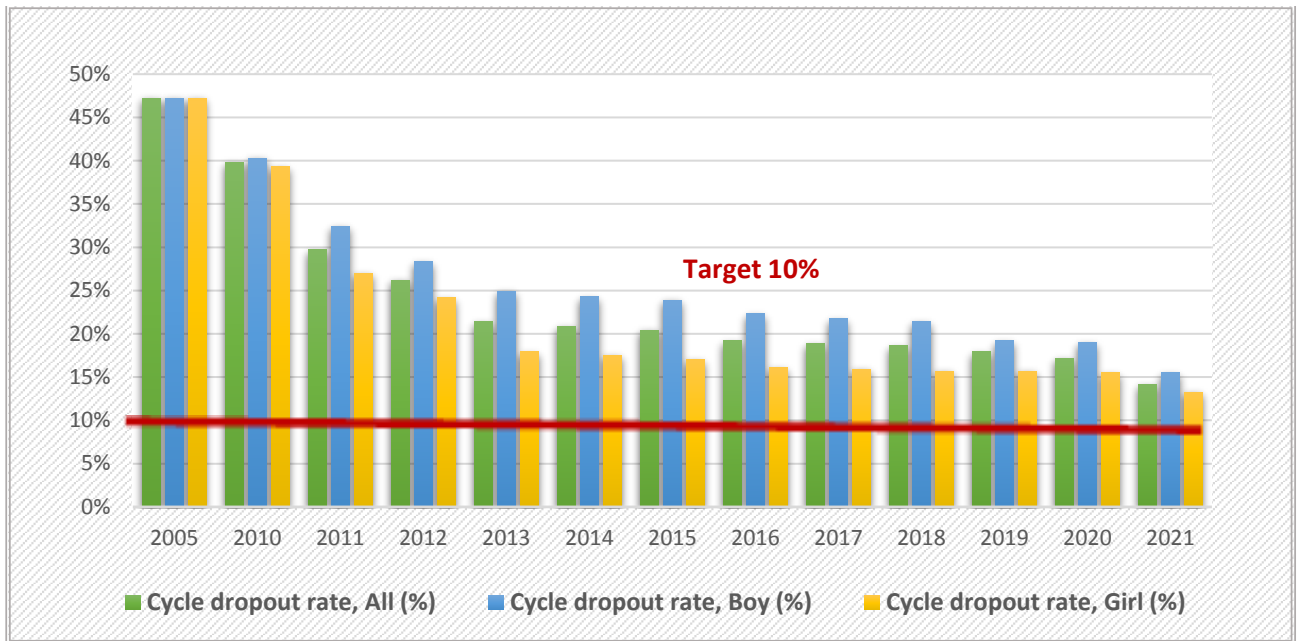
**Figure 14: Dropout by Grade -2021**



**Table 48: Trend of Cycle Dropout Rate 2010-2021**

	2005	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Cycle dropout rate (%)													
All	47.2	39.8	29.7	26.2	21.4	20.9	20.4	19.2	18.85	18.6	17.9	17.2	14.15
Boys	n/a	40.3	32.4	28.3	24.9	24.3	23.9	22.3	21.72	21.44	19.2	19.1	15.05
Girls	n/a	39.3	27	24.2	17.9	17.5	17	16.1	15.92	15.69	15.7	15.5	13.25

Figure 15: Trend of Cycle Dropout Rate 2010-2021

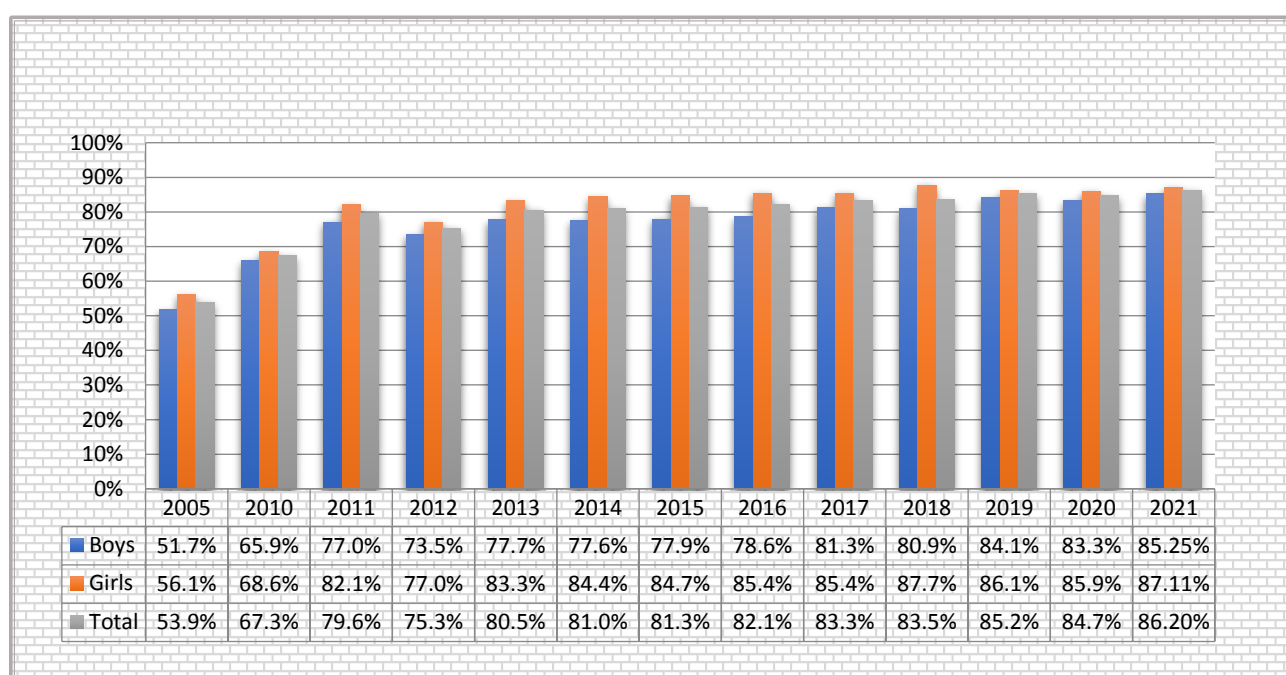


## 5.2 Survival Rate

**Table 49: By Year and by Sex Survival Rate 2010-2021**

Year	Boys	Girls	Total
2010	65.90	68.60	67.30
2011	77.00	82.10	79.60
2012	73.50	77.00	75.3
2013	77.70	83.30	80.5
2014	77.60	84.40	81.00
2015	77.90	84.70	81.30
2016	78.60	85.40	82.10
2017	81.30	85.40	83.30
2018	80.93	87.73	83.52
2019	84.10	86.10	85.20
2020	83.30	85.90	84.70
<b>2021</b>	<b>85.25</b>	<b>87.11</b>	<b>86.20</b>

**Figure 16: Survival Rate by Year and by Sex 2010-2021**

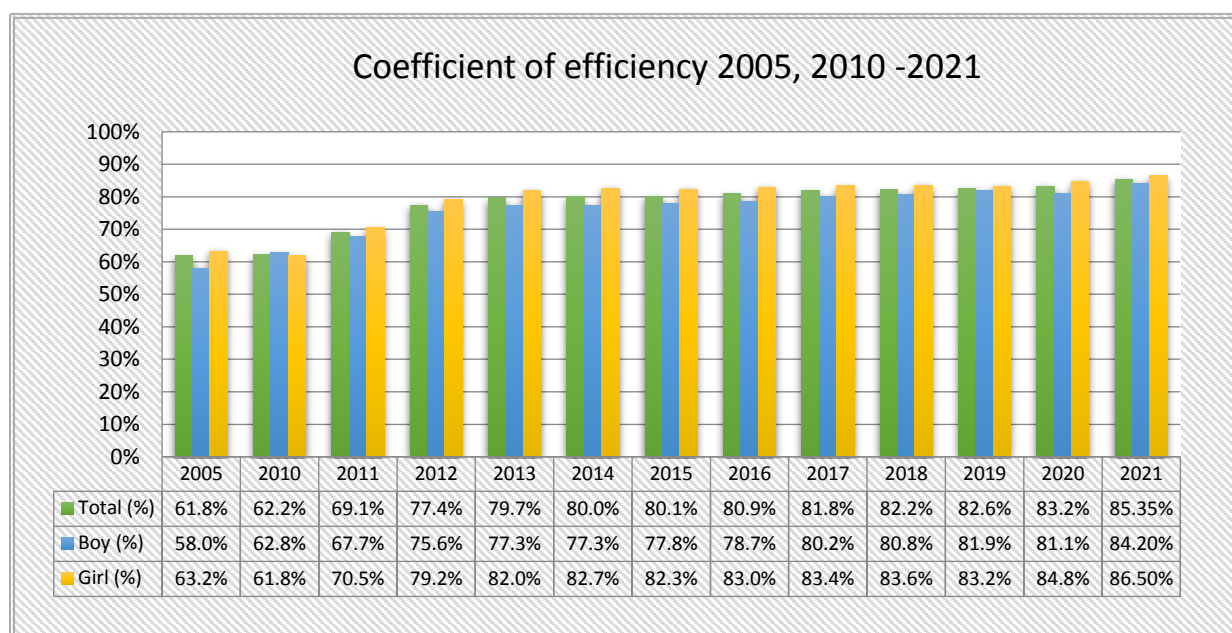


### 5.3 Coefficient of Efficiency

**Table 50: Coefficient of Efficiency by Year and Sex 2010-2021**

Year	Boys	Girls	All
2010	62.8	61.8	62.3
2011	67.7	70.5	69.1
2012	75.6	79.2	77.4
2013	77.3	82	79.7
2014	77.3	82.7	80.0
2015	77.8	82.3	80.1
2016	78.7	83	80.9
2017	80.2	83.4	81.8
2018	80.81	83.62	82.21
2019	81.9	83.2	82.6
2020	81.1	84.8	83.2
2021	<b>84.20</b>	<b>86.5</b>	<b>85.35</b>

**Figure 17: Trend of Coefficient of Efficiency by Year and by Sex 2005, 2010-2021**



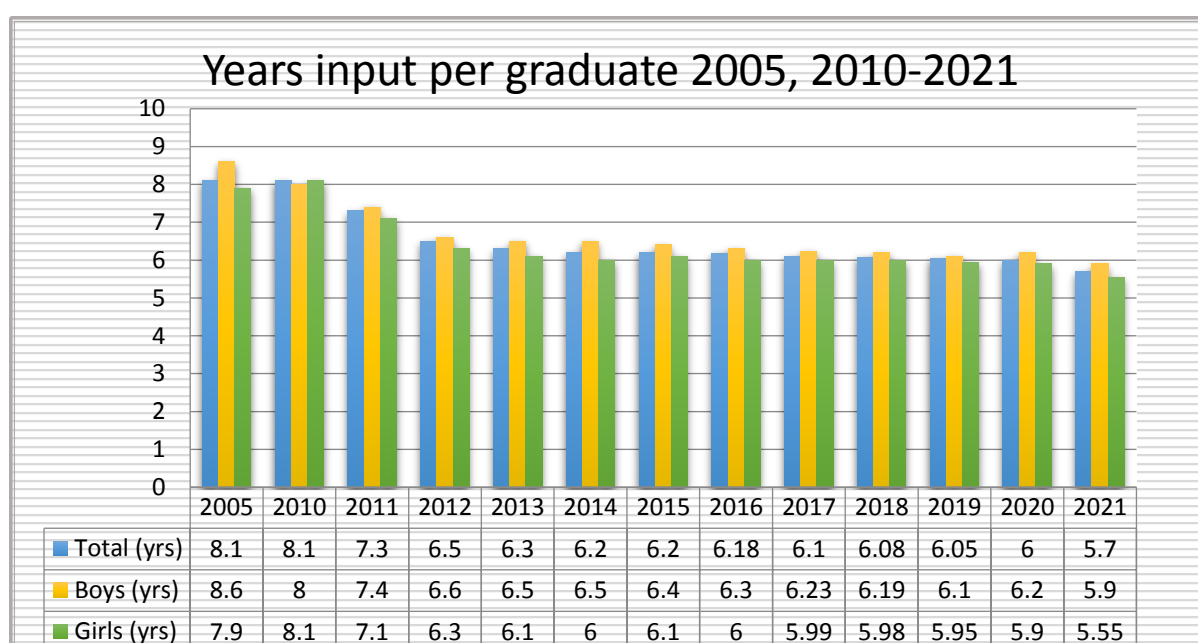


## 5.4 Years Input per Graduate

**Table 51: Trend of Years Input per Graduate by Year and by Sex 2010-2021**

Year	Boys	Girls	All
2010	8.00	8.10	8.10
2011	7.40	7.10	7.30
2012	6.60	6.30	6.50
2013	6.50	6.10	6.30
2014	6.50	6.00	6.20
2015	6.40	6.10	6.20
2016	6.30	6.00	6.18
2017	6.23	5.99	6.10
2018	6.19	5.98	6.08
2019	6.10	5.95	6.05
2020	6.20	5.90	6.00
2021	5.90	5.55	5.70

**Figure 18: Year Input per Graduate 2005, 2010-2021**



**Table 52: Results of Primary Education Completion Examination [PECE], 2009-2021**

Year	No. of Inst.	Descriptive Roll (DR)			Appeared in the Exam			Passed in the Exam		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
2009	81,389	907,570	1,072,325	1,979,895	830,880	992,585	1,823,465	751,466	868,588	1,620,054
2010	97,344	1,161,875	1,326,454	2,488,329	1,016,394	1,188,803	2,205,197	934,699	1,079,267	2,013,966
2011	99,351	1,216,846	1,420,835	2,637,681	1,126,357	1,331,561	2,457,918	1,091,719	1,282,584	2,374,303
2012	103,930	1,363,815	1,607,857	2,971,672	1,255,652	1,501,840	2,757,492	1,219,163	1,451,672	2,670,835
2013	98,960	1,376,253	1,584,984	2,961,237	1,289,266	1,503,748	2,793,014	1,268,221	1,477,396	2,745,614
2014	101,322	1,438,596	1,656,725	3,095,321	1,360,856	1,588,899	2,949,755	1,329,589	1,553,767	2,883,356
2015	99,221	1,355,296	1,595,468	2,950,764	1,297,265	1,541,973	2,839,238	1,277,146	1,520,128	2,797,274
2016	101,150	1,344,855	1,589,232	2,934,087	1,290,295	1,540,439	2,830,734	1,270,222	1,518,210	2,788,432
2017	98,651	1,298,778	1,507,318	2,806,096	1,239,181	1,457,035	2,696,216	1,176,330	1,389,941	2,566,271
2018	103,948	1,277,896	1,498,986	2,776,882	1,211,600 (45.67%)	1,441,296 (54.33%)	2,652,896 (95.54%)	1,181,019 (45.62%)	1,407,885 (54.38%)	2,588,904 (97.59%)
2019	98,811	1,178,146 (46.11%)	1,376,918 (53.89%)	2,555,064	1,124,225 (95.42%)	1,329,926 (96.59%)	2,454,151 (96.05%)	1,072,154 (95.4%)	1,271,589 (95.6%)	2,343,743 (95.5%)
<b>2020</b>	<b>107,639</b>	<b>1393077 (47.38%)</b>	<b>1547288 (52.62%)</b>	<b>2940365 (100 %)</b>	<b>1393077 (47.38%)</b>	<b>1547288 (52.62%)</b>	<b>2940365 (100 %)</b>	<b>1393077 (47.38%)</b>	<b>1547288 (52.62%)</b>	<b>2940365 (100 %)</b>
<b>2021</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

Note: in 2020 and 2021 PECE and EECE not conducted due to COVID 19 pandemic, Based on DR, all the enlisted students promoted in next level of education (grade 6 in Bangladesh), no repeaters and failed students

**Table 53: Ebtedayee Education Completion Examination Results 2009 – 2021**

Year	No. of Inst.	Descriptive Roll (DR)			Appeared in the Exam			Passed in the Exam		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
2010	11,453	154,809	176,799	331,608	122,025	142,841	264,866	105,168	117,147	222,315
2011	11,519	150,018	171,142	321,160	125,600	146,571	272,171	116,190	132,244	248,434
2012	11,602	157,121	172,648	329,769	129,818	146,555	276,373	121,090	134,404	255,494
2013	11,771	160,921	161,271	322,192	134,458	139,521	273,979	129,320	133,152	262,472
2014	11,410	157,378	148,680	306,058	133,920	132,054	265,974	128,713	126,560	255,273
2015	11,549	160,643	145,553	306,196	135,058	129,076	264,134	128,425	122,841	251,266
2016	12,060	157,589	143,082	300,671	130,873	126,627	257,500	125,160	121,658	246,818
2017	13,355	154,440	139,941	294,381	129,703	124,696	254,399	119,944	116,500	236,444
2018	15,343	167,957 (52.59%)	151,431 (47.41%)	319,388	140,525 (51.12%)	134,382 (49.18%)	274,907 (86.07%)	136,988 (51.01%)	131,569 (48.99%)	268,557 (97.69%)
2019	15,919	187,390 (53.22%)	164,686 (46.78%)	352,076	157,936 (84.3%)	146,242 (88.8%)	304,178 (86.4%)	150,835 (95.5%)	141,040 (96.44%)	291,875 (95.96%)
<b>2020</b>	<b>16,286</b>	<b>203438 (53.59%)</b>	<b>176182 (46.41%)</b>	<b>379620 (100%)</b>	<b>203438 (53.59%)</b>	<b>176182 (46.41%)</b>	<b>379620 (100%)</b>	<b>203438 (53.59%)</b>	<b>176182 (46.41%)</b>	<b>379620 (100%)</b>
<b>2021</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

Note: in 2020 and 2021 PECE and EECE did not conduct due to COVID 19 pandemic, Based on DR, all the enlisted students in DR promoted in next level of education (grade 6 in Bangladesh), no repeaters and failed students

# Chapter 6

## Teachers Information

SL.	Particulars	Page Range
1	Number of Teachers in GPS by Division and Gender 2021	88-94
2	Number of Teachers in All Types by Division and Gender 2021	
3	Number of All GPS by District and Gender 2021	
4	Number of All Teacher by District and Gender 2021	
5	Student-Teacher Ratio (STR) by Year and Type of Schools 2010-2021	
6	C-in-Ed Trained Teachers by Gender and Division in GPS 2021	
7	C-in-Ed Trained Teachers by Gender and District in GPS 2021	

## 6. Chapter Six: Teachers Information

### 6.1 Introduction

The Primary School Teachers are key persons to provide and ensure quality Primary Education in the classrooms. In this chapter, presents the teachers' information:

- Division and Gender wise numbers of Teachers
- District and Gender wise numbers of Teachers
- Student Teacher Ratio by type of schools and District
- Year wise Student Teacher Ratio, 2010 – 2021
- Division and Gender wise number of C-in-Ed trained Teachers
- District and Gender wise number of DPED trained teachers.

**Table 54: Number of Teachers in GPSs by Division and by Sex 2021**

Division				
	Male	Female	Total	% of Female
1. Barishal	11,640	19,958	31,598	63.16
2. Chattogram	23,347	44,469	67,816	65.57
3. Dhaka	19,341	43,949	63,290	69.44
4. Khulna	9,634	18,987	28,621	66.34
5. Mymensingh	17,230	27,165	44,395	61.19
6. Rajshahi	18,949	29,257	48,206	60.69
7. Rangpur	19,628	29,259	48,887	59.85
8. Sylhet	8,040	18,242	26,282	69.41
<b>Total</b>	<b>127,809</b>	<b>231,286</b>	<b>359,095</b>	<b>64.41</b>

**Table 55: Number of Teachers in All Types by Division and Gender 2021**

Division	All Types			
	Male	Female	Total	% Female
1. Barishal	15,834	24,547	40,381	60.79
2. Chattogram	50,475	79,031	129,506	61.02
3. Dhaka	51,713	96,741	148,454	65.17
4. Khulna	20,927	34,973	55,900	62.56
5. Mymensingh	28,107	40,467	68,574	59.01
6. Rajshahi	35,552	49,171	84,723	58.04
7. Rangpur	36,840	49,958	86,798	57.56
8. Sylhet	14,558	28,299	42,857	66.03
<b>Total</b>	<b>254,006</b>	<b>403,187</b>	<b>657,193</b>	<b>61.35</b>

**Table 56: Number of Teacher in GPSs by District and by Sex 2021**

Division	GPSs only				% Female
	District	Male	Female	Total	
Barishal	1. Barguna	1,390	2,122	3,512	60.42
	2. Barishal	2,824	5,782	8,606	67.19
	3. Bhola	2,468	3,030	5,498	55.11
	4. Jhalokathi	9,82	2,005	2,987	67.12
	5. Patuakhali	22,71	3,768	6,039	62.39
	6. Pirojpur	17,05	3,251	4,956	65.60
Chattogram	7. Bandarban	11,07	851	1,958	43.46
	8. Brahmanbaria	19,20	4,566	6,486	70.40
	9. Chandpur	23,44	4,829	7,173	67.32
	10. Chattogram	41,57	10,174	14,331	70.99
	11. Cumilla	40,78	9,183	13,261	69.25
	12. Cox's Bazar	16,03	2,429	4,032	60.24
	13. Feni	11,04	2,193	3,297	66.52
	14. Khagrachhari	13,08	1,500	2,808	53.42
	15. Lakshmipur	15,19	2,717	4,236	64.14
	16. Noakhali	26,17	4,387	7,004	62.64
	17. Rangamati	1,590	1,640	3,230	50.77
	18. Dhaka	1,586	5,674	7,260	78.15
Dhaka	19. Faridpur	1,615	3,240	4,855	66.74
	20. Gazipur	1,360	3,426	4,786	71.58
	21. Gopalganj	1,520	2,785	4,305	64.69
	22. Kishoreganj	2,045	4,132	6,177	66.89
	23. Madaripur	2,392	4,879	7,271	67.10
	24. Manikganj	1,292	2,420	3,712	65.19
	25. Munshiganj	1,318	2,496	3,814	65.44
	26. Narayanganj	996	2,650	3,646	72.68
	27. Norshingdi	3,929	7,922	11,851	66.85
	28. Rajbari	845	2,660	3,505	75.89
	29. Shariatpur	1,218	3,631	4,849	74.88
	30. Tangail	2,383	4,349	6,732	64.60
Khulna	31. Bagerhat	980	1,671	2,651	63.03
	32. Chuadanga	1,189	2,447	3,636	67.30
	33. Jashore	1,277	2,584	3,861	66.93
	34. Jhenaidah	3,030	5,970	9,000	66.33
	35. Khulna	1,976	3,624	5,600	64.71
	36. Kushtia	987	1,701	2,688	63.28
	37. Magura	2,892	4,503	7,395	60.89
	38. Meherpur	1,927	2,887	4,814	59.97
	39. Narial	2,434	3,826	6,260	61.12
	40. Satkhira	1,630	2,838	4,468	63.52
Mymensingh	41. Jamalpur	1,050	1,594	2,644	60.29
	42. Mymensingh	705	1,103	1,808	61.01
	43. Netrokona	928	1,624	2,552	63.64
	44. Sherpur	2,701	3,465	6,166	56.20
Rajshahi	45. Bogura	3,298	5,644	8,942	63.12
	46. Joypurhat	781	1,308	2,089	62.61
	47. Naogaon	3,115	4,205	7,320	57.45
	48. Natore	1,537	2,635	4,172	63.16
	49. Nawabganj	1,630	2,186	3,816	57.29
	50. Pabna	2,798	4,010	6,808	58.90
	51. Rajshahi	2,116	3,827	5,943	64.40

Division	GPSs only				% Female
	District	Male	Female	Total	
Rangpur	52. Sirajganj	3,674	5,442	9,116	59.70
	53. Dinajpur	3,983	5,280	9,263	57.00
	54. Gaibandha	2,834	4,601	7,435	61.88
	55. Kurigram	2,925	3,848	6,773	56.81
	56. Lalmonirhat	1,437	2,575	4,012	64.18
	57. Nilphamari	2,343	3,275	5,618	58.29
	58. Panchagarh	1,327	2,030	3,357	60.47
	59. Rangpur	2,884	4,633	7,517	61.63
Sylhet	60. Thakurgaon	1,895	3,017	4,912	61.42
	61. Hobiganj	1,713	3,870	5,583	69.32
	62. Moulvibazar	1,653	3,867	5,520	70.05
	63. Sunamganj	2,506	4,609	7,115	64.78
	64. Sylhet	2,168	5,896	8,064	73.12
<b>National</b>		<b>127,809</b>	<b>231,286</b>	<b>359,095</b>	<b>64.41</b>

**Table 57: Number of All Teacher by District and Sex 2021**

Division	District	All Types of School			
		Male	Female	Total	% Female
Barishal	1. Barguna	1,631	2,536	4,167	60.86
	2. Barishal	3,861	7,262	11,123	65.29
	3. Bhola	2,974	3,528	6,502	54.26
	4. Jhalokathi	1,129	2,354	3,483	67.59
	5. Patuakhali	3,813	4,813	8,626	55.80
	6. Pirojpur	2,426	4,054	6,480	62.56
Chattogram	7. Bandarban	1,451	1,102	2,553	43.16
	8. Brahmanbaria	4,116	9,957	14,073	70.75
	9. Chandpur	4,494	7,103	11,597	61.25
	10. Chattogram	10,997	21,210	32,207	65.86
	11. Cumilla	10,964	17,811	28,775	61.90
	12. Cox's Bazar	3,577	3,776	7,353	51.35
	13. Feni	2,936	3,529	6,465	54.59
	14. Khagrachhari	2,041	2,134	4,175	51.11
	15. Lakshmipur	2,904	3,741	6,645	56.30
	16. Noakhali	4,939	6,554	11,493	57.03
	17. Rangamati	2,056	2,114	4,170	50.70
Dhaka	18. Dhaka	11,754	20,642	32,396	63.72
	19. Faridpur	2,626	5,737	8,363	68.60
	20. Gazipur	8,611	13,166	21,777	60.46
	21. Gopalganj	2,220	3,679	5,899	62.37
	22. Kishoreganj	5,361	8,062	13,423	60.06
	23. Madaripur	3,934	9,201	13,135	70.05
	24. Manikganj	1,670	3,050	4,720	64.62
	25. Munshiganj	2,162	3,964	6,126	64.71
	26. Narayanganj	2,027	4,121	6,148	67.03
	27. Norshingdi	8,754	14,883	23,637	62.96
	28. Rajbari	3,545	8,416	11,961	70.36
	29. Shariatpur	3,525	8,008	11,533	69.44
	30. Tangail	3,778	7,237	11,015	65.70
Khulna	31. Bagerhat	1,550	3,104	4,654	66.70
	32. Chuadanga	1,725	3,281	5,006	65.54
	33. Jashore	3,034	4,791	7,825	61.23

Division	District	All Types of School			
		Male	Female	Total	% Female
	34. Jhenaidah	6,364	10,372	16,736	61.97
	35. Khulna	2,660	4,449	7,109	62.58
	36. Kushtia	1,553	2,623	4,176	62.81
	37. Magura	5,681	6,981	12,662	55.13
	38. Meherpur	3,059	4,593	7,652	60.02
	39. Narial	3,852	6,023	9,875	60.99
	40. Satkhira	2,942	5,094	8,036	63.39
Mymensingh	41. Jamalpur	1485	2,277	3,762	60.53
	42. Mymensingh	1,235	1,882	3,117	60.38
	43. Netrokona	1,256	2,081	3,337	62.36
	44. Sherpur	4,384	4,464	8,848	50.45
Rajshahi	45. Bogura	7,235	9,874	17,109	57.71
	46. Joypurhat	1,818	2,260	4,078	55.42
	47. Naogaon	5,534	6,119	11,653	52.51
	48. Natore	2,917	4,662	7,579	61.51
	49. Nawabganj	2,713	3,344	6,057	55.21
	50. Pabna	4,734	7,412	12,146	61.02
	51. Rajshahi	3,883	6,823	10,706	63.73
	52. Sirajganj	6,718	8,677	15,395	56.36
Rangpur	53. Dinajpur	7,151	9,112	16,263	56.03
	54. Gaibandha	6,603	8,359	14,962	55.87
	55. Kurigram	4,620	5,767	10,387	55.52
	56. Lalmonirhat	2,661	4,194	6,855	61.18
	57. Nilphamari	4,653	6,263	10,916	57.37
	58. Panchagarh	2,176	3,077	5,253	58.58
	59. Rangpur	5,737	8,286	14,023	59.09
	60. Thakurgaon	3,239	4,900	8,139	60.20
Sylhet	61. Hobiganj	2,744	6,163	8,907	69.19
	62. Moulvibazar	3,177	6,026	9,203	65.48
	63. Sunamganj	3,261	6,219	9,480	65.60
	64. Sylhet	5,376	9,891	15,267	64.79
<b>Total</b>		<b>254,006</b>	<b>403,187</b>	<b>657,193</b>	<b>61.35</b>

## 6.2 Student -Teacher Ratio (STR)

**Table 58: Student-Teacher Ratio (STR) by Year and Type of Schools 2010-2021**

Year	GPSs	Remarks
2010	46	In 2021, about 7,500 teachers goes to PRL, there was no recruitment and deployment going on to fill-in the teacher's vacant post due to COVID 19 pandemic as STR slightly increased
2011	53	
2012	50	
2013	49	
2014	46	
2015	42	
2016	38	
2017	37	
2018	37	
2019	35	
2020	34	
<b>2021</b>	<b>35</b>	

### 6.3 Professional Qualification of Teacher (C –in-Ed)

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

**Table 59: C-in-Ed Trained Teachers by Division and by Sex in GPS 2021**

Division	GPS			
	Male	Female	Total	%Female
1. Barishal	8,467	13,695	22,162	61.79
2. Chattogram	15,537	28,044	43,581	64.35
3. Dhaka	12,341	27,813	40,154	69.27
4. Khulna	12,860	19,428	32,288	60.17
5. Mymensingh	6,337	10,435	16,772	62.22
6. Rajshahi	13,543	19,710	33,253	59.27
7. Rangpur	14,257	19,430	33,687	57.68
8. Sylhet	5,075	10,653	15,728	67.73
<b>Total</b>	<b>88,417</b>	<b>149,208</b>	<b>237,625</b>	<b>62.79</b>

**Table 60: C-in-Ed Trained Teachers by District and by Sex in GPS 2021**

Division	District	GPS			
		Male	Female	Total	% of Fem.
Barishal	1. Barguna	1,065	1,751	2,816	62.18
	2. Barishal	1,814	3,571	5,385	66.31
	3. Bhola	1,957	2,157	4,114	52.43
	4. Jhalokathi	722	1,378	2,100	65.62
	5. Patuakhali	1,681	2,551	4,232	60.28
	6. Pirojpur	1,228	2,287	3,515	65.06
Chattogram	7. Bandarban	667	431	1,098	39.25
	8. Brahmanbaria	1,307	3,067	4,374	70.12
	9. Chandpur	1,679	3,289	4,968	66.20
	10. Chattogram	2,583	6,527	9,110	71.65
	11. Cumilla	2,451	4,779	7,230	66.10
	12. Cox's Bazar	1,100	1,415	2,515	56.26
	13. Feni	718	1,419	2,137	66.40
	14. Khagrachhari	951	1,066	2,017	52.85
	15. Lakshmipur	1,192	2,030	3,222	63.00
	16. Noakhali	1,850	3,089	4,939	62.54
	17. Rangamati	1,039	932	1,971	47.29
Dhaka	18. Dhaka	1,022	3,832	4,854	78.95
	19. Faridpur	1,073	2,204	3,277	67.26
	20. Gazipur	809	2,118	2,927	72.36
	21. Gopalganj	873	1,714	2,587	66.25
	22. Kishoreganj	1,620	2,949	4,569	64.54
	23. Madaripur	822	1,446	2,268	63.76



Division	District	GPS			
		Male	Female	Total	% of Fem.
	24. Manikganj	865	1,680	2,545	66.01
	25. Munshiganj	580	1,599	2,179	73.38
	26. Narayanganj	567	1,769	2,336	75.73
	27. Norshingdi	818	2,358	3,176	74.24
	28. Rajbari	714	1,264	1,978	63.90
	29. Shariatpur	672	1,324	1,996	66.33
	30. Tangail	1,906	3,556	5,462	65.10
Khulna	31. Bagerhat	1,422	2,332	3,754	62.12
	32. Chuadanga	808	1,242	2,050	60.59
	33. Jashore	2,010	3,029	5,039	60.11
	34. Jhenaidah	1,609	2,199	3,808	57.75
	35. Khulna	1,819	2,919	4,738	61.61
	36. Kushtia	1,339	2,192	3,531	62.08
	37. Magura	726	1,104	1,830	60.33
	38. Meherpur	560	836	1,396	59.89
	39. Narial	665	1,118	1,783	62.70
	40. Satkhira	1,902	2,457	4,359	56.37
Mymensingh	41. Jamalpur	1,451	2,365	3,816	61.98
	42. Mymensingh	2,322	3,963	6,285	63.05
	43. Netrokona	1,740	2,782	4,522	61.52
	44. Sherpur	824	1,325	2,149	61.66
Rajshahi	45. Bogura	2,366	3,856	6,222	61.97
	46. Joypurhat	471	843	1,314	64.16
	47. Naogaon	2,262	2,803	5,065	55.34
	48. Natore	1,123	1,892	3,015	62.75
	49. Nawabganj	1,291	1,553	2,844	54.61
	50. Pabna	1,890	2,646	4,536	58.33
	51. Rajshahi	1,602	2,602	4,204	61.89
	52. Sirajganj	2,538	3,515	6,053	58.07
Rangpur	53. Dinajpur	2,900	3,645	6,545	55.69
	54. Gaibandha	1,903	2,992	4,895	61.12
	55. Kurigram	2,235	2,710	4,945	54.80
	56. Lalmonirhat	941	1,530	2,471	61.92
	57. Nilphamari	1,644	2,036	3,680	55.33
	58. Panchagarh	1,002	1,336	2,338	57.14
	59. Rangpur	2,193	3,112	5,305	58.66
	60. Thakurgaon	1,439	2,069	3,508	58.98
Sylhet	61. Hobiganj	1,172	2,395	3,567	67.14
	62. Moulvibazar	1,125	2,656	3,781	70.25
	63. Sunamganj	1,624	2,540	4,164	61.00
	64. Sylhet	1,154	3,062	4,216	72.63
<b>Total</b>		<b>88,417</b>	<b>149,208</b>	<b>237,625</b>	<b>62.79</b>

# Chapter 7

## Physical Facilities

SL.	Particulars	Page Range
1	Number of Separate PPE Classrooms-2021	95-110
2	Number of School Received WASH Block Constructed by District as of June 2021	
3	Number of School Received SLIP Grant June 2021	
4	Number of School Having Bank Account-2021	
5	Number of School Received Pre-Primary Decorated Room-2021	
6	Number of School Exist District Wise Boundary Wall-2021	
7	Number of School Exists Shahid (Martyr) Minar-2021	
8	Number of School Exists Play Field -2021	
9	Number of School Received Pre-Primary Decorated Room-2021	
10	Number of Schools Having Electricity Connections-2021	

## 7. Chapter Seven: Physical Facilities (Infrastructure)

### 7.1 Introduction

**Table 61: Number of Separate PPE Classrooms**

Division	District	GPS	Remarks
Barishal	1. Barguna	260	
	2. Barishal	645	
	3. Bhola	353	
	4. Jhalokathi	227	
	5. Patuakhali	491	
	6. Pirojpur	288	
Chattogram	7. Bandarban	137	
	8. Brahmanbaria	483	
	9. Chandpur	582	
	10. Chattogram	1,100	
	11. Cumilla	1,077	
	12. Cox's Bazar	268	
	13. Feni	276	
	14. Khagrachhari	184	
	15. Lakshmipur	320	
	16. Noakhali	640	
	17. Rangamati	149	
Dhaka	18. Dhaka	457	
	19. Faridpur	438	
	20. Gazipur	311	
	21. Gopalganj	391	
	22. Kishoreganj	487	
	23. Madaripur	207	
	24. Manikganj	241	
	25. Munshiganj	247	
	26. Narayanganj	239	
	27. Norshingdi	356	
	28. Rajbari	221	
	29. Shariatpur	300	
	30. Tangail	747	
Khulna	31. Bagerhat	440	
	32. Chuadanga	792	
	33. Jashore	313	
	34. Jhenaidah	204	
	35. Khulna	419	
	36. Kushtia	234	
	37. Magura	498	
	38. Meherpur	291	
	39. Narial	363	
	40. Satkhira	399	
Mymensingh	41. Jamalpur	160	
	42. Mymensingh	104	

Division	District	GPS	Remarks
	43. Netrokona	198	
	44. Sherpur	359	
Rajshahi	45. Bogura	625	
	46. Joypurhat	173	
	47. Naogaon	510	
	48. Natore	257	
	49. Nawabganj	202	
	50. Pabna	394	
	51. Rajshahi	419	
	52. Sirajganj	640	
Rangpur	53. Dinajpur	637	
	54. Gaibandha	363	
	55. Kurigram	329	
	56. Lalmonirhat	296	
	57. Nilphamari	277	
	58. Panchagarh	226	
	59. Rangpur	424	
	60. Thakurgaon	305	
Sylhet	61. Hobiganj	302	
	62. Moulvibazar	380	
	63. Sunamganj	404	
	64. Sylhet	648	
<b>Total</b>		<b>24,707</b>	

**Table 62: Number of School Constructed WASH Block by District as of June 2021**

Division	District	GPS	Remarks
Barishal	1. Barguna	123	
	2. Barishal	346	
	3. Bhola	334	
	4. Jhalokathi	105	
	5. Patuakhali	195	
	6. Pirojpur	113	
Chattogram	7. Bandarban	89	
	8. Brahmanbaria	653	
	9. Chandpur	380	
	10. Chattogram	768	
	11. Cumilla	840	
	12. Cox's Bazar	462	
	13. Feni	154	
	14. Khagrachhari	89	
	15. Lakshmipur	354	
	16. Noakhali	570	
	17. Rangamati	138	
Dhaka	18. Dhaka	359	
	19. Faridpur	415	
	20. Gazipur	240	
	21. Gopalganj	331	

Division	District	GPS	Remarks
	22. Kishoreganj	533	
	23. Madaripur	230	
	24. Manikganj	236	
	25. Munshiganj	168	
	26. Narayanganj	359	
	27. Norshingdi	441	
	28. Rajbari	150	
	29. Shariatpur	238	
	30. Tangail	560	
Khulna	31. Bagerhat	314	
	32. Chuadanga	980	
	33. Jashore	348	
	34. Jhenaidah	180	
	35. Khulna	128	
	36. Kushtia	209	
	37. Magura	438	
	38. Meherpur	169	
	39. Narial	204	
	40. Satkhira	321	
Mymensingh	41. Jamalpur	175	
	42. Mymensingh	111	
	43. Netrokona	116	
	44. Sherpur	257	
Rajshahi	45. Bogura	325	
	46. Joypurhat	65	
	47. Naogaon	253	
	48. Natore	320	
	49. Nawabganj	262	
	50. Pabna	509	
	51. Rajshahi	253	
	52. Sirajganj	350	
Rangpur	53. Dinajpur	414	
	54. Gaibandha	345	
	55. Kurigram	402	
	56. Lalmonirhat	242	
	57. Nilphamari	252	
	58. Panchagarh	231	
	59. Rangpur	223	
	60. Thakurgaon	222	
Sylhet	61. Hobiganj	325	
	62. Moulvibazar	397	
	63. Sunamganj	340	
	64. Sylhet	475	
<b>Total</b>		<b>20,128</b>	

**Table 63: Number of School Received SLIP Grant up to June 2021**

Division	District	GPS	Remarks
Barishal	1. Barguna	804	
	2. Barishal	1,517	
	3. Bhola	1,035	
	4. Jhalokathi	581	
	5. Patuakhali	1,237	
	6. Pirojpur	963	
Chattogram	7. Bandarban	347	
	8. Brahmanbaria	1,042	
	9. Chandpur	1,151	
	10. Chattogram	2,340	
	11. Cumilla	1,956	
	12. Cox's Bazar	607	
	13. Feni	547	
	14. Khagrachhari	553	
	15. Lakshmipur	675	
	16. Noakhali	1,195	
	17. Rangamati	677	
Dhaka	18. Dhaka	940	
	19. Faridpur	895	
	20. Gazipur	797	
	21. Gopalganj	887	
	22. Kishoreganj	1,245	
	23. Madaripur	677	
	24. Manikganj	621	
	25. Munshiganj	630	
	26. Narayanganj	560	
	27. Norshingdi	708	
	28. Rajbari	460	
	29. Shariatpur	648	
	30. Tangail	1,567	
Khulna	31. Bagerhat	1,163	
	32. Chuadanga	414	
	33. Jashore	1,292	
	34. Jhenaidah	929	
	35. Khulna	1,160	
	36. Kushtia	778	
	37. Magura	521	
	38. Meherpur	313	
	39. Narial	507	
	40. Satkhira	1,090	
Mymensingh	41. Jamalpur	1,122	
	42. Mymensingh	1,784	
	43. Netrokona	1,293	
	44. Sherpur	680	
Rajshahi	45. Bogura	1,541	
	46. Joypurhat	359	

Division	District	GPS	Remarks
	47. Naogaon	1,382	
	48. Natore	727	
	49. Nawabganj	732	
	50. Pabna	1,114	
	51. Rajshahi	1,025	
	52. Sirajganj	1,699	
Rangpur	53. Dinajpur	1,930	
	54. Gaibandha	1,256	
	55. Kurigram	1,034	
	56. Lalmonirhat	754	
	57. Nilphamari	1,099	
	58. Panchagarh	647	
	59. Rangpur	1,397	
	60. Thakurgaon	1,020	
Sylhet	61. Hobiganj	1,010	
	62. Moulvibazar	935	
	63. Sunamganj	1,485	
	64. Sylhet	1,352	
<b>Total</b>		<b>63,403</b>	

**Table 64: Number of School Having Bank Account 2021**

Division	District	GPS	Remarks
Barishal	1. Barguna	760	
	2. Barishal	1,539	
	3. Bhola	1,012	
	4. Jhalokathi	573	
	5. Patuakhali	1,188	
	6. Pirojpur	976	
Chattogram	7. Bandarban	420	
	8. Brahmanbaria	1,059	
	9. Chandpur	1,095	
	10. Chattogram	2,198	
	11. Cumilla	2,015	
	12. Cox's Bazar	631	
	13. Feni	535	
	14. Khagrachhari	557	
	15. Lakshmipur	717	
	16. Noakhali	1,189	
	17. Rangamati	694	
Dhaka	18. Dhaka	919	
	19. Faridpur	852	
	20. Gazipur	746	
	21. Gopalganj	856	
	22. Kishoreganj	1,131	
	23. Madaripur	1,259	
	24. Manikganj	681	
	25. Munshiganj	638	

Division	District	GPS	Remarks
	26. Narayanganj	501	
	27. Norshingdi	2,023	
	28. Rajbari	525	
	29. Shariatpur	743	
	30. Tangail	1,281	
Khulna	31. Bagerhat	471	
	32. Chuadanga	684	
	33. Jashore	726	
	34. Jhenaidah	1,562	
	35. Khulna	1,088	
	36. Kushtia	439	
	37. Magura	1,246	
	38. Meherpur	877	
	39. Narial	1,137	
	40. Satkhira	796	
Mymensingh	41. Jamalpur	473	
	42. Mymensingh	305	
	43. Netrokona	492	
	44. Sherpur	1,081	
Rajshahi	45. Bogura	1,526	
	46. Joypurhat	364	
	47. Naogaon	1,285	
	48. Natore	681	
	49. Nawabganj	683	
	50. Pabna	1,122	
	51. Rajshahi	1,020	
	52. Sirajganj	1,565	
Rangpur	53. Dinajpur	1,832	
	54. Gaibandha	1,440	
	55. Kurigram	1,225	
	56. Lalmonirhat	751	
	57. Nilphamari	1,036	
	58. Panchagarh	659	
	59. Rangpur	1,368	
	60. Thakurgaon	964	
Sylhet	61. Hobiganj	993	
	62. Moulvibazar	1,018	
	63. Sunamganj	1,449	
Sylhet	64. Sylhet	1,366	
	<b>Total</b>	<b>63,037</b>	



**Table 65: Number School have Pre-Primary Decorated Classroom-2021**

Division	District	GPS	Remarks
Barishal	1. Barguna	705	
	2. Barishal	1,239	
	3. Bhola	724	
	4. Jhalokathi	560	
	5. Patuakhali	1,058	
	6. Pirojpur	810	
Chattogram	7. Bandarban	309	
	8. Brahmanbaria	907	
	9. Chandpur	1,091	
	10. Chattogram	2,031	
	11. Cumilla	1,920	
	12. Cox's Bazar	532	
	13. Feni	531	
	14. Khagrachhari	524	
	15. Lakshmipur	673	
	16. Noakhali	1,026	
	17. Rangamati	589	
Dhaka	18. Dhaka	848	
	19. Faridpur	748	
	20. Gazipur	693	
	21. Gopalganj	721	
	22. Kishoreganj	835	
	23. Madaripur	1,188	
	24. Manikganj	630	
	25. Munshiganj	608	
	26. Narayanganj	565	
	27. Norshingdi	1,713	
	28. Rajbari	511	
	29. Shariatpur	670	
	30. Tangail	1,131	
Khulna	31. Bagerhat	437	
	32. Chuadanga	578	
	33. Jashore	585	
	34. Jhenaidah	1,403	
	35. Khulna	982	
	36. Kushtia	412	
	37. Magura	1,171	
	38. Meherpur	764	
	39. Narial	977	
	40. Satkhira	731	
Mymensingh	41. Jamalpur	446	
	42. Mymensingh	273	
	43. Netrokona	396	
	44. Sherpur	1,030	
Rajshahi	45. Bogura	1,450	
	46. Joypurhat	343	

Division	District	GPS	Remarks
	47. Naogaon	1,258	
	48. Natore	705	
	49. Nawabganj	580	
	50. Pabna	896	
	51. Rajshahi	950	
	52. Sirajganj	1,438	
Rangpur	53. Dinajpur	1,695	
	54. Gaibandha	1,085	
	55. Kurigram	886	
	56. Lalmonirhat	681	
	57. Nilphamari	804	
	58. Panchagarh	644	
	59. Rangpur	1,298	
	60. Thakurgaon	945	
Sylhet	61. Hobiganj	936	
	62. Moulvibazar	975	
	63. Sunamganj	1,292	
	64. Sylhet	1,355	
	<b>Total</b>	<b>56,491</b>	

**Table 66: By District No. of School having Boundary wall 2021**

Division	District	GPS	Remarks
Barishal	1. Barguna	777	
	2. Barishal	1,577	
	3. Bhola	1,031	
	4. Jhalokathi	572	
	5. Patuakhali	1,212	
	6. Pirojpur	986	
Chattogram	7. Bandarban	376	
	8. Brahmanbaria	1,075	
	9. Chandpur	1,143	
	10. Chattogram	2,248	
	11. Cumilla	2,072	
	12. Cox's Bazar	632	
	13. Feni	544	
	14. Khagrachhari	565	
	15. Lakshmipur	726	
	16. Noakhali	1,237	
	17. Rangamati	677	
Dhaka	18. Dhaka	950	
	19. Faridpur	871	
	20. Gazipur	769	
	21. Gopalganj	853	
	22. Kishoreganj	1,305	
	23. Madaripur	707	
	24. Manikganj	641	
	25. Munshiganj	604	

Division	District	GPS	Remarks
	26. Narayanganj	541	
	27. Norshingdi	762	
	28. Rajbari	479	
	29. Shariatpur	664	
	30. Tangail	1,593	
Khulna	31. Bagerhat	1,159	
	32. Chuadanga	442	
	33. Jashore	1,281	
	34. Jhenaidah	899	
	35. Khulna	1,149	
	36. Kushtia	804	
	37. Magura	499	
	38. Meherpur	306	
	39. Narial	490	
	40. Satkhira	1,087	
Mymensingh	41. Jamalpur	1,151	
	42. Mymensingh	2,111	
	43. Netrokona	1,289	
	44. Sherpur	705	
Rajshahi	45. Bogura	1,598	
	46. Joypurhat	369	
	47. Naogaon	1,365	
	48. Natore	732	
	49. Nawabganj	698	
	50. Pabna	1,120	
	51. Rajshahi	1,049	
	52. Sirajganj	1,661	
Rangpur	53. Dinajpur	1,862	
	54. Gaibandha	1,453	
	55. Kurigram	1,228	
	56. Lalmonirhat	743	
	57. Nilphamari	1,067	
	58. Panchagarh	656	
	59. Rangpur	1,432	
	60. Thakurgaon	990	
Sylhet	61. Hobiganj	1,035	
	62. Moulvibazar	1,034	
	63. Sunamganj	1,442	
	64. Sylhet	1,439	
<b>Total</b>		<b>64,534</b>	

**Table 67: Number of School having Shahid Miner (monument for martyr) 2021**

Division	District	GPS	Remarks
Barishal	1. Barguna	370	
	2. Barishal	282	
	3. Bhola	39	
	4. Jhalokathi	123	
	5. Patuakhali	156	
	6. Pirojpur	216	
Chattogram	7. Bandarban	23	
	8. Brahmanbaria	166	
	9. Chandpur	180	
	10. Chattogram	490	
	11. Cumilla	661	
	12. Cox's Bazar	217	
	13. Feni	117	
	14. Khagrachhari	50	
	15. Lakshmipur	87	
	16. Noakhali	132	
	17. Rangamati	79	
Dhaka	18. Dhaka	439	
	19. Faridpur	430	
	20. Gazipur	602	
	21. Gopalganj	357	
	22. Kishoreganj	849	
	23. Madaripur	930	
	24. Manikganj	78	
	25. Munshiganj	155	
	26. Narayanganj	212	
	27. Norshingdi	1997	
	28. Rajbari	336	
	29. Shariatpur	240	
	30. Tangail	353	
Khulna	31. Bagerhat	84	
	32. Chuadanga	164	
	33. Jashore	582	
	34. Jhenaidah	556	
	35. Khulna	285	
	36. Kushtia	67	
	37. Magura	240	
	38. Meherpur	120	
	39. Narial	316	
	40. Satkhira	154	
Mymensingh	41. Jamalpur	91	
	42. Mymensingh	4	
	43. Netrokona	121	
	44. Sherpur	162	
Rajshahi	45. Bogura	1141	
	46. Joypurhat	165	

Division	District	GPS	Remarks
	47. Naogaon	180	
	48. Natore	524	
	49. Nawabganj	24	
	50. Pabna	1086	
	51. Rajshahi	345	
	52. Sirajganj	1003	
Rangpur	53. Dinajpur	1728	
	54. Gaibandha	140	
	55. Kurigram	152	
	56. Lalmonirhat	346	
	57. Nilphamari	706	
	58. Panchagarh	83	
	59. Rangpur	542	
	60. Thakurgaon	175	
Sylhet	61. Hobiganj	534	
	62. Moulvibazar	456	
	63. Sunamganj	165	
	64. Sylhet	190	
<b>Total</b>		<b>22,997</b>	

**Table 68: Number of School having Playground for Outdoor games 2021**

Division	District	GPS	Remarks
Barishal	1. Barguna	727	
	2. Barishal	1,389	
	3. Bhola	826	
	4. Jhalokathi	521	
	5. Patuakhali	1,042	
	6. Pirojpur	903	
Chattogram	7. Bandarban	267	
	8. Brahmanbaria	732	
	9. Chandpur	987	
	10. Chattogram	1,771	
	11. Cumilla	1,723	
	12. Cox's Bazar	462	
	13. Feni	491	
	14. Khagrachhari	493	
	15. Lakshmipur	678	
	16. Noakhali	1,099	
	17. Rangamati	447	
Dhaka	18. Dhaka	663	
	19. Faridpur	769	
	20. Gazipur	725	
	21. Gopalganj	554	
	22. Kishoreganj	1,107	
	23. Madaripur	899	
	24. Manikganj	640	
	25. Munshiganj	417	

Division	District	GPS	Remarks
	26. Narayanganj	366	
	27. Norshingdi	2,023	
	28. Rajbari	406	
	29. Shariatpur	675	
	30. Tangail	1,042	
Khulna	31. Bagerhat	429	
	32. Chuadanga	652	
	33. Jashore	710	
	34. Jhenaidah	1,419	
	35. Khulna	1,034	
	36. Kushtia	342	
	37. Magura	1,224	
	38. Meherpur	833	
	39. Narial	1051	
	40. Satkhira	702	
Mymensingh	41. Jamalpur	437	
	42. Mymensingh	228	
	43. Netrokona	439	
	44. Sherpur	959	
Rajshahi	45. Bogura	1,439	
	46. Joypurhat	348	
	47. Naogaon	1,219	
	48. Natore	626	
	49. Nawabganj	475	
	50. Pabna	916	
	51. Rajshahi	921	
	52. Sirajganj	1,309	
Rangpur	53. Dinajpur	1,727	
	54. Gaibandha	1,375	
	55. Kurigram	1,173	
	56. Lalmonirhat	733	
	57. Nilphamari	1,024	
	58. Panchagarh	659	
	59. Rangpur	1,393	
	60. Thakurgaon	983	
Sylhet	61. Hobiganj	673	
	62. Moulvibazar	724	
	63. Sunamganj	781	
	64. Sylhet	1,025	
<b>Total</b>		<b>54,826</b>	

**Table 69: Number of Schools having Own Land and Constructed School Building 2021**

Division	District	GPS	Remarks
Barishal	1. Barguna	795	
	2. Barishal	1,577	
	3. Bhola	1,039	
	4. Jhalokathi	584	
	5. Patuakhali	1,228	
	6. Pirojpur	989	
Chattogram	7. Bandarban	403	
	8. Brahmanbaria	1,102	
	9. Chandpur	1,154	
	10. Chattogram	2,241	
	11. Cumilla	2,099	
	12. Cox's Bazar	645	
	13. Feni	555	
	14. Khagrachhari	551	
	15. Lakshmipur	730	
	16. Noakhali	1,242	
	17. Rangamati	672	
Dhaka	18. Dhaka	939	
	19. Faridpur	868	
	20. Gazipur	772	
	21. Gopalganj	849	
	22. Kishoreganj	1,151	
	23. Madaripur	1,309	
	24. Manikganj	713	
	25. Munshiganj	636	
	26. Narayanganj	599	
	27. Norshingdi	2,128	
	28. Rajbari	543	
	29. Shariatpur	769	
	30. Tangail	1,307	
Khulna	31. Bagerhat	478	
	32. Chuadanga	680	
	33. Jashore	736	
	34. Jhenaidah	1,617	
	35. Khulna	1,145	
	36. Kushtia	446	
	37. Magura	1,287	
	38. Meherpur	904	
	39. Narial	1,156	
	40. Satkhira	799	
Mymensingh	41. Jamalpur	501	
	42. Mymensingh	308	
	43. Netrokona	491	
	44. Sherpur	1,089	
Rajshahi	45. Bogura	1,578	
	46. Joypurhat	370	

Division	District	GPS	Remarks
	47. Naogaon	1,363	
	48. Natore	739	
	49. Nawabganj	698	
	50. Pabna	1,130	
	51. Rajshahi	1,046	
	52. Sirajganj	1,654	
Rangpur	53. Dinajpur	1,859	
	54. Gaibandha	1,456	
	55. Kurigram	1,230	
	56. Lalmonirhat	757	
	57. Nilphamari	1,074	
	58. Panchagarh	661	
	59. Rangpur	1,447	
	60. Thakurgaon	995	
Sylhet	61. Hobiganj	1,032	
	62. Moulvibazar	1,044	
	63. Sunamganj	1,442	
	64. Sylhet	1,451	
<b>Total</b>		<b>64,852</b>	

**Table 70: Number of Schools having Electricity Connections 2021**

Division	District	GPS	Remarks
Barishal	1. Barguna	372	
	2. Barishal	1,548	
	3. Bhola	1,346	
	4. Jhalokathi	687	
	5. Patuakhali	1,036	
	6. Pirojpur	733	
Chattogram	7. Bandarban	1,529	
	8. Brahmanbaria	1,128	
	9. Chandpur	785	
	10. Chattogram	309	
	11. Cumilla	445	
	12. Cox's Bazar	906	
	13. Feni	503	
	14. Khagrachhari	1,279	
	15. Lakshmipur	465	
	16. Noakhali	1,039	
	17. Rangamati	1,110	
Dhaka	18. Dhaka	1,117	
	19. Faridpur	1,283	
	20. Gazipur	1,587	
	21. Gopalganj	773	
	22. Kishoreganj	772	
	23. Madaripur	612	
	24. Manikganj	951	
	25. Munshiganj	545	



Division	District	GPS	Remarks
	26. Narayanganj	611	
	27. Norshingdi	468	
	28. Rajbari	824	
	29. Shariatpur	689	
	30. Tangail	644	
Khulna	31. Bagerhat	862	
	32. Chuadanga	1,101	
	33. Jashore	2,100	
	34. Jhenaidah	1,110	
	35. Khulna	713	
	36. Kushtia	1,114	
	37. Magura	560	
	38. Meherpur	2,246	
	39. Narial	642	
	40. Satkhira	294	
Mymensingh	41. Jamalpur	298	
	42. Mymensingh	218	
	43. Netrokona	1,512	
	44. Sherpur	933	
Rajshahi	45. Bogura	571	
	46. Joypurhat	724	
	47. Naogaon	950	
	48. Natore	963	
	49. Nawabganj	1,302	
	50. Pabna	1,471	
	51. Rajshahi	1,013	
	52. Sirajganj	1,028	
Rangpur	53. Dinajpur	612	
	54. Gaibandha	921	
	55. Kurigram	1,808	
	56. Lalmonirhat	993	
	57. Nilphamari	1,432	
	58. Panchagarh	702	
	59. Rangpur	997	
	60. Thakurgaon	1,353	
Sylhet	61. Hobiganj	1,048	
	62. Moulvibazar	729	
	63. Sunamganj	2,037	
	64. Sylhet	1,142	
<b>Total</b>		<b>61,595</b>	

# CHAPTER 8

## CONCLUSION

SL.	Particulars	Page Range
1	Limitation/Challenges of the Annual Primary School Census 2021	111-115
2	Integrations of the recommendations of Technical Committee and National Committee members	
3	Future plan for the preparation of APSC report	
4	Way forward	

## 8. Chapter Eight: Conclusion

This conclusion chapter contains four sub-sections. The first sub-section summarizes the limitation of the APSC report 2021 preparation. The second proposes some follow-up action suggested by the national committee members, third highlights the future plan of APSC and finally the 4<sup>th</sup> highlight the way forward

### 8.1 Limitation/Challenges of the Annual Primary School Census 2021

1. The APSC questionnaire require some revision to collect data from the schools for computing all the relevant PEDP4 and concerned SDG4 indicators including reduce volume.
2. Data entry software needs to be revised with the support of programme staff, so that all the field/variable to be captured appropriately. In addition, it is difficult to interpret some data for computing some of the PEDP4 indicators including miss-coding of variables, so it is necessary to revise the variable fields along certain codes in the APSC dataset including the online form.
3. Headteachers are prime responsible to provided data through online form. DPE can't provide them the orientation or training to fill-in the online APSC form/questionnaire as often given data for APSC is not consistent, even some time forged data provided, need to develop the mechanism for getting accurate data from the schools
4. Field level officials primarily the AUEOs/ATEOs and UEOs/TEOs are accountable for cross-check/verify the online school data to ensure the authenticity of school data. Currently they have not appropriate skills or proper motivation for accomplishing the task which question marks the APSC data.
5. Intensive training is required to capacity enhancement of Headteachers, field level Data Entry Operator for correctly fill-in the online questionnaire and AUEOs/ATEOs/UEOs/TEOs to verify the school data through online.
6. Training is also required for M&E and IMD officials especially for using statistical software for data analyzing and deploy designated statistical background officials in M&E division to assign specific responsibilities for data analysis and report writing
7. The APSC has been conducting since 2005 and started with only 4 types of schools (GPS, former RNGPS, Community school and Satellite schools). The DPE has been gradually expanding coverage aims to blanket coverage of all types of primary education providers. Currently, almost all types (25 types) of schools and tiny Learning Centres (LCs) covered including madrasahs. However, there might be some more primary level educational institutes yet to be captured such as English Medium schools, Quami Madrassahs, 100% Kindergartens and Ebtedayee Madrasahs. Some schools also excluded in APSC 2021, that are not directly under the purview of DPE as a result, it is difficult to collect data from all types of schools.
8. Identify the gaps and challenges in coordination and develop an action plan to strengthen coordination between and within ministries and sectors to improve education delivery and support services for children with disabilities and their families and identify the by age number of disabled children in the country and their educational status

## 8.2 Integrations of the recommendations of Technical Committee and National Committee members:

- 1. Investigate why reducing the Cycle Drop Out Rate in 2021:** From the analysis of APSC data, it is revealed that the cycle dropout rate reduced and stand at 14.15% in 2021 compared to 17.2% in 2020. DPE calculate the dropout rate using UNESCO reconstruction cohort model. It is required to provide inputs of 2 consecutive years by grade enrollment and number of students passed the PECE including by grade repeaters into the cohort model then cohort model produce the by grade promotion rate, dropout rate and repetition rate including cycle or cohort dropout rate, survival rate, coefficient of efficiency and years input per graduate. Due to COVID 19 pandemic school closure (about 18 months) PECE not conducted in 2020 and 2021 as 100% eligible grade 5 learners listed in the DR considered for the cohort model. Similarly, almost no repeaters as learners assessed based on assignments/ worksheets and promoted 100% learners into the following grades as dropout rate intensely reduced in 2021.

Another important insight is around 14,111 Private Schools such as Non-Registered Non-government primary schools, Kindergartens, BRAC full-fledged schools and LCs, other NGOs manages LCs and schools etc. postponed their academic activities due to pandemic. In 2020, there are 67,436 private institutions compared to 53,325 in 2021. In 2021, government primary schools accounts for 70% (other all providers only 30%) of total students compared to 60% (other providers at 30%) in 2020. As government schools' students receive incentive, many of them admitted into the government primary schools. As a result, total enrollment in Govt. Primary Schools has been increased in 2021 which also impact for dropping the dropout rate

Cycle dropout rate will be increased in coming academic year as huge learning loses encountered due to pandemic as school shut down almost 2 academic years, students did not able to attend face to face teaching learning though government introduces remote learning, but all the children does not access due to wider digital divided. It is assumed that few children might not be back into the schools as their parents migrated from the urban to rural areas as loses livelihood option, children also engaged in livelihood option to support their parents.

- 2. Motive for increasing Survival Rate in 2021:** Survival rate also calculate using the UNESCO reconstruction cohort model. As dropout rate reduced in 2021, survival rate certainly increased including increased other internal efficiency indicators (Coefficient of Efficiency ad years input per graduate). In addition, during the APSC data validation exercise conducted by the specialized organization BANBEIS, verified the APSC 2021 data with schools' registers and statistically significant.
- 3. What is the reason behind the Dropout rate is high in Grade 4:** Many parents/guardians retain their children in grade 4 as they assume that their children will not be able to pass the PECE in grade 5. In addition, class teachers also scrutiny the student's performance to promote in grade 5. They are very much eager to maintain 100% PECE pass rate of their school as low performing students retained in the grade 4 as a result more grade 4 students dropped out and repetition rate also high in grade 4.

- 4. Why few GPSs have Less than 30 students (226 schools):** When established Registered primary schools, not followed the government policy like 'no school established within 2 kilometers radius of school catchment area' as a result more schools in the same catchment area. In addition, parents also prioritized good performing school to admit their children as low performing school suffer acute shortage of students. Now it is time to minimize the issue. In the 2021 APSC, the average number of students in GPS is 238. The number of eligible children has been falling since 2015, which is consistent with the national population growth rate. Surprisingly, there were fewer than the standard number of students in the various GPS in 2021. It would be helpful to ascertain why many of the GPSs have no or less than 30 students through digital survey using GPS system to know the real situation. According to the APSC 2021 dataset, a total of 226 schools have no or less than 30 students which need to merge with nearer school and deployed teachers in other schools
- 5. Include Gender Segregated Dropout rate in the APSC report:** Already included in the APSC 2021 report
- 6. Increase sample Schools for Internal validation:** In 2021 increased the number of sample schools for validation exercise. In 2021, selected 576 Schools verified through Internal Validation exercise compared to 192 schools in 2020
- 7. At least one Headteacher/Assistant teacher (HT/AT) trained** from each school for APSC Dashboard (New software): Necessary steps to be taken from the M&E division to implement this suggestion
- 8. Key points include in Executive Summary:** Already revised the executive summary
- 9. Including BANBEIS and BBS Recommendations on Draft APSC report 2021:** BANBEIS and BBS Recommendations will be integrated after received their recommendations before finalization of the report. The BANBEIS is conducting the Post Enumeration Check (PEC) of the APSC 2021 data. After getting the PEC final report from the BANBEIS it might be required to adjust few data before publish the APSC 2021 report
- 10. Need to review the no. of single shift schools:** In 2020, there are 9,860 single shift schools, in 2021, single shift schools are 9,732. Based on the 2021 findings, 128 single shift schools now functioning as double shift which will crosscheck with the schools by IMD\_DPE reviewing these types of schools.
- 11. Review the APSC 2022 questionnaire and Dashboard software** align with SDG4 Indicators: M&E division will take necessary step to review both the APSC 2022 questionnaire and Dashboard software with the assistance of IMD
- 12. Official Age of Primary Education (Formal) and Pre-Primary Education:** Formal primary education refers to education, as determined by the government for the children of age group 6<sup>+yrs</sup> to 10<sup>+yrs</sup> years in grades 1-5 having a prescribed national curriculum, textbooks, schools' hours and the schools year, which begins in January and ends in December. Pre-Primary Education refers to

education as determined by the ministry of primary and mass education for the children of age 5<sup>+yrs</sup>. The Government plans to introduce early learning 'Shishu Class' for the children of age 4<sup>+yrs</sup>.

Each year proposed to include estimated primary school age population cohort into the PEDP4 programme document but not yet included in the DPP of the PEDP4. Primary school age population is crucial to calculate mainly for the gross and net intake rates, GER and NER of PPE, GER and NER of primary education and completion rate. After the 2011 population census using the census data (school age population increased about 3 million from 2010 to 2011), DPEs' projected population perhaps underestimated as gradually reducing since 2012 and the declining trend is not consistent up to 2019 and again increased in 2020 and dramatically reduced in 2021 about 0.7 million. It is required to estimate by Upazila, and by age population (0-18 years) and need to be published for DPE to compute the PEDP4 indicators using this estimate

### 8.3 Plan for Annual Primary School Census (APSC) Preparation in Future:

The M&E Division has been publishing the APSC report every year since 2006. After a review of the process, the DPE management develops a road map to accelerate the preparation of the report and ensure timely dissemination, considering its increasing demand from different users. The DPE has also collect data from the field through web based customized software from 2020. The total workload of APSC from the data collection process to publishing the final report will be completed within the calendar year. In the meantime, the M&E has integrated some components into the APSC questionnaire as per SDG4 Goal and the PEDP4 requirement and further scope for integration of Infrastructure chapter (e. g. wash block, playground, water, sanitation, boundary wall, electricity facilities, mid-day meal etc.) into the questionnaire

### 8.4 Way forward

- To be introduced Unique ID for every student at the right age in school is a concern
- Implement the second chance education component to back Never Enrollment /Out of School Children into the school
- Real time reporting of APSC Dashboard under Integrated Software. Already launching the Dashboard Software by IMD under Directorate of Primary Education
- Modification of APSC online questionnaire in Integrated software time to time based on requirement for policy making.
- Localization of SDG4 targets
- Training for capacity enhancement of Head Teacher for APSC Dashboard for Data Entry.
- Large Scale Internal Validation by AUEOs, IMD, and M&E for quality data
- Intensive training for capacity enhancement of M&E and IMD officials for statistical data analyzing and report writing.
- School ID (EMIS code) should be identical in all the DPE survey and databases e.g., APSC, PECE, PEPMIS, Teacher database and Book Distribution.
- APSC Data Collection Form-2022 will be update align with relevant SDG4 Indicators.

# Chapter 9

## Annexures

Annex	Particulars	Page Range
01	Internal Validation System in the Existing APSC Software	116-End
02	1 <sup>st</sup> screen print of opening page of the Online software:	
03	Key Performance Indicators of the PEDP4 (GPS) 2005, 2010, 2015 – 2021	
04	Non-KPIs indicators of the PEDP4 (GPS) 2010, 2015 – 2021	
05	Primary School Level (PSQL) Indicators of the PEDP4 (GPS) 2010, 2015 – 2021	
06	Infrastructure Facilities and Information by Items Till June 2021	
07	UNESCO Reconstruction Cohort Model-2021	
08	Primary Achievements Based on SDG4 Indicators	
09	Population of 6 years by District 2021	
10	Population of 6-10 years by District 2021	
11	Contact Hours in DPE Managed Primary Schools	
12	Summary from Post Enumeration Check	
13	Findings of Internal Validation	
14	Data Cleaning as Per Manual	
15	APSC (Questionnaire) Data Collection Form 2021	
16	NOC of APSC-2021 which are provided by BBS	
17	National Committee of APSC-2021	
18	Technical Committee of APSC-2021	
19	Glossary	

## 9. Chapter Nine: Annexures

### 9.1 Annexure 1: Internal Validation System in the Existing APSC Software

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

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

Also have some validation on the following field:

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

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



## 9.2 Annexure 2: 1<sup>st</sup> screen print of opening page of the Online software:

**প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনা**

হুমপাতা ওয়ারি ছক ডাউনলোড ওয়ারি নির্দেশিকা চাহিদা নির্দেশিকা সাহায্য অপসারণ

সর্বোত্তম প্রদর্শনের জন্য অনুগ্রহসূরক Google Chrome অথবা Mozilla Firefox অথবা Opera ব্যবহার করুন।

বিশেষ নির্দেশনা: প্রাথমিক শিক্ষা অধিদপ্তর এর শিফার্ড অনুযায়ী ২০১৯ শিক্ষাবর্ষের বিদ্যালয়ভিত্তিক পাঠ্যপুস্তক চাহিদা তথ্য গ্রহণ করা শুরু হয়েছে। প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনা সিস্টেমে লগ করে ড্যাশবোর্ড এর 'পাঠ্যপুস্তক চাহিদা/উদ্ধৃত ২০১৯' ম্যানু হতে বিদ্যালয়ভিত্তিক ২০১৯ সালের চাহিদা তথ্যাবলী প্রদান করার জন্য নির্দেশনা প্রদান করা হলো।

**প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনা** ব্যবহারকারী প্রবেশ/নিবন্ধন






ব্যবহারকারী প্রবেশ	ব্যবহারকারী নিবন্ধন
<p>প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনা ব্যবহার করার জন্য ব্যবহারকারী হিসেবে ইতোমধ্যেই নিবন্ধিত হয়ে থাকলে নিচের অংশে ব্যবহার করে প্রবেশ করুন অথবা আপনি যদি প্রাথমিক বিদ্যালয়ের প্রতিনিধি হয়ে থাকেন তাহলে প্রদর্শিত নিবন্ধন ফর্মটিতে আপনার পূর্ণ নাম, ই-মেইল ঠিকানা, মোবাইল নং, পাসওয়ার্ড, জাতীয় পরিচয়পত্র নম্বর ও Captcha কোড পূরণ করে আপনার ব্যবহারকারী নিবন্ধনটি সম্পন্ন করুন।</p> <p>ব্যবহারকারীর ই-মেইল/নাম</p>	<p>ব্যবহারকারীর পূর্ণ নাম [বাংলা]</p> <p>ব্যবহারকারীর পূর্ণ নাম [ইংরেজী]</p> <p>মোবাইল নং</p> <p>ই-মেইল ঠিকানা</p> <p>পাসওয়ার্ড</p> <p>পাসওয়ার্ড (পুনরাবৃত্ত)</p> <p>জাতীয় পরিচয়পত্র নং</p>

## Entered page of the Online software

**প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনা**

হুমপাতা mehdipe@gmail.com ওয়ারি ছক ডাউনলোড ওয়ারি নির্দেশিকা চাহিদা নির্দেশিকা সাহায্য অপসারণ

**ড্যাশবোর্ড** প্রাথমিক বিদ্যালয়

 বিদ্যালয় ওয়ারি ২০১৮	 পাঠ্যপুস্তক চাহিদা/উদ্ধৃত ২০১৯	 ছাত্র-ছাত্রীর তথ্যাবলি	 পাঠ্যপুস্তক প্রাপ্তি ২০১৯
 সমাপনী পরীক্ষার ফলাফল	 কৃতি পরীক্ষার ফলাফল	 ই-গ্রাহিনারী স্কুল সিস্টেম	 শিক্ষক বাতায়ন

### অবশ্য পাঠ্য

অনলাইনে তথ্য প্রদানের সাধারণ নির্দেশনা

১. স্বাভিক প্রাথমিক বিদ্যালয় ওয়ারি (ই-তথ্য সংগ্রহ) ছক-এর অনলাইন পদ্ধতিতে তথ্য প্রদানের জন্য ইন্টারনেট সংযুক্ত কম্পিউটার/ল্যাপটপ থেকে <http://myschooleis.dpe.gov.bd/> ঠিকানায় প্রবেশ করুন।
২. স্বাভিক প্রাথমিক বিদ্যালয় ওয়ারি (ই-তথ্য সংগ্রহ) ফর্ম-এর অনলাইন পদ্ধতিতে তথ্য প্রদানের জন্য <http://www.dpe.gov.bd/> লিংক থেকে প্রবেশ করুন।

### 9.3 Annexure 3: Key Performance Indicators of the PEDP4 (GPS & NNPS) 2005, 2010, 2015 – 2021

SL	KPIs	Type/ Categories	PEDP2 Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020	2021
KPI-1	Percentage of children who completed, 1 year of PPE		n/a	n/a	n/a	86	75.4	73.2	70.62 in own schools	91.46	92.41
KPI-3	Percentage of grade 3 students achieving Band 3 competencies (All; Boys; Girls) [SDG 4.1.1] (All; B means Boys; and G Means Girls)	Bangla, All	n/a	n/a	65	65	74	n/a	n/a	n/a	n/a
		Bangla, Boy	n/a	n/a	62	62	73	n/a	n/a	n/a	n/a
		Bangla Girl	n/a	n/a	66	66	76	n/a	n/a	n/a	n/a
		Math, All	n/a	n/a	41	41	41	n/a	n/a	n/a	n/a
		Math, Boy	n/a	n/a	37	37	42	n/a	n/a	n/a	n/a
		Math, Girl	n/a	n/a	40	40	41	n/a	n/a	n/a	n/a
KPI-4	Percentage of grade 5 students achieving Band 5 competencies (All; Boys; Girls) [SDG 4.1.1, 4.1.2]	Bangla, All	n/a	n/a	23	23	12	n/a	n/a	n/a	n/a
		Bangla, Boy	n/a	n/a	22	22	11	n/a	n/a	n/a	n/a
		Bangla Girl	n/a	n/a	24	24	12	n/a	n/a	n/a	n/a
		Math, All	n/a	n/a	10	10	17	n/a	n/a	n/a	n/a
		Math Boy	n/a	n/a	10	10	16	n/a	n/a	n/a	n/a
		Math, Girl	n/a	n/a	11	11	17	n/a	n/a	n/a	n/a
KPI-5	Grade 5 Primary Education Completion examination (PECE) pass rate (%)	a. All	n/a	92.3	98.52	98.5	95.18	97.59	95.5	n/a	n/a
		b. Boys	n/a	92.7	98.45	98.4	94.93	97.48	95.4	n/a	n/a
		c. Girls	n/a	92.0	98.58	98.5	95.4	97.68	95.6	n/a	n/a
KPI-6	Gross Enrolment Rate (GER) [EFA 5]	a. All	93.7	107.7	109.2	112.1	111.7	114.23	109.60	104.90	105.72
		b. Boys	91.2	103.2	105	109.3	108.1	110.32	104.49	100.10	105.32
		c. Girls	96.2	112.4	113.4	115	115.4	118.3	114.93	108.90	106.14
KPI-7	Net Enrolment Rate (NER) [EFA 6]	a. All	93.7	107.7	109.2	97.9	97.96	97.85	97.83	97.81	97.42
		b. Boys	91.2	103.2	105	97.1	97.1	97.55	97.65	97.37	97.39
		c. Girls	96.2	112.4	113.4	98.8	98.8	98.16	98.01	98.25	97.44
KPI-8	Primary cycle completion rate (SDG 4.1.4)	a. All	52.8	60.2	79.6	80.8	81.2	81.4	82.1	82.80	85.85
		b. Boys	n/a	59.8	76.1	77.7	78.28	78.56	80.8	81.00	84.65
		c. Girls	n/a	60.8	83	83.9	84.08	84.31	84.3	84.50	87.05
KPI-9	Contact hours	Grade 1-II	n/a	n/a	n/a	900	882	919	844	844	844
	Single Shift (hours)	Grade III-V	n/a	n/a	n/a	1200	1,477	1,428	1,473	1,473	1,473
	Double Shift(hours)	Grade 1-II	n/a	n/a	n/a	600	714	600	602	602	602
		Grade III-V	n/a	n/a	n/a	780	783	789	782	782	782

SL	KPIs	Type/ Categories	PEDPII Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020	2021
KPI-10	Percentage of OOSC aged 8-14 years ( <i>Rephrasing as percentage of instead number of</i> )	a. All	n/a	22.4	14.4	13.9	6.5	n/a	n/a	n/a	n/a
		b. Boys	n/a	n/a	n/a	16.4	7.1	n/a	n/a	n/a	n/a
		c. Girls	n/a	n/a	n/a	11.2	5.8	n/a	n/a	n/a	n/a
KPI-11	Coefficient of efficiency [EFA14]	Avg.	61.8	62.2	80.1	80.9	81.9	82.21	82.6	83.2	86.35
	Ideal as % of actual	Boys	n/a	n/a	77.8	78.7	80.2	80.81	81.9	81.1	85.2
		Girls	n/a	n/a	82.3	83.5	83.4	83.62	83.2	84.8	87.5
	Year inputs per graduate	Avg.	8.1	8.0	6.2	6.18	6.1	6.08	6.05	<b>6.00</b>	<b>5.70</b>
		Boys	n/a	n/a	6.4	6.3	6.23	6.19	6.10	6.05	5.85
		Girls	n/a	n/a	6.1	6.0	5.99	5.98	5.95	5.90	5.55
KPI 12	Gender parity index of GER	All	1.05	1.09	1.08	1.05	1.07	1.07	1.09	1.08	1.059
	Gender parity index of NER		1.07	1.06	1.02	1.05	1.01	1.01	1.00	1	1
KPI-13	Net enrolment rate (NER)- Top 20% of households (HHs) by consumption/ wealth quintile	All	58 to 80	88	n/a	n/a	93	n/a	n/a	n/a	n/a
	Bottom 20% of HHs by consumption quintile	All	n/a	77	n/a	n/a	88	n/a	n/a	n/a	n/a
	Difference between Top 20% and bottom 20% of HHs by consumption/wealth quintile	All	n/a	11	n/a	12 (boy 3, girl 12)	5	n/a	n/a	n/a	n/a
KPI-14	<i>Upazila composite performance indicator - Bottom 20% of (used to derived annual improvement of bottom 20% of Upazilas)</i>	<i>Bottom 20%</i>	n/a	1.26	1.17	1.22	2.21	2.33	1.6	n/a	n/a
	<i>Upazila composite performance indicator -Top 10%</i>	Top 10%	n/a	2.36	2.00	2.23	2.45	2.77	2.5	n/a	n/a
	<i>Upazila composite performance indicator - Bottom 10%</i>	Bottom 10%	n/a	1.04	1.04	1.09	1.79	2.21	1.85	n/a	n/a
	<i>Range between average value of index for top 10% and bottom 10% of Upazilas</i>	Range	n/a	1.2	0.96	1.14	0.66	0.56	0.99	n/a	n/a
KPI-16	GER for PPE, SDG 4.2.3 (%) (GPS and NNPS)	All	n/a	n/a	n/a	145	134.7	125.2	130.6	n/a	n/a
		Boys				149	133.3	122.9	126.9	n/a	n/a

SL	KPIs	Type/ Categories	PEDPII Baseline 2005 (%)	PEDP3 Baseline 2010 (%)	2015 (%)	PEDP4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020	2021
		Girls				147	134	127.6	133.4	104.90	105.72
KPI-17	NER for PPE, SDG 4.2.3 (%) (GPS and NNPS)	All	n/a	n/a	n/a	86.3	93.8	94.2	94.3	100.10	105.32
		Boys				88.5	96	96.2	93.6	108.90	106.14
		Girls				87.4	92.1	92.2	94.9	97.81	97.42
KPI-18	Percentage of school that meet the SCR standard of 40:1 All (GPS and NNPS):	All	n/a	20.6	32.7	35.4	32.1	35	37	97.37	97.39
		GPS		21.8	33.2	34	31.2	32.1	36	98.25	97.44
		NNPS		18.5	31.9	37.4	32.1	39.4	39	n/a	n/a
KPI-19	Percentage of school that are Single Shift (desegregated by schools providing 3 grades single shift and providing all 5 grades)	5 grades	n/a	21 (7,680)	21.6 (8,255)	21.6 (9,282)	22.5	23.7	14.38 (9,435)	n/a	n/a
		3 grades	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
KPI-20	Percentage of schools (GPS/NNPS) that meet three out of four PSQL indicators: (i) Girls' toilets (PSQL 12, separate WASH block); (ii) potable water (PSQL 13); (iii) SCR (KPI 18) and (iv) STR (PSQL3)	All	n/a	17	29.3	32.8	32.5	34	30	n/a	n/a
KPI-21	Percentage of children out of school (SDG 4.1.5), - age 8-10: Age 11-14	a. All	n/a	15	n/a	17.9	6.5	n/a	n/a	n/a	n/a
		b. Boys		17		18.9	7.1			n/a	n/a
		c. Girls		13		17.4	5.8			30	30
		All	n/a	22	n/a	14.4	15.3	n/a	n/a	n/a	n/a
		Boys		28		19.4	19.3			n/a	n/a
		Girls		17		9.1	11.7			n/a	n/a
KPI-22	Primary Cycle Dropout rate (%)	a. All	47.2	39.8	20.4	19.2	18.8	18.6	17.9	n/a	n/a
		b. Boys	n/a	40.3	23.9	22.3	21.7	21.44	19.2	n/a	n/a
		c. Girls	n/a	39.3	17	16.1	15.9	15.69	15.7	n/a	n/a
KPI 24	Percentage of children aged 8-10 years who never attend primary school	All	n/a	n/a	n/a	8.6 (EHS 2014)	6.5 EHS 2016	n/a	n/a	17.2	14.15
		Boys	n/a	n/a	n/a	9.3	7.1	n/a	n/a	19	15.05
		Girls	n/a	n/a	n/a	7.1	5.8	n/a	n/a	15.5	13.25

#### 9.4 Annexure 4: Non-KPIs indicators of the PEDP4 (GPS and NNPS) 2010, 2015 – 2021

Sl.	Non-KPIs <sup>2</sup>		Baseline 2010 (%)	2015 (%)	Pedp4 Baseline 2016 (%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	2021 (%)
Non-KPI 1	PECE Participation Rate (Based on Descriptive Roll) (%)	All	88.6	96.2	96.4	95.4	95.5	96.05	96.05	96.75
		Boys	87.4	95.7	95.9	96.7	94.8	95.40	95.40	95.90
		Girls	89.6	96.6	96.9	96.1	96.2	96.61	96.61	97.65
Non-KPI 2.	Survival Rate (EA 13), (All; Boys; Girls), [SDG 4.1.3]	All	67.2	81.3	82.1	83.3	83.5	85.2	85.2	87.48
		Boys	65.9	77.9	78.6	81.3	80.9	84.1	84.1	86.85
		Girls	68.6	84.7	85.4	85.4	87.7	86.1	86.1	88.10
Non-KPI 3	Repetition Rate (Efa-12) (%)	All	12.6	6.2	6.1	5.6	5.4	5.1	5.1	0.85
		Boys	12.8	6.4	6.4	6.2	5.8	5.1	5.1	0.95
		Girls	12.4	6.0	5.8	5.1	5.0	4.9	4.9	0.75
Non-KPI 4	Student Attendance Rate (%)	All	83.5	86.9	87.5	88.0	88.6	88.60	88.60	86.95
		Boys	82.8	86.8	87.2	87.8	88.3	87.00	87.00	86.40
		Girls	84.0	87.0	87.7	88.1	89.0	89.10	89.10	87.50
Non-KPI 5	Percentage of Grade 1 New Intakes Who Completed PPE, [SDG 4.2.2]	All	52.3	96.0	96.9	92.4	92.6	89.24	89.24	92.41
		GPS	40.6	96.0	96.1	89.7	90.3	90.54	90.54	93.86
		NNPS	44.0	97.0	97.0	96.1	98.3	86.53	86.53	90.96

<sup>2</sup> 12 Non-KPIs included into the PEDP4 document as requested by the DPs

## 9.5 Annexure 5: Primary School Level (PSQL) Indicators of the PEDP4 (GPS and NNPS) 2010, 2015 – 2021

SL.	PSQL Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016(%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	2021 (%)	
PSQL 1	Percentage of schools which received all new textbooks as per distribution and replenishment plan by January 31	All	33	99	99	99.5	99.5	99.9	99.5	99.5	
		GPS	31	99	99	99.5	99.5	99.9	99.5	99.5	
		NNPS	36	99	99	99.5	99.5	99.9	99.5	99.5	
PSQL 2	Percentage of schools which received all new textbooks and PPE TLM package										
		- all new textbooks	All	33.0	99	99	99.5	99.5	99.9	99.5	99.5
		- TLM (teachers' edition, teachers' guide, ERMs)	All	99.5	n/a	99.5	n/a	n/a	n/a	n/a	n/a
		- PPE TLM Packages	All	99.5	n/a	99.5	n/a	n/a	n/a	n/a	n/a
PSQL 3.	Percentage of schools that meet the STR standard of 40:1	All	44	36.7	34	30	54.3	61.1	n/a	n/a	
		GPS	46	42.5	38	36	53.0	58.4	n/a	n/a	
		NNPS	42	44.7	41	37	56.1	65.1	n/a	n/a	
PSQL 4	Percentage of double shift schools with capacity to operate one or more grades of 1-4 on a single shift basis	All	HT	n/a	21	n/a	10.3	8.93% (4,950)	n/a	n/a	
PSQL 5	Number of AT vacancies filled SDG 4c(g)	All	31,011	68,028	45,509	n/a	9,767	18,147	n/a	n/a	
	Number of HT vacancies filled SDG 4c (g)	All	1,852	2,049	n/a	898	325	n/a	n/a	n/a	
PSQL 6	Percentage of (assistant and head) teachers with a professional Qualification (C-in-Ed/DPEd, B.Ed., M.Ed.), SDG 4.1.8	Total	83	88.7	94.3	95.6	73.6	87.4	n/a	n/a	
		Male	84	92.6	94.8	96.0	79.74	82.8	n/a	n/a	
		Female	83	84.9	94.1	95.2	70.18	84.4	73.5	73.5	
PSQL 7	Percentage of Headteachers who have participated in Leadership training	Total	71	49.3	49	51.3	84.5	84.5	26.77	26.77	
		Male	75	50	51	53.8	81.1	81.1	46.73	46.73	
		Female	64	49	48	48.9	83.2	83.2	86.00	86.50	
PSQL 8	Percentage of teachers recruited since 2010 who receive continuous professional development (subject based) training, SDG 4c (d)	Total	84.7	73.4	88.2	89.2	85	85	87.00	87.50	
		Male	86.1	79.1	89.8	89	86	86	85.00	85.50	
		Female	83.3	69.9	87.3	81	84	84	n/a	n/a	
PSQL 9	Percentage of assistant teachers recruited since 2010 who receive continuous	Total	88	89.7	88	90.1	74	76	n/a	n/a	
		Male	87	90	89	n/a	77	80	n/a	n/a	

SL.	PSQL Indicators	Type	Baseline 2010 (%)	2015 (%)	PEDP4 baseline 2016(%)	2017 (%)	2018 (%)	2019 (%)	2020 (%)	2021 (%)
	professional development (need based cluster training), SDG 4c (h)	Female	88	89.9	87.3	n/a	72	71	n/a	n/a
PSQL 10	Number of teachers receiving training on use of ICT materials	All GPS	n/a	n/a	n/a	n/a	67,787	89,988	n/a	n/a
11	Percentage of schools having Multimedia based classrooms, SDG 4a(l) (%)	All GPS	n/a	n/a	508 schools (1.3%)	n/a	50,416 Schools (79%)	58,916 classrooms	n/a	n/a
PSQL 12	Percentage of schools with separate functioning WASH blocks for boys and girls, SDG 4a (b)	All	n/a	n/a	22	34.06	76.1	76.28	65566	65566
		GPS			22	35.7	77.2	77.40		
		NNPS			22	32.9	70.1	71.30	58921	58921
PSQL 13	Percentage of schools that have access to safe water sources: functioning tube wells and other sources, SDG 4a (a)	All	83	73.2	97.2	92.9	97	100		
		GPS	84	75.6	97.3	94.5	99	100		
		NNPS	83	69.5	97.0	90.0	95	100	72.61	72.61
PSQL 14	Number of Learning Centres operational for Out of School Children (OOSC)	Total	n/a	n/a	n/a	3,332	3,332	3,332	n/a	n/a
PSQL 15	Number of enrolled children with mild and moderate disabilities in mainstream primary schools), SDG 4.5.1	All	83,023	67,793	67,022	75,021	96,385	98,310	n/a	n/a
		Boys	47,029	37,535	37,260	40,820	52,884	54,442	100	100
		Girls	35,994	30,298	29,762	34,201	43,501	43,868	100	100

**9.6 Annexure 6 : UNESCO Reconstruction Cohort Model-2021**

<b>Selection GPS Only</b>		Efficiency by student flow with graduate					2020 DR (GPS) 2009379															
YEAR		Gr.I	Gr.II	Gr.III	Gr.IV	Gr.V	TOTAL	YEAR	Gr.I	Gr.II	Gr.III	Gr.IV	Gr.V	TOTAL								
2020	E	2653297	2409922	2280936	2772548	2080899	12197602															
2021	E	2106109	2585726	2343473	2227309	2651393	11914010	2020	1000									1000				
	R	17755	19683	18972	30945	16849	104204		7	0	967			26				7				
								2021	7		967								974			
2020	P	96.7%	96.5%	96.3%	95.0%	96.6%			0	0	6	8	0	933			27		8			
	R	0.7%	0.8%	0.8%	1.1%	0.8%	0.85%	2022	0		14			933					947			
	D	2.6%	2.7%	2.9%	3.9%	2.6%			0	0	0	0	0	14	8	1	898		8			
								2023	0		0			22			898		35			
									0	0	0	0	0	0	21	10	1	854		22		
	Average study time		Student-year wasted					2024			0			0		31		854		824		
Total output =	Graduate	5.0	Repeaters	40						0	0	0	0	0	0	0	29	7	0.95			
Total student-year =	Drop-out	3.0	Drop-outs	140				2025			0			1		36		35		37		
Total drop-outs =	Cohort	4.8	Total	180							0	0	0	0	1	0	0			0		
Total repeaters =	Survival rates		Total	86.2%				2026			0			1		1		1		1		
	Years input per graduate		Total	5.7							0	0	0	0		0	0			0		
	Coefficient of efficiency		Total	85.4%				2027			0			0		0		0		0		
	Cycle Drop-out rates		Total	14.15%										0						0		
								Drop-outs	26		27			27		36		23				
<b>LEGEND : P=PROMOTEES,R=REPEATER,D=DROP-OUT</b>									Survival by grade		1000		974		947		919		883		860	
									Repeater:		7		8		8		10		7			40



## 9.7 Annex 7: Infrastructure Facilities and Information by Items up to June 2021

Considered Only GPS

SL	Particulars	Total (NoS)
1	PPE Decorated Classrooms	56,491
2	Building Established Own Land	64,852
3	Play Field	54,826
4	Shaheed (Martyr) Minar	22,997
5	Boundary Wall (Paka)	8,695
6	Wash Block	47,610
7	SLIP	63,403
8	Bank Account	63,037
9	PPE Room	24,707
10	Tube well	51,334
11	Multimedia Base Classroom	58,921
12	Computer	65,545
13	Laptop (Schools-50416)	58,921
14	Electricity Connections	61,595
15	Muktijoddha Corner	58,783

## 9.8 Annexure 8: Population of 6 years & 6-10 years by District 2021<sup>3</sup>

District	6 Years Age			6-10 Years Age		
	Male	Female	Total	Male	Female	Total
Joypurhat	8,037	6,108	14,145	39,061	38,417	77,478
Bogura	30,084	34,922	65,006	173,248	171,436	344,684
Naogaon	22,145	22,321	44,466	114,241	112,132	226,373
Chapai Nawabganj	21,786	18,951	40,737	91,471	89,831	181,302
Rajshahi	21,998	21,289	43,287	119,022	115,539	234,561
Natore	18,726	16,075	34,801	83,190	78,384	161,574
Sirajganj	34,447	33,986	68,433	182,540	173,312	355,852
Pabna	21,021	23,513	44,534	127,996	136,095	264,091
Kushtia	19,063	16,531	35,594	102,016	90,251	192,267
Meherpur	6,970	6,134	13,104	32,898	31,227	64,125
Chuadanga	10,032	10,824	20,856	51,744	57,156	108,900
Jhenaidah	16,309	17,522	33,831	87,069	87,338	174,407
Magura	9,007	9,544	18,551	47,992	47,185	95,177
Jashore	28,216	23,228	51,444	139,086	132,388	271,474
Narail	9,169	6,915	16,084	40,286	37,430	77,716
Satkhira	19,131	19,131	38,262	95,059	90,166	185,225
Khulna	20,520	20,141	40,661	107,083	109,672	216,755
Bagerhat	13,536	13,815	27,351	76,191	75,214	151,405
Kishoreganj	31,175	34,779	65,954	180,921	181,461	362,382
Tangail	29,697	34,959	64,656	184,384	181,375	365,759
Gazipur	33,184	30,066	63,250	185,517	176,163	361,680
Narsingdi	24,991	25,411	50,402	140,495	138,395	278,890
Manikganj	12,946	12,282	25,228	76,681	68,050	144,731
Dhaka	123,627	130,877	254,504	682,646	658,291	1,340,937
Narayanganj	33,634	32,060	65,694	175,054	158,728	333,782
Munshiganj	17,361	14,245	31,606	84,358	84,136	168,494
Rajbari	10,356	11,046	21,402	56,093	48,326	104,419
Faridpur	19,697	20,469	40,166	102,540	108,334	210,874
Madaripur	10,657	9,633	20,290	68,453	54,926	123,379
Shariatpur	12,958	13,846	26,804	70,826	71,181	142,007
Gopalganj	11,764	11,986	23,750	70,138	67,919	138,057
Brahmanbaria	40,924	39,137	80,061	221,064	198,904	419,968
Cumilla	71,149	64,882	136,031	340,630	328,649	669,279
Chandpur	25,946	25,450	51,396	146,917	135,183	282,100
Lakshmipur	19,485	20,452	39,937	109,022	112,083	221,105
Noakhali	42,285	39,523	81,808	211,770	200,377	412,147
Feni	14,478	13,961	28,439	87,214	86,524	173,738
Chattogram	79,930	77,999	157,929	438,392	421,916	860,308
Cox's Bazar	31,511	31,338	62,849	160,137	160,307	320,444
Khagrachhari	7,544	6,193	13,737	41,100	39,636	80,736
Rangamati	6,603	5,625	12,228	33,503	33,260	66,763
Bandarban	4,250	2,644	6,894	24,271	22,004	46,275

”

District	6 Years Age			6-10 Years Age		
	Male	Female	Total	Male	Female	Total
Barishal	25,225	23,256	48,481	129,455	121,719	251,174
Pirojpur	10,115	10,652	20,767	56,753	55,051	111,804
Jhalokathi	6,596	5,364	11,960	33,682	31,482	65,164
Barguna	6,952	8,044	14,996	45,782	43,498	89,280
Patuakhali	15,162	14,614	29,776	84,120	77,087	161,207
Bhola	21,134	20,331	41,465	104,331	105,578	209,909
Sunamganj	29,057	29,697	58,754	163,835	164,567	328,402
Sylhet	37,832	34,951	72,783	211,370	206,551	417,921
Hobiganj	22,979	24,941	47,920	127,414	127,507	254,921
Moulvibazar	23,168	21,229	44,397	119,329	107,114	226,443
Panchagarh	11,436	11,287	22,723	51,833	53,467	105,300
Thakurgaon	16,674	14,049	30,723	72,561	69,010	141,571
Dinajpur	30,161	31,248	61,409	156,919	153,523	310,442
Nilphamari	21,770	21,634	43,404	96,197	107,491	203,688
Rangpur	29,756	25,662	55,418	146,578	140,958	287,536
Lalmonirhat	12,800	13,561	26,361	62,475	65,217	127,692
Kurigram	19,499	16,249	35,748	107,745	99,995	207,740
Gaibandha	30,607	24,548	55,155	131,284	124,758	256,042
Jamalpur	19,159	19,745	38,904	115,343	124,336	239,679
Sherpur	15,065	11,622	26,687	39,061	38,417	77,478
Mymensingh	61,844	58,752	120,596	173,248	171,436	344,684
Netrokona	21,962	22,511	44,473	114,241	112,132	226,373
<b>Bangladesh</b>	<b>1,535,302</b>	<b>1,493,760</b>	<b>3,029,062</b>	<b>91,471</b>	<b>89,831</b>	<b>181,302</b>

## 9.9 Annex 9: Achievements of Primary Education Sub-sector based on SDG4 Indicators

SL.	Indicators	Indicator Name	Source Name	Value (%)
1	4.a.1.pe	Proportion of primary schools with access to electricity	APSC, DPE, MoPME_2021	93.94
2	4.a.1.pip	Proportion of primary schools with access to Internet for pedagogical purposes	APSC, DPE, MoPME_2021	76.89
3	4.a.1.pc	Proportion of primary schools with access to computers for pedagogical purposes	APSC, DPE, MoPME_2021	89.87
4	4.a.1.pid	Proportion of primary schools with access to adapted infrastructure and materials for students with disabilities	APSC, DPE, MoPME_2021	37.52
5	4.a.1.pdw	Proportion of primary schools with access to basic drinking water.	APSC, DPE, MoPME_2021	86.41
6	4.1.1.a.i	Proportion of children and young people in grades 2/3 achieving at least a minimum proficiency level in reading Bangla by sex	NSA, DPE, MoPME	47
7	4.1.1.a.ii	Proportion of children and young people in grades 2/3 achieving at least a minimum proficiency level in mathematics, by sex	NSA, DPE, MoPME	34
8	4.1.1.b.i	Proportion of children and young people at the end of primary achieving at least a minimum proficiency level in reading Bangla by sex	NSA, DPE, MoPME	44
9	4.1.1.b.ii	Proportion of children and young people at the end of primary achieving at least a minimum proficiency level in mathematics, by sex	NSA, DPE, MoPME	33
10	4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	APSC, DPE, MoPME_2021	92.41
11	4.c.4	Pupil-qualified teacher ratio by education level	APSC, DPE, MoPME_2021	01:35.4
12	4.c.2	Pupil-trained teacher ratio by education level	APSC, DPE, MoPME_2021	1:49
13	4.1.2	Cycle Completion Rate (primary education)	APSC, DPE, MoPME_2021	85.85

## 9.10 Annex 10: Contact Hours in DPE Managed Primary Schools

1.1 The PEDP4 aims to reduce double shift schools to single shift schools to increase the contact hours. But there is no systematic approach to monitoring contact hours in Bangladesh. However, it is possible to distinguish following the four components.

### 1. School shifts

1.2 The main factor expected to lead to an increase in the number of contact hours is the move from double shift to single shift schedules. The proportion of single shift schools was targeted to rise to 21.6% for 5 grades and 20% for 3 grades by the end of the PEDP4. There was considerable progress towards the target, as the proportion of GPS operating on a single shift has increased from 12% in 2005 to 14.83% for 5 grades in 2021. It is noted that school shifts for 3 grades newly included into the PEDP4 PD and DPP as APSC 2020 should not collect this information. This question included into the APSC 2021 questionnaire, so that upcoming ASPR 2022 should be able to compute this indicator.

### 2. Number of days that the school is open

1.3 The school census does not collect relevant information of number of days school is open. A special study would be required to examine all the issues. For example, SSPS (2006) found out that:

- on an average, primary schools were open for 228 days compared to the officially sanctioned 242 or 241 days
- while the average timetable in double shift schools is 3 hours, in practice grades 1-2 only receive 2 hours of lessons, while grades 3-5 receive 3.5 hours of lessons daily.

1.4 **These factors would serve to reduce the actual number of contact hours well below the PEDP target of 900 hours per year: children in grades 1-2 in double-shift schools would only attend 520 hours.**

**Contact Hour based on DPE Academic Calendar:** Considering the above points, it is not possible to compute the contact hours. The DPE school academic calendar is another source of information for calculating this indicator roughly. Based on DPE published academic calendar hence computing the contact hours considering only the no. of school open and findings presents below Table.

According to the 2021 academic school calendar:

Due to Covid-19 the Schools did not teaching their formal education.

### 3. Number of Working Days based on DPE Academic Calendar 2021

Month	No. days Schools' open	No. of days Weekend	No. of govt. Holidays	No of Thursday	Remarks
1	2	3	4	5	6
1. January	26	4	1	5	A total of 35 (28 days for exam, 4 days for Sub-cluster training and 3 days (restriction leave reserved for HTs) when classroom teaching is not conducted
2. February	23	4	1	4	
3. March	21	5	5	4 (H1)	
4. April	16	4	10	4 (H1, Exam1)	
5. May	2	5	24	5 (H5)	
6. June	21	4	5	4 (H1)	
7. July	26	4	1	4	
8. August	17	5	9	5 (Exam1)	
9. September	24	4	2	4 (H1)	
10. October	21	4	6	5 (H2)	
11. November	24	5	1	4 (Exam2)	
12. December	20	4	7	4 (1H, Exam1)	
<b>Total</b>	<b>241</b>	<b>52</b>	<b>72</b>	<b>52 (H12, Exam 5)</b>	

Source: DPE Academic Calendar 2021, Note: 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. (H2) means 2 Thursdays are holidays and (Exam 2) means exams are held on 2 Thursdays, so no class teaching conducted. Contact hours calculated based on no. of days conducted classroom teaching and learning.

#### 4. School Timing

- School hours for double-shift schools are:
  - Grades 1 and 2: 9.15-12.15 p.m. (180 minutes – 30 minutes = 150 minutes daily);
  - Grades 3 to 5: 12.15 - 4.15 including 30 minutes interval for lunch (240 minutes – 30 minutes = 210 minutes daily)
  - School hours for Thursday for Grade 3 to 5: 12.15-2.30 p.m. (135 minutes daily).
- **School hours for single shift schools are:**
  - Grades 1 and 2: 9.15-1.15 p.m. (240 minutes – 30 minutes = 210 minutes daily)
  - Grade 3, 4 and 5: 9.15 - 4.15 p.m. including 30 minutes interval for lunch (420 minutes – 30 minutes = 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 (315 minutes - 30 minutes = 285 minutes daily)
  - Pre-primary: 9:15 – 11:15

Based on the above information, contact hours estimated and presents in the following Table:

#### 5. Working days and hours in an Academic year (Contact Hours) 2021

Grade	Contact Hours for Classroom Teaching			
	Double Shift School		Single shift school	
I and II	150 m X 241 days	602 hours	210 m X 241 days	844 Hours
III, IV and V	210 m X 201 days 135 m X 35 days (1/2)	782 Hours	390 X 201 days 285 m X 35 days	1,473 Hours

Note: Contact hours of single shift schools for grades 1 and 2 are 40% and grades 3 to 5 are 80% - more than double shift schools. DPE is keen to increase the number of single shift schools. The above calculation does not consider restricted leave and examination schedule dates. Reserved day off 2 days not considered in the calculation

### 9.11 Annex 11: Summary from Post Enumeration Check

- The data that we have been offered by DPE matched the corresponding school's unique EMIS Code and Institution Type Code. The study discovered that there are 1645 schools that matched in both Census and survey
- The census coverage rate of the APSC 2021 is 96.45%
- Rate of Net Under-Count = Rate of Under-Count - Rate of Over-Count:
- Rate of Under-Count: 3.46%
- Rate of Over-Count: 0.35%
- Rate of Net Under-Count=3.1%

## **9.12 Annex 12: Internal Validation :**

### **Major Findings:**

Private 448 Primary (192 KG, 64 Ebtedayee, 64 NGO, 64 Brac Centre, 64 Others), School Validated by Field ATEO to Adjacent Upazilas

KG 128 Schools Validated by DPE Personnel

Private Schools : Validate by Questionnaire to Check enrollment

Shishu Kalyan Trust School Validated

In APSC-2021 due to over enrolment and duplicate enrolment 17.6% Private School Students decline through Internal Validation. In APSC-2020 were 27%

Due to Covid-19 Total 14,111 Private schools stopped their academic activities in APSC-2021



### 9.13 Annex 13. 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 programmes 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.

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

SL.	ORACLE VIEW NAME	C	DPE TABLE NAME
1	DPE_AGE_WISE_ADMISSION	23	AGE_WISE_ADMISSION
2	DPE_BOOK	222	BOOK
3	DPE_BUILDING	11	BUILDING
4	DPE_CATCH_CHILD	25	CATCH_CHILD
5	DPE_DESABLE_ADD	23	DESABLE_ADD
6	DPE_FURNITURE	17	FURNITURE
7	DPE_GEN_INFO	81	GEN_INFO
8	DPE_IT_INFO	39	IT_INFO
9	DPE_LAND_PAPERS	18	LAND_PAPERS
10	DPE_PASS_REPEATER	31	PASS_REPEATER
11	DPE_PRE_PRIMARY	17	PRE_PRIMARY
12	DPE_ROOM	30	ROOM
13	DPE_SANITATION	13	SANITATION
14	DPE_SANITATION_YN	5	SANITATION_YN
15	DPE_SCHOLARSHIP	62	SCHOLARSHIP
16	DPE_SCHOOL_FEEDING	30	SCHOOL_FEEDING
17	DPE_SCHOOL_MANAGEMENT	19	SCHOOL_MANAGEMENT
18	DPE_SCHOOL_ROOM	6	SCHOOL_ROOM
19	DPE_SCHOOL_ROOM_AS	6	SCHOOL_ROOM
20	DPE_SECTION	34	SECTION
21	DPE_SLIP_GRANT_IT_INFO	83	SLIP_GRANT_IT_INFO
22	DPE_SOCIAL_CONFERENCE	16	SOCIAL_CONFERENCE
23	DPE_STD_ADMIS_TRIB	23	STD_ADMIS_TRIB
24	DPE_STD_ADMISSION	40	STD_ADMISSION
25	DPE_STD_ATTEN	88	STD_ATTEN
26	DPE_TEACHER_INFO	46	TEACHER_INFO
27	DPE_TEACHER_POST	18	TEACHER_POST
28	DPE_TEACHER_POST_AS	18	TEACHER_POST
29	DPE_TEACHING_CLASS	13	TEACHING_CLASS

SL.	ORACLE VIEW NAME	C	DPE TABLE NAME
30	DPE_WASH_BLOCK	13	WASH_BLOCK
31	DPE_WASH_BLOCK_YN	5	WASH_BLOCK_YN
32	DPE_WATER	12	WATER
33	DPE_WATER_YN	5	WATER_YN

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

1. Check for imbalance in enrolment for STD\_ADMISSION and AGE\_WISE\_ADMISSION
2. STD\_ADMISSION without matching TEACHER\_POST
3. STD\_ADMISSION without matching TEACHER\_INFO
4. STD\_ADMISSION without matching TOILET\_WATER\_DETAIL
5. STD\_ADMISSION without matching ROOM
6. STD\_ADMISSION without matching BOOK
7. STD\_ADMISSION without matching SLIP
8. STD\_ADMISSION without matching STD\_ATTEN

It is the responsibility of the data entry operator at the UEO to do these checks with AUEOs and UEOs signing off on the process. The set procedure requires each AUEO to check the manually completed formats sent in from the Head Teachers of his/her respective cluster. After verifying the data, the AUEO gives it to the Upazila Resource Centre (URC) data entry operator or the computer operator (LDA cum Computer Operator) at the UEO for electronic data entry. It is the duty of the AUEO to continue checking errors on-screen during the data entry process at the URC. After completing data entry, the Data Entry Operator/LDA cum Computer Operator sends the data to the UEO. The UEO has responsibility to check 20% of the data on a sample basis. If he/she is satisfied with the quality of the data, it is approved through live software of Online APSC.

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

In compliance with the APA Target Annual Primary Schools Census (APSC), this is a summary of the internal data validation process for APSC 2021. For APSC 2021, 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 reapproved after finalization.

### **Stage Two: Cleaning Static Schools Data**

Information in the gen\_info table which includes static school's 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 school's 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 are 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 2021. One issue of significance is that of schools that close down. Where dynamic data (e.g., student enrolment) is not provided for schools listed in gen\_info it may be necessary to check with the UEO if the school continues to function.

### **Stage Three: Cleaning Student Data**

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

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

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

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

### **Stage Four: Cleaning Teacher Data**

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

### **Stage Five: Cleaning facilities data**

There are four tables that fall into this category. Building, Room, Wash Block, TOILET\_WATER\_Sanitation. 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 2021.

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 ICT related Data**

Now a days it is important for any kind of education. Information technology doing powerfull role play to smooth education

## **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 2021.

The mechanism, procedures and internal organizational arrangements for APSC data cleaning have taken a major stride forward in 2021. 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.

## 9.14 Annex 15. APSC (Questionnaire) Data Collection Form 2021



গণপ্রজাতন্ত্রী বাংলাদেশ সরকার  
প্রাথমিক শিক্ষা অধিদপ্তর  
সেকশন-২, মিরপুর, ঢাকা-১২১৬  
[www.dpe.gov.bd](http://www.dpe.gov.bd)



### বার্ষিক প্রাথমিক বিদ্যালয় শুমারি (এপিএসসি) ২০২১ এর তথ্য সংগ্রহ ফরম

#### ফরম পূরণের সাধারণ নির্দেশনা:

ক্রম	সাধারণ নির্দেশনা
১	আপনার বিদ্যালয়ের তথ্য প্রাথমিক শিক্ষার সামগ্রিক উন্নয়ন পরিকল্পনা প্রণয়ন এবং গবেষণার কাজে ব্যবহৃত হবে বিষয় সঠিক তথ্য যত্ন সহকারে, নির্ভুলভাবে লিখে ছকটি পূরণ করবেন।
২	ছকে সন্নিবেশিত করার পূর্বে তথ্যগুলো প্রধান শিক্ষক নিজে সংগ্রহ করুন। তিনি অন্য একজন সহকারী শিক্ষকের সহায়তায় এটি প্রথমে ফটোকপি করে পেন্সিল দিয়ে পূরণ করে যাচাই-বাছাইপূর্বক মূলকপি পূরণ করবেন। বাড়িতে বসে ছেলে-মেয়েদের দিয়ে এ ফরম পূরণ করা যাবে না।
৩	তথ্য সংগ্রহ ফরম পূরণ করার পূর্বে প্রতিটি শ্রেণির শ্রেণিশিক্ষকের সাথে আলোচনাপূর্বক সঠিক তথ্য ফরমে সন্নিবেশন করতে হবে।
৪	অতি উৎসাহী হয়ে কোনো ক্রমেই কোনো তথ্য অতিরঞ্জিত করা বা গোপন করা যাবে না।
৫	কোন অস্পষ্টতা থাকলে ইউইও /এইউইও কিংবা প্রাথমিক শিক্ষা অধিদপ্তরের পরিবীক্ষণ ও মূল্যায়ন বিভাগের দায়িত্বপ্রাপ্ত কর্মকর্তাদের সাথে 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। GPS, NNPS, 1500 School and Experimental ব্যতীত নতুন প্রতিষ্ঠিত বিদ্যালয়ের ক্ষেত্রে উপজেলা শিক্ষা অফিস থেকে নতুন EMIS কোড (৯ সংখ্যার) প্রস্তুতপূর্বক পূরণ করতে হবে। যে সকল বিদ্যালয়ে ইতোপূর্বে EMIS কোড জেনারেট করা হয়েছে সে সকল বিদ্যালয়ে কোনক্রমেই নতুন কোড জেনারেট করা যাবে না।
৮	নতুন জাতীয়করণকৃত বিদ্যালয়সমূহের ক্ষেত্রে বিদ্যালয় ধরন কোড অবশ্যই 99 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 কিভার গাটেন (কেজি স্কুল) অথবা ইংরেজি ভার্সন স্কুল হলে এটি যে সালে রেজিস্ট্রেশন পেয়েছে তা উল্লেখ করুন।
১২	জাতীয়করণের সন : জাতীয়করণকৃত এবং সরকারি প্রাথমিক বিদ্যালয়ের ক্ষেত্রে জাতীয়করণ/সরকারিকরণের সাল উল্লেখ করুন।
১৩	বিদ্যালয়ের অবস্থান : আপনার বিদ্যালয়টি পৌরসভা/সিটি 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 কষ্টসাধ্য হলে দুর্গম এবং খুবই কষ্টসাধ্য হলে অতি দুর্গম লিখুন।
১৫	বিদ্যালয়ের ভৌগোলিক অবস্থান ঘরে : হাওর হলে ১, পাহাড়ী হলে ২, উপকূলীয় হলে ৩, চর অঞ্চল হলে ৪, শহরের বসতি হলে ৫, নদী তীরবর্তী/ভাঙন এলাকা হলে ৬, চা বাগান হলে ৭, সমতল হলে ৮, পাহাড়ী চা বাগান হলে ৯, সীমান্ত এলাকা (বর্ডার থেকে ৫ কিমি এর মধ্যে) হলে ১০, দ্বীপ এলাকা হলে ১১, দুর্গম হলে ১২, অতি দুর্গম হলে ১৩, অন্যান্য হলে ১৪ লিখুন।

#### অনলাইনে তথ্য প্রদানের সাধারণ নির্দেশনা:

১	এপিএসসি-২০২১ তথ্য সংগ্রহ ফরম ( <a href="http://www.dpe.gov.bd">www.dpe.gov.bd</a> <> প্রকাশনা <> ফরমসমূহ <> এপিএসসি-২০২১ তথ্য সংগ্রহ ফরম) ঠিকানা থেকে ডাউনলোডপূর্বক মুদ্রণ/ফটোকপি করে হার্ড কপি পূরণ করা যাবে।
২	বার্ষিক প্রাথমিক বিদ্যালয় শুমারি (ই-তথ্য সংগ্রহ) ফরম-এর অনলাইন পদ্ধতিতে তথ্য প্রদানের জন্য <a href="http://www.dpe.gov.bd">http://www.dpe.gov.bd</a> -তে প্রবেশপূর্বক অভ্যন্তরীণ ই-সেবার মধ্যে প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনায় ক্লিক করে প্রবেশ করুন।
৩	বার্ষিক প্রাথমিক বিদ্যালয় শুমারি ফরম পূরণের জন্য অবশ্যই প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনায়-এ ব্যবহারকারী হিসেবে নিবন্ধিত হতে হবে। যদি নতুন ব্যবহারকারী হিসেবে নিবন্ধিত হতে চান তাহলে ব্যবহারকারী নিবন্ধন অংশটি পূরণ করুন অথবা ইতোমধ্যেই প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনায় সিস্টেমের ব্যবহারকারী হিসেবে নিবন্ধিত হয়ে থাকেন, তাহলে ব্যবহারকারী প্রবেশ অংশটি পূরণ করে সিস্টেমে প্রবেশ করুন।

৪	২০২১ সালের প্রাথমিক বিদ্যালয় শুমারি তথ্য প্রদানের জন্য মূলপাতা/ড্যাশবোর্ড থেকে <u>বিদ্যালয় শুমারি ২০২১</u> এ ক্লিক করুন। নিবন্ধনকৃত প্রাথমিক বিদ্যালয়সমূহের তালিকা হতে আপনার বিদ্যালয়টি নির্ণয় করে শুমারি তথ্য প্রদান সম্পন্ন করুন অথবা বিদ্যালয় নিবন্ধনের জন্য নতুন বিদ্যালয় নিবন্ধন বাটনে ক্লিক করে বিদ্যালয়ের অবস্থান প্রদান করুন অথবা EMIS কোড এবং বিদ্যালয়ের ধরন প্রদান করে প্রাপ্ত তালিকা হতে আপনার বিদ্যালয়টি সিলেক্ট করুন এবং বিদ্যালয়ের সাধারণ তথ্যাবলি প্রদান করে বিদ্যালয় নিবন্ধন সম্পন্ন করুন।
৫	বার্ষিক প্রাথমিক বিদ্যালয় শুমারি অনলাইনে পূরণে সাহায্যের জন্য প্রতিটি ধাপ/পাতায় প্রদানকৃত নির্দেশাবলি অনুসরণ করুন।
৬	অনলাইন পদ্ধতিতে তথ্য প্রদানে কোন সমস্যা হলে, সমস্যাটির বিস্তারিত লিখে (সম্ভব হলে <i>Screenshot</i> সহ) ----- এ ই-মেইল প্রেরণ করুন।

ব্যবহারকারী নাম/ই-মেইল	<input type="text"/>
	যে ই-মেইল ঠিকানা ব্যবহার করে অনলাইন পদ্ধতিতে তথ্য প্রদান করা হয়েছে তা এখানে উল্লেখ করুন।
বিদ্যালয় এক্সেস কোড	<input type="text"/>
	প্রাথমিক বিদ্যালয় ই-ব্যবস্থাপনা-এ আপনার <u>বিদ্যালয়ের নিবন্ধন সম্পন্ন করার পর</u> ব্যবহারকারী ই-মেইলে প্রাপ্ত বিদ্যালয় এক্সেস কোডটি এখানে লিখুন।

১. ক) বিদ্যালয়ের নাম ও ঠিকানা:

বিদ্যালয়ের EMIS কোড	<input type="text"/>	বিদ্যালয়ের ধরন	<input type="text"/>
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**বিদ্যালয়ের ধরন কোড :** GPS হলে ০১, নতুন জাতীয়করণকৃত বিদ্যালয় (NNPS) হলে ৯৯, RNGPS হলে ০২, NRRGPS হলে ০৩, পরীক্ষণ বিদ্যালয় হলে ০৪, ইবতদায়ী মাদ্রাসা হলে ০৫, KG বিদ্যালয় হলে ০৬, NGO পূর্ণাঙ্গ বিদ্যালয় হলে ০৭, কমিউনিটি বিদ্যালয় হলে ০৮, উচ্চ মাদ্রাসা সংযুক্ত ইবতদায়ী হলে ১০, উচ্চ বিদ্যালয় সংযুক্ত প্রাথমিক বিদ্যালয় হলে ১১, BRAC সেন্টার হলে ১২, রক্ত (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, বর্গিত 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, প্রতিবন্ধি বিদ্যালয় হলে ২৮ লিখুন।

বিদ্যালয়ের নাম (গেজেট অনুযায়ী)	বাংলায়	<input type="text"/>
	In English	<input type="text"/>
উপজেলা/থানা	<input type="text"/>	ইউনিয়ন/পৌরসভা
গ্রাম/ওয়ার্ড	<input type="text"/>	ক্লাস্টার

১. খ) বিদ্যালয়ের শিক্ষক ও কর্মচারীর সংখ্যা এবং ভবন, কক্ষ ও ওয়াশরুম সংখ্যা:

বিদ্যালয়ের শিক্ষক সংখ্যা	ধরন	প্রধান শিক্ষক	সহকারী শিক্ষক	প্রাক- প্রাথ. শিক্ষক	দপ্তরী কাম প্রহরি	ভবন ও কক্ষ সংক্রান্ত তথ্য	ভবন সংখ্যা	কক্ষ সংখ্যা	ওয়াশরুম সংখ্যা
	অনুমোদিত								
সংযুক্ত (In)									
সংযুক্ত (Out)									
কর্মরত									
অবসর/পিআরএল**									
মৃত/ইন্তফা***									

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

* বর্তমানে ডেপুটেশন হিসেবে কোন শিক্ষক পদায়ন/দায়িত্ব প্রদান করা হয় না।
* অবসর/পিআরএল: জানুয়ারি - ডিসেম্বর ২০২০ পর্যন্ত কতজন শিক্ষক স্বেচ্ছায় অবসর/পিআরএল এ গিয়েছেন।
* মৃত/ইন্তুফা: জানুয়ারি - ডিসেম্বর ২০২০ পর্যন্ত কতজন শিক্ষক মৃত্যবরণ করেছে /ইন্তুফা দিয়েছেন।

## ২. ক) বিদ্যালয়ের সাধারণ তথ্যাবলি

বিদ্যালয়ের একাডেমিক কার্যক্রম চালু আছে কি (হ্যাঁ/ না)		বিদ্যালয়ের সহশিক্ষা কার্যক্রম (সহশিক্ষা/ শুধু বালক/ শুধু বালিকা)	
বিদ্যালয়ে প্রাক-প্রাথমিক শ্রেণি চালু আছে কি (হ্যাঁ/ না)		শিখন মাধ্যম (বাংলা/ ইংরেজি ভাষা/ উভয়ই/ ইংরেজি মিডিয়াম)	
প্রধান শিক্ষক পদে চলতি দায়িত্ব প্রাপ্ত কি না (হ্যাঁ/ না)		শিফট সংখ্যা (কতটি)	
বিদ্যালয়ের গ্রেড (এ/ বি/ সি/ ডি/ প্রযোজ্য নয়/ নির্ধারণ হয়নি)		বিদ্যালয়ের গ্রেড নির্ধারণের বছর	
বিদ্যালয়ের নাম ফলক আছে কি (হ্যাঁ/ না)		বিদ্যালয়ের মৌলিক তথ্য জনসম্মুখে প্রদর্শিত আছে কি (হ্যাঁ/ না)	
বিদ্যালয়টি মডেল স্কুল কি (হ্যাঁ/ না)		বিদ্যালয়ে টয়লেট (ওয়াশ ব্লক ব্যতীত) আছে কি (হ্যাঁ/ না)	
নিরাপদ পানীয় জলের ব্যবস্থা আছে কি (হ্যাঁ/ না)		বিদ্যালয়ে ওয়াশ ব্লক নির্মিত হয়েছে কি (নির্মিত/ নির্মাণাধীন/ না)	
বিদ্যালয়ের ভবন সমূহ নিজস্ব সম্পত্তিতে প্রতিষ্ঠিত (হ্যাঁ/ না)		শহীদ মিনার আছে কি (হ্যাঁ/ না)	
বিদ্যালয়টি আশ্রয়কেন্দ্র কাম বিদ্যালয় হিসেবে নির্মিত কি (হ্যাঁ/ না)		প্রতিষ্ঠার সন	
রেজিস্ট্রেশন/নিবন্ধনের সন		জাতীয়করণের সন	
উপজেলা সদর থেকে দূরত্ব (কিমি)		বিদ্যালয়ের ভৌগোলিক অবস্থান (১৫ নং নির্দেশনা দেখে লিখুন)	
বিদ্যালয়ের যোগাযোগ ব্যবস্থা (সুগম/ দুর্গম/ অতি দুর্গম)		বিদ্যালয়ের অবস্থান (গ্রাম / শহর)	
বিদ্যুৎ সংযোগ আছে কি (আছে / সোলার / নাই)		বিদ্যালয়ের খেলার মাঠ আছে কি (হ্যাঁ/ না)	
বিদ্যালয়ে খেলাধুলার সরঞ্জামাদি আছে কি না (হ্যাঁ/ না)		সীমানা প্রাচীর আছে কি (পাকা প্রাচীর/ নাই)	
বিদ্যালয়ের নামে কোন ব্যাংক হিসাব চালু আছে কি (হ্যাঁ/ না)		বিদ্যালয়টিতে স্কাউট/কাব কার্যক্রম চালু আছে কি (হ্যাঁ/ না)	
বিদ্যালয়টি স্লিপ কার্যক্রমের আওতাভুক্ত কি (হ্যাঁ/ না)		বিদ্যালয়টি নির্দিষ্ট সময়ে সোশাল অডিট হয় কি (হ্যাঁ/ না)	
প্রাক-প্রাথমিক ক্লাসরুম ডেকোরেশন আছে কি (হ্যাঁ/ না)		গ্রেড ১ - গ্রেড ৩ তে অনুমোদিত (এসআরএম) সামগ্রী আছে কি (হ্যাঁ/ না)	
কাব দলের স্টক সংখ্যা আছে কি (হ্যাঁ/ না)		এসএমসি সভাপতির শিক্ষাগত যোগ্যতা (অষ্টম/ এসএসসি/ এইচএসসি/ বিএ (সমমান)/ এমএ (সমমান))	
প্রাক-প্রাথমিক ক্লাসরুম ০৪টি কর্ণারসহ ডেকোরেশন আছে কি (হ্যাঁ/ না)		বিদ্যালয়ে ফার্স্ট এইড বক্স প্রয়োজনীয় ঔষধসহ আছে কি (হ্যাঁ/ না)	
ক্ষুদে ডাক্তার কার্যক্রম চালু আছে কি (হ্যাঁ/ না)		Early Warning কার্যক্রম চালু আছে কি (অগ্নি নির্বাপক, আবহাওয়া পূর্বাভাস ইত্যাদি)	
মুক্তিযুদ্ধ কর্ণার আছে কি (হ্যাঁ/ না)		বিদ্যালয়ের ওয়াশব্লক বিদ্যুৎ সংযোগ আছে কি (হ্যাঁ/ না)	
প্রাক-প্রাথমিক ক্লাসরুম কমপক্ষে ২৫০ ব.ফুট কি (হ্যাঁ/ না)		বিদ্যালয়ের টয়লেটে বিদ্যুৎ সংযোগ আছে কি (হ্যাঁ/ না)	
স্টুডেন্ট কাউন্সিল কার্যক্রম পরিচালিত হয় কি (হ্যাঁ/ না)		একই ক্যাম্পাসে/ভবনে একাধিক স্কুল পরিচালিত হয় কিনা (একই ক্যাম্পাসে/ একই ভবনে/ না)	
ইনোভেশন কার্যক্রম চালু আছে কি (হ্যাঁ/ না)		প্রতিবন্ধি ও অটিস্টিক শিশুদের জন্য র‍্যাম্পসহ উপযুক্ত টয়লেট আছে কি (হ্যাঁ/ না)	
সততা স্টার আছে কি (হ্যাঁ/ না)		বুক কর্ণার আছে কি (হ্যাঁ/ না)	
মানবতার দেয়াল আছে কি (হ্যাঁ/ না)		শ্রেণিকক্ষে বিদ্যুৎ সংযোগ আছে কি (হ্যাঁ/ না)	
বংগবন্ধু কর্ণার আছে কি (হ্যাঁ/ না)			
বিদ্যালয়ের প্রধান সড়কে দিক নির্দেশক ফলক আছে কি (হ্যাঁ/ না)		প্রতিবন্ধি বিদ্যালয় নিবন্ধিত কি না (হ্যাঁ/ না)	
বিদ্যালয়ের ভিতরে ও বাহিরে (ভাইরাস/ব্যাকটেরিয়ামুক্ত করতে) জীবানুনাশক ব্যবহার করা হয় কি না (হ্যাঁ/ না)		বিদ্যালয়ে অগ্নি নির্বাপক যন্ত্র আছে কি (হ্যাঁ/ না)	
এসএমসি সভাপতির নাম			

\* উত্তর হ্যাঁ হলে ১, না হলে ২ লিখুন



২. খ) বিদ্যালয়ে কোন কোন শ্রেণিতে পাঠদান করানো হয় (বর্ণিত শ্রেণি চালু থাকলে হ্যাঁ অথবা না লিখুন) :

প্রাক-প্রাথমিক বয়স-৪	প্রাক-প্রাথমিক বয়স-৫	প্রথম শ্রেণি	দ্বিতীয় শ্রেণি	তৃতীয় শ্রেণি	চতুর্থ শ্রেণি	পঞ্চম শ্রেণি	ষষ্ঠ শ্রেণি	সপ্তম শ্রেণি	অষ্টম শ্রেণি

২. গ) জলবায়ু পরিবর্তন ও দুর্যোগ ব্যবস্থাপনা সংক্রান্ত তথ্য/বিদ্যালয়টি কোন ধরনের দুর্যোগ প্রবণ এলাকায় অবস্থিত? (সংশ্লিষ্ট ঘরে টিক চিহ্ন দিন/একাধিক অপশন নির্বাচন করা যাবে)

জলোচ্ছাস	সাইক্লোন	বন্যা	জলাবদ্ধতা	লবনাক্ততা	নদী ভাঙ্গন	খরা প্রবণ	ভূমিকম্প	পাহাড় ধস	জোয়ার-ভাটা	অন্যান্য

২. ঘ) বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীর জন্য কোন কোন সুবিধা আছে

শিরোনাম	হ্যাঁ / না	শিরোনাম	হ্যাঁ / না
শারিরিক প্রতিবন্ধীদের জন্য র‍্যাম্প আছে কি না		দৃষ্টি প্রতিবন্ধীদের ডেইজি বুক আছে কি না	
শারিরিক প্রতিবন্ধীদের গমনোপযোগী ওয়াশরুম আছে কি		দৃষ্টি প্রতিবন্ধীদের ব্রেইল বই আছে কি না	
শারিরিক প্রতিবন্ধীদের হুইল চেয়ার আছে কি না		বাক প্রতিবন্ধীদের Sign Language Tutor আছে কি না	
শারিরিক প্রতিবন্ধীদের ক্রাচ আছে কি না		বাক প্রতিবন্ধীদের Sign Language Manual আছে কি না	
দৃষ্টি ফেপিং আছে কি না		শ্রবণ প্রতিবন্ধীদের নিরব পরিবেশ আছে কি না	
দৃষ্টি প্রতিবন্ধীদের কালার কন্ট্রাস্ট আছে কি না		শ্রবণ প্রতিবন্ধীদের Hearing Aid আছে কি না	

৩. বিদ্যালয়ের ভূমির তথ্য:

ক্রম	ভূমির পরিমাণ (শতাংশ)	সর্বশেষ জরিপ অনুযায়ী খতিয়ান নম্বর (BS)	সর্বশেষ জরিপ অনুযায়ী দাগ নম্বর	দলিল নম্বর ও তারিখ	ভূমি দাতার নাম	ভূমি গ্রহীতার নাম	হালনাগাদ ভূমি উন্নয়ন কর পরিশোধ করা হয়েছে (হ্যাঁ / না)	নামজারী হয়েছে কি না? (হ্যাঁ / না)	নামজারী মালিকানা (নম্বর ও তারিখ সহ)	সমুদয় জমি দখলে আছে কি? (হ্যাঁ / না)	জমি সংক্রান্ত কোন আপত্তি আছে কি? (হ্যাঁ / না)	হাই স্কুল সংলগ্ন বিদ্যালয়ে ভূমি সংক্রান্ত কোনো জটিলতা আছে কি? (হ্যাঁ / না)

৪. বিদ্যালয়ের ভবনের তথ্য:

মোট ভবন সংখ্যা	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)	কোন প্রকল্প/প্রোগ্রামে নির্মিত হয়েছে? (পিইডিপি-২ / পিইডিপি-৩ / পিইডিপি-৪ / অন্যান্য)	বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য র‍্যাম্প আছে কি? (হ্যাঁ / না)



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**৫. বিদ্যালয়ের কক্ষের তথ্য:**

মোট কক্ষ সংখ্যা	ভবনের নম্বর	কক্ষ নম্বর	কক্ষের ব্যবহার (শ্রেণিকক্ষ-১, প্রধান শিক্ষক/অফিস কক্ষ-২, সহকারী শিক্ষক কক্ষ-৩, লাইব্রেরি কক্ষ-৪, উপকরণ প্রদর্শন কক্ষ-৫, ভান্ডার বা স্টোর কক্ষ-৬, প্রাক-প্রাথমিক কক্ষ-৭, অন্যান্য কক্ষ-৮, শুধুমাত্র প্রধান শিক্ষক-৯)	কক্ষের দৈর্ঘ্য (ফুট)	কক্ষের প্রস্থ (ফুট)	নির্মাণের ধরন (পাকা / সেমিপাকা)	নির্মাণের সাল	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/খারাবাহিকভাবে অন্য ভবনের কক্ষের নম্বর ও ব্যবহার লিখতে হবে।

**৬. বিদ্যালয়ের স্যানিটেশন ব্যবস্থা (ওয়াশলক ব্যতীত):**

টয়লেটের ক্রমিক নম্বর	ব্যবহারকারী (বালক, বালিকা, বালক-বালিকা যৌথ, সহ: শিক্ষক, প্রধান শিক্ষক, শিক্ষকদের যৌথ, বিশেষ চাহিদা-সম্পন্ন শিক্ষার্থী)	বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ, মেরামত প্রয়োজন / ঝুঁকিপূর্ণ জরুরি মেরামত প্রয়োজন / পরিত্যক্ত)	পরিষ্কারক দ্রব্যাদি আছে কি? (হ্যাঁ / না)	Hand- Wash/সাবান/ হারপিক/ফিনাইল ব্যবহার করা হয় কি না? (হ্যাঁ / না)	টয়লেটে পানির সরবরাহ (আছে / নাই)	টয়লেট কোন প্রকল্পের আওতায় নির্মিত (পিইডিপি-২ / পিইডিপি- ৩ / পিইডিপি-৪ / অন্যান্য)

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৭. বিদ্যালয়ের ওয়াশব্লক ব্যবস্থা (বিদ্যালয়ের ওয়াশব্লক নির্মিত বলতে নির্মানকাজ সম্পন্ন পূর্বক ব্যবহার উপযোগী বুঝাবে):

ওয়াশ ব্লকের সংখ্যা	নির্মাণের সাল	ব্যবহারকারী (বালক, বালিকা, পুরুষ শিক্ষক, মহিলা শিক্ষক, বিশেষ চাহিদা সম্পন্ন শিক্ষার্থী)	বর্তমান অবস্থা (ভালো / নির্মাণাধীন / জরাজীর্ণ, মেরামত প্রয়োজন/ পরিত্যক্ত)	ওয়াশ ব্লক শিক্ষার্থী কর্তৃক ব্যবহৃত হচ্ছে কি? (হ্যাঁ / না)	পরিষ্কারক দ্রব্যাদি আছে কি? (হ্যাঁ / না)	টয়লেটে পানির সরবরাহ (আছে / নাই)	Hand washing/ সাবান আছে কি না? (হ্যাঁ / না)

৮. বিদ্যালয়ের পানীয় জলের ব্যবস্থা:

বিদ্যালয়ে নিরাপদ ও বিশুদ্ধ খাবার পানির উৎস	উৎসের বর্তমান অবস্থা (ভালো, মোটামুটি, খারাপ, খনন/নির্মাণ চলমান, পরিত্যক্ত)	মেরামত / সংস্কারযোগ্য (হ্যাঁ / না / প্রয়োজ্য নয়)	নলকূপের ক্ষেত্রে (আসেনিকমুক্ত, আসেনিকযুক্ত, আসেনিকদূষণ এলাকা অথবা পরীক্ষা করা হয়নি)	কোন প্রকল্পের আওতায় নির্মিত (পিইডিপি-২, পিইডিপি-৩, পিইডিপি-৪, অন্যান্য)	ইকোলাই টেস্ট করা হয়েছে কি না (হ্যাঁ / না)	নলকূপের পানিতে লবনাক্ততা-১ আয়রণ-২, না থাকলে-০ লিখুন
সরবরাহ বা সাপ্লাই						
নলকূপ						
ফিল্টার						
অন্যান্য						

৯. আসবাবপত্র

আসবাবপত্রের তথ্য			
আসবাবপত্রের ধরন	ব্যবহার উপযোগী	মেরামত যোগ্য	ব্যবহার অনুপযোগী
চেয়ার			
টেবিল			
হাই-বেঞ্চ			
লো-বেঞ্চ			
ব্লাক/চকবোর্ড			

আসবাবপত্রের ধরন	ব্যবহার উপযোগী	মেরামত যোগ্য	ব্যবহার অনুপযোগী
হোয়াইট/মার্কারবোর্ড			
পুশপিনবোর্ড			
আলমিরা			
ফ্যান (টেবিল ও সিলিং সহ)			
বুক সেলফ			
ফাইল কেবিনেট			
অন্যান্য সরঞ্জাম (হারমনিয়াম, তবলা, পিয়ানো ইত্যাদি)			

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

১০. বিদ্যালয়ের তথ্য প্রযুক্তি, মাল্টিমিডিয়া ও অন্যান্য তথ্য:

	আছে কি না? (হ্যাঁ-১ / না হলে-২ লিখুন)	প্রাপ্ত মোট সংখ্যা লিখুন	প্রাশিত ব্যতীত অন্যান্য উৎস থেকে প্রাপ্ত সংখ্যা লিখুন	অচল থাকলে (সংখ্যা লিখুন)
বিদ্যালয়ের জন্য কম্পিউটার/ডেস্কটপ				
বিদ্যালয়ের জন্য ল্যাপটপ				
ইন্টারনেট সংযোগের ধরন (ব্রডব্যান্ড-১/ওয়াই ফাই-২/মডেম-৩/ব্যবস্থা না থাকলে-৪ লিখুন)		প্রযোজ্য নয়	প্রযোজ্য নয়	প্রযোজ্য নয়
তথ্যপ্রযুক্তি ব্যবহারে সক্ষম শিক্ষক আছে কি				
ডেস্কটপ / ল্যাপটপ শিখন-শিখানো কাজে ব্যবহৃত হয় কি				
ইন্টারনেট শিখন-শিখানো কাজে ব্যবহৃত হয় কি				
বিদ্যালয়ের শ্রেণিকক্ষে মাল্টিমিডিয়া ব্যবহার হয় কি				
মাল্টিমিডিয়া বেসড ক্লাসরুম আছে কি*				
মাল্টিমিডিয়া ইন্টারএকটিভ ক্লাসরুম আছে কি**				
সাইড সিস্টেম আছে কি				
শিখন-শিখানো কাজে ইলেকট্রিক ডিভাইস ব্যবহৃত হয় কি না				

\* মাল্টিমিডিয়া বেসড ক্লাসরুম বলতে মাল্টিমিডিয়া ব্যবহার উপযোগী করে কক্ষটি ডেভেলপ ও ডেকোরেশন করা হয়েছে কি না।

\*\* মাল্টিমিডিয়া ইন্টারএকটিভ ক্লাসরুম বলতে ঐ ক্লাসরুমে মাল্টিমিডিয়া ব্যবহার করতে বৈদ্যুতিক সংযোগসহ প্রয়োজনীয় লজিস্টিক সাপোর্ট আছে কি না।

১১. বিদ্যালয় ব্যবস্থাপনা কমিটি

বিদ্যালয় ব্যবস্থাপনা কমিটি (এসএমসি)	
যে বিষয়ে তথ্য দিতে হবে	কোড/সংখ্যা
বিদ্যালয়ে এসএমসি গঠিত হয়েছে কি? (হ্যাঁ-১ / এডহক-২ / স্থগিত-৩ / না-৪)	
বর্তমানে এসএমসির পুরুষ সদস্য কতজন?	
বর্তমানে এসএমসির মহিলা সদস্য কতজন?	
২০২০ সালে এসএমসির কতটি সভা হয়েছে?	

১২. সামাজিক উদ্বুদ্ধকরণ সভা ও পিটিএ সংক্রান্ত তথ্য

সামাজিক উদ্বুদ্ধকরণ সভা (২০২০ সালের মার্চ থেকে ২০২১ সালের ফেব্রুয়ারি পর্যন্ত)		
সন	যে বিষয়ে তথ্য দিতে হবে	সংখ্যা
২০২০	মা সমাবেশের সংখ্যা	
	অভিভাবক সমাবেশের সংখ্যা	
	উঠান বৈঠক সংখ্যা	
	র্যালি সংখ্যা	
	হোম ভিজিট সংখ্যা	
২০২০	শিক্ষক অভিভাবক সমিতি (পিটিএ) আছে কি	
	২০২০ সালে পিটিএ কতটি সভা হয়েছে?	

১৩. শিক্ষার্থী সংক্রান্ত: প্রাক-প্রাথমিক শ্রেণি:

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসাল ভিত্তিক বয়স (২৮ ফেব্রুয়ারি ২০২১-তে বয়স)	বালক	বালিকা	মোট*
২০১৬ (৪ বছর+)			
২০১৫ (৫ বছর+)			
২০১৪ (৬ বছর+)			
২০১৩ (৭ বছর+)			
নির্ধারিত বয়সের বাইরে**			
সর্বমোট			

\* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০২১ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে  
\*\* নির্ধারিত বয়সের (under/over aged) বাইরে কোন শিক্ষার্থী থাকলে এই ঘরে লিখুন।

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

২০২১ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০২০ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০২০			
অক্টোবর ২০২০			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০২০ সালের ডিসেম্বর ও ২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০২০			
২০২১*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

\* বিশেষ চাহিদা সম্পন্ন শিশুর ধরন নির্ণয় পদ্ধতি :

**শারীরিক** : সাধারণত যে সব শিশুর হাত-পা বা শরীরের অন্য কোনো অঙ্গ-প্রত্যঙ্গ যেকোন প্রকার বিকলাঙ্গ, হাত-পা বিহীন কিংবা চলাচলে অসুবিধা হয় এরূপ শিশু।

**ক্ষীণদৃষ্টি** : চশমার সাহায্যেও যাদের দৃষ্টি স্বাভাবিক নয়, যারা মুখমন্ডলের কাছে বই নিয়ে পড়ার চেষ্টা করে, যাদের পরিষ্কারভাবে লিখতে অসুবিধা হয় এরূপ শিশু।

**ক্ষীণশ্রবণ** : যারা স্বাভাবিক স্বরমাত্রায় কথা বুঝতে বা উপলব্ধি করতে পারে না, যারা শব্দের মধ্যে পার্থক্য বুঝতে পারে না, যারা কানের পিছনে হাত রেখে শোনার চেষ্টা করে এরূপ শিশু।

**বাকপ্রতিবন্ধী** : যারা স্বাভাবিক কথা বলতে পারে না, যারা জড়তা নিয়ে কথা বলে, কঠম্বরে সমস্যা থাকার কারণে যারা কথা বুঝতে পারে না বা বুঝতে 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, স্বরণশক্তি 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 উচ্চস্বর 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।

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

১৪. শিক্ষার্থী সংক্রান্ত: প্রথম শ্রেণি:

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসাল ভিত্তিক বয়স (২৮ ফেব্রুয়ারি ২০২১-তে বয়স)	বালক	বালিকা	মোট*
২০১৫ (৫ বছর+)			
২০১৪ (৬ বছর+)			
২০১৩ (৭ বছর+)			
২০১২ (৮ বছর+)			
২০১১ (৯ বছর+)			
২০১০ (১০ বছর+)			
২০০৯ (১১ বছর+)			
নির্ধারিত বয়সের বাইরে**			
সর্বমোট			

\* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০২১ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে  
\*\* নির্ধারিত বয়সের (under/over aged) বাইরে কোন শিক্ষার্থী থাকলে এই ঘরে লিখুন।

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			
২০২১ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০২০ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

প্রাক-প্রাথমিক শ্রেণি সমাপ্ত করে ১ম শ্রেণিতে ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০২০ সালের ২৮ ফেব্রুয়ারি পর্যন্ত)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
এ বিদ্যালয়ে শ্রেণি সমাপ্তকারী			
অন্য বিদ্যালয়ে শ্রেণি সমাপ্তকারী			
সরাসরি ১ম শ্রেণিতে ভর্তিকৃত			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০২০ সালের ডিসেম্বর ও ২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০২০			
২০২১*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

\* বিশেষ চাহিদা সম্পন্ন শিশুর ধরন নির্ণয় পদ্ধতি :

**শারীরিক :** সাধারণত যে সব শিশুর হাত-পা বা শরীরের অন্য কোনো অঙ্গ-প্রত্যঙ্গ যেকোন প্রকার বিকলাঙ্গ, হাত-পা বিহীন কিংবা চলাচলে অসুবিধা হয় এরূপ শিশু।

**ক্ষীণদৃষ্টি :** চশমার সাহায্যেও যাদের দৃষ্টি স্বাভাবিক নয়, যারা মুখমন্ডলের কাছে বই নিয়ে পড়ার চেষ্টা করে, যাদের পরিষ্কারভাবে লিখতে অসুবিধা হয় এরূপ শিশু।

**ক্ষীণশ্রবণ :** যারা স্বাভাবিক স্বরমাত্রায় কথা বুঝতে বা উপলব্ধি করতে পারে না, যারা শব্দের মধ্যে পার্থক্য বুঝতে পারে না, যারা কানের পিছনে হাত রেখে শোনার চেষ্টা করে এরূপ শিশু।

**বাকপ্রতিবন্ধি :** যারা স্বাভাবিক কথা বলতে পারে না, যারা জড়তা নিয়ে কথা বলে, কঠম্বরে সমস্যা থাকার কারণে যারা কথা বুঝতে পারে না বা বুঝতে 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, স্বরণশক্তি 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 উচ্চস্ব প্রকাশ করে না। এরা বিশেষ ধরনের আচরণ বার বার করতে থাকে।

**অন্যান্য :** উল্লিখিত ছয় ধরনের বিশেষ চাহিদা সম্পন্ন শিশু ছাড়া অন্য কোনো ধরনের বিশেষ চাহিদা সম্পন্ন শিশু আপনার বিদ্যালয়ে ভর্তি হলে তা এই ঘরে লিখতে হবে।

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০২০			
অক্টোবর ২০২০			
শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

১৫. শিক্ষার্থী সংক্রান্ত: দ্বিতীয় শ্রেণি:

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসাল ভিত্তিক বয়স (২৮ ফেব্রুয়ারি ২০২১-তে বয়স)	বালক	বালিকা	মোট*
২০১৪ (৬ বছর+)			
২০১৩ (৭ বছর+)			
২০১২ (৮ বছর+)			
২০১১ (৯ বছর+)			
২০১০ (১০ বছর+)			
২০০৯ (১১ বছর+)			
২০০৮ (১২ বছর+)			
নির্ধারিত বয়সের বাইরে**			
সর্বমোট			

\* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০২১ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে  
\*\* নির্ধারিত বয়সের (under/over aged) বাইরে কোন শিক্ষার্থী থাকলে এই ঘরে লিখুন।

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

২০২১ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০২০ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০২০ সালের ডিসেম্বর ও ২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০২০			
২০২১*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

\* বিশেষ চাহিদা সম্পন্ন শিশুর ধরন নির্ণয় পদ্ধতি :

শারীরিক : সাধারণত যে সব শিশুর হাত-পা বা শরীরের অন্য কোনো অঙ্গ-প্রত্যঙ্গ যেকোন প্রকার বিকলাঙ্গ, হাত-পা বিহীন কিংবা চলাচলে অসুবিধা হয় এরূপ শিশু।

ক্ষীণদৃষ্টি : চশমার সাহায্যেও যাদের দৃষ্টি স্বাভাবিক নয়, যারা মুখমন্ডলের কাছে বই নিয়ে পড়ার চেষ্টা করে, যাদের পরিষ্কারভাবে লিখতে অসুবিধা হয় এরূপ শিশু।

ক্ষীণশ্রবণ : যারা স্বাভাবিক স্বরমালায় 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, কঠম্বরে সমস্যা থাকার কারণে যারা কথা বুঝতে পারে না বা বুঝতে 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, স্বরণশক্তি 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 উচ্চস্বাস 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।

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০২০			
অক্টোবর ২০২০			

১৬. শিক্ষার্থী সংক্রান্ত: তৃতীয় শ্রেণি:

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসাল ভিত্তিক বয়স (২৮ ফেব্রুয়ারি ২০২১-তে বয়স)	বালক	বালিকা	মোট*
২০১৩ (৭ বছর+)			
২০১২ (৮ বছর+)			
২০১১ (৯ বছর+)			
২০১০ (১০ বছর+)			
২০০৯ (১১ বছর+)			
২০০৮ (১২ বছর+)			
২০০৭ (১৩ বছর+)			
নির্ধারিত বয়সের বাইরে**			
সর্বমোট			

\* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০২১ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে  
\*\* নির্ধারিত বয়সের (under/over aged) বাইরে কোন শিক্ষার্থী থাকলে এই ঘরে লিখুন।

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

২০২১ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০২০ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০২০ সালের ডিসেম্বর ও ২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০২০			
২০২১*			
ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

\* বিশেষ চাহিদা সম্পন্ন শিশুর ধরন নির্ণয় পদ্ধতি :

**শারীরিক :** সাধারণত যে সব শিশুর হাত-পা বা শরীরের অন্য কোনো অঙ্গ-প্রত্যঙ্গ যেকোন প্রকার বিকলাঙ্গ, হাত-পা বিহীন কিংবা চলাচলে অসুবিধা হয় এরূপ শিশু।

**ক্ষীণদৃষ্টি :** চশমার সাহায্যেও যাদের দৃষ্টি স্বাভাবিক নয়, যারা মুখমন্ডলের কাছে বই নিয়ে পড়ার চেষ্টা করে, যাদের পরিষ্কারভাবে লিখতে অসুবিধা হয় এরূপ শিশু।

**ক্ষীণশ্রবণ :** যারা স্বাভাবিক স্বরমাাত্রায় 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, কষ্টস্বরে সমস্যা থাকার কারণে যারা কথা বুঝতে পারে না বা বুঝতে 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, স্বরণশক্তি 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।

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০২০			
অক্টোবর ২০২০			

১৭. শিক্ষার্থী সংক্রান্ত: চতুর্থ শ্রেণি:

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসাল ভিত্তিক বয়স (২৮ ফেব্রুয়ারি ২০২১-তে বয়স)	বালক	বালিকা	মোট*
২০১২ (৮ বছর+)			
২০১১ (৯ বছর+)			
২০১০ (১০ বছর+)			
২০০৯ (১১ বছর+)			
২০০৮ (১২ বছর+)			
২০০৭ (১৩ বছর+)			
২০০৬ (১৪ বছর+)			
নির্ধারিত বয়সের বাইরে**			
সর্বমোট			

\* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০২১ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে  
\*\* নির্ধারিত বয়সের (under/over aged) বাইরে কোন শিক্ষার্থী থাকলে এই ঘরে লিখুন।

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			
২০২১ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০২০ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০২০			
অক্টোবর ২০২০			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০২০ সালের ডিসেম্বর ও ২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০২০			
২০২১*			
ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধী			
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 পরিষ্কারভাবে লিখতে অসুবিধা হয় এরূপ শিশু।

**ক্ষীণশ্রবণ:** যারা স্বাভাবিক স্বরমাত্রায় কথা বুঝতে বা উপলব্ধি করতে পারে না, যারা শব্দের মধ্যে পার্থক্য বুঝতে পারে না, যারা কানের 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 বুঝতে পারে না বা বুঝতে 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, স্বরণশক্তি 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।

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	যৌথ
শাখার (সেকশন) সংখ্যা			



১৮. শিক্ষার্থী সংক্রান্ত: পঞ্চম শ্রেণি:

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসাল ভিত্তিক বয়স (২৮ ফেব্রুয়ারি ২০২১-তে বয়স)	বালক	বালিকা	মোট*
২০১২ (৮ বছর+)			
২০১১ (৯ বছর+)			
২০১০ (১০ বছর+)			
২০০৯ (১১ বছর+)			
২০০৮ (১২ বছর+)			
২০০৭ (১৩ বছর+)			
২০০৬ (১৪ বছর+)			
নির্ধারিত বয়সের বাইরে**			
সর্বমোট			

\* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০২১ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে  
\*\* নির্ধারিত বয়সের (under/over aged) বাইরে কোন শিক্ষার্থী থাকলে এই ঘরে লিখুন।

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			
২০২১ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি (২০২০ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি করছে)			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	মোট
শাখার (সেকশন) সংখ্যা			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০২০ সালের ডিসেম্বর ও ২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০২০			
২০২১*			

ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

\* বিশেষ চাহিদা সম্পন্ন শিশুর ধরন নির্ণয় পদ্ধতি :

**শারীরিক** : সাধারণত যে সব শিশুর হাত-পা বা শরীরের অন্য কোনো অঙ্গ-প্রত্যঙ্গ যেকোন প্রকার বিকলাঙ্গ, হাত-পা বিহীন কিংবা চলাচলে অসুবিধা হয় এরূপ শিশু।

**ক্ষীণদৃষ্টি** : চশমার সাহায্যেও যাদের দৃষ্টি স্বাভাবিক নয়, যারা মুখমন্ডলের কাছে বই নিয়ে পড়ার চেষ্টা করে, যাদের পরিষ্কারভাবে লিখতে অসুবিধা হয় এরূপ শিশু।

**ক্ষীণশ্রবণ** : যারা স্বাভাবিক স্বরমাত্রায় কথা বুঝতে বা উপলব্ধি করতে পারে না, যারা শব্দের মধ্যে পার্থক্য বুঝতে পারে না, যারা কানের পিছনে হাত রেখে শোনার চেষ্টা করে এরূপ শিশু।

**বাকপ্রতিবন্ধি** : যারা স্বাভাবিক কথা বলতে পারে না, যারা জড়তা নিয়ে কথা বলে, কঠম্বরে সমস্যা থাকার কারণে যারা কথা বুঝতে পারে না বা বুঝতে 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, স্বরণশক্তি 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 উচ্চস্ব প্রকাশ করে না। এরা বিশেষ ধরনের আচরণ বার বার করতে থাকে।

**অন্যান্য** : উল্লিখিত ছয় ধরনের বিশেষ চাহিদা সম্পন্ন শিশু ছাড়া অন্য কোনো ধরনের বিশেষ চাহিদা সম্পন্ন শিশু আপনার বিদ্যালয়ে ভর্তি হলে তা এই ঘরে লিখতে হবে।

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০২০			
অক্টোবর ২০২০			

১৯. শিক্ষার্থী সংক্রান্ত: ষষ্ঠ শ্রেণি - অষ্টম শ্রেণি:

জন্মসাল ভিত্তিক ভর্তিকৃত শিক্ষার্থীর সংখ্যা (২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি রেজিস্টার দেখে শিক্ষার্থীর তথ্য দিন)			
জন্মসাল ভিত্তিক বয়স (২৮ ফেব্রুয়ারি ২০২১-তে বয়স)	বালক	বালিকা	মোট*
২০১০ (১০ বছর+)			
২০০৯ (১১ বছর+)			
২০০৮ (১২ বছর+)			
২০০৭ (১৩ বছর+)			
২০০৬ (১৪ বছর+)			
২০০৫ (১৫ বছর+)			
২০০৪ (১৬ বছর+)			
২০০৩ (১৭ বছর+)			
২০০২ (১৮ বছর+)			
নির্ধারিত বয়সের বাইরে**			
সর্বমোট			

\* জন্মসাল ভিত্তিক ভর্তিকৃত মোট শিক্ষার্থীর সংখ্যা এর সাথে ২০২১ সালের শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা মোট শিক্ষার্থী সংখ্যা অবশ্যই সমান হতে হবে

ভর্তিকৃত উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠী শিক্ষার্থীর সংখ্যা			
উপজাতি/ক্ষুদ্র নৃ-গোষ্ঠীর ধরন	বালক	বালিকা	মোট
চাকমা			
মারমা			
ত্রিপুরা			
গারো			
সাঁওতাল			
মনিপুরি			
সাদরি (ওরাও)			
অন্যান্য			
২০২১ সালে একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			
(২০২০ সালের শিক্ষার্থীদের মধ্যে কতজন একই শ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			
শিক্ষার্থীর ধরন	বালক	বালিকা	মোট
একইশ্রেণিতে অধ্যয়ন/পুনরাবৃত্তি			

শ্রেণিভিত্তিক (সেকশনভিত্তিক) শাখার তথ্য			
শাখা	বালক	বালিকা	মোট
শাখার (সেকশন) সংখ্যা			

শ্রেণিভিত্তিক শিক্ষার্থীর সংখ্যা (২০২০ সালের ডিসেম্বর ও ২০২১ সালের ২৮ ফেব্রুয়ারি পর্যন্ত ভর্তি/হাজিরা রেজিস্টার দেখে তথ্য দিন)			
সাল	বালক	বালিকা	মোট
২০২০			
২০২১*			
ভর্তিকৃত বিশেষ চাহিদা সম্পন্ন শিক্ষার্থীর সংখ্যা			
বিশেষ চাহিদার ধরন	বালক	বালিকা	মোট
শারীরিক			
ক্ষীণদৃষ্টি			
ক্ষীণশ্রবণ			
বাকপ্রতিবন্ধি			
বুদ্ধিবৃত্তিক			
অটিস্টিক			
অন্যান্য			

\* বিশেষ চাহিদা সম্পন্ন শিশুর ধরন নির্ণয় পদ্ধতি :

**শারীরিক :** সাধারণত যে সব শিশুর হাত-পা বা শরীরের অন্য কোনো অঙ্গ-প্রত্যঙ্গ যেকোন প্রকার বিকলাঙ্গ, হাত-পা বিহীন কিংবা চলাচলে অসুবিধা হয় এরূপ শিশু।  
**ক্ষীণদৃষ্টি :** চশমার সাহায্যেও যাদের দৃষ্টি স্বাভাবিক নয়, যারা মুখমন্ডলের কাছে বই নিয়ে পড়ার চেষ্টা করে, যাদের পরিষ্কারভাবে লিখতে অসুবিধা হয় এরূপ শিশু।  
**ক্ষীণশ্রবণ :** যারা স্বাভাবিক স্বরমাাত্রায় 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, কঠোর সমস্যা থাকার কারণে যারা কথা বুঝতে পারে না বা বুঝতে 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, স্বরণশক্তি 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।

শিক্ষার্থীদের গড় উপস্থিতির শতকরা (%) হার (প্রতিটি ঘর আলাদা আলাদাভাবে পূরণ করতে হবে)			
মাস	বালক	বালিকা	গড়
এপ্রিল ২০২০			
অক্টোবর ২০২০			





এইউইও / এটিইও	ইউইও / টিইও

সমাপ্ত

## 8.12 Annex 12. NOC of APSC-2021 from BBS

ফরম-১


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 এতৎসংক্রান্ত বিধি ও নীতিমালা অনুযায়ী নিম্নবর্ণিত শর্তসাপেক্ষে প্রাথমিক শিক্ষা অধিদপ্তরকে 'বার্ষিক প্রাথমিক বিদ্যালয় শুমারি, ২০২১ (APSC-2021)' পরিচালনা, প্রতিবেদন প্রণয়ন ও প্রকাশে অনাপত্তি প্রদান করা হলো:

#### শর্তসমূহ:

- (১) শুমারির প্রতিবেদনে এসডিজি জাতীয় এবং স্থানীয় সূচকসমূহ চিহ্নিত করতে পৃথক নম্বর ব্যবহার করে উল্লেখ করতে হবে;
  - (২) APSC-2021-এর প্রতিবেদন প্রকাশের উদ্দেশ্যে জাতীয় কমিটিতে উপস্থাপনের পূর্বে জরিপ/শুমারি প্রস্তাব পরীক্ষা, অনুমোদন ও পরিবীক্ষণ কমিটিতে উপস্থাপন করতে হবে;
  - (৩) শুমারিতে সমাজকল্যাণ মন্ত্রণালয়ের আওতাধীন বিদ্যালয়সমূহ, প্রতিবন্ধী বিদ্যালয়সমূহের (নিবন্ধিত বা অনিবন্ধিত মর্যাদার তথ্যসহ); কিণ্ডারগার্টেন, মাদরাসা ও কারিগরি বিভাগের অধীন প্রাথমিক স্তরের সকল শিক্ষা প্রতিষ্ঠানের অন্তর্ভুক্তি নিশ্চিত করতে হবে;
  - (৪) APSC-2021-এর প্রতিবেদনে এসডিজি জাতীয় এবং স্থানীয় সূচক ভিন্ন ক্রমিকের নম্বরসহ উপাত্তগুলো পৃথক একটি ছকে Annexure আকারে অন্তর্ভুক্ত করতে হবে;
  - (৫) শুমারি মান নির্ণয়ের জন্য ইউএন গাইডলাইন অনুযায়ী নিরপেক্ষ প্রতিষ্ঠান কর্তৃক 'শুমারি পরবর্তী যাচাই (পিইসি)' জরিপ পরিচালনা করে তার ফলাফল মূল প্রতিবেদনে সমন্বয়ক করতে হবে;
  - (৬) শুমারিতে তথ্য তথ্যসংগ্রহকারীগণের পর্যাপ্ত প্রশিক্ষণের ব্যবস্থা থাকতে হবে, অডিও-ভিজুয়াল টিউটোরিয়াল ট্রেনিং-এর ব্যবস্থা করতে হবে এবং সকল জেলায় প্রশিক্ষণ কার্যক্রমে বিবিএস-এর কর্মকর্তাদের সম্পৃক্ত রাখতে হবে;
  - (৭) জাতীয় এবং স্থানীয় পর্যায়ে মন্ত্রিপরিষদ বিভাগ কর্তৃক অনুমোদিত স্থায়ী শুমারি/জরিপ কমিটির সভা অনুষ্ঠান ও স্থানীয় পর্যায়ে কমিটিকে এ কাজে সম্পৃক্তকরণের ব্যবস্থা করতে হবে;
  - (৮) তথ্য সংগ্রহে ব্যবহৃত সফটওয়্যারটি বিবিএস-এর সাথে শেয়ার করে এর মানোন্নয়ন ও মানসম্পন্ন পরিসংখ্যান প্রস্তুত নিশ্চিত করতে হবে;
  - (৯) সর্বোপরি অনাপত্তি প্রদানের 'সংস্থা কর্তৃক পরিসংখ্যান প্রস্তুত ও প্রকাশ নীতিমালা, ২০১৬'-এর অন্যান্য শর্তাবলী যথাযথভাবে অনুসরণ করতে হবে;
  - (১০) বিবিএস কর্তৃক প্রদত্ত অনাপত্তিপত্রের কপি প্রতিবেদনে সংযোজন করতে হবে; এবং
  - (১১) প্রকাশিত প্রতিবেদনের ১০ (দশ) কপি বিবিএস-কে সরবরাহ করতে হবে।
- ২। সংস্থা নীতিমালা অনুসরণ এবং ব্যুরো কর্তৃক প্রদত্ত শর্তাবলী পূরণ ও মান বজায় রাখবার বিষয়টি নিশ্চিত করবে।
- ৩। নির্ধারিত সময়সীমার মধ্যে পরিসংখ্যান প্রস্তুত ও প্রকাশের কার্যক্রম সম্পন্ন করতে না পারলে সংস্থা এ বিধিমালায় অধীন বাংলাদেশ পরিসংখ্যান ব্যুরোর নিকট সময় বৃদ্ধির জন্য আবেদন করতে পারবে।
- ৪। নীতিমালা যথাযথভাবে অনুসরণ এবং শর্তসমূহ যথাযথভাবে পূরণ ও মান বজায় রাখবার বিষয়টি বাংলাদেশ পরিসংখ্যান ব্যুরো ও সংস্থার যৌথ পরিবীক্ষণের (Monitoring) মাধ্যমে নিশ্চিত করা হবে।

  
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ইমেইল: dg@bbs.gov.bd

### 8.13 Annex 13. National Committee of Primary Education Statistics in MoPME:

Secretary, MoPME,	Chairman
Additional Secretary (School), MoPME	Member
Additional Secretary (Administration), MoPME	Member
Additional Secretary (Development), MoPME	Member
Director General, DPE	Member
Director General, BNFE	Member
Representative (GED), Planning Commission	Member
Representative, Statistical and Information Management Division	Member
Representative, Bangladesh Bureau of Statistics	Member
Representative, Division of Secondary & Higher Secondary, MoE	Member
Representative, Division of Technical & Madrasah Education, MoE	Member
Director (Monitoring and Evaluation Division), DPE	Member
Joint Secretary (Planning), MOPME	Member
Chief, Statistical Division, BANBEIS	Member
Prof. Dr. Shafiqur Rahman, Director ISRT_DU	Member
Prof Dr. Mohammad Alamgir Kabir, Chairman, Dept. of Statistics_JU	Member
Statistical Officer, DPE	Member
Statistical Officer, MoPME	Member Secretary

#### 8.14 Annex 14. Technical Committee of Primary Education Statistics in DPE:

Director General, DPE	Chairman
Director General, BNFE	Member
Director (M&E), DPE	Member
Director (IMD), DPE	Member
Chief, Statistical Division, BANBEIS	Member
Representative, BBS	Member
Representative, DSHE	Member
Representative, NGO Bureau	Member
Prof. Dr. Sayed Shahadat Hossain, ISRT_DU	Member
Prof. Dr. Shafiqur Rahman, Director ISRT_DU	Member
Prof Dr. Mohammad Alamgir Kabir, Chairman, Dept. of Statistics _JU	Member
Joint Secretary (School), MoPME	Member
Joint Secretary (Planning), MoPME	Member
Mr. Anuj Kumar Roy, Senior System Analyst (IMD), DPE	Member
System Analyst, MoPME	Member
Statistician, DPE	Member
Statistical Officer, MoPME	Member
Statistical Officer (1-4), DPE	Member
Deputy Director (M&E), DPE	Member Secretary



### 8.15 Annex 15. APSC Report Preparation Committee in DPE:

Sl	Name, Post & Dept	Remark	Responsibility
1	Director, Monitoring & Evaluation	Chair	Supervised
2	Director, IMD	Member	Direction
3	Deputy Director (APSC wing)	Member	Executive Summary
4	Mr. Anuj Kumar Roy, Senior System Analyst, IMD	Member	Data Append, Data Finalization, Data Extract
5	Mr. Aminul Haque, Statistician, M&E	Member	KPI, PSQL, Non KPI, Calendar, Profile, NOC, External Validation, Messages
6	Md. Mukter Hossain, Statistical Officer, M&E	Member	Methodology & Annexure
7	Ms. Yesmin Akhter, Statistical Officer, M&E	Member	Methodology & Annexure
8	Mr. Ismail Hossain, Statistical Officer, M&E	Member	Internal Efficiency, Cohort, District Drop Out Calculation, Report Formatting, IV Report
9	Md. Mehdi Hasan, Statistical Officer, M&E	Member Secretary	Report Analysis & Generation (GER, NER, GIR, NIR), Report Preparation
10	Md. Siddiqur Rahman, Data Entry Operator, IMD	Member	Data Gap Analysis, Data Cleaning

## 8.16 Annex 15. Country Profile

### 1. Bangladesh Country Profile:

<b>Official Name</b>	<b>The People's Republic of Bangladesh</b>
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	21 <sup>st</sup> February
Historical day	07 <sup>th</sup> March
Independence Day	26 <sup>th</sup> March
Victory day	16 <sup>th</sup> December
Geographical location	Bangladesh is situated in the eastern part of the South Asian sub-Continent. It lies between 20 <sup>o</sup> and 26 <sup>o</sup> 38' North latitudes and between 88 <sup>o</sup> 01' and 92 <sup>o</sup> 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, 493 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 (01 January 2021)	168.22 Million; Male: 84.19 and Female: 84.03 Million (SVRS 2021, BBS)
Religion based population	Muslim (90.7%), Hindu (9.2%), Buddhist (0.7%), Christian (0.3%), Animist and believers in tribal faiths (0.1%)
Population Growth Rate	1.37% (SVRS 2020, BBS)
Population Density per sq.km	1180 (SVRS 2020, BBS)
Sex ratio	Male 100.2: Female 100

Fertility Rate (Per woman)	2.04 (SVRS 2020, BBS)
Contraceptive Prevalence Rate	63.9% (SVRS 2020, BBS)
Life Expectancy at Birth	72.8 years (SVRS 2020, BBS)
Infant Mortality per 1000 Live Births (below 5 year)	28 (SVRS 2020, BBS)
Literacy Rate (7+yrs)	75.2% (SVRS 2020, BBS)
GDP (2021)	BDT 34,56,040.00 Crore (Source MoF)
Public University	53 (Source MoE)
Private University	109 (Source MoE)
Medical College	45 (Dental 09)
Private Medical College	109 (Dental 26)
Medical University	05
Army Medical College	06 (01-Armed Force Medical College)
GDP growth rate	6.54%
Money Inflation rate	5.86%
Per capita Income	US\$ 2554
Population below Poverty Line	20.5% (daily intake below 2122 k. Cal.) Hardcore Poverty Line 10.50%
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 leather and leather goods, pharmaceuticals, flowers, fruit and vegetables, ceramic-ware, IT and ITES, handicrafts, newsprint
Remittance Reserve (December 2021)	US\$ 48.04 billion (Source Bangladesh Bank)
Sea Ports	Chittagong, Mongla and Paira

International Airports	Dhaka, Chittagong and Sylhet
Domestic Airports	Jashore, Ishwardi, Cumilla, Cox's Bazar, Thakurgaon, Syedpur, Rajshahi, Barishal
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-92.45 and Landphone-2.70
Mobile Telephony penetration	165.57 Million People (Till December 2021)
Internet User	93.07 Million People (Till December 2021)
Social Media User	42.00 Million People (Till December 2021)
Export Processing Zones (EPZs)	10 (Private 02)

## 8.17 Annex 17. 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	514 (Till December 2021) (Education Upazila 493 and Thana 21)
Total primary School (2021)	118891 (All Types)
Total GPS	GPS: 65566
Total Teacher (Public & Private)	657,193 (% of female 61.35%)
Total GPS Teacher	359,095, (% of female 64.41%)
Education	Bangla & English
Total Enrolled Students	16964967 (% of Girls 49.40%) (Gr I-V)
Total Pre-Primary Enrolment	3,136,005 (% of Girls 50.30%)
Cycle Drop Out Rate (2019)	14.15%
Education Age Limit	6-10 Years
PECE Start	Since 2009
PECE Participation (2021)	NA
PECE Pass Rate (2020)	Exam not held in this year (In 2019 were 95.50%)
PECE Pass Rate (2021)	Exam not held in this year
Primary School Nationalized (First)	Father of the Nation Bangabandhu Sheikh Mujibur Rahman, 37672 Primary School in 1973
Primary School Nationalized (2 <sup>nd</sup> 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 & Cultural Competition Nation Wide
Total Budget (FY 2021-22)	BDT 6,03,681 Crore
Total Educational Budget (2021-22)	BDT 71,953 Crore
Primary Education Budget (2021-22)	BDT 26,314 Crore (As % of Primary Education is 36.57%)

# Glossary (Concept and Definitions)

## 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 physical approach

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 Sex 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 school entrance 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 by 100. 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 Sex 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 considered as an output indicator. Viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

**Calculation method:** Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of pupils who enrolled in the final grade of the preceding cycle or level of education in the previous school 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 Sex, 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 enroll 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 Sex, 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 Enrolment 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 Sex, 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 programme.

**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 programme at this level of education

#### a. 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 the 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 Sex, 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.

#### **b. 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 analyzing 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, Sex, 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.

#### **c. Survival Rate to last grade (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 enrolment and repeaters for two consecutive years. The Formulae is given by

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

Where:

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

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

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

g pupil-cohort

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

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

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

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

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

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

**Type of disaggregation:** By Sex, 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.

#### d. Coefficient of Efficiency

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

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

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

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

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 Sex, 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.

#### e. 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 based on the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years. the formula is given by

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

**Where:**

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

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

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

$k$  Number of repetitions allowed

$n$  Normal duration of study for a cycle or level of education

$g$  Pupil-cohort

$j$  Number of years of study.

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

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

**Type of disaggregation:** By Sex, 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.

#### **f. 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 by 100. the formula 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 Sex, 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.

#### **g. Pupil Teacher Ratio (PTR) / Student Teacher Ratio (STR):**

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

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

**Calculation method:**

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

Where:

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

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

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

**Data required:** Number of pupils 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 consider 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.

#### **h. 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 of 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 Sex.

**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 Sex (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.

#### **i. 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 Sex 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 enroll 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.

#### **j. 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 analyzing 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, Sex, 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 analyzing 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.

#### k. 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.

#### l. 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 female and male. 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.

#### **m. Ebtedayee Madrasahs**

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

#### **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.

#### **n. 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.

#### **o. Primary Education (Formal)**

**Definition:** Formal primary education refers to education, as determined by the government for the children of age group 6<sup>+yrs</sup> to 10<sup>+yrs</sup> years in grades 1-5 having a prescribed national curriculum, textbooks, schools' hours and the school year, which begins in January and ends in December.

#### **p. 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 expected 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.

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

**Calculation method:** Divide the number of new enrolments in a given grade in a given schools year (t+1) by the number of pupils from the same cohort enrolled in the preceding grade in the previous school's year (t).

#### q. Pupil Cohort

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

#### r. 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.

#### s. 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.