

Report Card Survey 2015

Sustainable Development Goals (SDGs)

4 **QUALITY
EDUCATION**



Citizens' Voice
for

Quality Primary Education



Campaign for Popular Education (CAMPE)
Bangladesh

Report Card Survey 2015
Citizens' Voice for Quality Primary Education

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Campaign for Popular Education (CAMPE)
Bangladesh

First Edition

December 2015

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Cover Design

Khandaker Nurul Islam

Design & Printing

Evergreen Printing and Packaging

Photographs: CAMPE & Internet

ISBN: 978-984-34-0034-5

Published by

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This report is dedicated to

Late Arif H. Khan

a versatile researcher and a longtime friend of CAMPE
who left us for his eternal abode in October, 2015

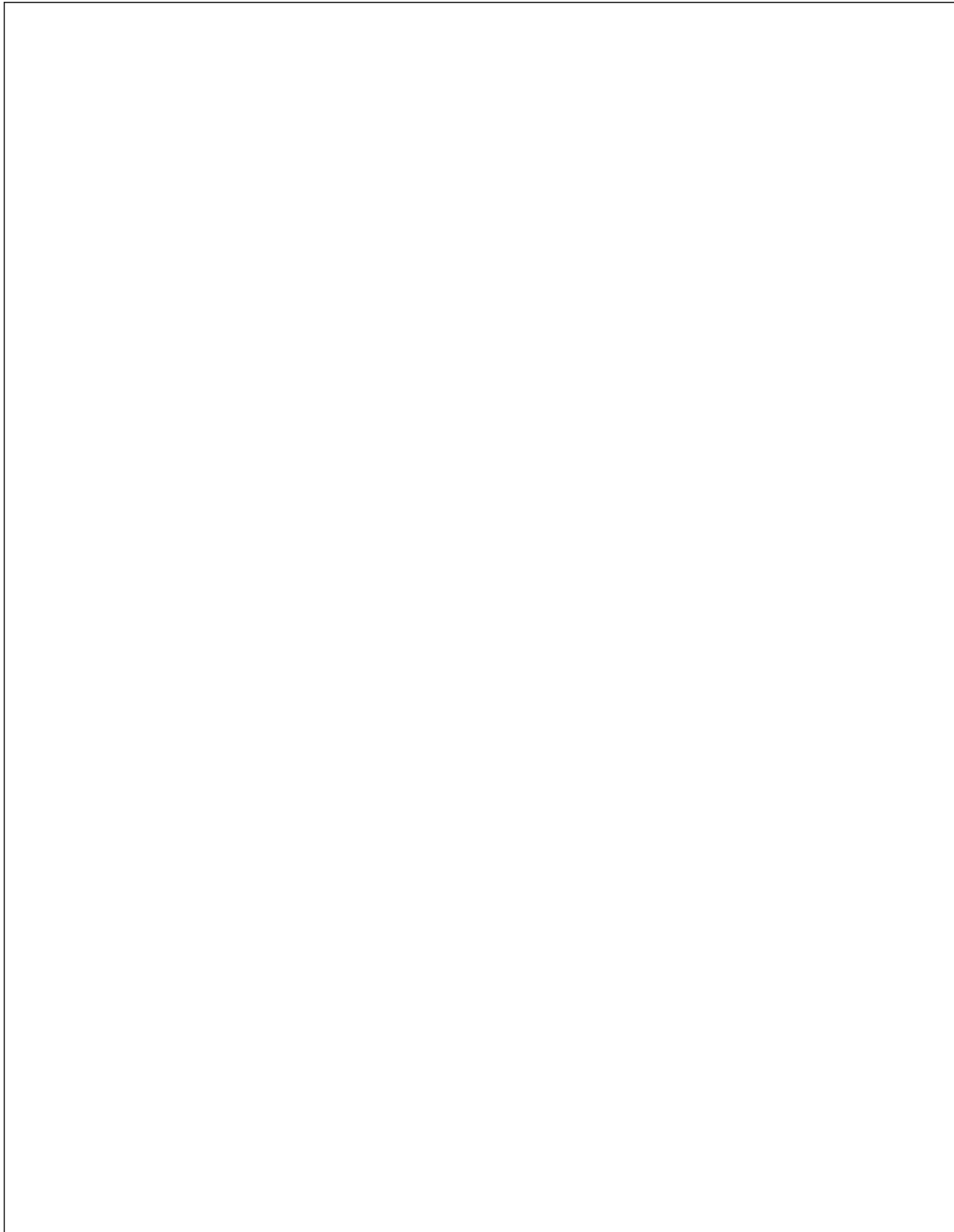


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Abbreviations and Acronyms

AUEO	Assistant Upazila Education Officer
ADB	Asian Development Bank
BA	Bachelor of Arts
B.Ed	Bachelor of Education
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
C-in-Ed	Certificate in Education
CEWG	Community Education Watch Group
CAMPE	Campaign for Popular Education
CRC	Citizen Report Card
CSC	Community Score Card
DPEO	District Primary Education Officer
DPE	Directorate of Primary Education
EFA	Education for All
ESTEEM	Effective Schools through Enhanced Education Management
HSC	Higher Secondary School Certificate
JARM	Joint Annual Review Mission
MA	Master of Arts
M.Ed.	Master of Education
MoPME	Ministry of Primary and Mass Education
NCTB	National Curriculum and Textbook Board
FGDs	Focus Group Discussions
IDEAL	Intensive District Approach to Education for All
KIIs	Key Informant Interviews
NNPS	Newly Nationalized Primary School
NGO	Non-Government Organization
PEDP	Primary Education Development Program
PSPMP	Primary School Performance Monitoring Project
PTA	Parent Teacher Association
PTI	Primary Teachers Training Institute
RNGPS	Registered Non-Government Primary School
SA	Social Accountability
SSC	Secondary School Certificate
SPSS	Statistical Package for Social Science
SMC	School Management Committee
UEO	Upazila Education Officer
UNICEF	United Nations Children's Fund
UP	Union Parishad

Preface

Campaign for Popular Education (CAMPE) is an advocacy and campaign network promoting quality education, retention and completion of primary & secondary education cycle of both boys and girls of Bangladesh. It started its journey in 1990 with only 15 member organizations and has gradually grown into a well-known credible coalition of more than 1000 education NGOs, dozens of researchers, education rights' campaigners and teachers sharing similar vision and mission. It is also the secretariat of Education Watch, a civil society platform of researchers, practitioners and activists in the education sector in Bangladesh. CAMPE, on behalf of the Education Watch Group, coordinates the production of annual research-based Education Watch reports, presenting a civil society perspective on progress and challenges of achieving different national and international goals and targets including the Education for All (EFA) goals in Bangladesh.

Citizens' Report Card (CRC) has recently gained popularity as a tool for analyzing user feedback on the performance of public services. CRC can significantly enhance public accountability through media coverage and civil society advocacy that accompanies the process. The use of citizens' report card, as a performance monitoring and feedback mechanism, which is expected to ensure social accountability, has gained credibility since the late 1990s.

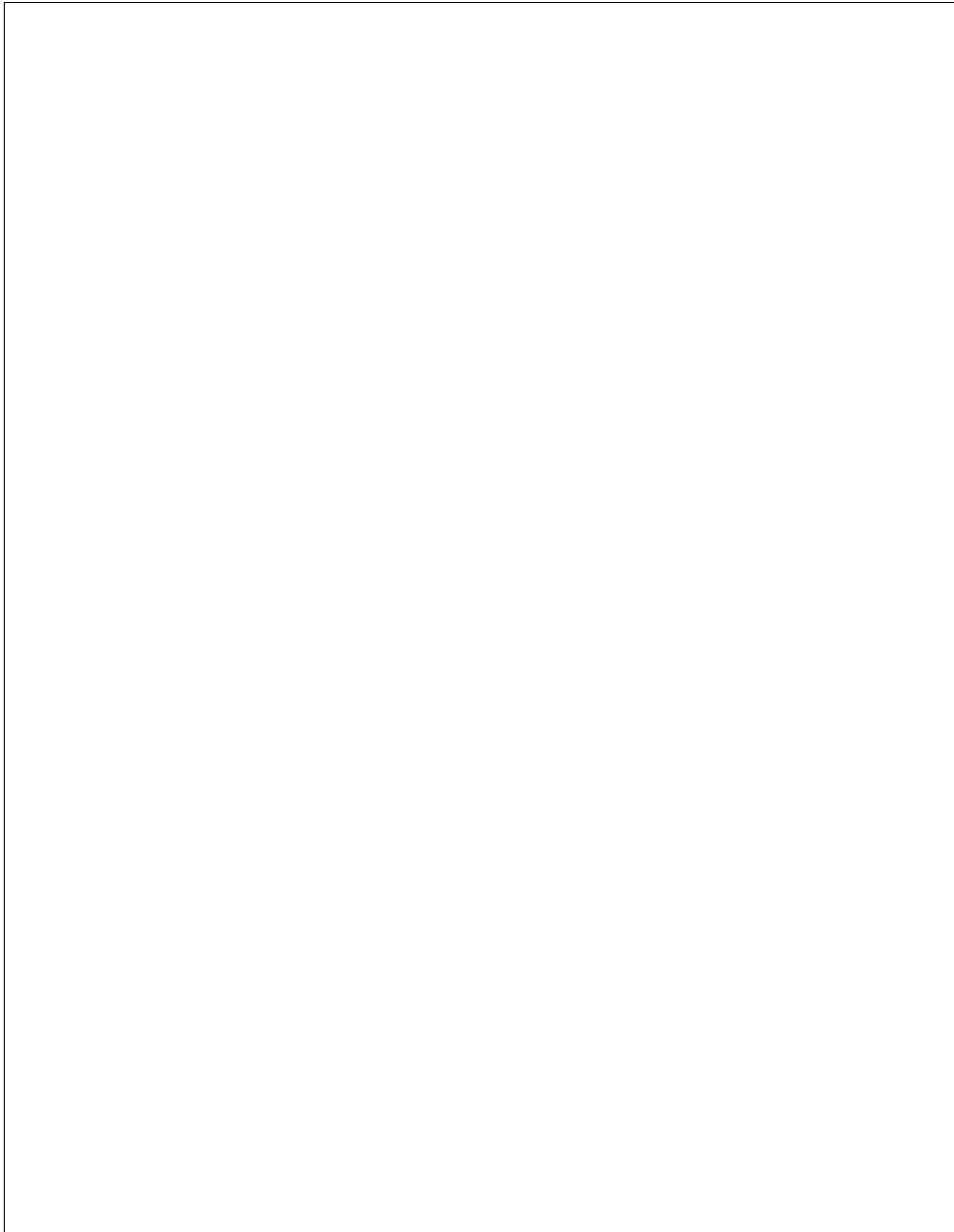
CAMPE has been applying this methodology in Government Primary Schools located in its Community Education Watch areas since 2013. This year, CAMPE covered 24 schools in eight different unions of eight districts including 1675 households. This report provides a critical analysis and measures of user feedback as well as their satisfaction on different indicators to the Quality Education for All. Besides, school-wise data, grading and actions for improvement are recommended.

The whole exercise was a collective effort and we would like to extend our heartfelt thanks to Prof. Abu Z. Mohammad and his team for conducting the study with sincerity and commitment. We would also like to express our deepest gratitude to the members of the Technical Advisory Team comprising relevant government officials, field experts and practitioners for their valuable contribution from study design to finalization of the report.

Our sincere appreciation for the teachers, students, guardians, local education officials, partner NGOs and CAMPE team who provided spontaneous support during the survey at different stages. Special thanks to the Directorate of Primary Education (DPE) and the Ministry of Primary and Mass Education (MoPME) for their wonderful cooperation.

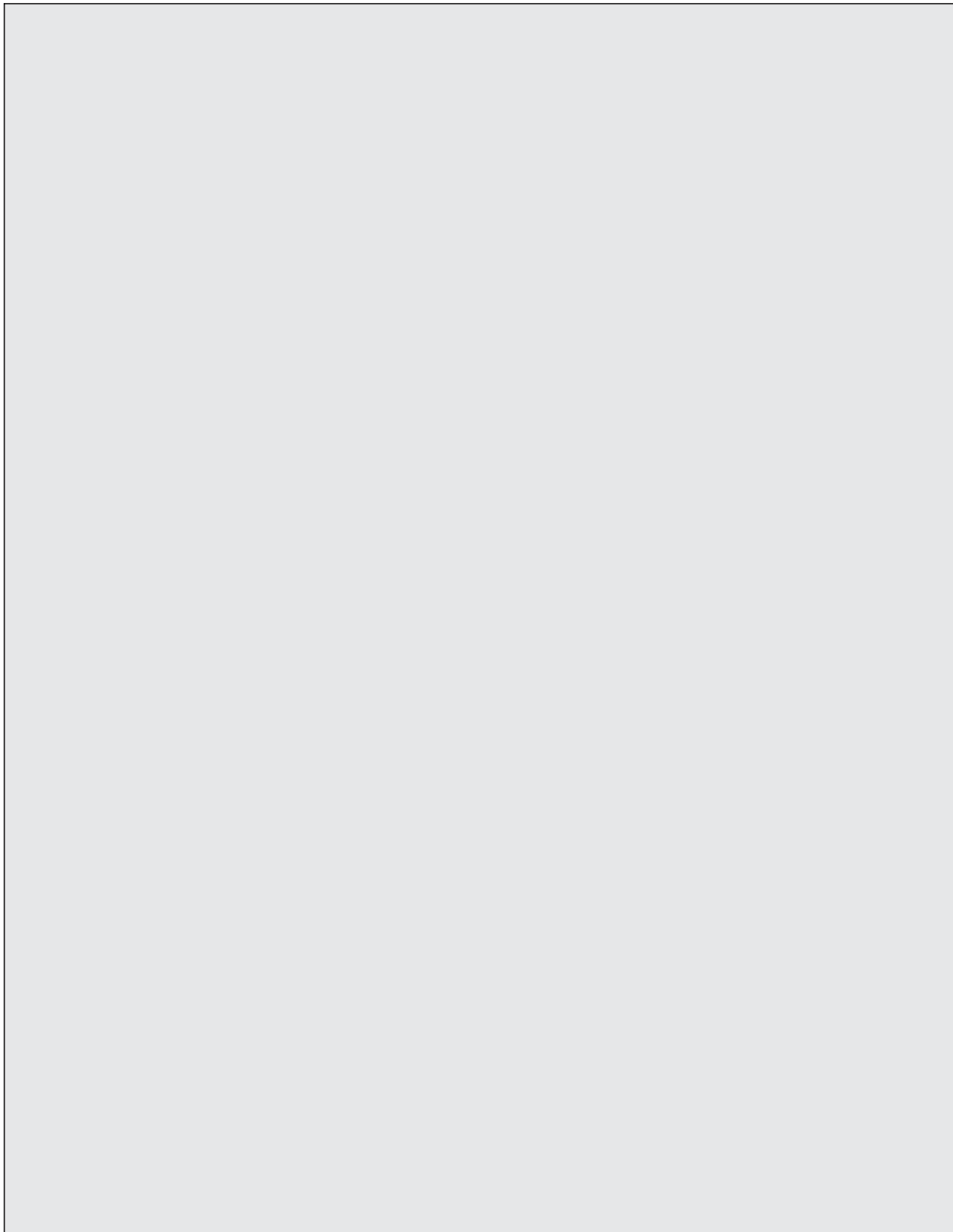
We would also like to express our profound grief at the untimely demise of Arif H. Khan, one of our Advisory Committee Members. Arif will always be remembered for his sincerity, honesty and love of mankind. May his soul rest in peace.

Rasheda K. Choudhury
Executive Director
Campaign for Popular Education (CAMPE)



Overview





Overview

Greater social accountability facilitates civil society engagement meaningfully in public policy and hence, contribute to public good. While a variety of social accountability approaches are available and have been implemented globally, it may be challenging for civil society and governments to choose what would work best. The Citizens' Report Card (CRC), a social accountability tool is being used in Bangladesh by different national and international civil society organizations. CRC is a survey instrument that provides quantitative data on how satisfied users are with public services such as education institutions, health centers, local government, water and sanitation etc. Using this instrument, civil society organizations, governments, and service providers can receive feedback from the actual users of a certain service. This process is also used for an overall assessment of the performance of public service based on citizens' satisfaction in a right based framework (e.g. Availability, Accessibility, Acceptability, Affordability and Adaptability), which is a reflection on the responsiveness and transparency of the service provider. It helps to track the change in benchmark over a period of time. The satisfaction survey helps move from 'apathy and coping' to 'voicing'. It enables the shift from 'shouting' to 'counting'. It puts the spotlight on hidden costs like corruption. It facilitates advocacy and mobilization.

In this context, CAMPE has been applying different social accountability tools i.e. Citizens' Report Card, Social Audit, Civic Watchdog Role (Community Education Watch Group), Education Watch Study etc. CAMPE conducted a CRC study for the first time in 2013 in Primary Schools, using specific indicators on the performance of Primary Education Services in four selected districts with the help of the Community Watch Groups. This year (2015) CAMPE expanded the CRC coverage to eight districts including the previous districts.

Methodology

Both qualitative and quantitative research techniques have been used in this study. The data has been collected from both primary and secondary sources. The schools were selected from CAMPE facilitated 'Community Education Watch Group' catchment areas. Primary sources for this research included household survey, focus group discussions (FGDs) and semi-structured key informant interviews (KIIs). The total sample size was 1675. A three-stage random sampling technique was followed for selecting respondents. Depending on the student size from Grade II to Grade IV, every first to fourth student across the class was selected following systematic random sampling technique.

In the presence of sampled student, his/her mother was interviewed using a questionnaire. In the cases where mother was not available, subsequent visits were made to the sampled household. Failing that, another adult person who was considered to be household decision maker or treated as guardian was interviewed. The survey questionnaire included socio-economic and demographic information of the respondents, student's information, information on private tuition, corporal punishment, different fees, books distribution, stipend, seating arrangement, proper teaching material, level of satisfaction etc.

¹ Community Education Watch is a civil society group at the local level performing a watchdog role for monitoring the progress of implementation of primary education carried out by both state and non-state service providers towards enhancing efficiency and effectiveness of the system.

Twenty-four (24) focus group discussions (FGDs) were conducted with students, SMCs, teachers, and members of community education watch groups. Seventy-two (72) key informant interviews (KIIs) took place to assess the quality of education, extent of different problems and to discuss possible policy suggestions. Key informants included Head Teacher, Assistant Upazila Education Officer/Upazila Education Officer, public representatives and CSOs. Eight workshops took place in eight Upazilas for data validation by relevant stakeholders. The major findings of the Report Card were shared at the national level events including the JARM process of PEDP-3 and a multi stakeholder sharing meeting.

Major Findings

Physical facilities and the learning provisions are the two critical issues that need to be established first, in order to create an environment of enabling educational opportunities for the children. The study reveals that the teacher-student ratio is high which stands at 1:49. In terms of infrastructure, the schools have insufficient infrastructure like shortage of classrooms, lack of electricity, playground, safe drinking water and toilet facilities.

The water and sanitation facilities are very poor in NNPS schools. Most of the NNPS schools have no hygienic sanitation facilities. 87.6% schools have own facilities for safe drinking water while 24.1% of the schools do not have any kind of toilet facilities in their premises. Therefore, the students from the schools without any water and sanitation toilet facilities are forced to use the facilities of the neighborhood or public premises. 37.5% and 41% schools do not have separate toilet facilities for girls and female teachers respectively.

In terms of teacher punctuality, nearly 89% guardians showed their satisfaction on teachers' timing and regularity. However, they were not satisfied about the regular use of teaching materials in the classroom. Though the use of library is very poor but 71% schools have library facilities. According to the library register and FGD findings teachers are the main users of library though it is not frequent, students' use of library is very occasional.

All surveyed schools have active SMC and on an average member met 10.5 times in 2014. Average attendance in the meetings is 8.6 though the decision making process is not democratic. The Chairs and the member secretaries took decisions while other members just put their signatures on the meeting minutes prepared by the Head Teacher. The same people were selected in the committees for several years.

According to the register, on average school visits by government officials like UEO/AUEO were 6.45 times in 2014. During the visit the UEO or AUEO discussed issues related to school development with the SMC members and the local elite as well as teachers. In some-cases, the UEO approved unauthorized leave for the teachers. It was reported by the participants in FGD that when the UEO/AUEO had visited the school, student attendance was very high compared to the other days.

The Head Teachers play the major role in decision making process though according to the Head Teachers' they take decisions in consultation with the SMC and other teachers. However, few teachers opined that Head Teachers listened to every ones' suggestions but acted according to their decisions.

Few key informants opined that the Head Teachers kept all the documents updated as the assessment of the schools was mostly done through scrutiny of the documents. Sometimes false statements were also produced regarding attendance of the students, home visits and students' performance.

On an average 78.7% students had taken private tuition at home. To be more specific, 49.4%, 29.3%, and 21.3% stated that they took private tuition regularly, sometimes (before exam) and never respectively. Looking into the economic condition of the family, a positive correlation is found between household income and the practice of availing private tutor. 16.1% student stated that their own school teachers are their private tutors. Among them 46.2%, 33.8%, and 9.2% were reported to have received extra services from the school teacher, who was also their private tutor, in the form of getting question papers before examinations, securing additional marks and getting assistance in answering the questions in examinations. 10.8% reported to have received services in other different ways.

The Socio-economic conditions of the communities where the schools are situated were poor. The study found that 68.8% of the respondents reported that they received stipend to send their child to the primary school compared to 59.4% in 2013. The survey also showed that 98.8% of the respondents did not have experience of any form of irregularity while receiving stipend. This is also a positive indication about the stipend program of the Government. Overall, the study found that 19.4% respondents were not satisfied and 10.5% respondents were moderately satisfied, while 70% were fully satisfied about the stipend distribution process.

Almost all students (99.6%) received free text books in the month of January with good conditions. Though government provided those free of cost but the study found that 7.3% student paid money to obtain the textbooks. On an average they paid taka 12 (Tk. 5 to 40) for getting “free books”. Among them 82% respondents stated that the teachers collected money for free text books in the name of carrying cost of books. Around two thirds of the respondents (66.8%) mentioned that they brought other books from the market. In most cases the students purchased guide books. The study found mainly two reasons behind buying of books i) on the advice of their teachers ii) their own interest. Guardians spent on an average 299.3 taka (range from Tk. 40 to Tk. 900) for buying extra books.

Admission in class one is supposed to be free of cost, but the study found approximately 17.1% who had to pay an average admission fee of Tk. 20.85 for admission. Though it is not much significant, it is a violation. Almost all students (98.8%) have paid their annual examination fee and it is similar to the findings of the 2013 survey. However, the study shows that the annual exam fee rises from Tk. 21.4 in 2013 to Tk. 53.51 in 2015. This appears to be an indication of rising costs in educating a child in the study areas. Besides, students regularly paid annual fees, religious festival fees cultural program fees etc.

Corporal punishment is prohibited in schools, but the real scenario is different. The study revealed that on an average, 52.7% students have faced corporal punishment. Looking into the acceptability of corporal punishment by sex, it is found that the tendency of acceptance of corporal punishment has implications based on gender. It is noticed that males (95.2%) are relatively more inclined to accepting corporal punishment compared to females (94.7%). Looking into the acceptability of corporal punishment by level of education, it is found that the tendency of acceptance of corporal punishments has implications based on gender. It is noticed that illiterate and literate (95.2% & 97.5%) respectively are more prone to submitting to corporal punishment than those with either completed primary education (89.1%) or secondary and above (90%). The findings show a declining trend in terms of frequency of occurrence of corporal punishment in comparison with the survey conducted in 2013. However, the continuing high occurrence demands that this issue is evaluated through further studies and the findings of such studies could form the basis for national level campaign and enhancing social awareness for reducing an issue which is prohibited through a government order. This state of play manifests wide disparity between the countries' international commitments, regulations and variations with cultural understanding.

The study reveals that most of the indicators are positively up-warded than 2013 findings. Safe drinking water and useable toilets have increased while corporal punishment has been decreased around 26.5% though it is still significantly high. Teacher attendance, punctuality, home visit by teachers, irregularities in stipend distribution, admission fee in class one and different fees in school has been positively changed.

Major Recommendations

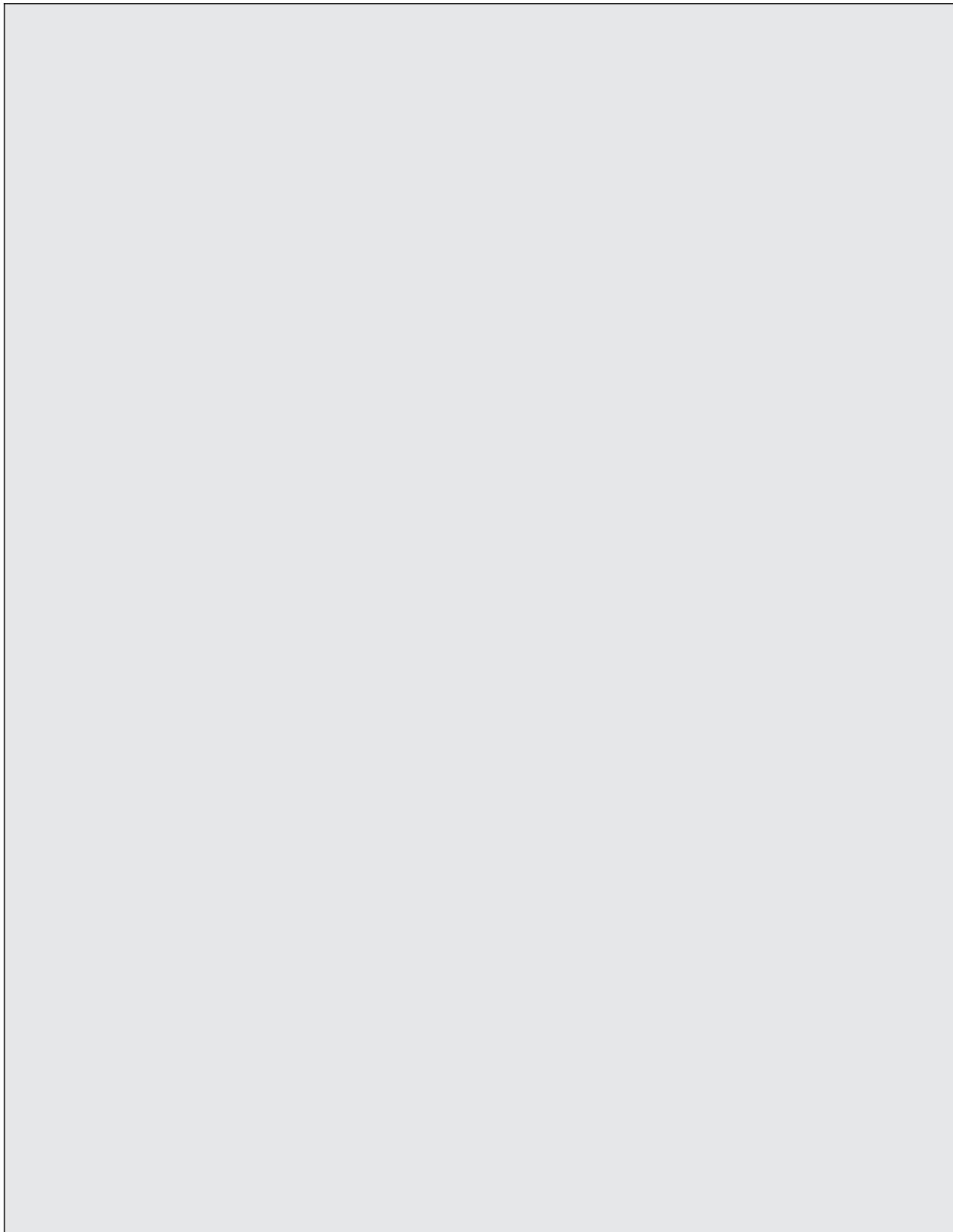
- Vacancies should be filled up and number of teachers needs to be increased in schools. This would help improve teaching quality in the classrooms through better Student-Teacher Ratio.
- Incentives for better performance of teachers must be integrated in the system as a tool for motivation.
- Stipend program must be extended to cover larger numbers of students on refined need-based criteria. The present stipend amount should also be increased, considering the socio-economic realities.
- Private tutoring should be completely stopped and strictly enforced. A system may be introduced for completing the lessons in school.
- The prohibition on corporal punishment should be strictly monitored and enforced.
- Social accountability tools (e.g. CRC, CSC) should be widely introduced in assessing the quality of services of primary education.
- A national level report card on primary education may be produced annually based on the benchmark of the initial survey. This will facilitate accountability of the primary education service provision. The process can be further expanded to cover non-government primary schools and madrasas.

Chapter One

Introduction

- 1.1 Objectives of the Study
- 1.2 Rationale of the Study
- 1.3 Sources of Data and Methodology
- 1.4 Implications of the Study

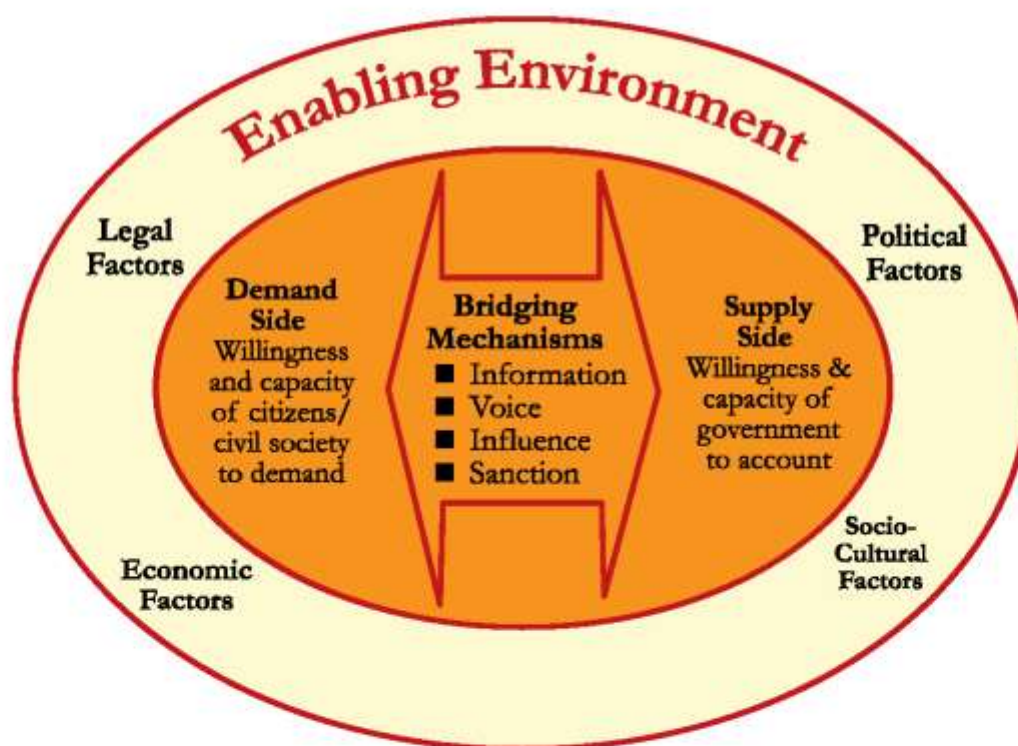




Social Accountability is an approach towards building obligation of power-holders to account for or take responsibility for their tasks that relies on civic engagement. Here “Power-Holders” refers to those who hold political, financial or other forms of power and include officials in government, private corporations, international financial institutions and civil society organizations. The World Bank refers the civic engagement in which it is ordinary citizens and or civil society organizations who participate directly or indirectly in exacting accountability.

About Social Accountability, the World Bank emphasized four factors (i.e. Political, Socio-economic, Economic and Legal) as critical to achieving any social accountability program. It tries to ensure enabling environment through bridging mechanism between Demand side and Supply side. It enhances (i) opportunities for information exchange, dialogue and negotiation between citizens and the state; (ii) the willingness and ability to seek government accountability among citizens and civil society; (iii) transparency and open information sharing, attitudes, skills and practices supporting listening and constructive engagement among service providers and policy makers with citizens; and (iv) an enabling environment, within the policy, legal, and regulatory spheres for increased civic engagement.

Figure 1.1: Critical factors of Social Accountability (World Bank)²



² Social Accountability Sourcebook, The World Bank

While a variety of social accountability approaches are available and have been implemented worldwide, it may be challenging for any organizations to choose what would work best. Among the frequently used Social Accountability tool, Citizens' Report Card is quite simple viable and credible tool to provide systematic feedback to public agencies about various quantitative and qualitative aspects of their performance. CRC elicits information about users' awareness of, access to, use of, and satisfaction with, public services. CRC identifies the key constraints that citizens, especially the poor and the underserved populations, face in accessing public services, their appraisals of the quality and adequacy of public services, and the quality of interactions they have with the providers of the services. The tool offers several recommendations on sector policies, strategies and programs to address these constraints and improve service delivery.

Using the CRC, civil society organizations, governments and service providers can receive feedback from the actual users of a certain service. This process is used for an overall assessment of the performance of public education service based on citizens' satisfaction in a right based framework (e.g., Availability, Accessibility, Acceptability, Affordability and Adaptability), which is a reflection on the responsiveness and transparency of the service provider. It helps to track the change in benchmark over a period of time. The satisfaction survey helps move from 'apathy and coping' to 'voicing'. It enables the shift from 'shouting' to 'counting'. It puts the spotlight on hidden costs like corruption. It facilitates advocacy and mobilization.

In Bangladesh different civil society organizations and NGOs have used Citizens' Report Card on different issues. Campaign for Popular Education (CAMPE), the national education coalition in Bangladesh has been practicing Citizens' Report Card since 2013, using specific indicators on the performance of Primary Education in four selected districts with the help of Community Education Watch Groups. This year (2015) as the follow-up of the previous report card, CAMPE used CRC in the previous four districts and also extended CRC coverage area in more four districts.

1.1 Objectives of the Study

The main objective of the study is to identify to what extent service receiver from Government Primary Schools are satisfied with the different services and how it can be improved. The specific objectives of the study are to-

- identify the quality and access to services in few selected Government Primary Schools;
- assess the level of satisfaction of service receiver;
- identify the challenges in government interventions and analyze the nature and extent of unauthorized payment in Government Primary Schools;
- process recommendation for improvement in service delivery.

1.2 Rationale of the Study

Bangladesh is the ninth most populous country with a total population of 168.9 million (CIA Factsheet 2015) and is among the most densely populated countries in the world. Despite the high population and moderately high poverty rates, the country's gross domestic product (GDP) has grown by 6.51 percent in 2014-2015 fiscal year and per capita income has also risen to \$1,314.

Bangladesh has the largest Primary Education system in the world. The responsible ministry for primary education (Ministry of Primary and Mass Education) has a directorate (Directorate of Primary Education) to implement the primary education program of the government. Then District Education Office, Upazila Education Offices etc. There is also Upazila Resource Center for professional development of primary school teacher.

This Primary Education of Bangladesh covered a total of 108,537 schools of 15 broad categories with 195,52,979 students of which 99,13,884 are girls (50.7%) where 482,884 teachers (279,105 female) are engaged in teaching (APSC 2014)³. Commendable progress in access and gender equity is the major achievements of these efforts. Census 2014 of DPE- Bangladesh showed Gross Enrolment Rate - GER as 108.4% (girls 112.3 and boys 104.6%), Net Enrolment Rate - NER as 97.7% (girls 98.8% and boys 96.6%) whereas in the PEDP II Baseline (2005) NER was 87.2% (girls 90.1%) and boys 84.6%). In 2014, the gender parity index was 1.07 for the GER and 1.02 for the NER. The overall Dropout Rate has also been reduced to 20.9% in the year 2014 whereas it was 47.2% in 2005. EFA 2015 National Review Bangladesh⁴ shows the progress of Education for All that indicates successes and challenges of six Goals of Education for All in the run-up to 2015 and beyond.

Along with all these successes, Bangladesh still lags significantly including quality and outcome of education. Quality teacher, education materials are an issue. Still schools going aged children are out of educational system. APSC 2014 showed that survival rate to grade five was 81.0%; completion rate was 79.1% (girls 82.5%, boys 77.6%). High student-teacher ratio (40:1 in 2014 for all type of schools, but 46:1 in government primary school) and inadequacy of infrastructure facilities are other obstacles on the way to quality education.

1.3 Sources of Data and Methodology

Both qualitative and quantitative research techniques have been used in this study. The data has been collected from both primary and secondary sources. Field work was conducted in collaboration with the local partner of CAMPE in the selected areas. The schools were selected from CAMPE facilitated 'Community Education Watch Group' catchment areas. The survey was conducted in April 2015. Precisely 20 field enumerators were recruited to collect the data at field level. Primary sources for this research included household survey, focus group discussions (FGDs) and semi-structured key informant interviews (KIIs). The household survey was conducted in 24 Government Primary Schools in eight Unions under 8 districts Gaibandha, Meherpur, Netrokona, Jamalpur, Habiganj, Sirajganj, Khulna, and Bhola. Three schools were selected from each Union. Out of 3 schools, one school was selected from Newly Nationalized Primary School (NNPS). The total sample size was 1675. A three-stage random sampling technique was followed for selecting respondents. Depending on the student size from Grade II to Grade IV, every first to fourth students across the class was selected following systematic random sampling technique.

In the presence of sampled student, his/her mother was interviewed using a questionnaire. In the cases where mother was not available, subsequent visits were made to the sampled households. Failing that, another adult person who was considered to be household decision maker or treated as guardian, was interviewed. The survey questionnaire included socio-economic and demographic information of the respondents, student's information, information on private tuition, corporal punishment, different fees, books distribution, stipend, seating arrangement, proper teaching material, level of satisfaction etc.

Twenty-four (24) focus group discussions (FGDs) were conducted with different groups such as students, SMCs, teachers, and members of community education watch groups. The average number of participants in FGDs was 7 people. Semi-structured checklists were used for conducting the FGDs. Seventy-two (72) key informant interviews (KIIs) took place to assess the quality of education, extent of different problems and

³ Annual Primary School Census 2014, DPE, Bangladesh

⁴ Ministry of Primary and Mass Education, Government of Bangladesh

to discuss possible policy suggestions. Key informants included head teacher, Assistant Upazila Education Officer/Upazila Education Officer, public representative and CSOs. Semi-structured checklists were used for conducting KIIs. Eight validation workshops took place in eight upazila for data validation by relevant stakeholders. One Advisory Committee was formed comprising nine members with representation of both academicians and practitioners from DPE, World Bank, TIB and other Civil Society Organizations. The committee regularly sat together and provided inputs in the Report Card process. The major findings of the Report Card Study were shared in national level events including JARM process PEDP-3 and a multi stakeholders sharing.

As this study is a pilot program of CAMPE, the small coverage of the study is its main limitation. Less educational qualification of the guardians and lack of understandings about the services provided in school is another limitation of this study. This study is not national representative. But it provides a relevant picture on satisfaction level of the service recipients provided in primary education and at the same time indicates the lacking of those schools and recommends for further improvement.

Table-1.1: Distribution of Respondents by Districts and other Covariates

Covariates	Particulars	Districts								Total	Percent
		Bhola	Khulna	Meherpur	Gaibandha	Sirajganj	Jamalpur	Netrokona	Hobiganj		
Panel-I Age	up to 19	4	5	3	3	3	7	0	10	35	2.1
	20-29	78	29	73	99	52	62	30	32	455	27.2
	30-39	85	91	88	66	95	111	130	98	764	45.6
	40-49	40	59	30	29	54	19	42	50	323	19.3
	50+	3	21	16	13	6	11	8	20	98	5.9
	S. Total	210	205	210	210	210	210	210	210	1675	100
Panel-II Sex	Males	54	144	72	12	39	34	109	46	510	30.4
	Females	156	61	138	198	171	176	101	164	1165	69.6
	S. Total	210	205	210	210	210	210	210	210	1675	100
Panel-III Years of School	Illiterate	19	30	29	7	113	86	119	55	458	27.3
	Literate	168	102	85	133	23	14	73	68	666	39.8
	1-4	04	10	30	4	2	37	4	17	108	6.4
	5	11	29	25	10	22	22	8	33	160	9.6
	6-9	6	27	33	50	41	27	5	23	212	12.7
	10+	2	7	8	6	9	24	1	14	71	4.2
	S. Total	210	205	210	210	210	210	210	210	1675	100
Panel-IV Income	1000-3000	69	21	5	2	4	13	40	0	154	9.2
	3001-6000	112	51	54	32	137	63	150	20	619	37
	6001-9000	20	74	55	93	36	58	15	44	395	23.6
	9001-12000	6	41	51	56	15	38	4	77	288	17.2
	12001-	2	14	21	16	2	10	0	44	109	6.5
	15000+	1	4	24	11	16	28	1	25	110	6.6
	S. Total	210	205	210	210	210	210	210	210	1675	100

Among the respondents, 69.6% and 30.4% were female and male respectively. More than half (60.2%) of the respondents were homemakers. After homemaker, the second and third most common occupational statuses were agriculture (14.3%) and day labor (12.3%).

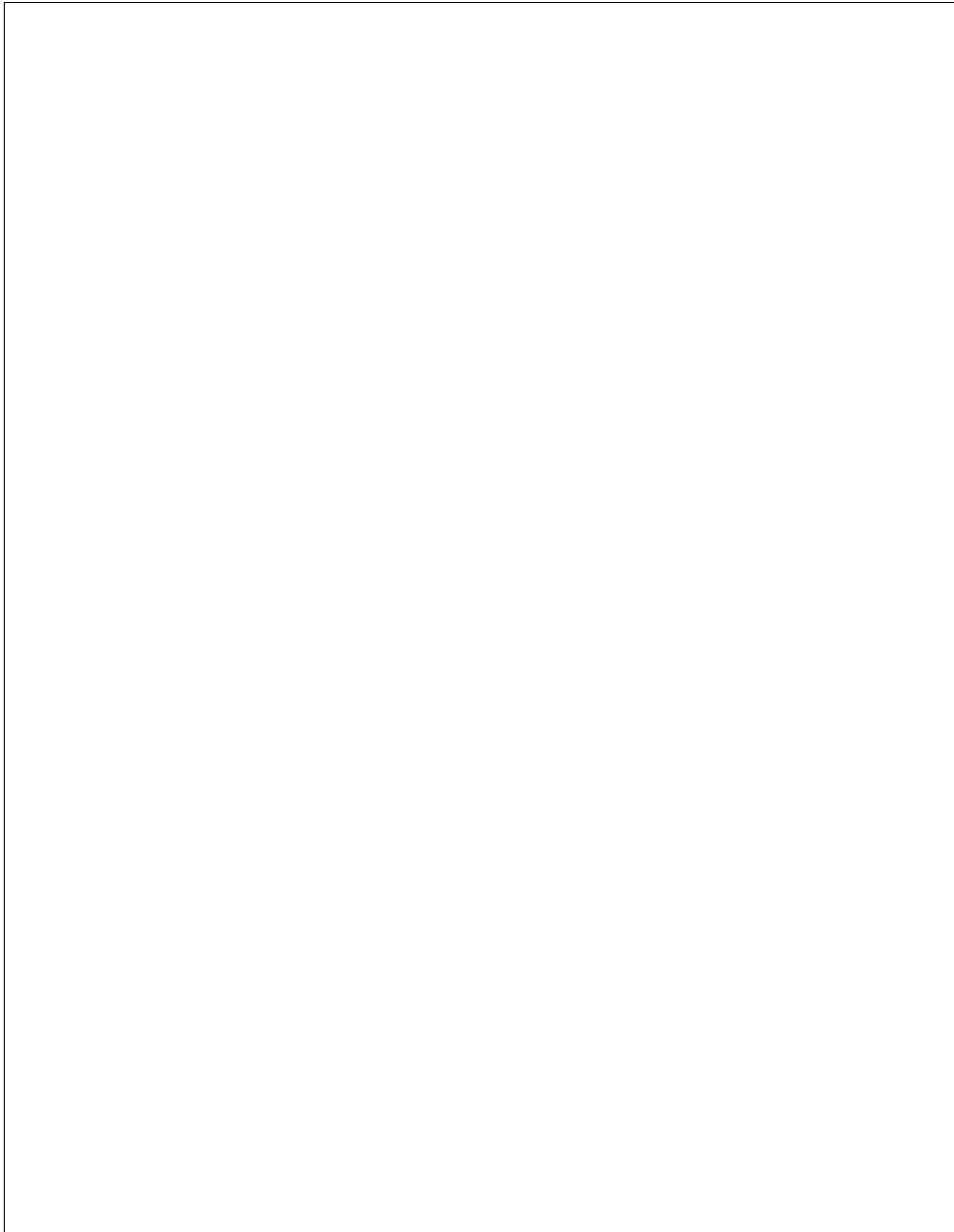
In this study a standard grading system has been followed where score 90 or above is A, which means *Excellent*; 80-89 is B, means *Above Average*; 70-79 is C, means *Average*; 60-69 is D, means *Below Average*; 50-59 is E, means *Unsatisfactory* and below 50 is F, means *Poor* or *Very Unsatisfactory*.

In some indicators '0' is the highest standard score, where 0-9 is A, means *Excellent*; 10-19 is B, means *Above Average*; 20-29 is C, means *Average*; 30-39 is D, means *Below Average*; 40-49 is E, means *Unsatisfactory* and 50 or above is F means *Poor* or *Very Unsatisfactory*. Corporal punishment and unauthorized payment are examples of these kinds of indicators.

1.4 Implications of the Study

This study involved collecting and using opinion on public services in Primary Education. As it aimed to bring about improvements in service delivery, it provided citizens and governments with qualitative and quantitative information on services of primary school. It can also provide information on gaps in services in terms of the service recipients.

By collecting feedback on the quality and adequacy of public services from the service recipients, this CRC study would provide good evidence and instigate a proactive agenda for communities, civil society organizations (CSOs), local governments and education authorities to improve the delivery of services in primary education. It also measured levels of public awareness on citizens' rights and responsibilities. The results can be used by governments to take into account social, political and 'soft-side' considerations when planning and allocating budgets, thus making the process more transparent and accountable. This study can also be used by citizens to air their views, raise awareness of issues regarding service provision and hold governments to account.

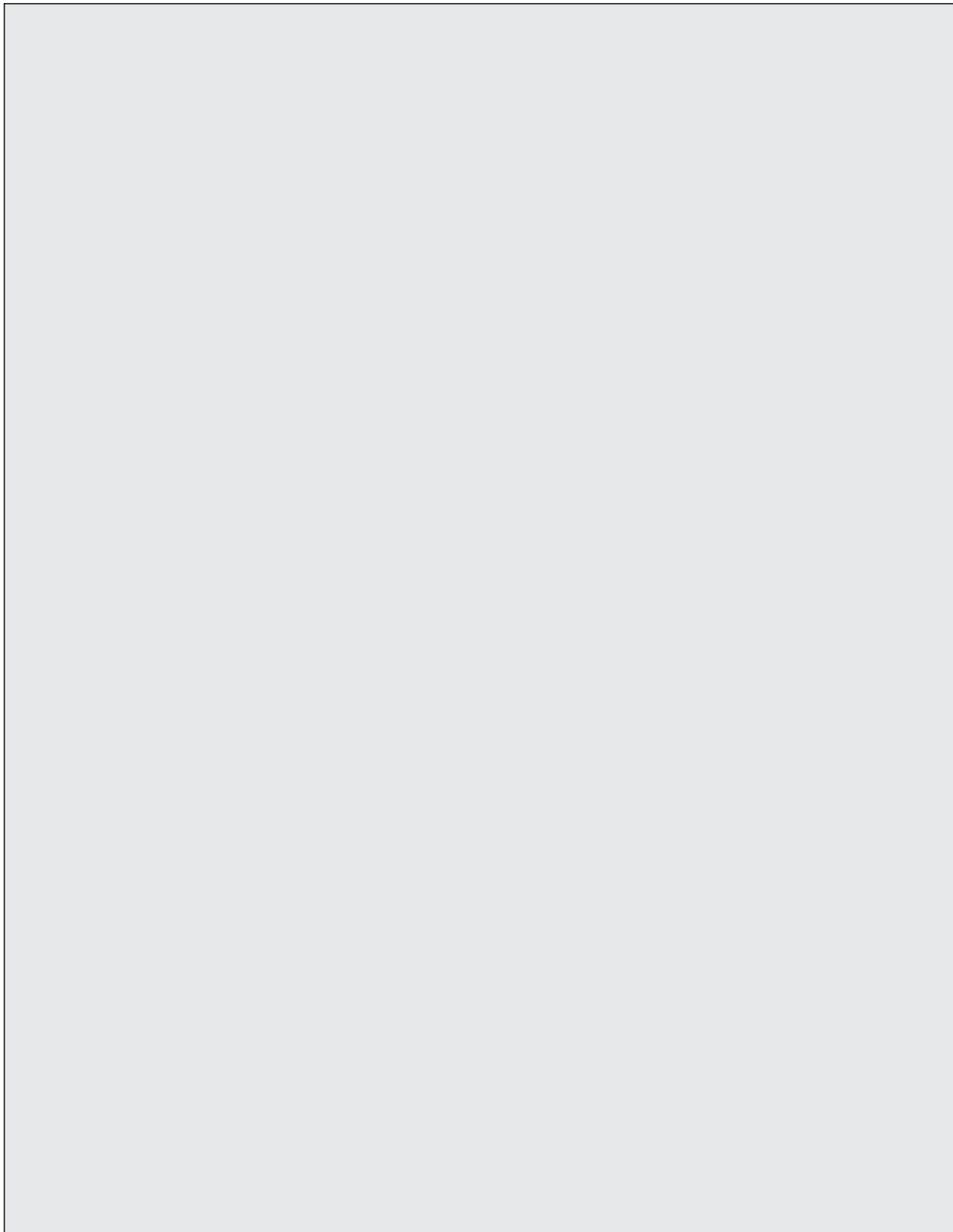


Chapter Two

Educational Facilities, Learning Provisions and Governance in Schools

- 2.1 Physical Facilities
- 2.2 Learning Provisions
- 2.3 Governance





2.1 Physical Facilities

2.1.1 Useable Toilet in the Schools

Though nearly 75.6% of the surveyed schools have the toilet facilities, dropped by around 8% compared to the figure presented in 2013. Moreover, 24.1% of the schools do not have any kind of toilet facilities in their premise. The students from the schools without having any toilet facilities are being forced to use toilet facilities of the neighborhood or public premise. As a matter of fact, students are brought to a school which does not have proper infrastructure to offer a conducive environment to promote perks of living in a healthy society. Reportedly, around 24% of the guardians expressed their dissatisfaction with the infrastructural, like poor condition of toilet of the schools.

Nearly 75.6% of the primary schools had toilet facilities whereas about 62.5% schools had toilet facilities separately for the girls. The toilets of Bera, Ramchandrapur and Sagordighirpar Government Primary Schools are not useable for the student. As a result, the students had to use toilets facilities of the neighboring households.

Figure -2.1: Percentage of Useable Toilets

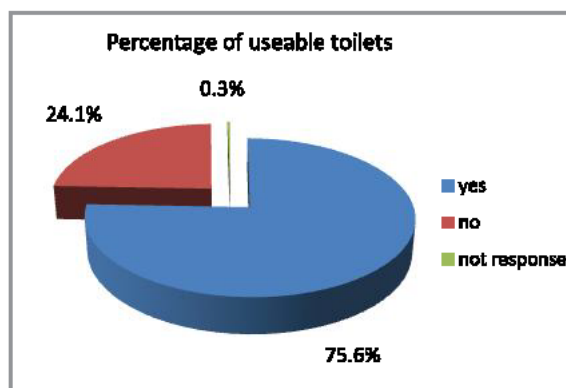


Figure-2.2: Comparison between 2013 and 2015 on Usable Toilet

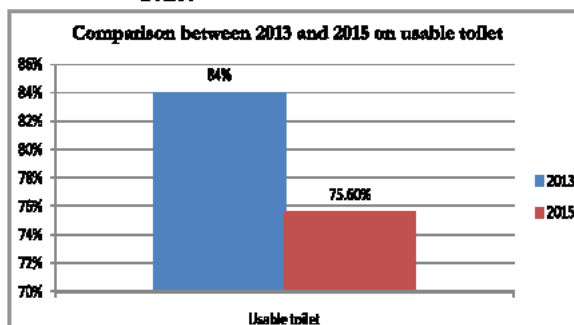
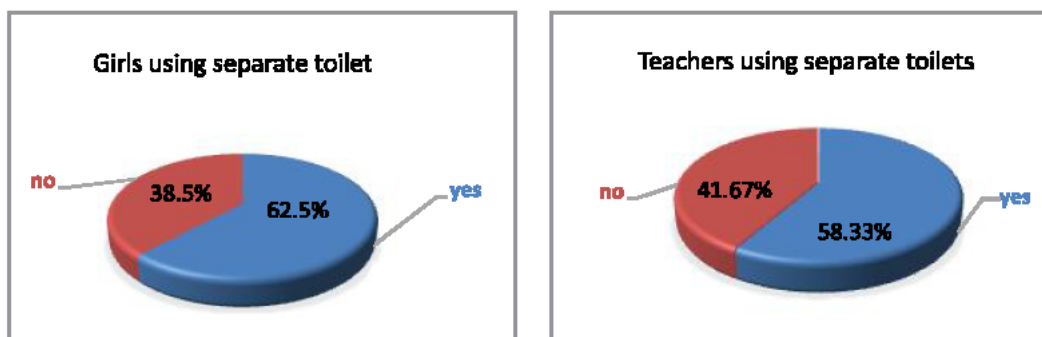


Figure - 2.3: Percentage Distribution of Using Separate Toilets for Girls and Teachers



Around 59% teachers had separate toilets facilities. Char kali, Sagordighirpar, Shirobiro, Ramchandrapur and Teghoria Government Primary Schools do not have separate toilet facilities for the girls and female teachers.

100% respondents of Middle Char Kali, Korla, Moyamari, Khoksha, Gram Pangsha and Rampur Government Primary Schools showed their satisfaction on this issue. It was marked that during the 1st survey in 2013, in Teghoria and Bharatkali Government Primary School, there were no toilet facilities. But recent results have shown that toilet facilities at the schools in Teghoria and Bharatkali are satisfactory.

2.1.2 Arrangement for Safe Drinking Water

Though the overall water facilities in school has dropped 6% than 2013 data but the safe drinking water facilities has improved around 15%. In 2013 survey, the study team got the water facilities in school 93% but this study found it 87%. The main cause to drop in adaptation of Newly Nationalized Primary School (NNPS) as sampling. In this study we adopted 8 NNPS (33%) as sample.

Around 87.6% of the surveyed schools reported that they have own safe drinking water facilities and 12.4% have not any facility to provide drinking water. The water supply situation of Rampur, Sagordighirpar and Gobindapur Government Primary Schools is very poor. Students of these schools generally go to neighborhoods to drink. The study considered the safe drinking water facilities particularly in tube-wells those are arsenic contamination free and have minimum distance from toilet.

2.1.3 Playground and Opportunity for Using Sports Instruments

Playground provides opportunity to children for their physical and intellectual development. The study showed that nearly three-fourths (75%) of the surveyed schools have playgrounds. But in some cases, playgrounds were covered with brick, rod and rubbish for construction of local households. Students usually play football and cricket in school. The teachers agreed to the necessity of co-curricular activities in the schools.

According to the teachers, the opportunity to play in the playgrounds, enthruses the children and make them attentive in school. They further stated that the sports and co-curricular activities influenced the overall quality of the students. Good performance of the students in sports and co-curricular activities was also helpful in the positive

Figure - 2.4: Stat on Drinking Water Facilities between 2013 and 2015

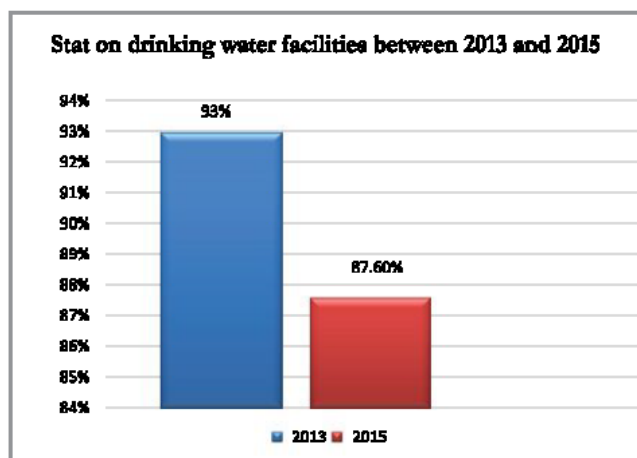


Figure - 2.5: Using Safe and Pure Drinking Water

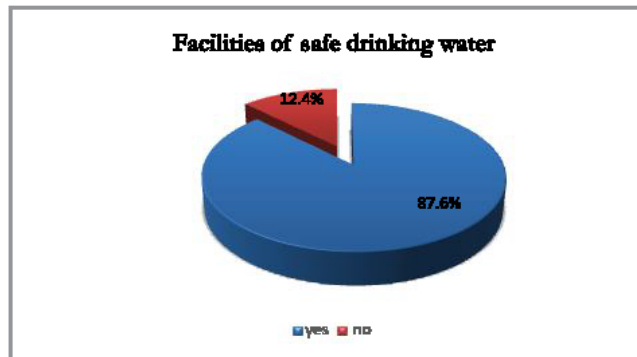
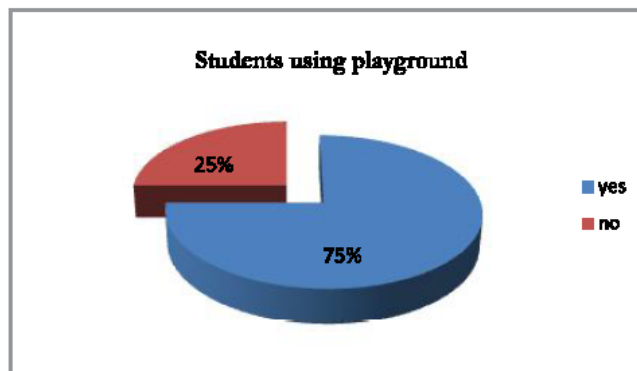


Figure-2.6: Students Using Playground



publicity of the schools. The sports are, in fact, a part of teaching learning process. But they noted that due to lack of playground and instruments they failed to arrange sports activities in the school regularly.

2.1.4 Electricity

The study found that about 46% students gets electricity facilities. Most of the schools except Teghoria, Gobindapur, Pangashi, Gram Pangashi, Dhanaruha, Kachuhat, Middle Char Kali, Baintala, Moyamari, Kola and Khoksha Government Primary School have not electricity facilities.

2.2 Learning Provision

2.2.1 Library

The study observed the presence of library facilities in most of the schools that is nearly three-fourths (71%) of the surveyed schools. Library provides opportunity and encourages students for creating reading habit that contributes to their creative development. But the status of using library in school is very poor. The library register and FGD findings showed that the teachers are the main users of library though it is not frequent and in case of students it is very occasional.

2.2.2 National Anthem Recitation

Though it is supposed to recite national anthem in school regularly, the study revealed the positive remarks of 97.6% guardians that the schools recite National Anthem regularly.

All respondents except Bera and Moyamari Government Primary Schools stated that the national anthem of their respective schools take place regularly. About 44.9% and 93.2% respondents from Moyamari and Bera schools respectively stated that the national anthem was not recited regularly. In the previous study the scenario was dissatisfactory in Teghoria and Rampur schools. But present study found 100% improvement in both schools that recited the National Anthem regularly.

2.2.3 Hoisting of National Flag

National flag is a symbol of sovereignty of a country. It is mandatory to hoist National Flag in the school. The survey showed the positive remarks of almost all of the respondents (99.9%) that the National Flag was regularly hoisted in the schools.

Figure - 2.7: Electricity Coverage in School

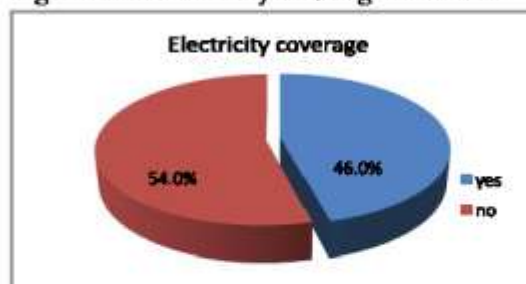


Figure - 2.8: Students Using Library

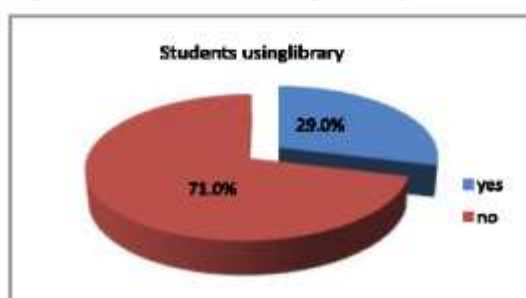


Figure - 2.9: Regular National Anthem in School

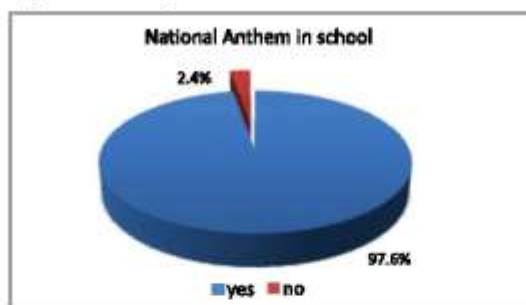
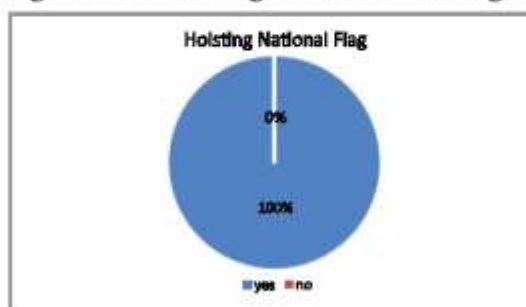


Figure - 2.10: Hoisting of the National Flag



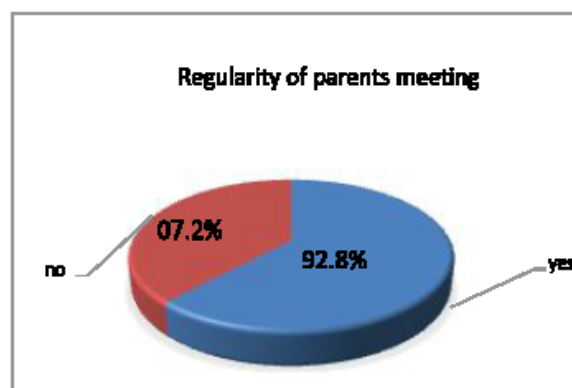
Exactly 100 percent respondents of Teghoria, Sagordighirpar, Shirobiro, Rampur, Bharatkhalī, Dhanaruha, Moyamari and Khoksha Government Primary School mentioned that the schools hoisted the National Flag regularly.

2.2.4 Arrangement of Parents' Meeting

Parents' meeting is organized to discuss children's progress at school and find solutions to academic or behavioral problems.

The study showed that most of the guardians (92.8%) said that the schools arranged parents meeting regularly. In Sagordighirpar and Khoksha schools, 100% respondents mentioned that the school arranged parents meeting regularly.

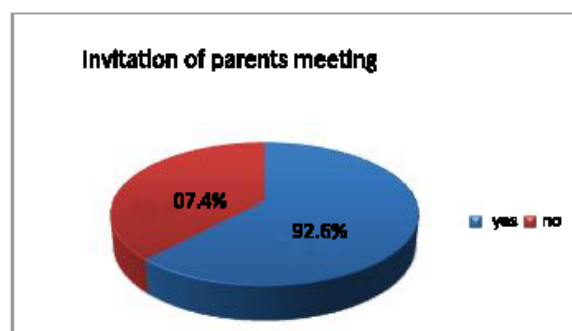
Figure - 2.11: Regularity of Parents Meeting



2.2.5 Invitation in Parents' Meeting

The Head Teachers as well as the Chairperson and members of SMC are expected to invite all of the guardians to attend the meeting. Here the study found 92.6% of the guardians answered that the school invite them regularly to the parents meeting. Exactly 100% respondents of the Sagordighirpar and Khoksha Government Primary Schools mentioned that the school authorities regularly invite them for parents meetings.

Figure - 2.12: Invitation for Parents Meeting



2.2.6 Mothers' Gathering

About 90.8% of the surveyed schools sent the invitation for mothers' gathering. Generally, this gathering with mother is being held to provide individual counseling to mothers to help the child's growth and progress in a steady manner.

Figure - 2.13: Invitation for Mothers' Gathering

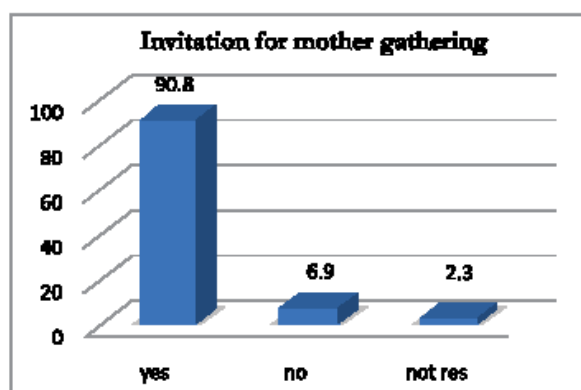
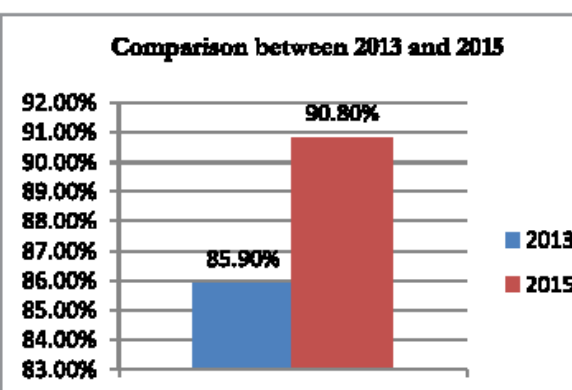


Figure - 2.14: Comparison between 2013 and 2015



This gathering covers few topics such as attendance and academic status of the child concerned, sensitizing about health and hygiene issues and emphasis on the extra-curricular development of the student. The study found increase in invitation to mother that is 5% more than 2013 study.

2.3 Governance

2.3.1 Teachers' Vacant Posts

Nearly 54% of schools in the present survey have vacant post of teacher. In the surveyed schools, 144 post of teachers were filled while 15 are vacant.

SMC in some instances arranged part time teachers when needed. All the schools needed more teachers. As such, most of the Head Teachers argued that the recruitment in vacant post and new post creation is crucial for the surveyed primary schools.

The study found a dismal scenario regarding the number of teachers. Most of the schools were in need of teachers. Besides, the study also found that the ratio of female and male teacher is 64:36. All the teachers of Char Kali, Dhanaruah and Teghoria Government Primary Schools were found to be female. Finally it is noted that the overall teacher-student ratio is 1:49 which is very high and unmanagable for teacher.

2.3.2 Teachers' Educational Qualification and Teaching Quality

The study found that on an average there were 6 teachers in primary schools where most were female. Most of the teachers are government employees; very few were employed by the SMC as part-time teachers. Among the teachers 21% have Master's degrees, 40% have Bachelor degree and 29% have completed HSC and the rest 10% have passed the SSC examinations. Most of the teachers have done C-in-Ed. course from PTIs.

The study found that the teachers tried their best for teaching in the classrooms. Except few cases, all the teachers were capable as teachers and are punctual in their duties.

Regarding extra care for slow learners the study found that some schools were provided extra care to the slow learners. In some cases the teachers have training to address the slow learners as well as inclusive education and the trained teachers are very active. The study got the good intra-relationships among the teachers existed. The teachers are respectful to the rules and regulations of the schools though some cases have some deviation.

Figure - 2.15: Status of Teachers' Vacant Posts

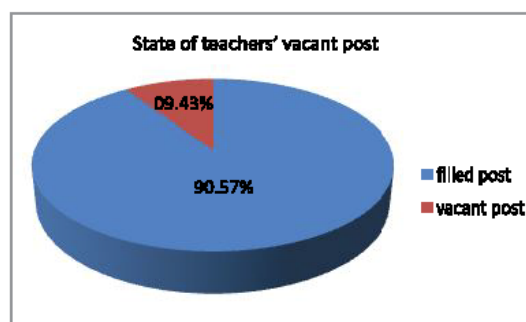


Figure - 2.16: Male Female Teacher Ratio

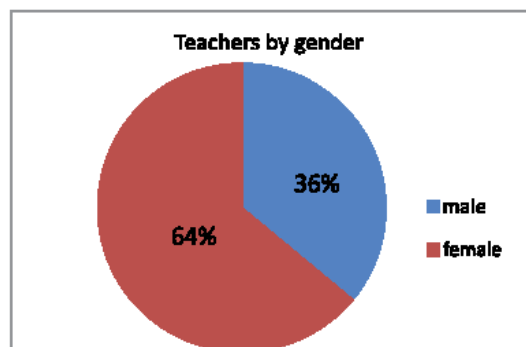
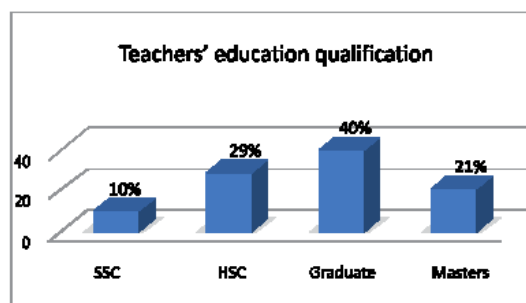


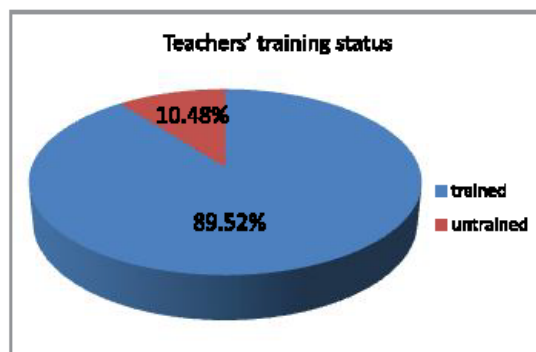
Figure - 2.17: Teachers' Education Qualification



2.3.3 Teachers' Training Status

The study found that in Government Primary Schools, most of the teachers were trained whereas in the case of NNPS, untrained teachers number were marked. Near about 90% of the teachers of Government Primary Schools were found to be trained.

Figure - 2.18: Teachers' Training Status



2.3.4 Teachers' Punctuality in School

The survey shows a substantial growth in this category of teachers' punctuality. 94% respondents have reportedly stated that the teachers were always punctual and 5.7% are occasionally punctual. The study also revealed that 11% teachers' punctuality in school has increased compared to the figure presented in 2013. Moreover, around 87% of the respondents labeled their satisfaction level in the satisfied parameters. All the guardians of Bankerhat, Char Kali, Middle Char Kali, K Baintala, Baroipara, Rampur and Teghoria Government Primary Schools said that 100% of teachers were always punctual. But the perception on teachers' punctuality in KNK Government Primary School was comparatively lower than other schools and they said 29.6% teachers are occasionally punctual.

Figure - 2.19: Teachers' Punctuality

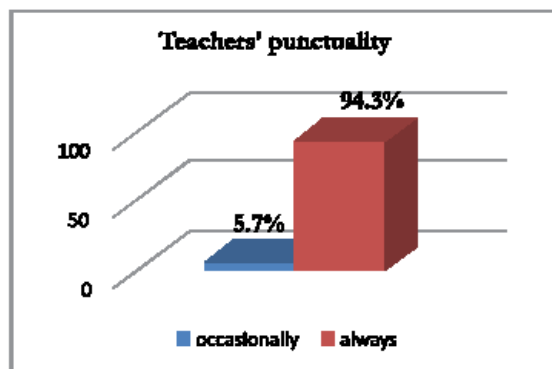
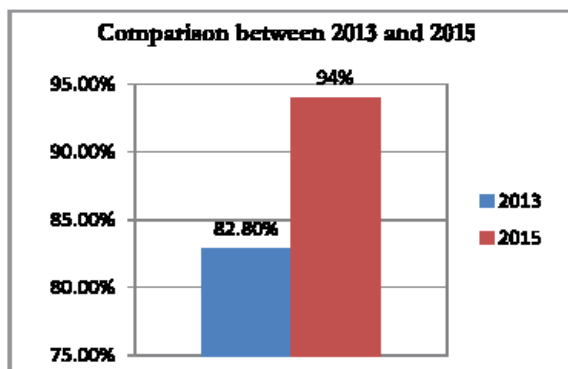


Figure - 2.20: Comparison between 2013 and 2015



According to the findings of FGD with SMC and Community Education Watch Group members that the teachers' attendance in the school has become regular due to strong supervision by SMC members and local Education Watch Groups. The members of SMC visited the schools regularly and checked the attendance register. If the teachers do not attend the school timely, the SMC seeks explanations in their meetings.

2.3.5 Using Teaching Materials in School

A substantial percentage of the respondents stated that varied and proper teaching materials were being used to internalize different concepts among the students. Reportedly the percentage was around 88.8% in validating the proper use of teaching materials by school teachers. Moreover, around 77% of the respondents labeled their satisfaction with the proper use of teaching materials as satisfied and very satisfied in this context.

2.3.6 Home Visit by Teachers

The overall scenario of home visit by teachers was moderate, with 49% of the respondents stating that teachers visit the house-hold of the respective students to ensure attendance and get feedback from the parents about the student's whereabouts, while 50.1% responded in the reverse. Ensuring school teachers' home visits, perhaps could be a way to forge a deeper relationship with students motivating all to achieve higher standards of learning without extra coaching.

Figure - 2.21: Home Visit by Teachers

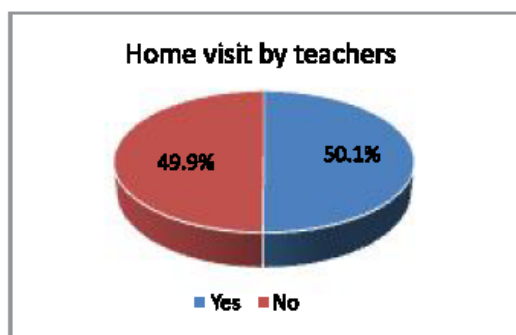
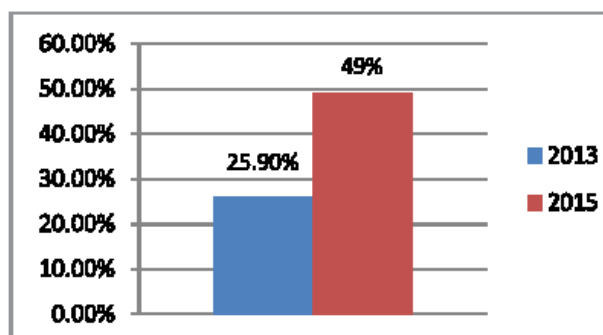


Figure - 2.22: Comparison between 2013 and 2015

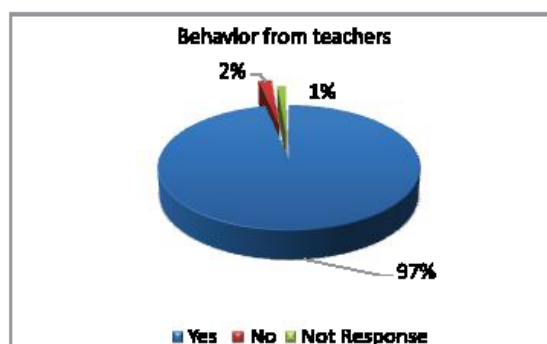


2.3.7 Teachers' Behavior in School

The teachers were found to be sincere and cordial to their teaching. They try to their level best to achieve better performance than other schools. So, they expect cooperation from guardians for the academic and moral development for their children.

The study found that most of the respondents (96.8%) got expected behavior from the school teacher though 2% were reported about their dissatisfaction. All the respondents of Moyamari, Khoksha, Kola, Kachuhat, Bharatkali, Dhanaruha, Gram Pangsha and Beta Government Primary Schools were satisfied with the behavior of the teachers.

Figure - 2.23: Behavior from Teachers



2.3.8 School Management

Government has directed to form School Management Committees in each school. It is mandatory by law for all primary schools to have a well-established SMC with 11-members. It was found that 100% of government primary schools had such SMCs. According to reports of school Head Teacher compiled by the research team, SMCs met on an average 10.5 times during the 2014 school year and an average 8.2 of the members were present at the meetings. 39.77% SMC members were found to be female in the study. It was observed that though the SMC members were from different socio-economic and political backgrounds, but they have very good understanding among themselves and played a significant role for the development of the school. In the SMCs meetings, they were found to have solved various problems

related to school through a consensus. The SMC members were noted to have monitored the student's attendance, teacher's attendance and teaching learning process in the classrooms. They provided financial support and sometimes organized extra-curricular activities.

Table: 2.1 SMC-Women's Participation, Average Attendance and Number of Meetings Held in 2014

SL No.	Name of the Schools	SMC Related Issues		
		Women member in SMC	Average attendance in meeting	Numbers of meeting held in 2014
1	Bankerhat Government Primary School	4	9	10
2	Char Kali Government Primary School	5	9	9
3	Middle Char Kali Govt. Primary School	5	7	12
4	KNK Government Primary School	2	9	11
5	K Baintala Government Primary School	5	8	12
6	Koria Government Primary School	2	10	18
7	Moyamari Government Primary School	3	8	12
8	Khoksha Government Primary School	4	7	12
9	Kola Government Primary School	4	8	12
10	Kachuhat Government Primary School	4	6	10
11	Bharatkali Government Primary School	3	9	12
12	Dhanaraha Government Primary School	7	11	3
13	Gram Pangsha Government Primary School	5	8	3
14	Pangashi Government Primary School	4	9	8
15	Matikora Government Primary School	4	10	8
16	Baroipara Government Primary School 1	6	7	12
17	Bera Government Primary School	4	9	12
18	Ramchandrapur Govt. Primary School	3	8	8
19	Shirobiro Government Primary School	4	9	12
20	Rampur Government Primary School	3	7	12
21	Sagordighirpar Government Primary School	7	7	12
22	Teghopia Government Primary School	5	7	11
23	Gobindapur Government Primary School	6	7	12
24	Rampur Government Primary School	6	8	11
Average		39.77%	8.20	10.5

Most of the Chairpersons are very active and did a lot of works for the school. They have taken the initiative to mobilize funds to using their social influence. However, some cases, the SMCs do not run democratically. The Chairs and the member secretaries took decisions. The other members just put their signatures on the meeting minutes prepared by the Head Teacher. The same people were selected in the committees for several years. It was observed that very few members of the SMCs were active, with members taking part in enrollment drives and other service projects. The majority of SMC members confined themselves to attending SMC meetings and discussions on school related issues. Influential people of the communities were involved in the SMCs.

2.3.9 School Visit and Supervision

According to report of Head Teacher, the average school visits by officials like UEO/AUEO were 6.45 times in 2014. The study noted that the role of the government officials is enormous in improving the quality of primary education. The UEO and the respective AUEO often visited the schools. During the visit the UEO or AUEO discussed issues related to school development with the SMC members and the local elites as well as teachers. The UEO and AUEO had generally participate in the annual school development plan's meeting. Sometimes they provide additional favors to the teachers and the schools as well and even the UEO approved unauthorized leave for the teachers. It was reported by the participants in FGD that when the UEO/AUEO had visited the school that time the student attendance was very high compared to the other days.

Table: 2.2 School-wise Inspection (2014)

SL No.	Name of the Schools	Number of Inspection Visits
1	Bankerhat Government Primary School	13
2	Char Kali Government Primary School	5
3	Middle Char Kali Govt. Primary School	4
4	KNK Government Primary School	6
5	K Baintala Government Primary School	7
6	Kotia Government Primary School	6
7	Moyamari Government Primary School	12
8	Khoksha Government Primary School	7
9	Kola Government Primary School	6
10	Kachuhar Government Primary School	8
11	Bharatkhal Government Primary School	10
12	Dhanaruha Government Primary School	11
13	Gram Pangsha Government Primary School	6
14	Pangashi Government Primary School	8
15	Matikora Government Primary School	3
16	Baroipara Government Primary School 1	2
17	Bera Government Primary School	3
18	Ramchandrapur Govt. Primary School	5
19	Shirobiro Government Primary School	12
20	Rampur Government Primary School	4
21	Sagordighirpar Government Primary School	3
22	Teghopia Government Primary School	4
23	Gobindapur Government Primary School	6
24	Rampur Government Primary School	4
Average Visits		6.45

2.3.10 Leadership of the Head Teachers

The study observed that the Head Teachers played a vital and leading role in management and operations. They were very strict especially regarding discipline, attendance and regularity. They always checked the students' attendance registers and asked them questions to assess how much they learnt. Before inspection or visit by outsiders, Head Teachers instructed the students to clean the classrooms and the school ground. Head Teachers also maintained a very good relationship with the government officials.

According to the FGD findings that the Head Teachers have some controlling power to manage the government high officials. However, the government officials informed the research team that the Head Teacher maintains good relationship with everyone which is essential for school management and also it is a good practice.

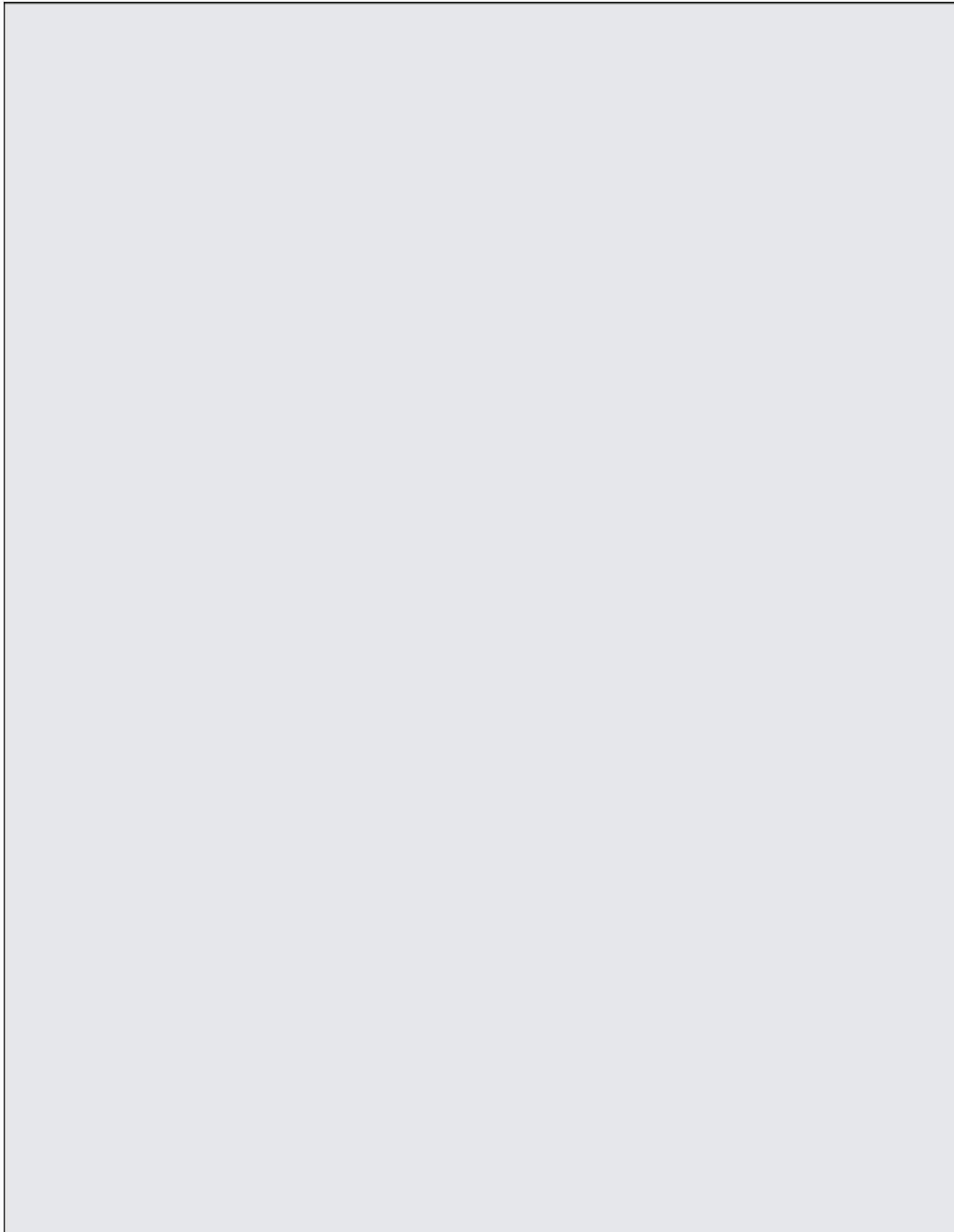
The Head Teacher plays a major role in decision making process though according to the Head Teachers' opinion that they take decision in consultation with SMC and other teachers. However, few teachers opined that Head Teachers listened to every ones' suggestion but acted according to their decision. Furthermore, Head Teachers conducted meetings with the AUEO, the local elite and the teachers before preparing the annual work plan. The decisions made in such meetings were well appreciated by the senior government officials and local government representatives and this kind of decisions were considered as helpful in terms of community involvement and implementation of the plan.

Chapter Three

Private Tuition

- 3.1 Extent of Private Tutoring
- 3.2 Types of Private Tutor





3.1 Extent of Private Tutoring

Mainstream education system should offer all the necessary services relating to education for students have completed in school. An increasing figure about private tuition indicates the lack of such an outcome of the mainstream education system. Although in the previous section received positive responses in favor of the usage of proper teaching materials by school teachers, the extent of private tutoring give us a different understanding on the issue of the level of quality education. Around 78.7% respondent reported to have taken private tuition in any form. To be more specific, 49.4%, 29.3%, and 21.3% stated that they took private tuition regularly, sometimes (before exam) and never respectively.

Figure – 3.1: Percentage of Extent Private Tutoring

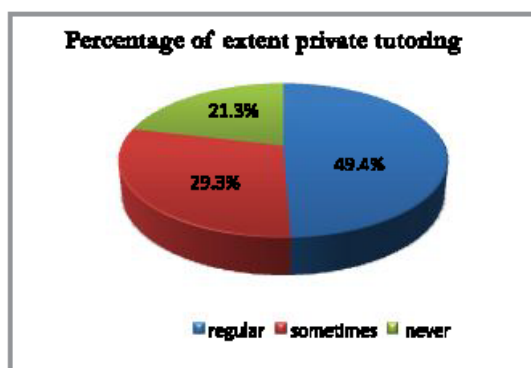
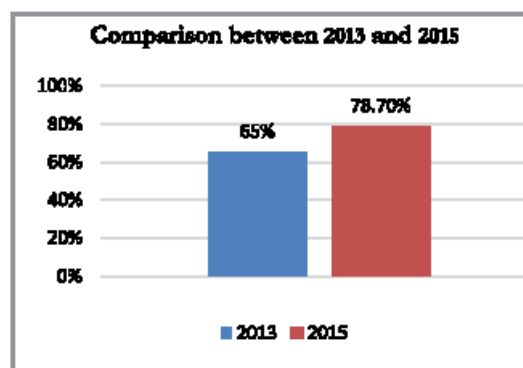


Figure – 3.2: Comparison between 2013 and 2015



Considering into the economic condition of the family, a positive correlation between household income and having private tutor in the following table was found.

Table 3.1: Distribution of the Extent of Private Tutors by Household Income

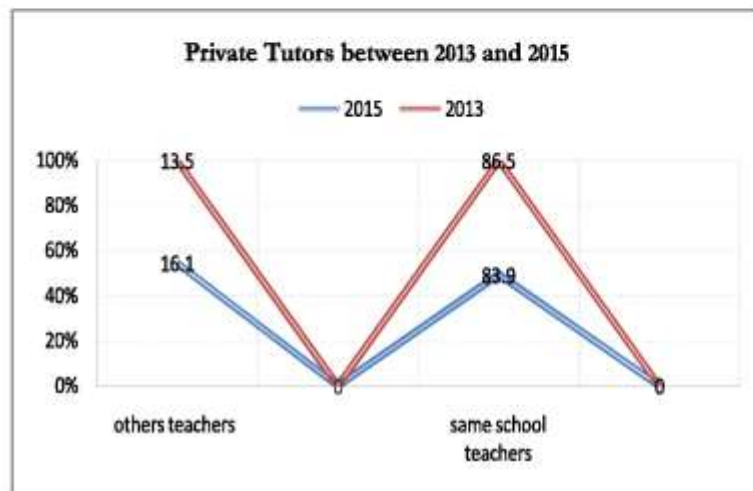
Monthly HH Income	Private Tutors (%)			Total
	Always	Sometimes	Never	
1000-3000	39.0	20.1	40.9	100
3001-6000	42.2	29.4	28.4	100
6001-9000	57.0	18.2	24.8	100
9001-12000	50.0	16.7	33.3	100
12001-15000	59.6	10.1	30.3	100
15000+	65.5	11.8	22.7	100
Average	49.4	21.3	29.3	100

3.2 Types of Private Tutor

Around 83.9% of the respondents reported to have had a private tutor who were not school teachers, against 16.1% who were their own school teachers and simultaneously teaching as their private tutors. Following the data showed in above category, this data also underscore the need for a catalytic change in the primary level of education system. The emergence of private tuition is a reflection of not being able to provide the required service by the schools to ensure a child's mental growth.

Though around 89.2% of the respondents reported to have received no extra facilities from the private tutor who were school teachers, but when asked specifically with options, around 90% of them stated specific services received by the school teacher. To be precise 46.2%, 33.8%, and 9.2% were reported to have received extra services from school teacher, who was also their private tutor, in the form of getting question papers before examinations, securing additional marks, and getting assistance in answering the questions in examinations. On top of that, 10.8% reported to have received services in other different ways. Though the percentage of the number of school teachers being the private tutor, this is an indication of the start of corruption of the education system which requires immediate attention.

Figure 3.3: Types of Private Tutors between 2013 and 2015

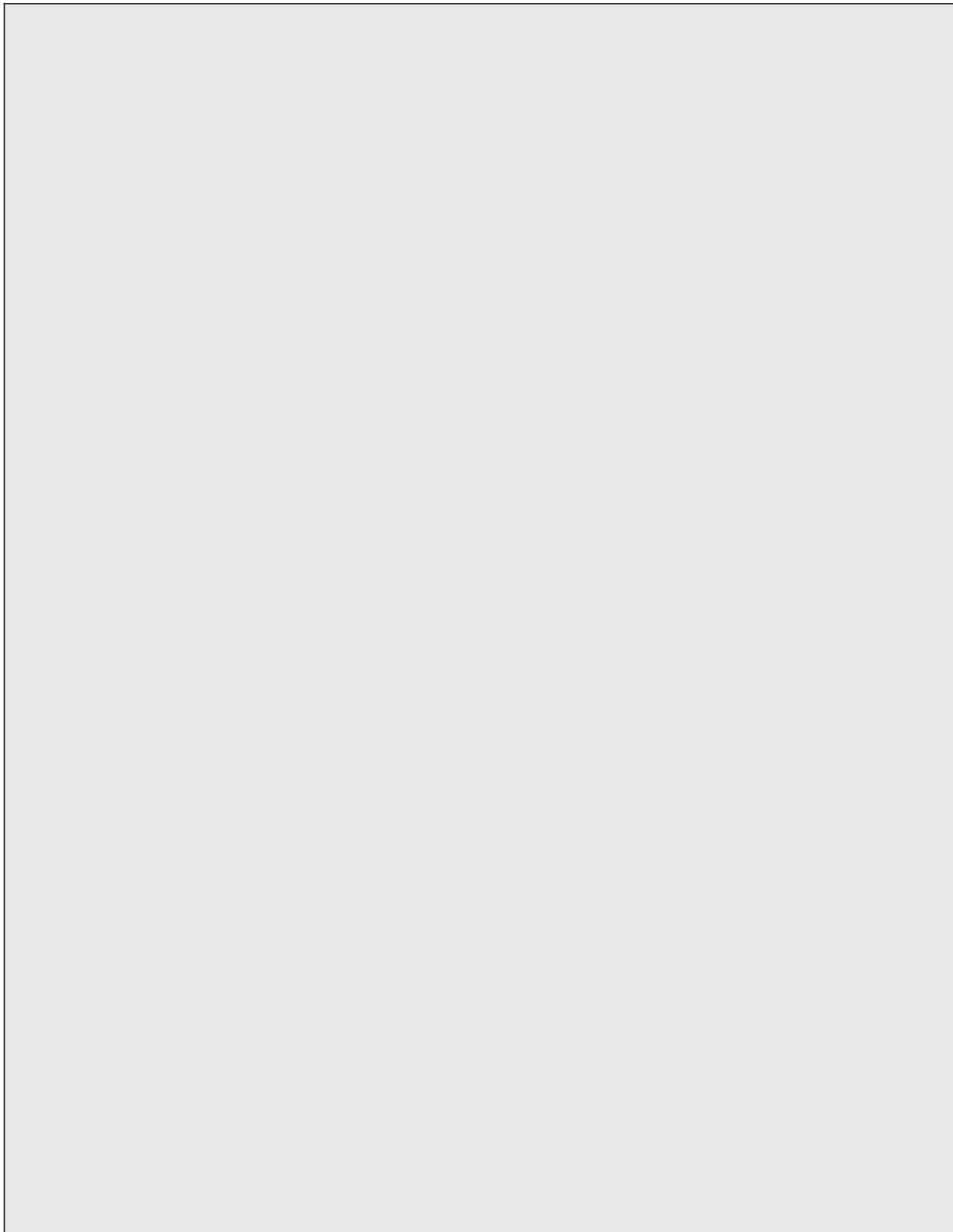


Chapter Four

Text Books, Stipend and Different Types of Fees

- 4.1 Month and Condition of New Text Books
- 4.2 Forced to Pay Money while Receiving the Books
- 4.3 Buying other Books from Market and Its' Expenses
- 4.4 Stipend Program
- 4.5 Irregularities in Stipend
- 4.6 School Feeding Program
- 4.7 Admission Fee in Class One
- 4.8 Annual Exam Fee
- 4.9 Annual Sports Fee
- 4.10 Cultural Program and Religious Festivals Fee





4.1 Month and Condition of New Text Books

Government ensures free new text books for all primary school students at the first calendar day of the year with Book Festival. This is an amazing initiative of the government that indicates strong political will of the government for education. It is a successful initiative of the state. According to the rules of NCIB, the sale or marketing of textbooks is illegal and stern actions are taken if anyone tries to sell or market them.

The respondents showed their satisfaction on the initiative taken by the government for supply of free books. A mammoth 99.6% respondents mentioned that books supplied by the school authority were new and in good condition. Just 0.4% respondents said that their child got used book and condition of the books were not good. This is a testament to the achievements of political will of the government even in a large education program. Almost all of the respondents stated that they received books early on the first month of the year.

The satisfaction graph about free text book receive has been upward compare to 2013. The report card survey 2013 got 98% satisfaction level of free text book recipient but this year the study found that it has been increased and now the satisfaction level is 99.4%.

4.2 Forced to Pay Money During Receiving the Books

Government provides text book for all students at free of cost. The survey showed that school authorities collected fees to make these books available to the students. The study revealed that 7.3% respondent said that they paid money to obtain the textbooks. On an average they paid taka 12 (Tk. 5 to 40) for getting free books. 82% respondents stated that the teachers collected money for free text books in name of carrying cost of books.

4.3 Buying other Books from Market and Its' Expenses

Two thirds of the respondents (66.8%) mentioned that they brought other books from market. Looking into school-wise distribution, the highest percentage of (90.3%) respondents of Shirobiri Government Primary School brought books from market whereas respondents of Char Kali Government Primary School (26.9%) is lowest who bought books from market. There appears to be a racket which, in collusion with the teachers is compelling the guardians to buy other books from the market. The guardians themselves have taken the initiative by procuring other books for better education of their wards.

Figure – 4.1: Status of Free Text Books Distribution

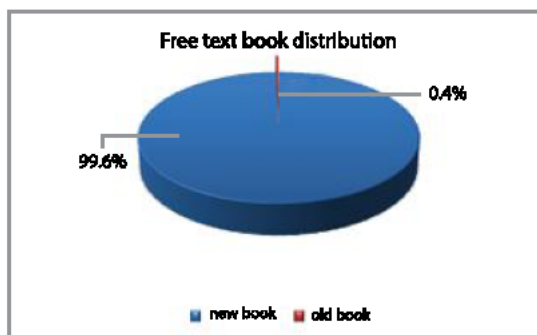


Figure – 4.2: Comparison on Free Text Books Distribution between 2013 and 2015

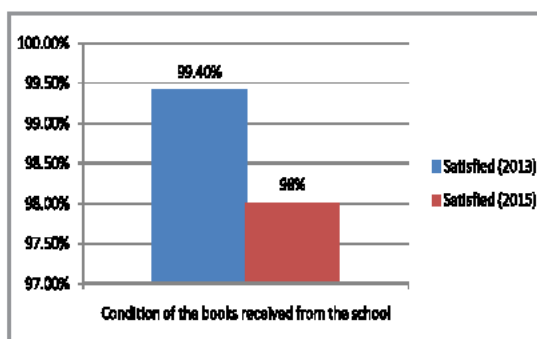
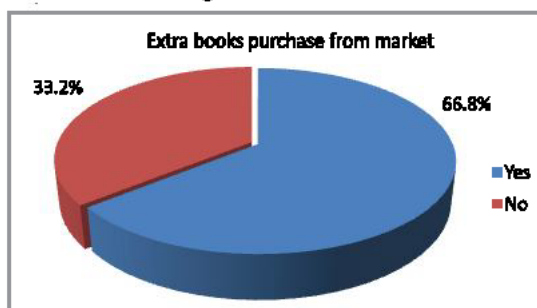


Figure – 4.3: Percentage of Respondents' Books Bought from Market

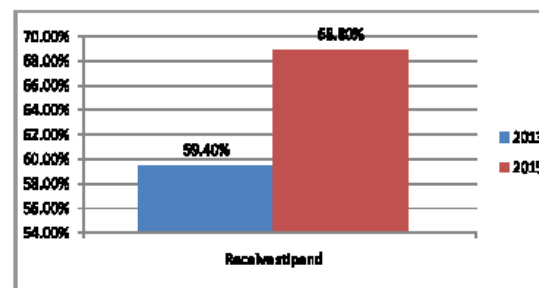


In most cases the students were purchased guide book and some students also purchased both guide and grammar books. The respondents showed two reasons behind bought books. They stated that they brought extra books on the advice of their teachers as well as their own interest. The guardians spent on an average 299.3 taka (range from Tk. 40 to Tk. 900) for buying extra books from the market.

4.4 Stipend Program

To meet 100% literacy benchmark, it is imperative to ensure the enrollment of all eligible children to the primary school and to complete their primary school certification properly. The stipend program is such an initiative to provide stipend to poor families to enroll their child to primary school. Thus, it discourages parents to deploy their children to employment activities. On that front, an upward trajectory is being reflected between 2013 and 2015 data. 68.8% of the respondents reported to have received stipend to send their child to the government primary school as compared to 59.4% in 2013. A positive finding indeed and this progress has to be carried forward to effect a significant change in the literacy scenario of the country.

Figure – 4.4: Comparison on the Stipend Receive between 2013 and 2015



4.5 Irregularities in Stipend

About 98.8% of the respondents reported to have not experience any sort of irregularities in receiving stipend amount. This is also a positive indication about the stipend program of the government. A few numbers of respondents (around 1%) were stated that they faced bad experience while receiving stipend amount. Though it is very significant but three respondents were stated that they provide money for getting stipend.

Figure – 4.5: Distribution of Irregularities in Stipend

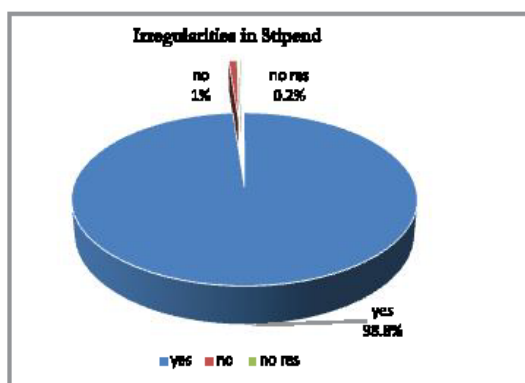
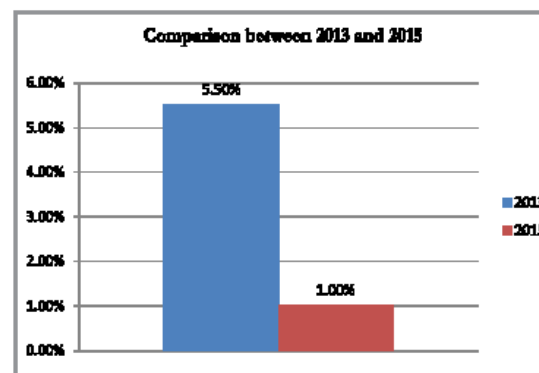


Figure – 4.6: Comparison on the Irregularities in Stipend between 2013 and 2015



Comparing to 2013 data the irregularities in stipend distribution has reduced. The report card survey 2013 had found 5.5% irregularities in stipend distribution. Meanwhile, the scenario has been changed and now it decreased in 1% which is very significant.

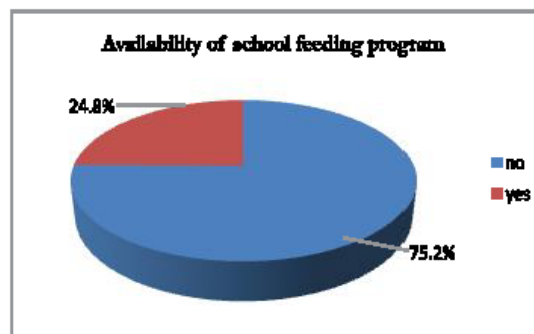
4.6 School Feeding Programme

The study found that in the study area about 75.2% of the primary schools do not have any provision for providing food to their students. Approximately 24.8% of the schools provided food to their students.

Around 45.5% of the students were satisfied about the overall school feeding program. However, 43.4 % and 48.2% reportedly stated their satisfaction level as moderate with regarding to the *quantity of food* and *quality of food* respectively. Moreover, 10.4% and 8.7% are dissatisfied with the quantity and quality of food respectively.

This single factor of non-provision of food might be a discouraging factor for more students to get enrolled in the schools. Moreover, the current school feeding program requires more in-depth inspection to assess the loopholes in the current system.

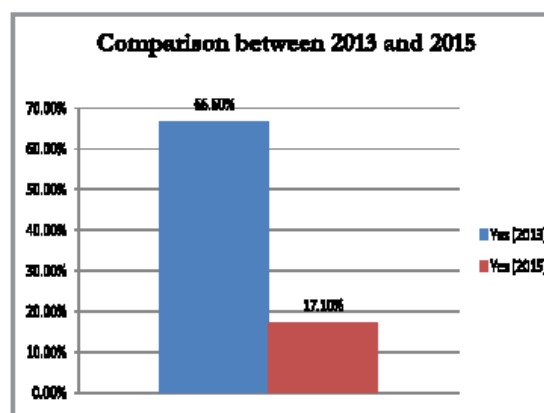
Figure - 4.7: Availability of School Feeding Program



4.7 Admission Fee in Class One

Admission in class one is at free of cost. But the findings shows approximately 17.1% of the respondents stated that they had to pay an average admission fee of taka 20.85 for admission. Though it is not so much significant, it is a violation. But the scenario has been improved than the previous study.

Figure – 4.8: Comparison between 2013 and 2015 on Payment for Class One Admission



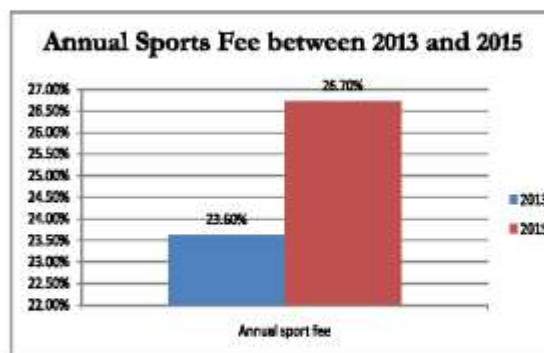
4.8 Annual Exam Fee

Almost all students (98.8%) in 2015 have paid their annual examination fee and it is similar to the findings of the 2013 survey. However, the study shows that the annual exam fee rise from Tk. 21.4 in 2013 to Tk. 53.51 in 2015. This appears to be an indication of rising costs in educating a child in the study areas.

4.9 Annual Sports Fee

About 26.7% of the respondent stated that they had to pay an average annual sports festival fee of Tk. 26.47 which is more than double from the findings of 2013 (in 2013 the average fee was taka 12.27). Besides, the total figure also increased (3%) from 2013 survey data.

Figure - 4.9: Stat on Annual Sports Fee between 2013 and 2015



4.10 Cultural Program and Religious Festivals Fee

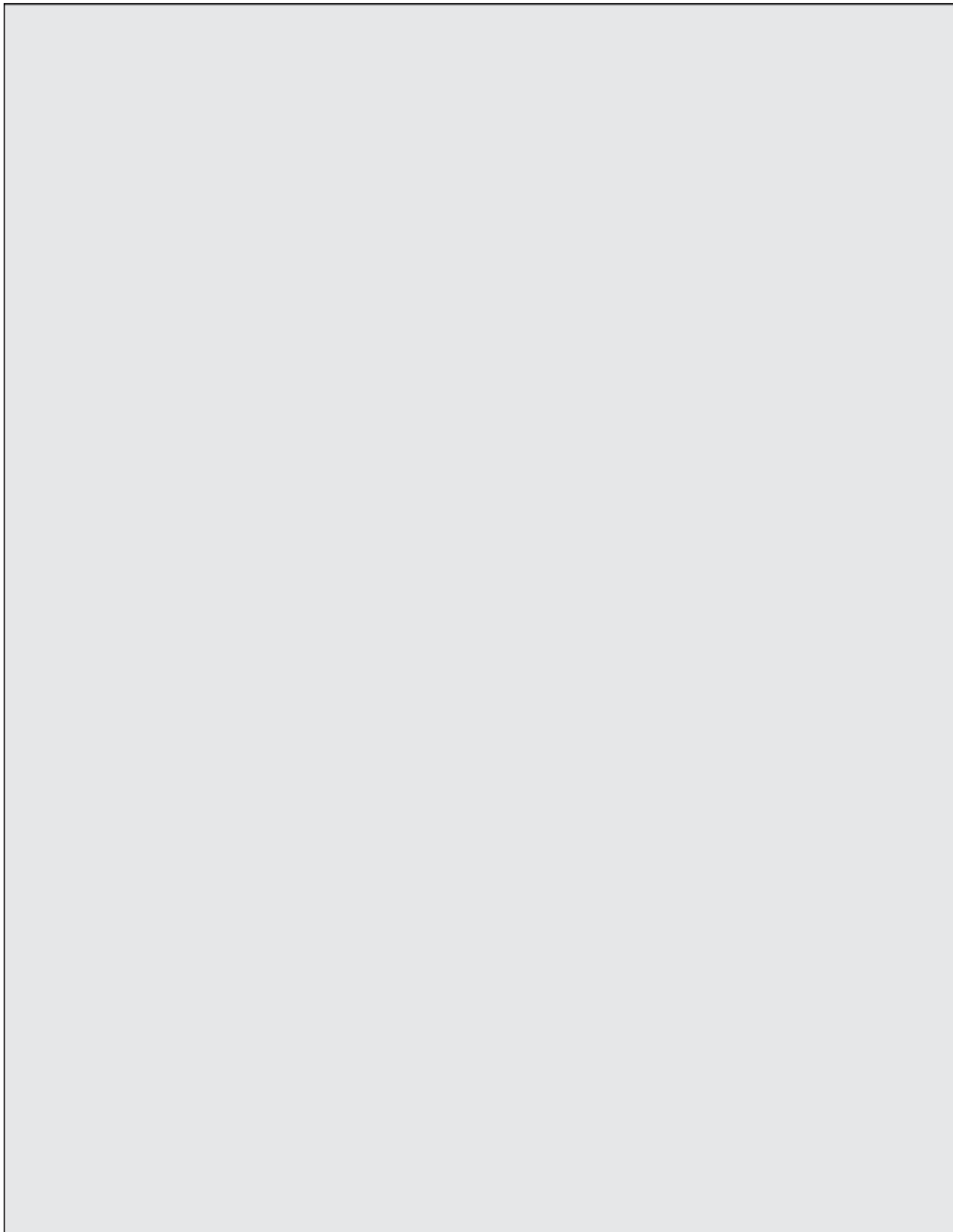
Although less than one percent, the fee for cultural programs dropped by more than 3% from 2013. The respondents polled reported to have paid an average cultural program fee of taka 21.11. The study found that 14.6% of the respondents had to pay religious festival fee to their respective schools. This percentage showed an increase in percentage of around 11% from 2013 data. Besides these, 10.3% respondents reported to have paid other fees apart from the above mentioned ones.

Chapter Five

Corporal Punishment

5.1 Corporal Punishment in Schools





5.1 Corporal Punishment in Schools

According to the High Court verdict, corporal punishment is strictly prohibited in school. But the study found that still 52.7% student have faced corporal punishment in school. Though it is reduced 26.5% compared with 2013 data but still it is alarming. Moreover, 94.8% of the guardian accepted this practice of corporal punishment. This reflects a divergence in legislative practice and acceptable social norms. However, many of the teachers held the view that they resorted to corporal punishment in the absence of other efficacious methods of class room management.

Figure – 5.1: Comparison between 2013 and 2015 on Corporal Punishment

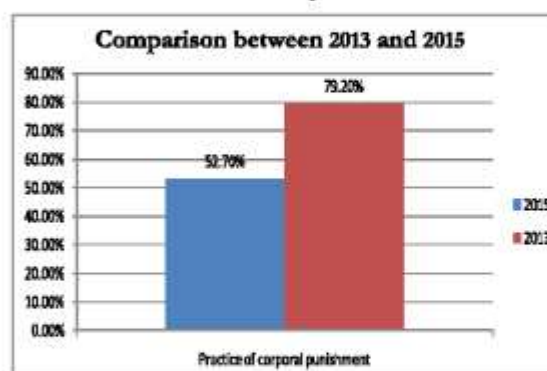


Table 5.1: Distribution of Respondents Accepting Corporal Punishment by School

SL no.	Name of the Schools	Acceptability of Corporal Punishment in Schools			
		Yes	No	No Response	Total
1	Bankerhat Government Primary School	100.0%	0.0%	0.0%	100.0%
2	Char Kali Government Primary School	91.7%	0.0%	8.3%	100.0%
3	Middle Char Kali Govt. Primary School	90.0%	10.0%	0.0%	100.0%
4	KNK Government Primary School	91.4%	5.2%	3.4%	100.0%
5	K Baintala Government Primary School	95.9%	4.1%	0.0%	100.0%
6	Koria Government Primary School	94.0%	6.0%	0.0%	100.0%
7	Moyamari Government Primary School	90.5%	9.5%	0.0%	100.0%
8	Khoksha Government Primary School	90.5%	9.5%	0.0%	100.0%
9	Kola Government Primary School	87.5%	12.5%	0.0%	100.0%
10	Kachuhat Government Primary School	98.4%	1.6%	0.0%	100.0%
11	Bharatkali Government Primary School	100.0%	0.0%	0.0%	100.0%
12	Dhanaraha Government Primary School	98.8%	1.3%	0.0%	100.0%
13	Gram Pangsha Govt. Primary School	100.0%	0.0%	0.0%	100.0%
14	Pangashi Government Primary School	88.2%	5.9%	5.9%	100.0%
15	Matikora Government Primary School	97.7%	2.3%	0.0%	100.0%
16	Baroipara Government Primary School	84.8%	15.2%	0.0%	100.0%
17	Bera Government Primary School	96.3%	3.7%	0.0%	100.0%
18	Ramchandrapur Govt. Primary School	91.5%	8.5%	0.0%	100.0%
19	Shirobiro Government Primary School	100.0%	0.0%	0.0%	100.0%
20	Rampur Government Primary School	100.0%	0.0%	0.0%	100.0%
21	Sagordighirpar Government Primary School	100.0%	0.0%	0.0%	100.0%
22	Teghopia Government Primary School	96.7%	3.3%	0.0%	100.0%
23	Gobindapur Government Primary School	90.2%	9.8%	0.0%	100.0%
24	Rampur Government Primary School	87.1%	12.9%	0.0%	100.0%
	Average percentage	94.95%	4.15%	0.9%	100.0%

Looking into the acceptability of corporal punishment by sex, it is found that the tendency of acceptance of corporal punishments has implications based on gender. It is noticed that males (95.2%) are relatively more prone to accepting corporal punishment than females (94.7%). For details please see below the table:

Table 5.2: Distribution of Respondents Accepting Corporal Punishment by Sex

Respondents by Sex	Acceptability of Corporal Punishment			Total
	Yes	No	No Response	
Female	94.7%	5.1%	0.2%	100%
Male	95.2%	3.2%	1.6%	100%
Average	94.95%	4.15%	0.9%	100%

Looking into the acceptability of corporal punishment by the level of education, it was found that the tendency of acceptance of corporal punishments has implications based on levels of education gender. It is noticed that illiterate and literate (96.7% & 98.9%, respectively) respondents were more prone to accepting corporal punishment than those with either completed primary education (91.7%) or secondary and above (92.9%) levels of education.

Table 5.3: Accepting Corporal Punishment by Level of Education of Respondents

Education of Respondents	Acceptability of Corporal Punishment			Total
	Yes	No	No Response	
Illiterate	96.7%	1.0%	2.30%	100.0%
Literate	98.9%	0.1%	1.00%	100.0%
Incomplete Primary	94.7%	4.8%	0.50%	100.0%
Primary Completed	91.7%	7.8%	0.50%	100.0%
Incomplete Secondary	94.8%	4.6%	0.50%	100.0%
Secondary and above	92.9%	6.6%	0.50%	100.0%
Average	94.95%	4.15%	0.9%	100.0%

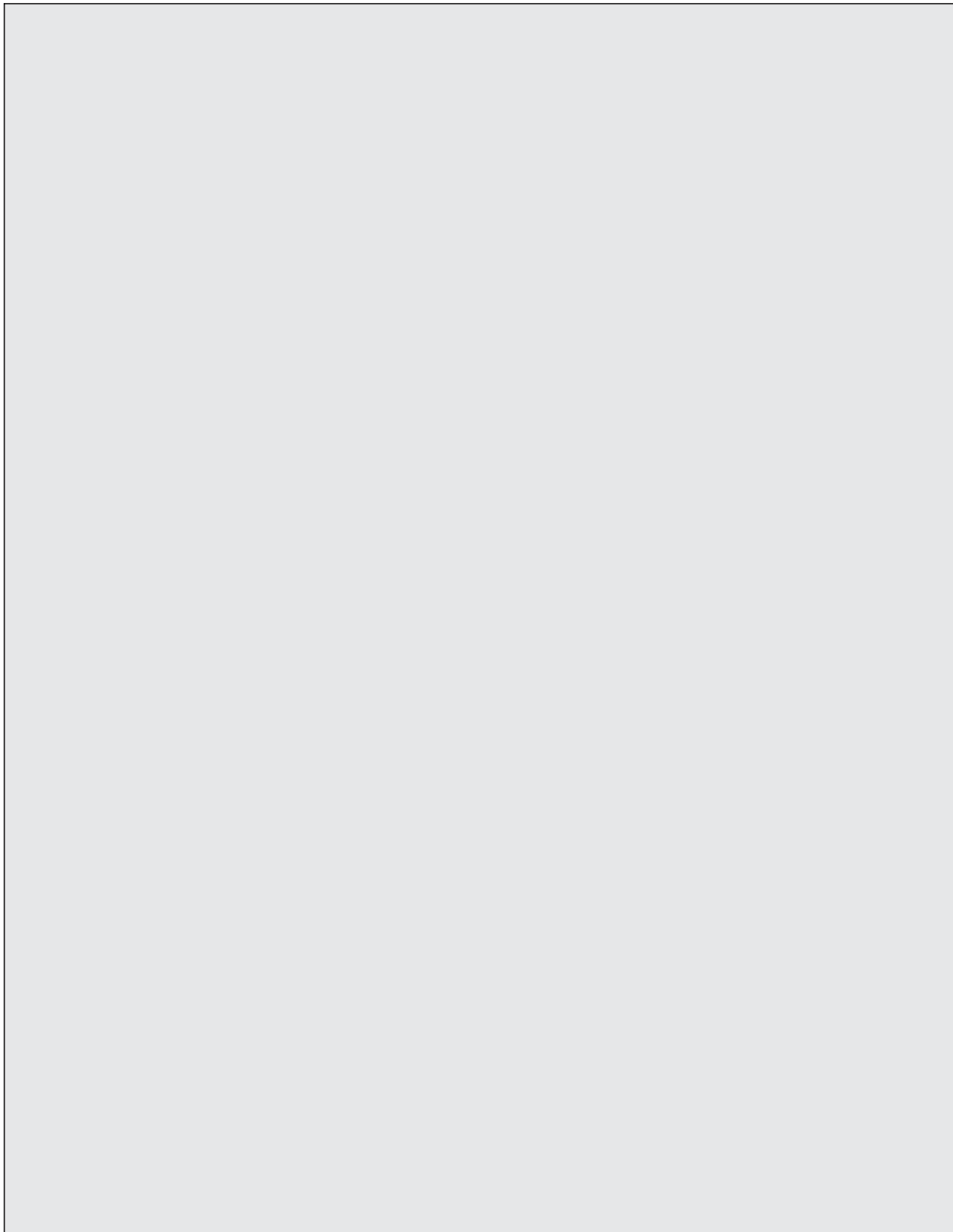
The findings shows the decline trend in terms of frequency of occurrence of corporal punishment in comparison with the survey conducted in 2013. However, the continuing high occurrence demands that this issue is evaluated through further studies and the findings of such studies could form the basis for national level campaign and enhancing social awareness for reducing an issue which is prohibited by governmental order. This state of play manifests the wide disparity between the states' international commitment, regulations and variations with cultural understandings.

Chapter Six

Level of Satisfaction

- 6.1 Level of Satisfaction in Infrastructural Condition in School
- 6.2 Level of Satisfaction in Book Delivery
- 6.3 Level of Satisfaction in Teachers' Behavior
- 6.4 Level of Satisfaction with Teaching Methods
- 6.5 Level of Satisfaction in Learning Environment
- 6.6 Teachers' Attendance in School
- 6.7 Satisfaction with Stipend Allotment



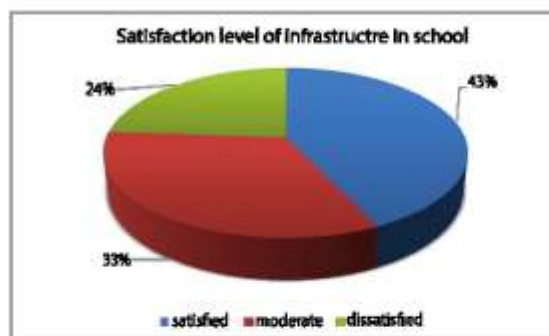


Key focus of the report card process to the assessment of level of satisfaction of the service recipients. This is necessary for the findings of the survey to present a collective quantitative measure of overall satisfaction and its reflection on the quality of services over an array of indicators as presented in the previous sections of the report.

6.1 Level of Satisfaction of Infrastructural Condition in School

In terms of level of satisfaction in infrastructural condition in schools, the study revealed that on an average 43% of respondents were satisfied, followed by 33.1% moderate and 23.9% were dissatisfied. The level of satisfaction with infrastructural condition of school varies from school to school. Char Kali Government Primary School has its highest level of dissatisfaction with 95.7%, followed by Bankerhat (94.4%). In the context of level of satisfaction Kola, Gram Pangsha and Rampur Government Primary School leads with 100%.

Figure – 6.1: Level of Satisfaction of Infrastructural Condition



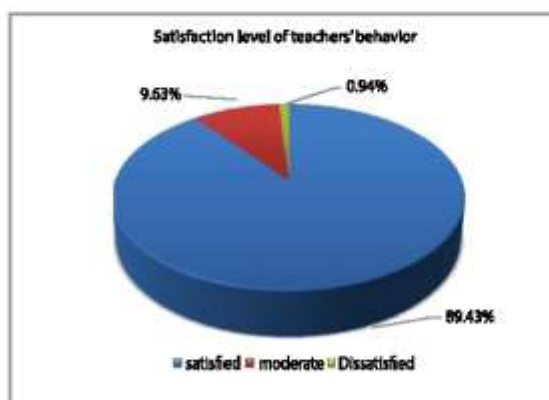
6.2 Level of Satisfaction of Book Delivery

It has been observed that the level of satisfaction with book delivery is remarkably high in almost every school. For example, on an average 99.6% respondents were satisfied and less than 1% respondents were dissatisfied.

6.3 Level of Satisfaction with Teachers' Behavior

The study found that the level of satisfaction with teachers' behavior is fairly satisfactory; 89.4% respondents were satisfied whereas 9.6% moderate and less than 1% respondents were dissatisfied. However, Khoksha, KNK, Pangashi, Ramchandrapur, Dhanaruha & Kola Government Primary Schools, in particular, have shown highest dissatisfaction levels.

Figure – 6.2: Level of Satisfaction of 'Teachers' Behavior



6.4 Level of Satisfaction with Teaching Methods

The study revealed that a remarkable number of respondents (32.4%) satisfaction level are moderate about teaching method. On an average, the level of satisfaction in teaching method is 61.6%, while 6% respondents were dissatisfied. Among different schools, the respondents of Shirobiro and Kachuhat Government Primary School have shown highest level of dissatisfaction.

6.5 Level of Satisfaction in Learning Environment

The level of satisfaction in learning environment varies from school to school. In total 48.8% respondents were satisfied following 14.1% dissatisfied and 37.1% stated satisfaction level were moderate. The respondents of Bharatkali, Kachuhat, Kola and Khoksha Government Primary School were comparatively more dissatisfied.

6.6 Teachers' Attendance in School

It has been observed that about timely class attendance 89.5% respondents were satisfied, 9.7% moderately satisfied and less than 1% were dissatisfied. In 2013 the data was 84.2%, 13.3% and 2.1% are respectively satisfied, moderately satisfied and dissatisfied. So, it is a good signal that the teachers' timely attendance in school has improved which is an important element for quality education.

6.7 Satisfaction with Stipend Allotment

Stipend program in primary education aims to increase enrolment and completion rates, establish equity in financial assistance for students and improve the overall quality of primary education (DPE 2012).⁵ The program covers 40-100% of rural students attending government primary schools considering geographical location, poverty rate and performance in class including attendance of the student.

The study found that 68.8% students received stipend. So, the satisfaction level is measured considering the respondents who received stipend. On an average 70.1% respondents are satisfied with stipend allotment while 19.4% respondents are dissatisfied and only 10.5% respondents are moderately satisfied. All respondents stated that the amount for per student stipend is very poor and it should be increased minimum double.

The respondents whose children didn't get stipend have dissatisfaction about stipend allotment. The satisfaction level also varies in educational level of guardians. It is found the guardians who completed higher secondary and above level tend to be more satisfactory than who are illiterate (Table 6.1).

Table 6.1: Satisfaction on Stipend Allotment by Level of Education

Level of Education	Satisfied	Dissatisfied	Moderate	Total
Illiterate	70.8%	21.7%	7.5%	100%
Literate	64.1%	20.9%	15.0%	100%
Incomplete Primary	77.6%	17.8%	4.7%	100%
Primary Completed	75.2%	18.5%	6.4%	100%
Incomplete Secondary	74.8%	13.1%	12.1%	100%
Secondary and above	85.7%	14.3%	0.0%	100%
Total	70.1%	19.4%	10.5%	100%

Figure - 6.3: Level of Satisfaction of Teachers' Attendance in School

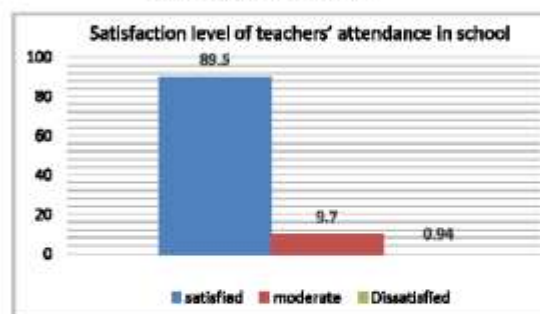
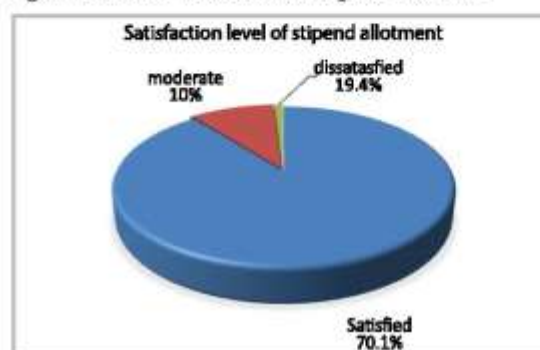


Figure - 6.4: Satisfaction level of stipend allotment



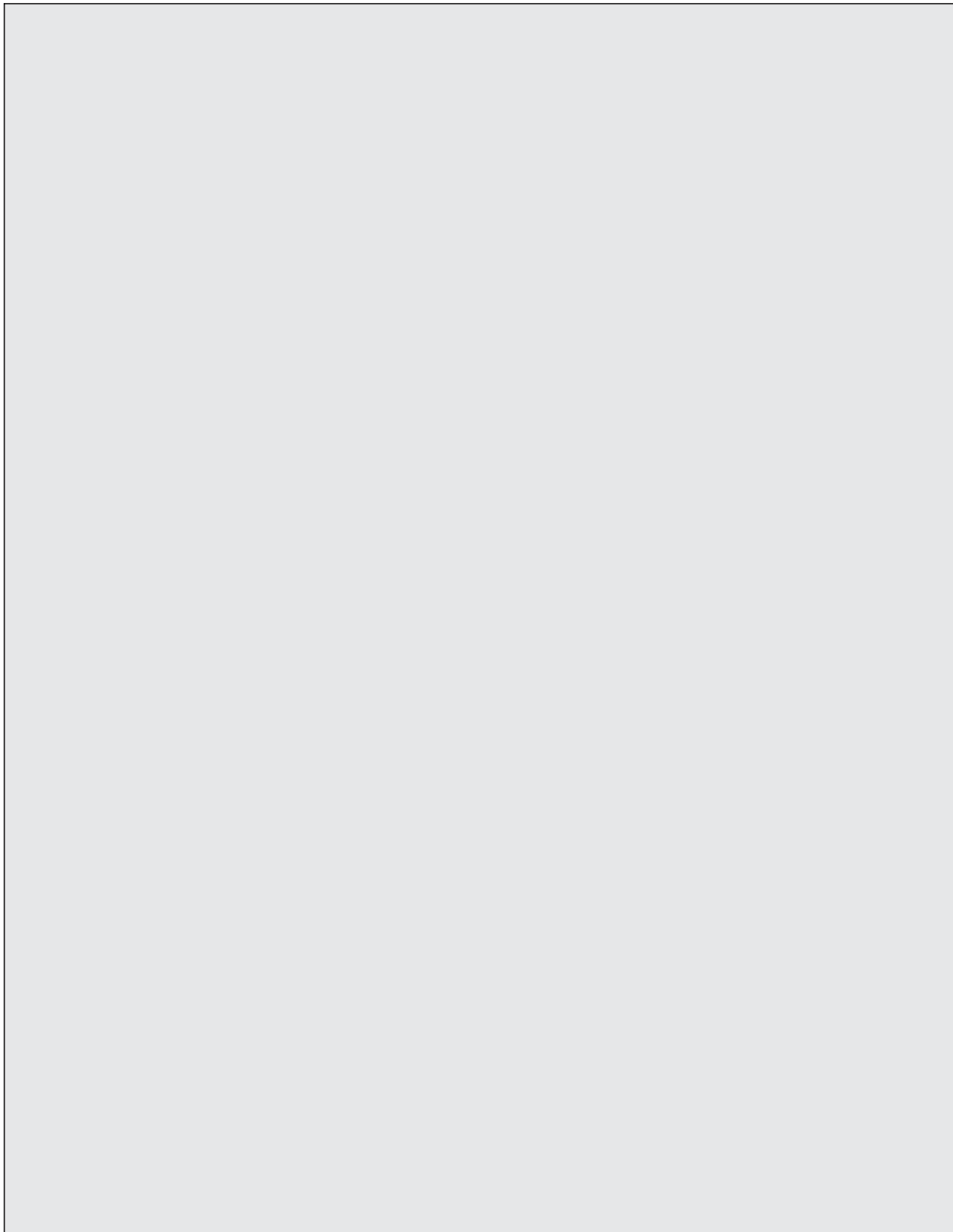
⁵ The primary stipends program was introduced in 2003 and replaced two earlier projects; the food for education (FFE) program which began in 1993 and the primary education stipends project introduced in 2000 in areas outside of the FFE program.

Chapter Seven

Conclusion and Policy Recommendations

- 7.1 Conclusion
- 7.2 Policy Recommendations
- 7.3 School-wise Recommendations
- 7.4 Indicator-wise Score & Grade





7.1 Conclusion

Primary education is the foundation of all education and the basic and foremost right of every child. It brings awareness among the masses, opens avenues for opportunities. Every single child both girl as well as boy should be able to complete full course of primary education with quality. Though the constitution of Bangladesh obliges the government to establish uniform, mass-oriented, and universal system of primary education that may extend free and compulsory education to all children, parents and households also have the responsibility about the availability and provision of primary education.

Since the EFA goals adopted in 2000, primary education in Bangladesh has made commendable progress in improving the primary education situation. Equality has also improved girls' enrolment in primary school. Similarly, the percentage of female teachers has also been increasing.

The major concern is about quality that could not accompany the success achieved including the expansion of the system. Survey based studies like the PSPMP and the Education Watch show that the learners do not achieve adequate competencies on completion of primary education cycle. Physical facilities and the learning provisions are another critical issues that need to be addressed first in order to create an atmosphere of educational opportunities for the children.

The present study conducted in 24 government primary schools stated comparative picture of the previous (2013) and the present (2015) on different indicators including the scenario of high teacher-student ratio, insufficient infrastructure like shortage of classrooms, lack of electricity, playground, safe drinking water and toilet facilities. Most of the schools do not have separate toilet facilities for girls. Though more than half of all teachers in primary schools are graduate, more than three fourth of guardians showed their satisfaction on teachers' timing and at the same time expressed dissatisfaction on the use of educational and teaching materials in classrooms. The study showed a large picture of unawareness of the parents/guardians.

The study also showed a great success of the government initiatives regarding free text book distribution among all primary school students from the very first day of the year and within the first month as well. But the status of corporal punishment in classroom and its wide acceptance among the community should be addressed immediately. The study also focused on other loopholes existed in the services delivered and performance of teachers in primary schools that hampered quality of education.

Though this study has covered 1675 households, 72 KIIs and 24 FGDs in eight districts only, it could not represent national status of primary education. But it provided recommendations for further improvement and at the same time set an example that could be followed in broader coverage.

7.2 Policy Recommendations

The following recommendations are made based on the findings mentioned above. These are a kind of general recommendations applicable to all the schools studied. However, some of these recommendations may already exist in one or more schools:

- The teacher student ratio is higher than the acceptable level of at most schools. Thus, the teachers were unable to provide adequate time to the students. Quality education requires attention of the teachers to teach every student, however it is not possible at this time in the schools. Attempts should be made to reduce the number of students per teacher ratio. Thus, the number of teachers should be increased in the schools. This would help improve teaching quality in the classrooms.

- Each and every student should have the chance to participate in the co-curricular activities. Co-curricular activities should be considered as part of overall development of the students.
- Socio-economic condition of the communities where the schools were situated is poor. Average income of the majority of the parents and their educational level were low. Parents of majority of the students were illiterate. Thus, it became the responsibility of the schools to motivate the parents to ensure the enrolment and completion of primary education cycle of their children.
- It revealed that some of the schools have inadequate number of teachers and some have insufficient infrastructure e.g. shortage of classrooms. Some of the schools lack electricity, playground, drinking water and toilet facilities. Majority of the schools do not have separate toilet facilities for girls. Therefore, the proper initiatives should be taken to ensure a teaching and learning friendly environment.
- In general, there is no provision of incentives or rewards for the teachers or the students for their good performance at the school level. But punishment is available for the teachers for their irregularities at the schools. It is strongly recommended that incentives for better performances must be included in the system as a tool for motivation of the teachers.
- The government stipend program plays important role in enhancing students' attendance and hence the quality of education is improving. The teachers report that due to the stipend program a competitive attitude had developed among the parents. So stipend program must be enhanced up to 100% of the student population. However, all the school must maintain a graduation list for stipend allotment.
- Steps should be taken to ensure the arrangement of pure drinking water and Hygiene Sanitation in the schools.
- Consciousness levels of the guardians regarding the education of their children remain very poor. Due to poverty many parents do not have ability to create adequate environment for study at home. Majority of the students were first generation learners. Due to poverty a good number of the students were involved in work; they cannot attend school regularly. The causes of irregularity need to be studied in order find ways of ensuring regular attendance of the students.
- Phobia of private tuition is marked as fashion in rural areas. Due to the large number of students per teacher in the schools, the teachers were unable to address all the students in the classrooms. Consequently the lesson learnt in the classrooms need to be revised at home. Private tutoring should be stopped strictly. A system should be introduced for completing the lessons in school.
- The corporal punishment is still high in almost all surveyed schools. Furthermore, it is accepted to a large numbers of respondents which indicates the lack of awareness on the negative impact of corporal punishment. The prohibition on corporal punishment should be strictly monitored and enforced. The civil society can play a role in addressing this role by creating awareness. The print and electronic media could also play a significant role preventing corporal punishment by wide reporting.
- School feeding program should be introduced and ensured in all primary schools of Bangladesh.
- Social accountability tools (e.g. CRC, CSC) should be widely introduced in assessing the services of primary education.
- A national level report card on primary education may be conducted annually based on the benchmark of the initial survey. Subsequently annual national report cards should be continued for ensuring accountability of the primary education service. This can be further expanded to cover non-government primary level schools and madrasas.



School-wise Recommendations

Average Score of Schools and Areas to be Improved

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
1	Bankerhat Government Primary School Sadar, Bhola	3.76	Average	The overall score of this school is satisfactory. The status of some indicators i.e. teachers' punctuality, home visit, safe drinking water are very satisfactory. But improvement should be made in the areas of teacher student ratio and condition of toilets. Awareness should be increased among the guardian and community regarding corporal punishment as the findings show a large acceptance of the punishment by the guardians (100%). Though the practice of imposing corporal punishment in this school is not as high as the rate of acceptance. SMC, the respective education authority needs to monitor and intervene whenever necessary.
2	Char Kali Government Primary school Sadar, Bhola	3.23	Average	The overall score of this school is satisfactory. Some indicators showed good picture i.e. teachers' punctuality, safe drinking water, regular rendering of national anthem. But the score against some of the indicators could not reach satisfactory level. The rate of usable toilet and practice of inflicting corporal punishment including its acceptance among the parents raised concerns. These areas should be addressed for improvement.
3	Middle Char Kali Government Primary school Sadar, Bhola	4.0	Above Average	The overall score of this school is quite satisfactory covering punctuality, home visit, usable toilet, safe drinking water, rendering national anthem. Though there is no vacant post in this school, however teacher should be recruited to meet high teacher-student ratio (1:66). Most of students had to purchase additional books (guidebook). Initiative should be taken to discourage having guidebooks.
4	KNK Government Primary School Batiaghata, Khulna	2.84	Below Average	The overall score of this school is below the satisfactory level. Though some of the indicators i.e. trained teachers, vacant post, safe drinking water earned satisfactory score while others are quite unsatisfactory that made a great fall in total score. Teachers and SMC members should be more responsible i.e. punctuality, home visit, quality joyful teaching in classroom. Though teachers are trained, other techniques should be applied to avoid corporal punishment in classroom.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
5	K Baintala Government Primary School Batiaghata, Khulna	3.38	Average	The overall score of this school is satisfactory. Some indicators showed good picture i.e. teachers' punctuality, usable toilet, safe drinking water, regular rendering of national anthem. And some others still have opportunity of improvement. Recruitment of teachers in vacant position can reduce teacher student ratio (1:54). Rate of corporal punishment (73.1%), its acceptance (95.9%) among the guardians including purchasing guide book are really alarming. Attention should be paid to create awareness among the community against punishment, use of guidebook and private tuition. Effective techniques should be applied to avoid corporal punishment in classroom.
6	Koria Government Primary School Batiaghata, Khulna	2.84	Below Average	The overall score of this school is not satisfactory. Some indicators i.e. teachers' punctuality, usable toilet, safe drinking water, rendering national anthem and home visit have highest grade. But concerns still exist in using guidebook, private tuition, trained teachers, corporal punishment and its acceptance among guardians that eventually have impact on learning and performance of the students. Initiative should be taken to improve this scenario in the school.
7	Moyamari Government Primary School Sadar, Meherpur	2.76	Below Average	The overall score of this school is not satisfactory. Some indicators i.e. teachers' punctuality, usable toilet, safe drinking water, rendering national anthem, home visit have highest grade. But concerns still exist in using guidebook, private tuition, trained teachers, corporal punishment and its acceptance among guardians that eventually have impact on learning and performance of the students. Recruitment of teachers in vacant position can reduce teacher student ratio (1:56). Further initiatives should be taken to improve this scenario in the school.
8	Khoksha Government Primary School Sadar, Meherpur	3.07	Average	The overall score of this school is average. Score shows that teachers are punctual. Indicators i.e. toilets, safe water, rendering national anthem have the highest score while most of the students depend on guidebook and private tuition. Corporal punishment is in practice and its acceptance among the parents is high. Teachers should pay attention in their teaching method.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
9	Kola Government Primary School Sadar, Meherpur	3.30	Average	The overall score of this school is satisfactory. Some indicators showed a very good picture about teachers' punctuality, teacher training, usable toilet, safe drinking water, teacher-student ratio in class, rendering national anthem. But concern still exist on the students' dependency on guidebooks, private tuition and teachers' negligence to home visit. Intervention should be taken to aware teachers and guardians regarding their responsibilities.
10	Kachuhat Government Primary School Saghata, Gaibandha	3.0	Average	Though the overall score of this school is in the line of satisfactory, score against some important indicators i.e. guidebook practice, private tuition, home visit, corporal punishment and its acceptance among the guardians are quite alarming for quality education. Some other indicators i.e. book condition; punctuality of teachers, usable toilets, safe water, and rendering national anthem earned good scores.
11	Bharatkali Government Primary School Saghata, Gaibandha	2.23	Below Average	The overall score of this school is quite poor. Though some indicators earned satisfactory scores, some important indicators missed its required scores. Good score earned in teachers' punctuality cannot justify the low grade in favor of guidebooks, infrequent home visit, private tuition, few usable toilets, high rate of corporal punishment, and its acceptance to guardians. Recruitment of teacher can bring standard teacher-student ratio in school.
12	Dhanaruha Government Primary School Saghata, Gaibandha	3.15	Average	The overall score of this school is average. Though some indicators show satisfactory scores including standard teacher-student ratio in school, other important indicators did not achieve required scores. Good score earned in teachers' punctuality and training cannot justify the low grade in regards to guidebooks, home visit, private tuition, usable toilets, high rate of corporal punishment, and its acceptance to guardians.
13	Gram Pangsha Government Primary School Raiganj, Sirajganj	3.46	Average	The overall score of this school is satisfactory. 7 indicators earned the maximum grade out of 13. But other 3 indicators i.e. use of guidebooks, private tuition, corporal punishment and its wide acceptance to guardians raised concerns that may have negative impact on quality education.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
14	Pangashi Government Primary School Raiganj, Sirajganj	3.07	Average	The overall score of this school is average. Though some indicators achieved satisfactory scores, other important indicators missed its required scores. Good score earned in teachers' punctuality, trained teacher, home visit, usable toilet, safe water, rendering national anthem and standard teacher student ratio cannot justify the low grade in favor of guidebooks, private tuition, practice of corporal punishment and its wide acceptance to guardians. But the most concern is raised due to payments by the students while receiving free textbooks.
15	Matikora Government Primary School Raiganj, Sirajganj	3.07	Average	The overall score of this school met just the average grade. Though some indicators earned satisfactory scores including books condition, teachers' training, safe water, rendering national anthem, some other indicators missed its required scores in guidebook practice, punctuality of teachers, home visit, usable toilet, corporal punishment and its wide acceptance to guardians that need to draw attention of teachers, SMC and education authority.
16	Baroipara Government Primary School Madarganj, Jamalpur	3.15	Average	The overall score of this school is average. Though some indicators were satisfactory including book condition, teachers' training, safe water, usable toilet, rendering national anthem, other indicators missed its required scores i.e. using guidebooks, punctuality of teachers, home visit, corporal punishment and its wide acceptance to guardians that need to draw attention of teachers, SMC and education authority for improvement.
17	Bera Government Primary School Madarganj, Jamalpur	2.84	Below Average	The overall score of this school could not earn average grade. Though some indicators including book condition, teachers' punctuality, training, safe water, rendering national anthem got satisfactory scores, others like use of guidebooks, less home visit, very few usable toilet, corporal punishment and its wide acceptance to guardians did not achieve the required scores.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
18	Ramchandrapur Government Primary School Madarganj, Jamalpur	2.38	Below Average	The overall score of this school could not earn average grade. Though teachers are punctual and trained, they are not regular in home visit. Half of the students depend on guidebooks and private tuition. They missed usable toilet facilities, children faced corporal punishment and paid an amount while receiving free textbooks. Guardians accepted corporal punishment. These indicators could not acquire required score that need to draw attention of teachers, SMC and authority for improvement.
19	Shirobiri Government Primary School Durgapur, Netrokona	2.53	Below Average	The overall score of this school could not score average grade. Teachers are punctual and trained, but not regular in home visit. Most of the students depend on guidebooks and private tuition. There were few usable toilet facilities, faced corporal punishment and paid an amount for receiving free textbooks. Guardians widely accepted corporal punishment. These indicators could not acquire required score and grade and so it needs to draw attention of teachers, SMC and education authority for improvement. Recruitment of teacher in vacant position can reduce the high teacher student ratio.
20	Rampur Government Primary School Durgapur, Netrokona	3.0	Average	The overall score of this school is just in line with average grade. Teachers are punctual and trained, but not regular in home visit. Most of the students depend on guidebooks and private tuition. They did not miss usable toilet facilities, safe water and even the corporal punishment in school. They paid an amount for receiving free textbooks. Guardians widely accepted corporal punishment. These indicators could not acquire required score and grade and so it needs to draw attention of teachers, SMC and education authority for improvement. Recruitment of teacher in vacant position make standard teacher student ratio.
21	Sagordighatpar Government Primary School Durgapur, Netrokona	2.61	Below Average	The overall score of this school could not earn the average grade. Teachers are punctual and trained, but not regular in home visit. Though most of the students did not depend on private tuition, they depended on guidebooks. They mostly missed usable toilet and safe water facilities. Though corporal punishment did not create concerns, it is widely accepted by the guardians. Some of them had to pay an amount while receiving free textbooks. Having standard teacher student ratio the school could not acquire required score and grade and so it needs to draw attention of teachers, SMC and education authority for improvement.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
22	Teghoria Government Primary School Sadar, Hobigonj	3.23	Average	The overall score of this school earned the average grade. Teachers are punctual and trained, but not regular in home visit. Most of the students did not depend on guidebook and even private tutor. They have usable toilet and safe water facilities. Corporal punishment is still existed and widely accepted by the guardians. This school has opportunity for improvement.
23	Gobindapur Government Primary School Sadar, Hobigonj	2.38	Below Average	The overall score of this school is below average grade. Teachers are punctual and trained, but not regular in home visit. Though most of the students did not depend on private tuition, they depended on guidebooks. Half of the students had access to usable toilet while most of them missed safe water facilities. Corporal punishment is an issue of concern as it is practiced in school and widely accepted by the guardians. Recruitment of teacher may make very good teacher student ratio. The school needs the attention of teachers, SMC and education authority for improvement.
24	Rampur Government Primary School Sadar, Hobigonj	3.23	Average	The overall score of this school earned the average grade. Teachers are punctual and trained, but not regular in home visit. Most of the students did not depend on private tutor but half of them depend on guidebooks. They have usable toilet but their safe water facilities is almost absent. Corporal punishment is still in practice and widely accepted by the guardians. This school has opportunity for improvement.



Indicator-wise Score & Satisfaction



Bankerhat Government Primary School

Bheduria Union, Sadar Upazila, Bhola

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100%	5	A
2	Payments for Receiving Free Textbooks	1.4%	5	A
3	Procurement of Additional Books from Market	48.6%	1	E
4	Punctuality of Teachers	100.0%	5	A
5	Home Visit by Teachers	87.3%	4	B
6	Regular Private Tuition beyond Classes	12.7%	4	B
7	Teachers' Training	82.0%	4	B
8	Vacancy of Teacher Posts/Positions	14.0%	4	B
9	Useable Toilets	78.9%	3	C
10	Availability of Safe Drinking Water	98.6%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	16.9%	4	B
13	Acceptance of Corporal Punishment by Guardians	100.0%	0	F
14	Teachers' Ratio (Male: Female)	45:55	Excellent	
15	Teacher-Student Ratio in Class	1:52	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	100.0%	0.0%	0.0%
2	Level of Satisfaction of Teachers' Attendance in School	98.6%	0.0%	1.4%
3	Level of Satisfaction of Teaching Methods	97.2%	2.8%	0.0%
4	Level of Satisfaction of Learning Environment	47.9%	29.6%	22.5%
5	Level of Satisfaction regarding Stipend Distribution	57.7%	33.8%	8.5%
6	Level of Satisfaction regarding Book Distribution	92.9%	1.5%	5.6%



Char Kali Government Primary School

Bheduria Union, Sadar Upzilla, Bhola

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	98.6%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	26.9%	3	C
4	Punctuality of Teachers	100.0%	5	A
5	Home Visit by Teachers	78.3%	3	C
6	Regular Private Tuition beyond Classes	27.5%	3	C
7	Teachers' Training	75.0%	3	C
8	Vacancy of Teacher Posts/Positions	20.0%	3	C
9	Useable Toilets	17.4%	0	F
10	Availability of Safe Drinking Water	97.1%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	36.8%	2	D
13	Acceptance of Corporal Punishment by Guardians	91.7%	0	F
14	Teachers' Ratio (Male: Female)	00:100	Good	
15	Teacher-Student Ratio in Class	1:69	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1.	Level of Satisfaction of Teachers' Behavior	95.7%	4.3%	0.0%
2.	Level of Satisfaction of Teachers' Attendance in School	94.2%	4.4%	1.4%
3.	Level of Satisfaction of Teaching Methods	91.3%	7.3%	1.4%
4.	Level of Satisfaction of Learning Environment	53.6%	27.6%	18.8%
5.	Level of Satisfaction regarding Stipend Distribution	62.3%	7.3%	30.4%
6.	Level of Satisfaction regarding Book Distribution	86.9%	13.1%	0.0%



Middle Char Kali Government Primary School

Bheduria Union, Sadar Upzilla, Bhola

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	54.3%	0	F
4	Punctuality of Teachers	100.0%	5	A
5	Home Visit by Teachers	100.0%	5	A
6	Regular Private Tuition beyond Classes	34.3%	2	D
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Useable Toilets	100.0%	5	A
10	Availability of Safe Drinking Water	100. %	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	15.7%	4	B
13	Acceptance of Corporal Punishment by Guardians	90.0%	0	F
14	Teachers' Ratio (Male: Female)	25:75	Good	
15	Teacher-Student Ratio in Class	1:66	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1.	Level of Satisfaction of Teachers' Behavior	100.0%	0.0%	0.0%
2.	Level of Satisfaction of Teachers' Attendance in School	100.0%	0.0%	0.0%
3.	Level of Satisfaction of Teaching Methods	100.0%	0.0%	0.0%
4.	Level of Satisfaction of Learning Environment	100.0%	0.0%	0.0%
5.	Level of Satisfaction regarding Stipend Distribution	73.9%	21.8%	4.3%
6.	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



KNK Government Primary School
Amirpur Union, Batiaghata Upzilla, Khulna

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	74.6%	0	F
4	Punctuality of Teachers	70.4%	3	C
5	Home Visit by Teachers	43.7%	0	F
6	Regular Private Tuition beyond Classes	70.4%	0	F
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Usable Toilets	88.7%	4	B
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	81.7%	0	F
13	Acceptance of Corporal Punishment by Guardians	91.4%	0	F
14	Teachers' Ratio (Male: Female)	50:50	Good	
15	Teacher-Student Ratio in Class	1:42	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	63.4%	32.4%	4.2%
2	Level of Satisfaction of Teachers' Attendance in School	71.8%	28.2%	0.0%
3	Level of Satisfaction of Teaching Methods	62.0%	36.6%	1.4%
4	Level of Satisfaction of Learning Environment	46.5%	43.6%	9.9%
5	Level of Satisfaction regarding Stipend Distribution	100.0%	0.0%	0.0%
6	Level of Satisfaction regarding Book Distribution	98.6%	1.4%	0.0%



K Baintala Government Primary School

Amirpur Union, Batiaghata Upzilla, Khulna

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	77.6%	0	F
4	Punctuality of Teachers	100.0%	5	A
5	Home Visit by Teachers	74.6%	3	C
6	Regular Private Tuition beyond Classes	83.6%	4	B
7	Teachers' Training	80.0%	4	B
8	Vacancy of Teacher Posts/Positions	29.0%	3	C
9	Useable Toilets	97.0%	5	A
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	73.1%	0	F
13	Acceptance of Corporal Punishment by Guardians	95.9%	0	F
14	Teachers' Ratio (Male: Female)	20:80	Good	
15	Teacher-Student Ratio in Class	1:54	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1.	Level of Satisfaction of Teachers' Behavior	95.5%	4.5%	0.0%
2.	Level of Satisfaction of Teachers' Attendance in School	95.5%	4.5%	0.0%
3.	Level of Satisfaction of Teaching Methods	95.5%	4.5%	0.0%
4.	Level of Satisfaction of Learning Environment	82.1%	17.9%	0.0%
5.	Level of Satisfaction regarding Stipend Distribution	100.0%	0.0%	0.0%
6.	Level of Satisfaction regarding Book Distribution	98.5%	1.5%	0.0%



Koria Government Primary School
Amirpur Union, Batiaghata Upzilla, Khulna

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	71.6%	0	F
4	Punctuality of Teachers	98.5%	5	A
5	Home Visit by Teachers	86.4%	4	B
6	Regular Private Tuition beyond Classes	92.5%	0	F
7	Teachers' Training	20.0%	0	F
8	Vacancy of Teacher Posts/Positions	25.0%	3	C
9	Usable Toilets	100.0%	5	A
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	74.6%	0	F
13	Acceptance of Corporal Punishment by Guardians	94.0%	0	F
14	Teachers' Ratio (Male: Female)	50:50	Excellent	
15	Teacher-Student Ratio in Class	1:44	Good	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1.	Level of Satisfaction of Teachers' Behavior	100.0%	0.0%	0.0%
2.	Level of Satisfaction of Teachers' Attendance in School	100.0%	0.0%	0.0%
3.	Level of Satisfaction of Teaching Methods	97.0%	3.0%	0.0%
4.	Level of Satisfaction of Learning Environment	86.6%	13.4%	0.0%
5.	Level of Satisfaction regarding Stipend Distribution	100.0%	0.0%	0.0%
6.	Level of Satisfaction regarding Book Distribution	98.5%	1.5%	0.0%



Moyamari Government Primary School

Amjhupi Union, Sadar Upzilla, Meherpur

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	73.9%	0	F
4	Punctuality of Teachers	87.0%	4	B
5	Home Visit by Teachers	66.7%	2	D
6	Regular Private Tuition beyond Classes	81.2%	0	F
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	20.0%	3	C
9	Useable Toilets	100.0%	5	A
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	44.9%	0	F
12	Corporal Punishment	30.4%	2	D
13	Acceptance of Corporal Punishment by Guardians	90.5%	0	F
14	Teachers' Ratio (Male: Female)	25:75	Good	
15	Teacher-Student Ratio in Class	1:56	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1.	Level of Satisfaction of Teachers' Behavior	98.6%	1.4%	0.0%
2.	Level of Satisfaction of Teachers' Attendance in School	97.1%	1.5%	1.4%
3.	Level of Satisfaction of Teaching Methods	81.1%	7.4%	11.5%
4.	Level of Satisfaction of Learning Environment	79.7%	8.7%	11.6%
5.	Level of Satisfaction regarding Stipend Distribution	77.6%	10.5%	11.9%
6.	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Khoksa Government Primary School

Amjhupi Union, Sadar Upzilla, Meherpur

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	80.6%	0	F
4	Punctuality of Teachers	94.4%	5	A
5	Home Visit by Teachers	6.9%	0	F
6	Regular Private Tuition beyond Classes	91.7%	0	F
7	Teachers' Training	83.0%	4	B
8	Vacancy of Teacher Posts/Positions	25.0%	3	C
9	Useable Toilets	100.0%	5	A
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	29.2%	3	C
13	Acceptance of Corporal Punishment by Guardians	90.5%	0	F
14	Teachers' Ratio (Male: Female)	33:67	Excellent	
15	Teacher-Student Ratio in Class	1:45	good	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1.	Level of Satisfaction of Teachers' Behavior	90.3%	4.1%	5.6%
2.	Level of Satisfaction of Teachers' Attendance in School	97.2%	1.4%	1.4%
3.	Level of Satisfaction of Teaching Methods	80.5%	7.0%	12.5%
4.	Level of Satisfaction of Learning Environment	72.2%	15.3%	12.5%
5.	Level of Satisfaction regarding Stipend Distribution	69.4%	11.2%	19.4%
6.	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Kola Government Primary School
Amjhupi Union, Sadar Upzilla, Meherpur

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	91.3%	0	F
4	Punctuality of Teachers	92.8%	5	A
5	Home Visit by Teachers	8.7%	0	F
6	Regular Private Tuition beyond Classes	97.1%	0	F
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	12.0%	4	B
9	Useable Toilets	98.6%	5	A
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	11.6%	4	B
13	Acceptance of Corporal Punishment by Guardians	87.5%	0	F
14	Teachers' Ratio (Male: Female)	17:83	Good	
15	Teacher-Student Ratio in Class	1:36	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	82.6%	16.0%	1.4%
2	Level of Satisfaction of Teachers' Attendance in School	76.8%	23.2%	0.0%
3	Level of Satisfaction of Teaching Methods	69.6%	27.5%	2.9%
4	Level of Satisfaction of Learning Environment	62.3%	31.9%	5.8%
5	Level of Satisfaction regarding Stipend Distribution	72.5%	15.9%	11.6%
6	Level of Satisfaction regarding Book Distribution	98.6%	1.4%	0.0%



Kachuhat Government Primary School

Saghata Union, Saghata Upzilla, Gaibandha

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	1.6%	5	A
3	Procurement of Additional Books from Market	58.7%	0	F
4	Punctuality of Teachers	85.7%	4	B
5	Home Visit by Teachers	7.9%	0	F
6	Regular Private Tuition beyond Classes	50.8%	0	F
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Useable Toilets	84.1%	4	B
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	100.0%	0	F
13	Acceptance of Corporal Punishment by Guardians	98.4%	0	F
14	Teachers' Ratio (Male: Female)	33:67	Excellent	
15	Teacher-Student Ratio in Class	1:40	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	87.3%	11.1%	1.6%
2	Level of Satisfaction of Teachers' Attendance in School	92.0%	6.4%	1.6%
3	Level of Satisfaction of Teaching Methods	55.6%	44.4%	0.0%
4	Level of Satisfaction of Learning Environment	11.1%	88.9%	0.0%
5	Level of Satisfaction regarding Stipend Distribution	63.5%	17.5%	19.0%
6	Level of Satisfaction regarding Book Distribution	96.9%	3.1%	0.0%



Bharatkhal Government Primary School

Saghata Union, Saghata Upzilla, Gaibandha

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	100.0%	0	F
3	Procurement of Additional Books from Market	73.8%	0	F
4	Punctuality of Teachers	86.2%	4	B
5	Home Visit by Teachers	21.5%	0	F
6	Regular Private Tuition beyond Classes	63.1%	0	F
7	Teachers' Training	86.0%	4	B
8	Vacancy of Teacher Posts/Positions	14.0%	4	B
9	Useable Toilets	63.1%	2	D
10	Availability of Safe Drinking Water	98.5%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	100.0%	0	F
13	Acceptance of Corporal Punishment by Guardians	100.0%	0	F
14	Teachers' Ratio (Male: Female)	43:57	Excellent	
15	Teacher-Student Ratio in Class	1:50	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	72.3%	27.7%	0.0%
2	Level of Satisfaction of Teachers' Attendance in School	67.7%	29.2%	3.1%
3	Level of Satisfaction of Teaching Methods	41.5%	57.0%	1.5%
4	Level of Satisfaction of Learning Environment	12.3%	86.2%	1.5%
5	Level of Satisfaction regarding Stipend Distribution	18.5%	56.9%	24.6%
6	Level of Satisfaction regarding Book Distribution	98.5%	1.5%	0.0%



Dhanaruha Government Primary School

Saghata Union, Saghata Upzilla, Gaibandha

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	54.2%	0	F
4	Punctuality of Teachers	91.6%	5	A
5	Home Visit by Teachers	14.5%	0	F
6	Regular Private Tuition beyond Classes	31.3%	2	D
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Usable Toilets	85.5%	4	B
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	96.4%	0	F
13	Acceptance of Corporal Punishment by Guardians	98.8%	0	F
14	Teachers' Ratio (Male: Female)	0:100	Good	
15	Teacher-Student Ratio in Class	1:32	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	37.3%	61.5%	1.2%
2	Level of Satisfaction of Teachers' Attendance in School	28.9%	71.1%	0.0%
3	Level of Satisfaction of Teaching Methods	2.4%	92.8%	4.8%
4	Level of Satisfaction of Learning Environment	3.6%	95.2%	1.2%
5	Level of Satisfaction regarding Stipend Distribution	55.4%	16.9%	27.7%
6	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Gram Pangsha Government Primary School

Panggashi Union, Raiganj Upzilla, Sirajganj

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	73.9%	0	F
4	Punctuality of Teachers	97.1%	5	A
5	Home Visit by Teachers	81.2%	4	B
6	Regular Private Tuition beyond Classes	46.4%	1	E
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Usable Toilets	100.0%	5	A
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	69.6%	0	F
13	Acceptance of Corporal Punishment by Guardians	100.0%	0	F
14	Teachers' Ratio (Male: Female)	22:78	Good	
15	Teacher-Student Ratio in Class	1:50	Good	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teacher's Behavior	100.0%	0.0%	0.0%
2	Level of Satisfaction of Teachers' Attendance in School	98.6%	1.4%	0.0%
3	Level of Satisfaction of Teaching Methods	94.2%	5.8%	0.0%
4	Level of Satisfaction of Learning Environment	86.9%	13.1%	0.0%
5	Level of Satisfaction regarding Stipend Distribution	76.8%	20.3%	2.9%
6	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Pangshasi Government Primary School

Panggashi Union, Raiganj Upzilla, Sirajganj

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	100.0%	0	F
3	Procurement of Additional Books from Market	60.6%	0	F
4	Punctuality of Teachers	98.6%	5	A
5	Home Visit by Teachers	71.8%	3	C
6	Regular Private Tuition beyond Classes	40.8%	1	E
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Useable Toilets	80.3%	4	B
10	Availability of Safe Drinking Water	98.6%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	35.2%	2	D
13	Acceptance of Corporal Punishment by Guardians	88.2%	0	F
14	Teachers' Ratio (Male: Female)	33:67	Excellent	
15	Teacher-Student Ratio in Class	1:32	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	91.6%	7.0%	1.4%
2	Level of Satisfaction of Teachers' Attendance in School	100.0%	0.0%	0.0%
3	Level of Satisfaction of Teaching Methods	85.9%	14.1%	0.0%
4	Level of Satisfaction of Learning Environment	63.4%	33.8%	2.8%
5	Level of Satisfaction regarding Stipend Distribution	91.4%	5.7%	2.9%
6	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Matikora Government Primary School

Panggashi Union, Raiganj Upzila, Sirajganj

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	66.2%	0	F
4	Punctuality of Teachers	79.7%	3	C
5	Home Visit by Teachers	78.3%	3	C
6	Regular Private Tuition beyond Classes	44.9%	1	E
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Useable Toilets	71.0%	3	C
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	60.9%	0	F
13	Acceptance of Corporal Punishment by Guardians	97.7%	0	F
14	Teachers' Ratio (Male: Female)	50:50	Excellent	
15	Teacher-Student Ratio in Class	1:68	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	84.1%	15.9%	0.0%
2	Level of Satisfaction of Teachers' Attendance in School	82.6%	16.0%	1.4%
3	Level of Satisfaction of Teaching Methods	26.1%	73.9%	0.0%
4	Level of Satisfaction of Learning Environment	8.7%	76.8%	14.5%
5	Level of Satisfaction regarding Stipend Distribution	92.8%	4.3%	2.9%
6	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Baroipara Government Primary School

Jorkhali Union, Madarganj Upzilla, Jamalpur

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	95.7%	5	A
2	Payments for Receiving Free Textbooks	2.9%	5	A
3	Procurement of Additional Books from Market	64.3%	0	F
4	Punctuality of Teachers	100.0%	5	A
5	Home Visit by Teachers	24.6%	0	F
6	Regular Private Tuition beyond Classes	47.1%	1	E
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Useable Toilets	98.6%	5	A
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	67.1%	0	F
13	Acceptance of Corporal Punishment by Guardians	84.8%	0	F
14	Teachers' Ratio (Male: Female)	25:75	Good	
15	Teacher-Student Ratio in Class	1:58	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Dissatisfied	Moderate	Satisfied
1	Level of Satisfaction of Teachers' Behavior	0.0%	0.0%	100.0%
2	Level of Satisfaction of Teachers' Attendance in School	0.0%	0.0%	100.0%
3	Level of Satisfaction of Teaching Methods	5.7%	10.0%	84.3%
4	Level of Satisfaction of Learning Environment	2.9%	11.4%	85.7%
5	Level of Satisfaction regarding Stipend Distribution	0.0%	0.0%	100.0%
6	Level of Satisfaction regarding Book Distribution	0.0%	0.0%	100.0%



Bera Government Primary School
Jorkhali Union, Madarganj Upzilla, Jamalpur

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	0.0%	5	A
3	Procurement of Additional Books from Market	82.2%	0	F
4	Punctuality of Teachers	98.6%	5	A
5	Home Visit by Teachers	22.2%	0	F
6	Regular Private Tuition beyond Classes	38.4%	2	D
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Useable Toilets	4.1%	0	F
10	Availability of Safe Drinking Water	90.4%	5	A
11	Regular Rendering of National Anthem	93.2%	5	A
12	Corporal Punishment	74.0%	0	F
13	Acceptance of Corporal Punishment by Guardians	96.3%	0	F
14	Teachers' Ratio (Male: Female)	29:71	Good	
15	Teacher-Student Ratio in Class	1:44	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	95.9%	4.1%	0.0%
2	Level of Satisfaction of Teachers' Attendance in School	100.0%	0.0%	0.0%
3	Level of Satisfaction of Teaching Methods	90.4%	9.6%	0.0%
4	Level of Satisfaction of Learning Environment	93.1%	6.9%	0.0%
5	Level of Satisfaction regarding Stipend Distribution	98.5%	1.5%	0.0%
6	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Ramchandrapur Government Primary School

Jorkhali Union, Madarganj Upzilla, Jamalpur

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	97.0%	5	A
2	Payments for Receiving Free Textbooks	83.6%	0	F
3	Procurement of Additional Books from Market	59.7%	0	F
4	Punctuality of Teachers	94.0%	5	A
5	Home Visit by Teachers	31.3%	0	F
6	Regular Private Tuition beyond Classes	49.3%	1	E
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Useable Toilets	37.3%	0	F
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	70.1%	0	F
13	Acceptance of Corporal Punishment by Guardians	91.5%	0	F
14	Teachers' Ratio (Male: Female)	75:25	Poor	
15	Teacher-Student Ratio in Class	1:64	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Dissatisfied	Moderate	Satisfied
1	Level of Satisfaction of Teachers' Behavior	3.0%	5.9%	91.1%
2	Level of Satisfaction of Teachers' Attendance in School	4.5%	2.9%	92.6%
3	Level of Satisfaction of Teaching Methods	14.9%	15.0%	70.1%
4	Level of Satisfaction of Learning Environment	4.5%	3.0%	92.5%
5	Level of Satisfaction regarding Stipend Distribution	23.0%	0.0%	77.0%
6	Level of Satisfaction regarding Book Distribution	1.5%	0.0%	98.5%



Shirobiro Government Primary School

Birishiri Union, Durgapur Upzilla, Netrokona

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	37.5%	2	D
3	Procurement of Additional Books from Market	90.3%	0	F
4	Punctuality of Teachers	98.6%	5	A
5	Home Visit by Teachers	52.8%	1	E
6	Regular Private Tuition beyond Classes	58.3%	0	F
7	Teachers' Training	100.0%	5	A
8	Vacancy of Teacher Posts/Positions	40.0%	1	E
9	Useable Toilets	61.1%	2	D
10	Availability of Safe Drinking Water	98.6%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	39.4%	2	D
13	Acceptance of Corporal Punishment by Guardians	100.0%	0	F
14	Teachers' Ratio (Male: Female)	100:00	Poor	
15	Teacher-Student Ratio in Class	1:69	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	100.0%	0.0%	0.0%
2	Level of Satisfaction of Teachers' Attendance in School	100.0%	0.0%	0.0%
3	Level of Satisfaction of Teaching Methods	97.2%	1.4%	1.4%
4	Level of Satisfaction of Learning Environment	82.0%	8.3%	9.7%
5	Level of Satisfaction regarding Stipend Distribution	58.3%	7.0%	34.7%
6	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Rampur Government Primary School

Birishiri Union, Durgapur Upzilla, Netrokona

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	31.3%	2	D
3	Procurement of Additional Books from Market	83.6%	0	F
4	Punctuality of Teachers	92.9%	5	A
5	Home Visit by Teachers	50.0%	1	E
6	Regular Private Tuition beyond Classes	48.6%	1	E
7	Teachers' Training	86.0%	4	B
8	Vacancy of Teacher Posts/Positions	25.0%	3	C
9	Useable Toilets	98.6%	5	A
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	20.0%	3	C
13	Acceptance of Corporal Punishment by Guardians	100.0%	0	F
14	Teachers' Ratio (Male: Female)	43:57	Excellent	
15	Teacher-Student Ratio in Class	1:42	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	90.0%	10.0%	0.0%
2	Level of Satisfaction of Teachers' Attendance in School	90.0%	10.0%	0.0%
3	Level of Satisfaction of Teaching Methods	87.1%	12.9%	0.0%
4	Level of Satisfaction of Learning Environment	87.1%	12.9%	0.0%
5	Level of Satisfaction regarding Stipend Distribution	44.3%	4.3%	51.4%
6	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Sagordighirpar Government Primary School

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	10.3%	4	B
3	Procurement of Additional Books from Market	60.3%	0	F
4	Punctuality of Teachers	89.6%	4	B
5	Home Visit by Teachers	31.3%	0	F
6	Regular Private Tuition beyond Classes	17.6%	4	B
7	Teachers' Training	75.0%	3	C
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Useable Toilets	2.9%	0	F
10	Availability of Safe Drinking Water	10.3%	0	F
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	17.6%	4	B
13	Acceptance of Corporal Punishment by Guardians	100.0%	0	F
14	Teachers' Ratio (Male: Female)	25:75	Good	
15	Teacher-Student Ratio in Class	1:34	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	77.6%	22.4%	0.0%
2	Level of Satisfaction of Teachers' Attendance in School	83.6%	16.4%	0.0%
3	Level of Satisfaction of Teaching Methods	74.6%	25.4%	0.0%
4	Level of Satisfaction of Learning Environment	68.7%	31.3%	0.0%
5	Level of Satisfaction regarding Stipend Distribution	60.0%	3.1%	36.9%
6	Level of Satisfaction regarding Book Distribution	97.0%	3.0%	0.0%



Teghoria Government Primary School

Teghoria Union, Sadar Upzilla, Habigonj

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	1.4%	5	A
3	Procurement of Additional Books from Market	58.6%	0	F
4	Punctuality of Teachers	100.0%	5	A
5	Home Visit by Teachers	42.9%	0	F
6	Regular Private Tuition beyond Classes	32.9%	2	D
7	Teachers' Training	86.0%	4	B
8	Vacancy of Teacher Posts/Positions	0.0%	5	A
9	Useable Toilets	97.1%	5	A
10	Availability of Safe Drinking Water	100.0%	5	A
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	42.9%	1	E
13	Acceptance of Corporal Punishment by Guardians	96.7%	0	F
14	Teachers' Ratio (Male: Female)	0:100	Good	
15	Teacher-Student Ratio in Class	1:53	Poor	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	100.0%	0.0%	0.0%
2	Level of Satisfaction of Teachers' Attendance in School	100.0%	0.0%	0.0%
3	Level of Satisfaction of Teaching Methods	95.7%	4.3%	0.0%
4	Level of Satisfaction of Learning Environment	92.9%	7.1%	0.0%
5	Level of Satisfaction regarding Stipend Distribution	52.9%	4.2%	42.9%
6	Level of Satisfaction regarding Book Distribution	100.0	0.0%	0.0%



Gobindapur Government Primary School

Teghoria Union, Sadar Upzilla, Habigonj

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	4.3%	5	A
3	Procurement of Additional Books from Market	61.4%	0	F
4	Punctuality of Teachers	100.0%	5	A
5	Home Visit by Teachers	20.3%	0	F
6	Regular Private Tuition beyond Classes	24.3%	3	C
7	Teachers' Training	80.0%	4	B
8	Vacancy of Teacher Posts/Positions	20.0%	3	C
9	Useable Toilets	50.0%	1	E
10	Availability of Safe Drinking Water	1.4%	0	F
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	58.6%	0	F
13	Acceptance of Corporal Punishment by Guardians	90.2%	0	F
14	Teachers' Ratio (Male: Female)	60:40	Poor	
15	Teacher-Student Ratio in Class	1:40	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	98.6%	0.0%	1.4%
2	Level of Satisfaction of Teachers' Attendance in School	84.3%	14.3%	1.4%
3	Level of Satisfaction of Teaching Methods	95.7%	1.5%	2.8%
4	Level of Satisfaction of Learning Environment	74.2%	24.4%	1.4%
5	Level of Satisfaction regarding Stipend Distribution	40.0%	5.7%	54.3%
6	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Rampur Government Primary School

Teghoria Union, Sadar Upzilla, Habigonj

Indicator-wise Score

SL No	Indicators	Score (%)	Weight	Grade
1	Books Received in Good Condition	100.0%	5	A
2	Payments for Receiving Free Textbooks	4.3%	5	A
3	Procurement of Additional Books from Market	55.7%	0	F
4	Punctuality of Teachers	100.0%	5	A
5	Home Visit by Teachers	74.3%	3	C
6	Regular Private Tuition beyond Classes	7.1%	5	A
7	Teachers' Training	86.0%	4	B
8	Vacancy of Teacher Posts/Positions	14.0%	4	B
9	Useable Toilets	100.0%	5	A
10	Availability of Safe Drinking Water	8.6%	0	F
11	Regular Rendering of National Anthem	100.0%	5	A
12	Corporal Punishment	44.3%	1	E
13	Acceptance of Corporal Punishment by Guardians	87.1%	0	F
14	Teachers' Ratio (Male: Female)	86:14	Poor	
15	Teacher-Student Ratio in Class	1:41	Excellent	

Level of Satisfaction

SL No	Indicators	Levels of Satisfaction (%)		
		Satisfied	Moderate	Dissatisfied
1	Level of Satisfaction of Teachers' Behavior	94.3%	2.9%	2.8%
2	Level of Satisfaction of Teachers' Attendance in School	97.1%	1.5%	1.4%
3	Level of Satisfaction of Teaching Methods	85.7%	12.9%	1.4%
4	Level of Satisfaction of Learning Environment	45.7%	52.9%	1.4%
5	Level of Satisfaction regarding Stipend Distribution	43.5%	2.9%	53.6%
6	Level of Satisfaction regarding Book Distribution	100.0%	0.0%	0.0%



Annexures

Annex 1.1: Name of Studied Schools

Sl No	Name of the Schools	Union	Upazila	District
1.	Bankerhat Government Primary School	Bheduria	Sadar	Bhola
2.	Char Kali Government Primary School	Bheduria	Sadar	Bhola
3.	Middle Char Kali Government Primary School	Bheduria	Sadar	Bhola
4.	KNK Government Primary School	Amirpur	Batiaghata	Khulna
5.	K Baintala Government Primary School	Amirpur	Batiaghata	Khulna
6.	Koria Government Primary School	Amirpur	Batiaghata	Khulna
7.	Moyamari Government Primary School	Amjhupi	Sadar	Meherpur
8.	Khoksha Government Primary School	Amjhupi	Sadar	Meherpur
9.	Kola Government Primary School	Amjhupi	Sadar	Meherpur
10.	Kachuhat Government Primary School	Saghata	Saghata	Gaibandha
11.	Bharatkali Government Primary School	Saghata	Saghata	Gaibandha
12.	Dhanaruha Government Primary School	Saghata	Saghata	Gaibandha
13.	Gram Pangsha Government Primary School	Panggashi	Raiganj	Sirajganj
14.	Panggashi Government Primary School	Panggashi	Raiganj	Sirajganj
15.	Matikora Government Primary School	Panggashi	Raiganj	Sirajganj
16.	Baroipara Government Primary School	Jorkhali	Madarganj	Jamalpur
17.	Bera Government Primary School	Jorkhali	Madarganj	Jamalpur
18.	Ramchandrapur Government Primary School	Jorkhali	Madarganj	Jamalpur
19.	Shirobiro Government Primary School	Birishiri	Durgapur	Netrokona
20.	Rampur Government Primary School	Birishiri	Durgapur	Netrokona
21.	Sagordighirpar Government Primary School	Birishiri	Durgapur	Netrokona
22.	Teghoria Government Primary School	Teghoria	Sadar	Habigonj
23.	Gobindapur Government Primary School	Teghoria	Sadar	Habigonj
24.	Rampur Government Primary School	Teghoria	Sadar	Habigonj

Annex 2.1: Questionnaire for Survey

(1) Household location			
1.1	Location of the area	1= rural 2= urban	Code
1.2	Name of the Mohalla/village		
1.3	Number of Union/Ward		
1.4	Upazila		
1.5	District		
(2) Socio-Economic background and identity of the respondent and the household			
2.1	Name of the respondent		Code
2.2	Type of the respondent	1= female, 2= male	
2.3	Relationship of the respondent with the student	1= father, 2= mother, 3= brother/sister, 4= grandfather/mother, =others.....	
2.4	Age of the respondent		
2.5	Occupation of respondent	1= govt. service, 2= private service 3= professionals, 4= labor, 5= agro-professional 6= businessman, 7= house affairs 8= student 9= others..... (Pls. specify...)	
2.6	Educational qualification of the respondent	Last completed class, 77= Illiterate 98= literate	
2.7	Monthly income of the household	agro-based income....., non-agro based income.....	
2.8	Monthly expenditure of the household		
1. Investigators sign: Date.....			
2. Table for the supervisor:			
Type of Checking: 1. Spot Check 2. Back Check 3. Questionnaire check			
Supervisor's sign:			
(3) School and student's details			
3.1	Name of the student		Code
3.2	Name of the school		
3.3	Category of the school	1= Govt. Primary School 2= Newly Govt. Primary School	
3.4	Gender of the student	1= boy 2= girl	
3.5	Class of the student	1= 2nd 2= 3rd 3= 4th 4= 5th	
3.6	Roll No.		
(4) Amount of fees in different sector (paid by the guardians from March 2014 to February 2015)			
	Sectors of subscription	Amount of fees (tk.), 88= Not applicable	Code
4.1	Admission fee of class -1		
4.2	Annual exam fee		
4.3	Annual sports festival fee		

4.4	Cleanliness fee	Amount of fees (tk.), 88=not applicable	Code
4.5	Religious festival (milad/puja)		
4.6	Different day celebration fee		
4.7	Cultural program fee		
4.8	Mark sheet of annual exam		
4.9	Certificate collection from school		
4.10	Others (state clearly).....		
(5) Questions related to book delivery			
5.1	What was the condition of the books received from the school?	1=totally new, 2=partial new and partial used 3= totally used, 99=no comments	
5.1.1	If the answer is 2 or 3, were the books useable?	1= yes , 2= no , 99= no comments	
5.2	In which month did you receive the books?	1=January 2=February 3=March	
5.3	Did you pay any money during receiving the books?	1=yes 2=no 99=no comments	
5.3.1	If yes, how much did you pay?	Tk.....	
5.3.2	What was the purpose for paying extra money while receiving the books?	1= carrying cost of books, 2=price of new books, 3=others....., 99= no comments	
5.4	Did you have to buy books (text book and/or Note books) from market?	1= yes 2= no	
5.4.1	If yes, why you bought the books?(may be multiple answers)	1=books received from school were not useable, 2= school didn't provide books, 3=advice of teachers, 4=curiosity of guardians, 5= others.....99= no comments	
5.5	What types of books you had to buy?	1= text book, 2= note/guide book, 3=grammar book, 4= others.....	
5.6	What was the total expenditure for buying extra books?	Tk.....	
(6) Questions related to private tuition			
6.1	Does your child take private tuition?	1= regularly, 2= sometimes, 3= before the exam, 4= never	
6.1.1	If yes, how many subjects are covered?	
6.1.2	Which subjects are being covered through private tutoring?	1= mathematics, 2=english, 3=fine arts, 4=religion, 5= others ify).....	
6.1.3	How much money is being spent per month for private tutoring?	Tk-----	
6.2	Who is being offered as private tutor?	1= school teacher of the student, 2= other teacher	

6.3	Do the students get any extra facilities while taking private tuition from the school teacher?	1= yes, 2= no, 99= no comments			
6.4	If yes, What types of facilities do they receive?	1= providing question before exam, 2=help answering the question in the exam hall, 3=provide extra marks, 4=others.....			
6.5	If your child has not taken private tutoring from school teachers, would he/she have faced any unexpected behavior?	1= yes, 2= no, 99= no comments			
6.6	If yes, what types of behavior the student had to face?	1= provide less mark in the exam 2=rude behavior in class room 3= discrimination in teaching, 4=others.....			
(7) Govt. Stipend related Questions					
7.1	Is your child receiving stipend for taking primary education?	1= yes, 2= no, 99= no comments			Code
7.1.1	If yes, have you experienced any deceit during the enrollment of stipend?	1= yes, 2= no, 99= no comments			
7.1.2	If yes, What types of deceit have you experienced?	1= forced to pay bribe, 2= nepotism 3= undue influence of powerful persons, 4=others, 99= no comments			
7.1.3	Did you have to pay extra money /receive partial money while receiving stipend?	1= yes, 2= no, 99= no comments			
7.1.4	If yes, how much have you paid /have you got less?	1st distribution	2nd distribution	3rd distribution	
7.1.5	For what purpose did you have to pay?	1= tiffin for the distributor 2= development work of school 3= salary of part time teachers, 4= no purpose was mentioned 5= others.....			
7.2	If stipend is not received, why not? (if the answer of ques. no 7.1 is no, then must ask this question)	1= failure to fill up all necessary conditions, 2= good economic condition, 3= nepotism, 4= school didn't provide stipend, 5= failure to pay speed money, 6= others 7= no comments			
(8) Question related to the role of the teachers					
8.1	Were the teachers regular and punctual in school?	1= regular 2= occasional 3= never punctual 99= no comments			
8.2	Did the teachers use educational materials in the class?	1= regular use 2= occasionally use 3= never use 99= no comments			
8.3	Did the teachers go for home visit to ensure attendance in the school?	1= yes, 2= no, 99= no comments			
8.4	Did you experience irrational/unexpected behavior from the school teachers?	1= yes, 2= no, 99= no comments			
8.4.1	If answer is yes, what type of behavior did you consider as irrational/unexpected?	1= rudeness, 2= unprovoked disciplinary action, 3= unequal treatment, 4= gender discrimination, 5= others.....			

(9) Others-			
9.1	Was the National Anthem recited regularly at the school?	1= yes, 2= no, 99= no comments	
9.2	Was the National Flag hoisted regularly?	1= yes, 2= no, 99= no comments	
9.3	Was there any arrangement for parents' meeting?	1= yes, 2= no, 99= no comments	
9.3.1	If yes, how many times were those arranged annually?	
9.4	Did you receive invitation to parents' meeting?	1= yes, 2= no, 99= no comments	
9.5	Did you receive invitation in Mothers' gathering?	1= yes, 2= no, 99= no comments	
9.6	Did your child experience any corporal/ physical punishment in the school?	1= yes, 2= no, 99= no comments	
9.6.1	If the answer is yes, what types of punishment had your child gone through?	1= beat by hand 2= beat with duster 3= beat by stick 4= made to stand by holding ear 5= others.....	
9.6.2	If the answer is yes, is it acceptable to you?	1=yes 2= no 99= no comments	
9.6.3	If the answer is yes, why do you think it is acceptable?	1= good for the child's interest, 2= good for class discipline, 3= others forms of discipline are not available, 4= others.....	
(10) Infrastructure of the school (1= Yes 2= No 99= No comments)			
10.1	Most of the times, where did you seat in the classroom?	1= on the bench, 2= on the mattress, 3= on the floor, 4= others.....	
10.2	Did you consider the toilet facilities in your schools adequate and usable?	1= yes, 2= no 99= no comments	
10.2.1	If the answer is No, why not?	1= insufficient number of toilets, 2= dirty, 3= no water in the toilet, 4= no doors, 5= others.....	
10.3	Did you have access to drinking water	1= yes, 2= no, 99= no comments	
10.3.1	If the answer is yes, did you consider the water to be safe?	1= yes, 2= no, 99= no comments	
10.4	Did the school have proper teaching materials?	1= yes, 2= no, 99= no comments	
10.5	Was there any opportunity for using sports instrument?	1= yes, 2= no, 99= no comments	

(11) Level of satisfaction(provide number from 1 to 5), here 1= satisfied,2= moderate and 5= dissatisfied			
11.1	Infrastructural condition of school	1= yes, 2= no, 99= no comments	
11.2	Books delivery		
11.3	Behavior of the teachers		
11.4	Teaching method		
11.5	Learning environment		
11.6	Teachers attendance in the class room		
11.7	Allotment of stipend		
<p>12. Constructive suggestions for the improvement of educational condition of your child's school are requested to mention below:</p>			

The respondent provided all the information of this questionnaire consciously .This information will be used only for research purpose. We strictly ensure confidentiality of the respondent identity.

Annex 2.2: School Check list

Section A. Identification

ID	Question	Unit	Value
1	Sample code/ school code	code	
2	Name of school	name	
4	Year of establishment	year	
5	Division	name	
6	District	name	
7	Upzilla	name	
8	Union	name	
9	Ward	ward no.	
10	Mohalla/para/village	name	
11	How many shifts have active at the school?	1= single shift 2= double shift	
12	Date of interview	day, month, year (dd,mm,yyyy)	
13	Starting time of interview	(e.g. 08:00am)	

Section B. Number of students in the school *(to be obtained from the school records)*

Question	Unit	Value							
		at the end of 2013		at the start of 2014		at the end of 2014		at the start of 2015	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. At this school, what is, or was, the number of...									
1A. ...students in Class I/ grade 1	no. students								
1B. ...students in Class II/ grade 2	no. students								
1C. ...students in Class III/ grade 3	no. students								
1D. ...students in Class IV/ grade 4	no. students								
1E. ...students in Class V/ grade 5	no. students								
2. Total students in class today	no. students								
3. Total number of students Participating in primary school leaving (PSC) Certificate exam		2013		2014					
		participants	passed	participants	passed				
	boys								
	girls								
4. Percentage of regular attendee%								
6. Percentage of dropout%								

Section C: Teachers (to be obtained in consultation with the Head Teacher with access to school records)

ID	Question	Unit	Value
1	How many teaching positions are officially allocated to this school?	number	
2	How many of the official positions are actually filled?	number	
3	How many teachers are present and teaching in this school today?	number	

4. Please fill out the table below for all the school teachers.

	5A	5B	5C	5D	5E	5F	5G	5H
ID	Name	Position 1= Head Teacher (trained); 2= Head Teacher (untrained); 3= Assistant Teacher (trained) 4= Assistant Teacher (untrained)	Gender 1= Female; 2= Male	Age (years)	Years employed at this school (years)	What is the highest level of education completed	Born in this district?	Is this teacher present today?
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Section D: Facilities *(to be obtained in consultation with the head teacher)*

ID	Question	Unit	Value
1	How many building at the school	number	
2	Types of school main building	1= paca; 2= semi paca; 3= teen sheet; 4= others	
3	How many classrooms made of high-quality materials are there in this school	number 0= none	
4	How many classrooms made of low-quality materials are there in this school?	number 0= none	
5	How many classrooms have decorated by communication materials (drawing, painting etc.)	number 0= none	
6	How many classrooms have a blackboard?	number 0= none	
7	How many classrooms have a chair and a table for the teacher?	number 0= none	
8	How many classrooms have sufficient number of student table?	number 0= none	
9A	Does this school have a library?	number 0= none	
9B	If yes, estimate the number of books.	number 0= none	
10A	Are there enough working toilets for the students to use?	number 0= none	
10B	Are there separate toilet facilities for girls?	number 0= none	
10C	Are there separate toilet facilities for teachers?	number 0= none	
11	How many of the classrooms in this school have electricity?	number 0= none	
12A	What is the main source of drinking water at this school?	0=none; 1=rain water tank; 2= spring/lake/river; 3=tube-well 4=piped/supply; 5=other	
12B	Is it 'arsenic' free or hygiene?	1=yes; 2=no	
13	Are the students able to drink water from that source today?	1= yes; 2= no	
14	Does the school have a playground or a sports area?	1= yes; 2= no	
15	What types of game materials have in this school	1= cricket; 2= football 3= badminton; 4= other	
16	Is the school surrounded by a wall offence?	1= yes; 2= no	
17A	Does the school have a staff-room?	1= yes; 2= no	
17B	Are there having sufficient sitting facilities?	1= yes; 2= no	
18	Is the school provided free 'tiffin' for all students?	1= yes; 2= no	

Section E. Organization and Governance *(to be obtained in consultation with the head teacher)*

ID	Question	Unit	Value
1	Does the school have a School Management Committee (SMC)?	1= yes; 2= no	
2	How many members consist on the SMC?	number	
3	How many female SMC members consist on the SMC?	number	
4A	How many times did the SMC meet in 2014?	number	
4B	Average numbers of member were attended in those meeting?	number	
5A	When was the last SMC meeting?	day, month, year (dd, mm, yyyy)	
5B	How many members were attended the last meeting of SMC?	number	
6	What were the top two issues discussed at the most recent SMC meeting?	1=discipline; 2= finance issues; 3=fees; 4=school budget; 5=staff issues; 6=curriculum matters; 7= fundraising 8=sports; 9=maintenance 10=other	
7	Is there arranged mothers gathering program in 2015?	1= yes; 2= no	
8	How many times mothers gathering program were conducted in 2015?	number	
9	What percentages of mother were attended in the last gathering?	0=very few; 1= less than half 2=about half; 3=more than half; 4=about all	
10. School decision making			
10A	Who has the most say in:	1=government; 2= head teacher; 3=other teacher 4=other staff; 5=deo or aueo 6=smc; 7=local politician 8=community; 9=other (multiple answer is applicable)	
10B	Approving the budget		
10C	Designing the curriculum		
10D	Setting the level of fees at this school		
10E	Choosing the teachers to hire		
10F	Assessing teacher		
10G	Deciding on maintenance work		
11	Is there any illegal facilities provided to the stipend distributor/officer?	1= yes; 2= no	
12	Is there any source of local fund?	1= yes; 2= no	

Section F. Supervision and Accountability (to be obtained in consultation with the Head Teacher with access to the school records if necessary)

ID	Question	Unit	Value
1	How many visits were made to this school by outside officials in 2014?	number	
2	What outside officials made visits to this school at the last time?	1=District Educational officer 2=Upazila Education Officer 3= Divisional Educational Officer 3=representative of national education inspectorate; 4=other	
3	What was the purpose of the visitor's last visit?	1=personal inspection; 2=advisory visit; 3=compulsory inspection; 4=other	
4. At that time, did the visitor:			
4A	Meet with the head teacher?	1= yes; 2= no	
4B	Meet with teachers?	1= yes; 2= no	
4C	Meet with the SMC?	1= yes; 2= no	
4D	Meet with parents of students?	1= yes; 2= no	
4E	Observe classes?	1= yes; 2= no	
4F	Check school records?	1= yes; 2= no	
5	What kind of feedback was given at the end of that visit?	0=none; 1=verbal report at staff meeting 2=verbal report to head teacher only; 3=verbal reports to individual teachers; 4=written report for head teacher; 5=written reports to individual teachers; 6=others	
6. Quality of records			
6A	Does the school keep detailed records of receipts from its spending?	1= yes; 2= no	
6B	Are these available for 2014?	1= yes; 2= no	
6C	Does the school keep records of its receipts of income and subsidies from other sources?	1= yes; 2= no	
6D	Are these available for 2014?	1= yes; 2= no	

Section G. Student stipend program (to be obtained in consultation with the Head Teacher with access to the school records if necessary)

ID	Question	Unit	Value	
			Boys	Girls
1	How many students enrolled for the government stipend program in this year?	number		
2	How many students of stipend program are laid down from the list because it does not meet the condition of stipend program in this year?	number		
3	Modest amount of allocated fund were return to the education office due to suspended distribution?	1= yes; 2= no		

Annex-2.3 Percentage Distribution of Electricity, Toilet, Library Facilities

SL. No.	Name of the Schools	Electricity, Toilet, Library and Playground Facilities in Schools				
		Library (0=no, 1=yes)	Electricity (0=no, 1=yes)	Separate toilet for girls (0=no, 1=yes)	Separate toilet for teachers (0=no, 1=yes)	Playground (0=no 1=Yes)
1	Bankerhat Government Primary School	0	0	1	0	1
2	Char Kali Government Primary School	0	0	0	0	1
3	Middle Char Kali Government Primary School	0	1	1	1	1
4	KNK Government Primary School	0	0	0	0	1
5	K Baintala Government Primary School	0	1	1	1	1
6	Koria Government Primary School	1	0	1	1	1
7	Moyamari Government Primary School	1	1	1	1	0
8	Khoksha Government Primary School	1	1	1	1	1
9	Kola Government Primary School	1	1	1	1	1
10	Kachuhat Government Primary School	0	1	1	1	1
11	Bharatkali Government Primary School	0	0	1	0	1
12	Dhanaraha Government Primary School	0	1	1	1	1
13	Gram Pangsha Government Primary School	0	1	1	1	0
14	Panggashi Government Primary School	1	1	1	1	1
15	Matikora Government Primary School	0	0	1	0	0
16	Baroipara Government Primary School	1	0	0	1	1
17	Bera Government Primary School	1	0	0	1	1
18	Ramchandrapur Government Primary School	0	0	0	0	1
19	Shirobira Government Primary School	0	0	0	0	0
20	Rampur Government Primary School	0	0	0	1	1
21	Sagordighirpar Government Primary School	0	0	0	0	0
22	Teghoria Government Primary School	0	1	0	0	0
23	Gobindapur Government Primary School	0	1	1	0	1
24	Rampur Government Primary School	0	0	1	1	1
Average percentage		29.16%	45.83%	62.5%	58.33%	75.0%

Annex -2.4 Percentage Distribution of Useable Toilets in the Schools

Sl No.	Name of the Schools	Useable Toilets in the Schools			
		Yes	No	No Response	Total
1.	Bankerthat Government Primary School	78.9%	21.1%	0.0%	100.0%
2.	Char Kali Government Primary School	17.4%	82.6%	0.0%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	88.7%	11.3%	0.0%	100.0%
5.	K Baintala Government Primary School	97.0%	1.5%	1.5%	100.0%
6.	Koria Government Primary School	100.0%	0.0%	0.0%	100.0%
7.	Moyamati Government Primary School	100.0%	0.0%	0.0%	100.0%
8.	Khoksha Government Primary School	100.0%	0.0%	0.0%	100.0%
9.	Kola Government Primary School	98.6%	1.4%	0.0%	100.0%
10.	Kachuhat Government Primary School	84.1%	15.9%	0.0%	100.0%
11.	Bharatkali Government Primary School	63.1%	36.9%	0.0%	100.0%
12.	Dhanaruha Government Primary School	85.5%	14.5%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	100.0%	0.0%	0.0%	100.0%
14.	Panggashi Government Primary School	80.3%	18.3%	1.4%	100.0%
15.	Matikora Government Primary School	71.0%	27.5%	1.4%	100.0%
16.	Baroipara Government Primary School	98.6%	0.0%	1.4%	100.0%
17.	Bera Government Primary School	4.1%	94.5%	1.4%	100.0%
18.	Ramchandrapur Government Primary School	37.3%	62.7%	0.0%	100.0%
19.	Shirobiro Government Primary School	61.1%	38.9%	0.0%	100.0%
20.	Rampur Government Primary School	98.6%	1.4%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	2.9%	97.1%	0.0%	100.0%
22.	Teghortia Government Primary School	97.1%	2.9%	0.0%	100.0%
23.	Gobindapur Government Primary School	50.0%	50.0%	0.0%	100.0%
24.	Rampur Government Primary School	100.0%	0.0%	0.0%	100.0%
	Average percentage	75.6%	24.1%	0.3%	100.0%

Annex-2.5 Percentage Distribution of Using Safe and Pure Drinking Water

Sl No.	Name of the Schools	Using Safe and Pure Drinking Water		
		Yes	No	Total
1.	Bankerhat Government Primary School	98.6%	1.4%	100.0%
2.	Char Kali Government Primary School	97.1%	2.9%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	100.0%
4.	KNK Government Primary School	100.0%	0.0%	100.0%
5.	K Baintala Government Primary School	100.0%	0.0%	100.0%
6.	Koria Government Primary School	100.0%	0.0%	100.0%
7.	Moyamari Government Primary School	100.0%	0.0%	100.0%
8.	Khoksha Government Primary School	100.0%	0.0%	100.0%
9.	Kola Government Primary School	100.0%	0.0%	100.0%
10.	Kachuhat Government Primary School	100.0%	0.0%	100.0%
11.	Bharatkali Government Primary School	98.5%	1.5%	100.0%
12.	Dhanaruha Government Primary School	100.0%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	100.0%	0.0%	100.0%
14.	Panggashi Government Primary School	98.6%	1.4%	100.0%
15.	Matikora Government Primary School	100.0%	0.0%	100.0%
16.	Baroipara Government Primary School	100.0%	0.0%	100.0%
17.	Bera Government Primary School	90.4%	9.6%	100.0%
18.	Ramchandrapur Government Primary School	100.0%	0.0%	100.0%
19.	Shirobiro Government Primary School	98.6%	1.4%	100.0%
20.	Rampur Government Primary School	100.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	10.3%	89.7%	100.0%
22.	Teghoria Government Primary School	100.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	1.4%	98.6%	100.0%
24.	Rampur Government Primary School	8.6%	91.4%	100.0%
	Average percentage	87.6%	12.4%	100.0%

Annex-2.6 Regular Recital of National Anthem in School

SL No.	Name of the Schools	Regular Recital of National Anthem in School		
		Yes	No	Total
1.	Bankerhat Government Primary School	100.0%	0.0%	100.0%
2.	Char Kali Government Primary School	100.0%	0.0%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	100.0%
4.	KNK Government Primary School	100.0%	0.0%	100.0%
5.	K Baintala Government Primary School	100.0%	0.0%	100.0%
6.	Koria Government Primary School	100.0%	0.0%	100.0%
7.	Moyamari Government Primary School	44.9%	55.1%	100.0%
8.	Khoksha Government Primary School	100.0%	0.0%	100.0%
9.	Kola Government Primary School	100.0%	0.0%	100.0%
10.	Kachuhat Government Primary School	100.0%	0.0%	100.0%
11.	Bharatkali Government Primary School	100.0%	0.0%	100.0%
12.	Dhanaraha Government Primary School	100.0%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	100.0%	0.0%	100.0%
14.	Panggashi Government Primary School	100.0%	0.0%	100.0%
15.	Matikora Government Primary School	100.0%	0.0%	100.0%
16.	Baroipara Government Primary School	100.0%	0.0%	100.0%
17.	Bera Government Primary School	93.2%	6.8%	100.0%
18.	Ramchandrapur Government Primary School	100.0%	0.0%	100.0%
19.	Shirobiro Government Primary School	100.0%	0.0%	100.0%
20.	Rampur Government Primary School	100.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	100.0%	0.0%	100.0%
22.	Teghoria Government Primary School	100.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	100.0%	0.0%	100.0%
24.	Rampur Government Primary School	100.0%	0.0%	100.0%
	Average percentage	97.4%	2.6%	100.0%

Annex-2.7 Percentage Distribution of Regularly Hosting of the National Flag

SL No.	Name of the Schools	Hosting of the National Flag			
		Yes	No	No Response	Total
1.	Bankerhat Government Primary School	100.0%	0.0%	0.0%	100.0%
2.	Char Kali Government Primary School	98.6%	0.0%	1.4%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	100.0%	0.0%	0.0%	100.0%
5.	K Baintala Government Primary School	100.0%	0.0%	0.0%	100.0%
6.	Koria Government Primary School	100.0%	0.0%	0.0%	100.0%
7.	Moyamari Government Primary School	100.0%	0.0%	0.0%	100.0%
8.	Khoksha Government Primary School	100.0%	0.0%	0.0%	100.0%
9.	Kola Government Primary School	100.0%	0.0%	0.0%	100.0%
10.	Kachuhat Government Primary School	100.0%	0.0%	0.0%	100.0%
11.	Bharatkali Government Primary School	100.0%	0.0%	0.0%	100.0%
12.	Dhanaruha Government Primary School	100.0%	0.0%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	100.0%	0.0%	0.0%	100.0%
14.	Panggashi Government Primary School	98.6%	1.4%	0.0%	100.0%
15.	Matikora Government Primary School	100.0%	0.0%	0.0%	100.0%
16.	Baroipara Government Primary School	100.0%	0.0%	0.0%	100.0%
17.	Bera Government Primary School	100.0%	0.0%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	100.0%	0.0%	0.0%	100.0%
19.	Shirobiro Government Primary School	100.0%	0.0%	0.0%	100.0%
20.	Rampur Government Primary School	100.0%	0.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	100.0%	0.0%	0.0%	100.0%
22.	Teghoria Government Primary School	100.0%	0.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	100.0%	0.0%	0.0%	100.0%
24.	Rampur Government Primary School	100.0%	0.0%	0.0%	100.0%
	Average percentage	99.9%	0.1%	0.1%	100.0%

Annex 2.8 Percentage Distribution of Arrangement of Parents' Meeting

SL No.	Name of the Schools	Arrangement of Parents' Meeting			
		Yes	No	No Response	Total
1.	Bankerhat Government Primary School	100.0%	0.0%	0.0%	100.0%
2.	Char Kali Government Primary School	98.6%	0.0%	1.4%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	98.6%	1.4%	0.0%	100.0%
5.	K Baintala Government Primary School	100.0%	0.0%	0.0%	100.0%
6.	Koria Government Primary School	100.0%	0.0%	0.0%	100.0%
7.	Moyamari Government Primary School	100.0%	0.0%	0.0%	100.0%
8.	Khoksha Government Primary School	98.6%	1.4%	0.0%	100.0%
9.	Kola Government Primary School	58.0%	42.0%	0.0%	100.0%
10.	Kachuhat Government Primary School	98.6%	1.4%	0.0%	100.0%
11.	Bharatkhal Government Primary School	100.0%	0.0%	0.0%	100.0%
12.	Dhanaraha Government Primary School	98.8%	0.0%	1.2%	100.0%
13.	Gram Pangsha Government Primary School	75.4%	2.9%	21.7%	100.0%
14.	Panggashi Government Primary School	81.7%	12.7%	5.6%	100.0%
15.	Matikora Government Primary School	95.7%	2.9%	1.4%	100.0%
16.	Baroipara Government Primary School	92.9%	5.7%	1.4%	100.0%
17.	Bera Government Primary School	46.6%	24.7%	28.8%	100.0%
18.	Ramchandrapur Government Primary School	95.5%	1.5%	3.0%	100.0%
19.	Shirobiro Government Primary School	100.0%	0.0%	0.0%	100.0%
20.	Rampur Government Primary School	100.0%	0.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	100.0%	0.0%	0.0%	100.0%
22.	Teghoria Government Primary School	100.0%	0.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	94.3%	0.0%	5.7%	100.0%
24.	Rampur Government Primary School	95.7%	1.4%	2.9%	100.0%
	Average percentage	92.8%	4.1%	3.1%	100.0%

Annex-2.9 Percentage Distribution of Invitation in Parents' Meeting

SL No.	Name of the Schools	Invitation of Parents' Meeting			
		Yes	No	No Response	Total
1.	Bankerhat Government Primary School	100.0%	0.0%	0.0%	100.0%
2.	Char Kali Government Primary School	100.0%	0.0%	0.0%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	98.6%	1.4%	0.0%	100.0%
5.	K Baintala Government Primary School	100.0%	0.0%	0.0%	100.0%
6.	Koria Government Primary School	100.0%	0.0%	0.0%	100.0%
7.	Moyamari Government Primary School	100.0%	0.0%	0.0%	100.0%
8.	Khoksha Government Primary School	100.0%	0.0%	0.0%	100.0%
9.	Kola Government Primary School	57.4%	42.6%	0.0%	100.0%
10.	Kachuhat Government Primary School	95.2%	4.8%	0.0%	100.0%
11.	Bharatkali Government Primary School	100.0%	0.0%	0.0%	100.0%
12.	Dhanaraha Government Primary School	98.8%	0.0%	1.2%	100.0%
13.	Gram Pangsha Government Primary School	72.1%	26.5%	1.5%	100.0%
14.	Panggashi Government Primary School	81.7%	18.3%	0.0%	100.0%
15.	Matikora Government Primary School	95.7%	4.3%	0.0%	100.0%
16.	Baroipara Government Primary School	92.8%	5.8%	1.4%	100.0%
17.	Bera Government Primary School	52.5%	42.4%	5.1%	100.0%
18.	Ramchandrapur Government Primary School	95.5%	3.0%	1.5%	100.0%
19.	Shirobiri Government Primary School	100.0%	0.0%	0.0%	100.0%
20.	Rampur Government Primary School	100.0%	0.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	100.0%	0.0%	0.0%	100.0%
22.	Teghoria Government Primary School	95.7%	4.3%	0.0%	100.0%
23.	Gobindapur Government Primary School	84.3%	15.7%	0.0%	100.0%
24.	Rampur Government Primary School	95.7%	4.3%	0.0%	100.0%
	Average percentage	92.6%	6.9%	0.4%	100.0%

Annex 2.10 Percentage Distribution of Invitation for Mothers' Gathering

SL No.	Name of the Schools	Invitation for Mothers' Gathering			
		Yes	No	No Response	Total
1.	Bankerhat Government Primary School	98.6%	1.4%	0.0%	100.0%
2.	Char Kali Government Primary School	94.2%	5.8%	0.0%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	100.0%	0.0%	0.0%	100.0%
5.	K Baintala Government Primary School	98.5%	0.0%	1.5%	100.0%
6.	Koria Government Primary School	100.0%	0.0%	0.0%	100.0%
7.	Moyamari Government Primary School	98.5%	0.0%	1.5%	100.0%
8.	Khoksha Government Primary School	100.0%	0.0%	0.0%	100.0%
9.	Kola Government Primary School	98.6%	1.4%	0.0%	100.0%
10.	Kachuhat Government Primary School	88.9%	7.9%	3.2%	100.0%
11.	Bharatkali Government Primary School	96.9%	3.1%	0.0%	100.0%
12.	Dhanaruha Government Primary School	96.4%	2.4%	1.2%	100.0%
13.	Gram Pangsha Government Primary School	76.8%	21.7%	1.4%	100.0%
14.	Panggashi Government Primary School	85.9%	14.1%	0.0%	100.0%
15.	Matikora Government Primary School	98.6%	1.4%	0.0%	100.0%
16.	Baroipara Government Primary School	52.9%	23.5%	23.5%	100.0%
17.	Bera Government Primary School	100.0%	0.0%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	45.0%	40.0%	15.0%	100.0%
19.	Shirobiro Government Primary School	80.3%	9.1%	10.6%	100.0%
20.	Rampur Government Primary School	100.0%	0.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	100.0%	0.0%	0.0%	100.0%
22.	Teghoria Government Primary School	100.0%	0.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	92.9%	7.1%	0.0%	100.0%
24.	Rampur Government Primary School	87.1%	12.9%	0.0%	100.0%
	Average percentage	90.8%	6.9%	2.3%	100.0%

Annex-2.11 Percentage Distribution of Teachers' Vacant Posts

SL No.	Name of the Schools	Teachers Post vacancy Status		
		Filled post	Vacant post	Total
1	Bankerhat Government Primary School	86%	14%	100.0%
2	Char Kali Government Primary School	80%	20%	100.0%
3	Middle Char Kali Government Primary School	100%	0.0%	100.0%
4	KNK Government Primary School	100%	0.0%	100.0%
5	K Baintala Government Primary School	71.00%	29.0%	100.0%
6	Koria Government Primary School	75.00%	25.00%	100.0%
7	Moyamari Government Primary School	80.00%	20.0%	100.0%
8	Khoksha Government Primary School	75.00%	25.0%	100.0%
9	Kola Government Primary School	88.0%	12.0%	100.0%
10	Kachuhat Government Primary School	100%	00.0%	100.0%
11	Bharatkali Government Primary School	86.00%	14.00%	100.0%
12	Dhanaruha Government Primary School	100.00%	0.0%	100.0%
13	Gram Pangsha Government Primary School	100.00%	0.0%	100.0%
14	Panggashi Government Primary School	100.00%	0.0%	100.0%
15	Matikora Government Primary School	100.00%	0.0%	100.0%
16	Baroipara Government Primary School	100.00%	0.0%	100.0%
17	Bera Government Primary School	100.00%	0.0%	100.0%
18	Ramchandrapur Government Primary School	100.00%	0.0%	100.0%
19	Shirobiro Government Primary School	60.00%	40.0%	100.0%
20	Rampur Government Primary School	75.00%	25.0%	100.0%
21	Sagordighirpar Government Primary School	100.00%	0.0%	100.0%
22	Teghoria Government Primary School	100.00%	0.0%	100.0%
23	Gobindapur Government Primary School	80.00%	20.0%	100.0%
24	Rampur Government Primary School	86.00%	14.0%	100.0%
	Average percentage	90.57%	9.43%	100.0%

Annex-2.12 Percentage Distribution and Number of Teachers (Male & Female Ratio)

SL No.	Name of the Schools	No of Teachers		Male : Female
		No of male	No of Female	
1	Bankerhat Government Primary School	5	6	45:55
2	Char Kali Government Primary School	0	4	00:100
3	Middle Char Kali Government Primary School	1	3	25:75
4	KNK Government Primary School	2	2	50:50
5	K Baintala Government Primary School	1	4	20:80
6	Koria Government Primary School	3	3	50:50
7	Moyamari Government Primary School	1	3	25:75
8	Khoksha Government Primary School	2	4	33:67
9	Kola Government Primary School	1	5	17:83
10	Kachuhat Government Primary School	3	6	33:67
11	Bharatkali Government Primary School	3	4	43:57
12	Dhanaraha Government Primary School	0	7	00:100
13	Gram Pangsha Government Primary School	2	7	22:78
14	Panggashi Government Primary School	3	6	33:67
15	Matikora Government Primary School	2	2	50:50
16	Baroipara Government Primary School	1	3	25:75
17	Bera Government Primary School	2	5	29:71
18	Ramchandrapur Government Primary School	3	1	75:25
19	Shirobiro Government Primary School	3	0	100:00
20	Rampur Government Primary School	3	4	43:57
21	Sagordighirpar Government Primary School	1	3	25:75
22	Teghoria Government Primary School	0	7	00:100
23	Gobindapur Government Primary School	3	2	60:40
24	Rampur Government Primary School	6	1	86:14
	Average percentage	51	92	36:64

Annex-2.13 Percentage Distribution of Teachers' Educational Status

SL No.	Name of the Schools	Educational Qualification of the Teachers				
		SSC	HSC	Graduate	Post-graduation	Total
1	Bankerhat Government Primary School	0	28%	45%	27%	100.0%
2	Char Kali Government Primary School	0	25%	50%	25%	100.0%
3	Middle Char Kali Government Primary School	0	75%	0	25%	100.0%
4	KNK Government Primary School	25%	50%	25%	0	100.0%
5	K Baintala Government Primary School	0	20%	60%	20%	100.0%
6	Koria Government Primary School	0	17%	50%	33%	100.0%
7	Moyamari Government Primary School	25%	25%	50%	0	100.0%
8	Khoksha Government Primary School	0	17%	34%	43%	100.0%
9	Koia Government Primary School	0	0	83%	17%	100.0%
10	Kachuhat Government Primary School	11%	33%	45%	11%	100.0%
11	Bharatkali Government Primary School	0	14%	43%	43%	100.0%
12	Dhanaraha Government Primary School	0	57%	43%	0	100.0%
13	Gram Pangsha Government Primary School	0	22%	45%	33%	100.0%
14	Panggashi Government Primary School	11%	22%	22%	45%	100.0%
15	Matikora Government Primary School	25%	25%		50%	100.0%
16	Baroipara Government Primary School	0	0	75%	25%	100.0%
17	Bera Government Primary School	29%	14%	57%	0	100.0%
18	Ramchandrapur Government Primary School	75%	25%	0	0	100.0%
19	Shirobiro Government Primary School	33%	67%			100.0%
20	Rampur Government Primary School	14%	29%	43%	14%	100.0%
21	Sagordighirpar Government Primary School	25%	50%	25%	0	100.0%
22	Teghoria Government Primary School	14%	43%	29%	14%	100.0%
23	Gobindapur Government Primary School	0	0	60%	40%	100.0%
24	Rampur Government Primary School	0	57%	43%	0	100%
	Average percentage	10%	29%	40%	21%	100.0%

Annex-2.14 Percentage Distribution of Teachers' Training Status

SL No.	Name of the Schools	Teachers' Training Status		
		Trained	Untrained	Total
1	Bankerhat Government Primary School	82%	18%	100.0%
2	Char Kali Government Primary School	75%	25%	100.0%
3	Middle Char Kali Government Primary School	100.0%	0.0%	100.0%
4	KNK Government Primary School	100.0%	0.0%	100.0%
5	K Baintala Government Primary School	80.0%	20.0%	100.0%
6	Koria Government Primary School	20%	80%	100.0%
7	Moyamari Government Primary School	100.0%	0.0%	100.0%
8	Khoksha Government Primary School	83%	17.0%	100.0%
9	Kola Government Primary School	100.0%	0.0%	100.0%
10	Kachuhat Government Primary School	100.0%	0.0%	100.0%
11	Bharatkhal Government Primary School	86.00%	14.00%	100.0%
12	Dhanaruha Government Primary School	100.0%	0.0%	100.0%
13	Gram Pangsha Government Primary School	100.0%	0.0%	100.0%
14	Panggashi Government Primary School	100.0%	1.4%	100.0%
15	Matikora Government Primary School	100.0%	0.0%	100.0%
16	Baroipara Government Primary School	100.0%	0.0%	100.0%
17	Bera Government Primary School	100.0%	0.0%	100.0%
18	Ramchandrapur Government Primary School	100.0%	0.0%	100.0%
19	Shirobiro Government Primary School	100.0%	0.0%	100.0%
20	Rampur Government Primary School	86.0%	14.0%	100.0%
21	Sagordighirpar Government Primary School	75.0%	25.0%	100.0%
22	Teghoria Government Primary School	86.0%	14.0%	100.0%
23	Gobindapur Government Primary School	80.0%	20.0%	100.0%
24	Rampur Government Primary School	86.0%	14.0%	100.0%
	Average percentage	89.52%	10.48%	100.0%

Annex-2.15 Percentage Distribution of Teachers' Punctuality Cross Tabulation

SL No.	Name of the Schools	Teachers' Punctuality in School				
		Always	Occasional	Never	No Response	Total
1.	Bankerhat Government Primary School	100.0%	0.0%	0.0%	0.0%	100.0%
2.	Char Kali Government Primary School	100.0%	0.0%	0.0%	0.0%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	70.4%	28.2%	0.0%	1.4%	100.0%
5.	K Baintala Government Primary School	100.0%	0.0%	0.0%	0.0%	100.0%
6.	Koria Government Primary School	98.5%	1.5%	0.0%	0.0%	100.0%
7.	Moyamari Government Primary School	87.0%	13.0%	0.0%	0.0%	100.0%
8.	Khoksha Government Primary School	94.4%	5.6%	0.0%	0.0%	100.0%
9.	Kola Government Primary School	92.8%	7.2%	0.0%	0.0%	100.0%
10.	Kachuhat Government Primary School	85.7%	12.7%	0.0%	1.6%	100.0%
11.	Bharatkhal Government Primary School	86.2%	12.3%	1.5%	0.0%	100.0%
12.	Dhanaruha Government Primary School	91.6%	8.4%	0.0%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	97.1%	1.4%	0.0%	1.4%	100.0%
14.	Panggashi Government Primary School	98.6%	1.4%	0.0%	0.0%	100.0%
15.	Matikora Government Primary School	79.7%	20.3%	0.0%	0.0%	100.0%
16.	Baroipara Government Primary School	100.0%	0.0%	0.0%	0.0%	100.0%
17.	Bera Government Primary School	98.6%	1.4%	0.0%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	94.0%	6.0%	0.0%	0.0%	100.0%
19.	Shirobiro Government Primary School	98.6%	1.4%	0.0%	0.0%	100.0%
20.	Rampur Government Primary School	92.9%	7.1%	0.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	89.6%	10.4%	0.0%	0.0%	100.0%
22.	Teghoria Government Primary School	100.0%	0.0%	0.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	98.6%	1.4%	0.0%	0.0%	100.0%
24.	Rampur Government Primary School	100.0%	0.0%	0.0%	0.0%	100.0%
	Average percentage	94.0%	5.8%	0.1%	0.2%	100.1%

Annex-2.16 Home Visit by Teacher to Ensure Students' Attendance in the School

SL No.	Name of the Schools	Home Visit by Teacher'			
		Yes	No	No Response	Total
1.	Bankerhat Government Primary School	87.3%	12.7%	0.0%	100.0%
2.	Char Kali Government Primary School	78.3%	21.7%	0.0%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	43.7%	43.7%	12.7%	100.0%
5.	K Baintala Government Primary School	74.6%	25.4%	0.0%	100.0%
6.	Koria Government Primary School	86.4%	13.6%	0.0%	100.0%
7.	Moyamari Government Primary School	66.7%	33.3%	0.0%	100.0%
8.	Khoksha Government Primary School	6.9%	91.7%	1.4%	100.0%
9.	Kola Government Primary School	8.7%	91.3%	0.0%	100.0%
10.	Kachuhar Government Primary School	7.9%	92.1%	0.0%	100.0%
11.	Bharatkhal Government Primary School	21.5%	78.5%	0.0%	100.0%
12.	Dhanatuha Government Primary School	14.5%	85.5%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	81.2%	13.0%	5.8%	100.0%
14.	Panggashi Government Primary School	71.8%	28.2%	0.0%	100.0%
15.	Matikora Government Primary School	78.3%	21.7%	0.0%	100.0%
16.	Baroipara Government Primary School	24.6%	75.4%	0.0%	100.0%
17.	Bera Government Primary School	22.2%	77.8%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	31.3%	68.7%	0.0%	100.0%
19.	Shirobiro Government Primary School	52.8%	47.2%	0.0%	100.0%
20.	Rampur Government Primary School	50.0%	50.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	31.3%	68.7%	0.0%	100.0%
22.	Teghoria Government Primary School	42.9%	57.1%	0.0%	100.0%
23.	Gobindapur Government Primary School	20.3%	79.7%	0.0%	100.0%
24.	Rampur Government Primary School	74.3%	24.3%	1.4%	100.0%
25.	Average percentage	49.0%	50.1%	0.9%	100.0%

Annex- 2.17 Percentage Distribution of Unexpected Behavior from Teachers

SL No.	Name of the Schools	Unexpected Behavior from the School Teachers			
		Yes	No	No Response	Total
1.	Bankerhat Government Primary School	1.4%	98.6%	0.0%	100.0%
2.	Char Kali Government Primary School	1.5%	97.1%	1.5%	100.0%
3.	Middle Char Kali Government Primary School	1.4%	98.6%	0.0%	100.0%
4.	KNK Government Primary School	1.4%	78.9%	19.7%	100.0%
5.	K Baintala Government Primary School	4.5%	95.5%	0.0%	100.0%
6.	Koria Government Primary School	3.0%	92.5%	4.5%	100.0%
7.	Moyamari Government Primary School	0.0%	100.0%	0.0%	100.0%
8.	Khoksha Government Primary School	0.0%	97.2%	2.8%	100.0%
9.	Kola Government Primary School	0.0%	100.0%	0.0%	100.0%
10.	Kachuhat Government Primary School	0.0%	100.0%	0.0%	100.0%
11.	Bharatkali Government Primary School	0.0%	100.0%	0.0%	100.0%
12.	Dhanaruha Government Primary School	0.0%	100.0%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	0.0%	100.0%	0.0%	100.0%
14.	Panggashi Government Primary School	1.4%	98.6%	0.0%	100.0%
15.	Matikora Government Primary School	5.8%	94.2%	0.0%	100.0%
16.	Baroipara Government Primary School	1.4%	98.6%	0.0%	100.0%
17.	Bera Government Primary School	0.0%	100.0%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	6.1%	92.4%	1.5%	100.0%
19.	Shirobiro Government Primary School	5.6%	94.4%	0.0%	100.0%
20.	Rampur Government Primary School	4.3%	95.7%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	0.0%	100.0%	0.0%	100.0%
22.	Teghoria Government Primary School	0.0%	100.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	2.9%	97.1%	0.0%	100.0%
24.	Rampur Government Primary School	7.2%	92.8%	0.0%	100.0%
	Average percentage	2.0%	96.8%	1.3%	100.0%

Annex-3.1 Percentage Distribution of Students Taking Private Tuition Cross Tabulation

SL No.	Name of the Schools	Student taking private tuition				
		Regularly	Sometimes	Before Exam	Never	Total
1.	Bankerhat Government Primary School	12.7%	2.8%	0.0%	84.5%	100.0%
2.	Char Kali Government Primary School	27.5%	11.6%	0.0%	60.9%	100.0%
3.	Middle Char Kali Government Primary School	34.3%	28.6%	1.4%	35.7%	100.0%
4.	KNK Government Primary School	70.4%	14.1%	0.0%	15.5%	100.0%
5.	K Baintala Government Primary School	83.6%	6.0%	0.0%	10.4%	100.0%
6.	Koria Government Primary School	92.5%	3.0%	1.5%	3.0%	100.0%
7.	Moyamari Government Primary School	81.2%	13.0%	0.0%	5.8%	100.0%
8.	Khoksha Government Primary School	91.7%	6.9%	0.0%	1.4%	100.0%
9.	Kola Government Primary School	97.1%	2.9%	0.0%	0.0%	100.0%
10.	Kachuhhat Government Primary School	50.8%	20.6%	3.2%	25.4%	100.0%
11.	Bharatkhali Government Primary School	63.1%	18.5%	1.5%	16.9%	100.0%
12.	Dhanaruha Government Primary School	31.3%	36.1%	0.0%	32.5%	100.0%
13.	Gram Pangsha Government Primary School	46.4%	17.4%	1.4%	34.8%	100.0%
14.	Panggashi Government Primary School	40.8%	25.4%	4.2%	29.6%	100.0%
15.	Matikora Government Primary School	44.9%	24.6%	0.0%	30.4%	100.0%
16.	Baroipara Government Primary School	47.1%	12.9%	11.4%	28.6%	100.0%
17.	Bera Government Primary School	38.4%	13.7%	12.3%	35.6%	100.0%
18.	Ramchandrapur Government Primary School	49.3%	13.4%	6.0%	31.3%	100.0%
19.	Shirobiro Government Primary School	58.3%	20.8%	15.3%	5.6%	100.0%
20.	Rampur Government Primary School	48.6%	44.3%	7.1%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	17.6%	57.4%	19.1%	5.9%	100.0%
22.	Teghoria Government Primary School	32.9%	7.1%	0.0%	60.0%	100.0%
23.	Gobindapur Government Primary School	24.3%	14.3%	1.4%	60.0%	100.0%
24.	Rampur Government Primary School	7.1%	7.1%	0.0%	85.7%	100.0%
	Average percentage	49.4%	17.7%	3.6%	29.3%	100.0%

Annex-3.2 Percentage Distribution of Types of Private Tutors

SL No.	Name of the Schools	Types of Private Tutor		
		Same School Teacher	Other Teacher	Total
1.	Bankerhat Government Primary School	62.5%	37.5%	100.0%
2.	Char Kali Government Primary School	59.3%	40.7%	100.0%
3.	Middle Char Kali Government Primary School	50.0%	50.0%	100.0%
4.	KNK Government Primary School	18.3%	81.7%	100.0%
5.	K Baintala Government Primary School	14.8%	85.2%	100.0%
6.	Koria Government Primary School	28.1%	71.9%	100.0%
7.	Moyamari Government Primary School	0.0%	100.0%	100.0%
8.	Khoksha Government Primary School	0.0%	100.0%	100.0%
9.	Kola Government Primary School	0.0%	100.0%	100.0%
10.	Kachuhhat Government Primary School	0.0%	100.0%	100.0%
11.	Bharatkhal Government Primary School	14.5%	85.5%	100.0%
12.	Dhanaruha Government Primary School	10.7%	89.3%	100.0%
13.	Gram Pangsha Government Primary School	27.9%	72.1%	100.0%
14.	Panggashi Government Primary School	28.6%	71.4%	100.0%
15.	Matikora Government Primary School	2.2%	97.8%	100.0%
16.	Baroipara Government Primary School	40.0%	60.0%	100.0%
17.	Bera Government Primary School	40.4%	59.6%	100.0%
18.	Ramchandrapur Government Primary School	58.7%	41.3%	100.0%
19.	Shirobiro Government Primary School	0.0%	100.0%	100.0%
20.	Rampur Government Primary School	0.0%	100.0%	100.0%
21.	Sagordighirpar Government Primary School	0.0%	100.0%	100.0%
22.	Teghoria Government Primary School	0.0%	100.0%	100.0%
23.	Gobindapur Government Primary School	10.7%	89.3%	100.0%
24.	Rampur Government Primary School	0.0%	100.0%	100.0%
	Average percentage	16.1%	83.9%	100.0%

Annex-3.3 Percentage Distribution of No. of Subjects Covered in Private Tuition (Cross Tabulation)

SL. No.	Name of the Schools	No. of Subjects Covered in Private Tuition						
		1	2	3	4	5	6	Total
1.	Bankerhat Government Primary School	10%	90.0%	0.0%	0.0%	0.0%	0.0%	100.0%
2.	Char Kali Government Primary School	0.0%	80.8%	19.2%	0.0%	0.0%	0.0%	100.0%
3.	Middle Char Kali Govt. Primary School	2.3%	90.9%	6.8%	0.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	0.0%	5.0%	18.3%	0.0%	0.0%	76.7%	100.0%
5.	K Baintala Government Primary School	1.7%	1.7%	16.7%	0.0%	0.0%	80.0%	100.0%
6.	Koria Government Primary School	0.0%	3.1%	13.8%	0.0%	1.5%	81.5%	100.0%
7.	Moyamari Government Primary School	3.1%	1.5%	36.9%	0.0%	0.0%	58.5%	100.0%
8.	Khoksha Government Primary School	0.0%	1.4%	33.8%	0.0%	0.0%	64.8%	100.0%
9.	Kola Government Primary School	0.0%	0.0%	24.6%	0.0%	0.0%	75.4%	100.0%
10.	Kachuhat Government Primary School	0.0%	10.6%	46.8%	0.0%	2.1%	40.4%	100.0%
11.	Bharatkali Government Primary School	0.0%	27.8%	14.8%	0.0%	5.6%	51.9%	100.0%
12.	Dhanaruha Government Primary School	0.0%	12.5%	7.1%	0.0%	1.8%	78.6%	100.0%
13.	Gram Pangsha Govt. Primary School	0.0%	40.9%	18.2%	0.0%	9.1%	31.8%	100.0%
14.	Panggashi Government Primary School	2.0%	36.0%	14.0%	0.0%	4.0%	44.0%	100.0%
15.	Matikora Government Primary School	0.0%	19.1%	21.3%	0.0%	8.5%	51.1%	100.0%
16.	Baroipara Government Primary School	0.0%	46.0%	54.0%	0.0%	0.0%	0.0%	100.0%
17.	Bera Government Primary School	2.1%	29.8%	34.0%	0.0%	0.0%	34.0%	100.0%
18.	Ramchandrapur Govt. Primary School	0.0%	19.6%	37.0%	4.3%	0.0%	39.1%	100.0%
19.	Shirobiri Government Primary School	0.0%	30.9%	26.5%	2.9%	0.0%	39.7%	100.0%
20.	Rampur Government Primary School	0.0%	47.1%	21.4%	8.6%	0.0%	22.9%	100.0%
21.	Sagordighirpar Govt. Primary School	0.0%	46.9%	21.9%	3.1%	0.0%	28.1%	100.0%
22.	Teghoria Government Primary School	0.0%	40.7%	59.3%	0.0%	0.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	0.0%	14.8%	81.5%	0.0%	0.0%	3.7%	100.0%
24.	Rampur Government Primary School	0.0%	30.0%	70.0%	0.0%	0.0%	0.0%	100.0%
	Average percentage	0.6%	25.3%	26.7%	1.0%	1.4%	45.0%	100.0%

Annex-4.1 Percentage Distribution of Condition of New Text Books

SL No.	Name of the Schools	Condition of New Text Books Received from School		
		% of Totally new	% of Partial New & Partial Used	Total
1.	Bankerhat Government Primary School	100.0%	0.0%	100.0%
2.	Char Kali Government Primary School	98.6%	1.4%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	100.0%
4.	KNK Government Primary School	100.0%	0.0%	100.0%
5.	K Baintala Government Primary School	100.0%	0.0%	100.0%
6.	Koria Government Primary School	100.0%	0.0%	100.0%
7.	Moyamari Government Primary School	100.0%	0.0%	100.0%
8.	Khoksha Government Primary School	100.0%	0.0%	100.0%
9.	Kola Government Primary School	100.0%	0.0%	100.0%
10.	Kachuhat Government Primary School	100.0%	0.0%	100.0%
11.	Bharatkali Government Primary School	100.0%	0.0%	100.0%
12.	Dhanaruha Government Primary School	100.0%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	100.0%	0.0%	100.0%
14.	Panggashi Government Primary School	100.0%	0.0%	100.0%
15.	Matikora Government Primary School	100.0%	0.0%	100.0%
16.	Baroipara Government Primary School	95.7%	4.3%	100.0%
17.	Bera Government Primary School	100.0%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	97.0%	3.0%	100.0%
19.	Shirobiro Government Primary School	100.0%	0.0%	100.0%
20.	Rampur Government Primary School	100.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	100.0%	0.0%	100.0%
22.	Teghoria Government Primary School	100.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	100.0%	0.0%	100.0%
24.	Rampur Government Primary School	100.0%	0.0%	100.0%
	Average percentage	99.6%	0.4%	100%

Annex-4.2 Percentage Distribution of Students who were Forced to Pay Money During Receiving the Books

SL No.	Name of the Schools	Forced to Pay Money during Receiving the Books		
		Yes	No	Total
1.	Bankerhat Government Primary School	1.4%	98.6%	100.0%
2.	Char Kali Government Primary School	0.0%	100.0%	100.0%
3.	Middle Char Kali Government Primary School	0.0%	100.0%	100.0%
4.	KNK Government Primary School	0.0%	100.0%	100.0%
5.	K Baintala Government Primary School	0.0%	100.0%	100.0%
6.	Koria Government Primary School	0.0%	100.0%	100.0%
7.	Moyamari Government Primary School	0.0%	100.0%	100.0%
8.	Khoksha Government Primary School	0.0%	100.0%	100.0%
9.	Kola Government Primary School	0.0%	100.0%	100.0%
10.	Kachuhat Government Primary School	1.6%	98.4%	100.0%
11.	Bharatkali Government Primary School	100.0%	0.0%	100.0%
12.	Dhanaraha Government Primary School	0.0%	100.0%	100.0%
13.	Gram Pangsha Government Primary School	0.0%	100.0%	100.0%
14.	Panggashi Government Primary School	100.0%	0.0%	100.0%
15.	Matikora Government Primary School	0.0%	100.0%	100.0%
16.	Baroipara Government Primary School	2.9%	97.1%	100.0%
17.	Bera Government Primary School	0.0%	100.0%	100.0%
18.	Ramchandrapur Government Primary School	83.6%	16.4%	100.0%
19.	Shirobiro Government Primary School	37.5%	62.5%	100.0%
20.	Rampur Government Primary School	31.3%	68.7%	100.0%
21.	Sagordighirpar Government Primary School	10.3%	89.7%	100.0%
22.	Teghoria Government Primary School	1.4%	98.6%	100.0%
23.	Gobindapur Government Primary School	4.3%	95.7%	100.0%
24.	Rampur Government Primary School	4.3%	95.7%	100.0%
	Average percentage	7.3%	92.7%	100%

Annex-4.3 Percentage Distribution of Extra Books Purchased from Market

SL No.	Name of the Schools	Percentage Distribution of P Extra Books Purchased from Market		
		Yes	No	Total
1.	Bankerhat Government Primary School	48.6%	51.4%	100.0%
2.	Char Kali Government Primary School	26.9%	73.1%	100.0%
3.	Middle Char Kali Government Primary School	54.3%	45.7%	100.0%
4.	KNK Government Primary School	74.6%	25.4%	100.0%
5.	K Baintala Government Primary School	77.6%	22.4%	100.0%
6.	Koria Government Primary School	71.6%	28.4%	100.0%
7.	Moyamari Government Primary School	73.9%	26.1%	100.0%
8.	Khoksha Government Primary School	80.6%	19.4%	100.0%
9.	Kola Government Primary School	91.3%	8.7%	100.0%
10.	Kachuhat Government Primary School	58.7%	41.3%	100.0%
11.	Bharatkali Government Primary School	73.8%	26.2%	100.0%
12.	Dhanaruha Government Primary School	54.2%	45.8%	100.0%
13.	Gram Pangsha Government Primary School	73.9%	26.1%	100.0%
14.	Panggashi Government Primary School	60.6%	39.4%	100.0%
15.	Matikora Government Primary School	66.2%	33.8%	100.0%
16.	Baroipara Government Primary School	64.3%	35.7%	100.0%
17.	Bera Government Primary School	82.2%	17.8%	100.0%
18.	Ramchandrapur Government Primary School	59.7%	40.3%	100.0%
19.	Shirobiro Government Primary School	90.3%	9.7%	100.0%
20.	Rampur Government Primary School	83.6%	16.4%	100.0%
21.	Sagordighirpar Government Primary School	60.3%	39.7%	100.0%
22.	Teghoria Government Primary School	58.6%	41.4%	100.0%
23.	Gobindapur Government Primary School	61.4%	38.6%	100.0%
24.	Rampur Government Primary School	55.7%	44.3%	100.0%
	Average percentage	66.8%	33.2%	100.0%

Annex- 4.4 Percentage Distribution of Students who Received Stipend

SL No.	Name of the Schools	Receive Stipend		
		Yes	No	Total
1.	Bankerhat Government Primary School	59.2%	40.8%	100.0%
2.	Char Kali Government Primary School	65.2%	34.8%	100.0%
3.	Middle Char Kali Government Primary School	62.9%	37.1%	100.0%
4.	KNK Government Primary School	95.8%	4.2%	100.0%
5.	K Baintala Government Primary School	88.1%	11.9%	100.0%
6.	Koria Government Primary School	91.0%	9.0%	100.0%
7.	Moyamari Government Primary School	52.2%	47.8%	100.0%
8.	Khoksha Government Primary School	52.8%	47.2%	100.0%
9.	Kola Government Primary School	59.4%	40.6%	100.0%
10.	Kachuhat Government Primary School	73.0%	27.0%	100.0%
11.	Bharatkali Government Primary School	86.2%	13.8%	100.0%
12.	Dhanaruha Government Primary School	74.7%	25.3%	100.0%
13.	Gram Pangsha Government Primary School	73.9%	26.1%	100.0%
14.	Panggashi Government Primary School	73.2%	26.8%	100.0%
15.	Matikora Government Primary School	88.4%	11.6%	100.0%
16.	Baroipara Government Primary School	88.6%	11.4%	100.0%
17.	Bera Government Primary School	79.5%	20.5%	100.0%
18.	Ramchandrapur Government Primary School	89.6%	10.4%	100.0%
19.	Shirobiro Government Primary School	55.6%	44.4%	100.0%
20.	Rampur Government Primary School	44.3%	55.7%	100.0%
21.	Sagordighirpar Government Primary School	58.8%	41.2%	100.0%
22.	Teghoria Government Primary School	54.3%	45.7%	100.0%
23.	Gobindapur Government Primary School	40.0%	60.0%	100.0%
24.	Rampur Government Primary School	47.1%	52.9%	100.0%
	Average percentage	68.8%	31.2%	100.0%

Annex-4.5 Percentage Distribution of Students who Experienced any Irregularities in Stipend

SL No.	Name of the Schools	Experienced any Irregularities in Stipend			
		Yes	No	No Response	Total
1.	Bankerhat Government Primary School	4.7%	95.3%	0.0%	100.0%
2.	Char Kali Government Primary School	0.0%	100.0%	0.0%	100.0%
3.	Middle Char Kali Government Primary School	0.0%	100.0%	0.0%	100.0%
4.	KNK Government Primary School	0.0%	100.0%	0.0%	100.0%
5.	K Baintala Government Primary School	0.0%	100.0%	0.0%	100.0%
6.	Koria Government Primary School	0.0%	100.0%	0.0%	100.0%
7.	Moyamari Government Primary School	0.0%	100.0%	0.0%	100.0%
8.	Khoksha Government Primary School	0.0%	100.0%	0.0%	100.0%
9.	Kola Government Primary School	0.0%	100.0%	0.0%	100.0%
10.	Kachuhat Government Primary School	0.0%	100.0%	0.0%	100.0%
11.	Bharatkali Government Primary School	0.0%	100.0%	0.0%	100.0%
12.	Dhanaraha Government Primary School	6.5%	93.5%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	0.0%	100.0%	0.0%	100.0%
14.	Panggashi Government Primary School	0.0%	100.0%	0.0%	100.0%
15.	Matikora Government Primary School	6.5%	93.5%	0.0%	100.0%
16.	Baroipara Government Primary School	0.0%	100.0%	0.0%	100.0%
17.	Bera Government Primary School	0.0%	100.0%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	0.0%	100.0%	0.0%	100.0%
19.	Shirobiro Government Primary School	0.0%	100.0%	0.0%	100.0%
20.	Rampur Government Primary School	0.0%	97.4%	2.6%	100.0%
21.	Sagordighirpar Government Primary School	0.0%	100.0%	0.0%	100.0%
22.	Teghoria Government Primary School	0.0%	100.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	0.0%	92.9%	7.1%	100.0%
24.	Rampur Government Primary School	0.0%	100.0%	0.0%	100.0%
	Average percentage	.75%	98.85%	0.40%	100.0%

Annex-4.6 Percentage Distribution of School Feeding Program

SL No.	Name of the Schools	Received School Feeding		
		Yes	Not Applicable	Total
1.	Bankerhat Government Primary School	0.0%	100.0%	100.0%
2.	Char Kali Government Primary School	0.0%	100.0%	100.0%
3.	Middle Char Kali Government Primary School	0.0%	100.0%	100.0%
4.	KNK Government Primary School	100.0%	0.0%	100.0%
5.	K Baintala Government Primary School	100.0%	0.0%	100.0%
6.	Koria Government Primary School	100.0%	0.0%	100.0%
7.	Moyamari Government Primary School	0.0%	100.0%	100.0%
8.	Khoksha Government Primary School	0.0%	100.0%	100.0%
9.	Kola Government Primary School	0.0%	100.0%	100.0%
10.	Kachuhat Government Primary School	100.0%	0.0%	100.0%
11.	Bharatkali Government Primary School	100.0%	0.0%	100.0%
12.	Dhanaruha Government Primary School	98.8%	1.2%	100.0%
13.	Gram Pangsha Government Primary School	0.0%	100.0%	100.0%
14.	Panggashi Government Primary School	0.0%	100.0%	100.0%
15.	Matikora Government Primary School	0.0%	100.0%	100.0%
16.	Baroipara Government Primary School	0.0%	100.0%	100.0%
17.	Bera Government Primary School	0.0%	100.0%	100.0%
18.	Ramchandrapur Government Primary School	0.0%	100.0%	100.0%
19.	Shirobiro Government Primary School	0.0%	100.0%	100.0%
20.	Rampur Government Primary School	0.0%	100.0%	100.0%
21.	Sagordighirpar Government Primary School	0.0%	100.0%	100.0%
22.	Teghoria Government Primary School	0.0%	100.0%	100.0%
23.	Gobindapur Government Primary School	0.0%	100.0%	100.0%
24.	Rampur Government Primary School	0.0%	100.0%	100.0%
	Average percentage	24.8%	75.2%	100.0%

Annex-4.7 Percentage Distribution of Satisfaction Level of Quantity of Food

SL No.	Name of the Schools	Satisfaction level on the Quantity of Food			Total
		Satisfied	Moderate	Dissatisfied	
1.	KNK Government Primary School	47.9%	43.7%	8.4%	100.0%
2.	K Baintala Government Primary School	61.2%	14.9%	23.9%	100.0%
3.	Koria Government Primary School	43.3%	22.4%	34.3%	100.0%
4.	Kachuhath Government Primary School	47.6%	50.8%	1.6%	100.0%
5.	Bharatkhal Government Primary School	35.3%	64.6%	0.0%	100.0%
6.	Dhanaruha Government Primary School	39.0%	61.0%	0.0%	100.0%
	Average percentage	28.9%	43.4%	11.1%	100.0%

Annex-4.8 Percentage Distribution of Satisfaction Level of Quality of Food

SL No.	Name of the Schools	Satisfaction level on the Quality of Food			Total
		Satisfied	Moderate	Dissatisfied	
1.	KNK Government Primary School	52.2%	42.3%	5.6%	100.0%
2.	K Baintala Government Primary School	77.6%	6.0%	16.4%	100.0%
3.	Koria Government Primary School	49.3%	14.9%	35.8%	100.0%
4.	Kachuhath Government Primary School	27.0%	73.0%	0.0%	100.0%
5.	Bharatkhal Government Primary School	21.5%	78.5%	0.0%	100.0%
6.	Dhanaruha Government Primary School	28.0%	72.0%	0.0%	100.0%
	Average percentage	42.4%	48.2%	9.4%	100.0%

Annex- 5.1 Percentage Distribution of Corporal Punishment in Schools

SL No.	Name of the Schools	Corporal Punishment in Schools			
		Yes	No	No Response	Total
1.	Bankerhat Government Primary School	16.9%	83.1%	0.0%	100.0%
2.	Char Kali Government Primary School	36.8%	63.2%	0.0%	100.0%
3.	Middle Char Kali Government Primary School	15.7%	84.3%	0.0%	100.0%
4.	KNK Government Primary School	81.7%	16.9%	1.4%	100.0%
5.	K Baintala Government Primary School	73.1%	25.4%	1.5%	100.0%
6.	Koria Government Primary School	74.6%	25.4%	0.0%	100.0%
7.	Moyamari Government Primary School	30.4%	68.1%	1.4%	100.0%
8.	Khoksha Government Primary School	29.2%	70.8%	0.0%	100.0%
9.	Kola Government Primary School	11.6%	88.4%	0.0%	100.0%
10.	Kachuhat Government Primary School	100.0%	0.0%	0.0%	100.0%
11.	Bharatkali Government Primary School	100.0%	0.0%	0.0%	100.0%
12.	Dhanaruha Government Primary School	96.4%	3.6%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	69.6%	26.1%	4.3%	100.0%
14.	Panggashi Government Primary School	35.2%	63.4%	1.4%	100.0%
15.	Matikora Government Primary School	60.9%	39.1%	0.0%	100.0%
16.	Baroipara Government Primary School	67.1%	27.1%	5.7%	100.0%
17.	Bera Government Primary School	74.0%	26.0%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	70.1%	25.4%	4.5%	100.0%
19.	Shirobiro Government Primary School	39.4%	60.6%	0.0%	100.0%
20.	Rampur Government Primary School	20.0%	80.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	17.6%	82.4%	0.0%	100.0%
22.	Teghoria Government Primary School	42.9%	50.0%	7.1%	100.0%
23.	Gobindapur Government Primary School	58.6%	40.0%	1.4%	100.0%
24.	Rampur Government Primary School	44.3%	52.9%	2.9%	100.0%
	Average percentage	52.7%	46.0%	1.3%	100.0%

Annex-6.1 Percentage Distribution of Satisfaction Level on Book Distribution

SL No.	Name of the Schools	Level of Satisfaction on Book Distribution			Total
		Satisfied	Moderate	Dissatisfied	
1.	Bankerhat Government Primary School	92.9%	1.4%	5.6%	100.0%
2.	Char Kali Government Primary School	86.9%	13.0%	0.0%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	98.6%	1.4%	0.0%	100.0%
5.	K Baintala Government Primary School	98.5%	1.5%	0.0%	100.0%
6.	Koria Government Primary School	98.5%	1.5%	0.0%	100.0%
7.	Moyamari Government Primary School	100.0%	0.0%	0.0%	100.0%
8.	Khoksha Government Primary School	100.0%	0.0%	0.0%	100.0%
9.	Kola Government Primary School	98.6%	1.4%	0.0%	100.0%
10.	Kachuhat Government Primary School	96.9%	3.2%	0.0%	100.0%
11.	Bharatkali Government Primary School	98.5%	1.5%	0.0%	100.0%
12.	Dhanaruha Government Primary School	100.0%	0.0%	0.0%	100.0%
13.	Gram Pangsha Government Primary School	100.0%	0.0%	0.0%	100.0%
14.	Panggashi Government Primary School	100.0%	0.0%	0.0%	100.0%
15.	Matikora Government Primary School	100.0%	0.0%	0.0%	100.0%
16.	Baroipara Government Primary School	100.0%	0.0%	0.0%	100.0%
17.	Bera Government Primary School	100.0%	0.0%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	98.5%	0.0%	1.5%	100.0%
19.	Shirobiro Government Primary School	100.0%	0.0%	0.0%	100.0%
20.	Rampur Government Primary School	100.0%	0.0%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	97.0%	3.0%	0.0%	100.0%
22.	Teghoria Government Primary School	100.0%	0.0%	0.0%	100.0%
23.	Gobindapur Government Primary School	100.0%	0.0%	0.0%	100.0%
24.	Rampur Government Primary School	100.0%	0.0%	0.0%	100.0%
	Average percentage	98.5%	1.1%	0.3%	100.0%

Annex- 6.2 Level of Satisfaction of Teachers' Behavior

SL No.	Name of the Schools	Level of Satisfaction of Teachers' Behavior			Total
		Satisfied	Moderate	Dissatisfied	
1.	Bankerhat Government Primary School	100.00%	0.00%	0.00%	100.00%
2.	Char Kali Government Primary School	95.70%	4.30%	0.00%	100.00%
3.	Middle Char Kali Government Primary School	100.00%	0.00%	0.00%	100.00%
4.	KNK Government Primary School	63.40%	32.40%	4.20%	100.00%
5.	K Baintala Government Primary School	95.50%	4.50%	0.00%	100.00%
6.	Koria Government Primary School	100.00%	0.00%	0.00%	100.00%
7.	Moyamari Government Primary School	98.60%	1.40%	0.00%	100.00%
8.	Khoksha Government Primary School	90.30%	4.10%	5.60%	100.00%
9.	Kola Government Primary School	82.60%	16%	1.40%	100.00%
10.	Kachuhat Government Primary School	87.30%	11.10%	1.60%	100.00%
11.	Bharatkali Government Primary School	72.30%	27.70%	0.00%	100.00%
12.	Dhanaraha Government Primary School	37.30%	61.50%	1.20%	100.00%
13.	Gram Pangsha Government Primary School	100%	0.00%	0.00%	100.00%
14.	Panggashi Government Primary School	91.60%	7.00%	1.40%	100.00%
15.	Matikora Government Primary School	84.10%	15.90%	0.00%	100.00%
16.	Baroipara Government Primary School	100.00%	0.00%	0.00%	100.00%
17.	Bera Government Primary School	95.90%	4.10%	0.00%	100.00%
18.	Ramchandrapur Government Primary School	91.10%	5.90%	3.00%	100.00%
19.	Shirobiro Government Primary School	100.00%	0.00%	0.00%	100.00%
20.	Rampur Government Primary School	90.00%	10.00%	0.00%	100.00%
21.	Sagordighirpar Government Primary School	77.60%	22.40%	0.00%	100.00%
22.	Teghoria Government Primary School	100.00%	0.00%	0.00%	100.00%
23.	Gobindapur Government Primary School	98.60%	0.00%	1.40%	100.00%
24.	Rampur Government Primary School	94.30%	2.90%	2.80%	100.00%
Average Percentage		89.43%	9.63%	0.94%	100.00%

Annex- 6.3 Percentage Distribution of Satisfaction Level of Teaching Methods

SL No.	Name of the Schools	Level of satisfaction of Teaching Methods			Total
		Satisfied	Moderate	Dissatisfied	
1.	Bankerhat Government Primary School	97.2%	2.8%	0.0%	100.0%
2.	Char Kali Government Primary School	91.3%	7.2%	1.4%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0%	0.0%	100.0%
4.	KNK Government Primary School	62.0%	36.6%	1.4%	100.0%
5.	K Baintala Government Primary School	95.6%	4.5%	0.0%	100.0%
6.	Koria Government Primary School	97.0%	3.0%	0.0%	100.0%
7.	Moyamari Government Primary School	81.1%	7.2%	11.5%	100.0%
8.	Khoksha Government Primary School	80.5%	6.9%	12.5%	100.0%
9.	Kola Government Primary School	69.6%	27.5%	2.9%	100.0%
10.	Kachuhat Government Primary School	55.6%	44.4%	0.0%	100.0%
11.	Bharatkali Government Primary School	41.5%	56.9%	1.5%	100.0%
12.	Dhanaruha Government Primary School	2.4%	92.8%	4.8%	100.0%
13.	Gram Pangsha Government Primary School	94.2%	5.8%	0.0%	100.0%
14.	Panggashi Government Primary School	85.9	14.1%	0.0%	100.0%
15.	Matikora Government Primary School	26.1%	73.9%	0.0%	100.0%
16.	Baroipara Government Primary School	84.3%	10.0%	5.7%	100.0%
17.	Bera Government Primary School	90.4%	9.6%	0.0%	100.0%
18.	Ramchandrapur Government Primary School	70.1%	14.9%	14.9%	100.0%
19.	Shirobiro Government Primary School	97.2%	1.4%	1.4%	100.0%
20.	Rampur Government Primary School	87.1%	12.9%	0.0%	100.0%
21.	Sagordighirpar Government Primary School	74.6%	25.4%	0.0%	100.0%
22.	Teghoria Government Primary School	95.7%	4.3%	0.0%	100.0%
23.	Gobindapur Government Primary School	95.7%	1.4%	2.8%	100.0%
24.	Rampur Government Primary School	85.7%	12.9%	1.4%	100.0%
	Average percentage	77.1%	20.2%	2.7%	100.0%

Annex- 6.4 Percentage Distribution of Satisfaction Level in Learning Environment

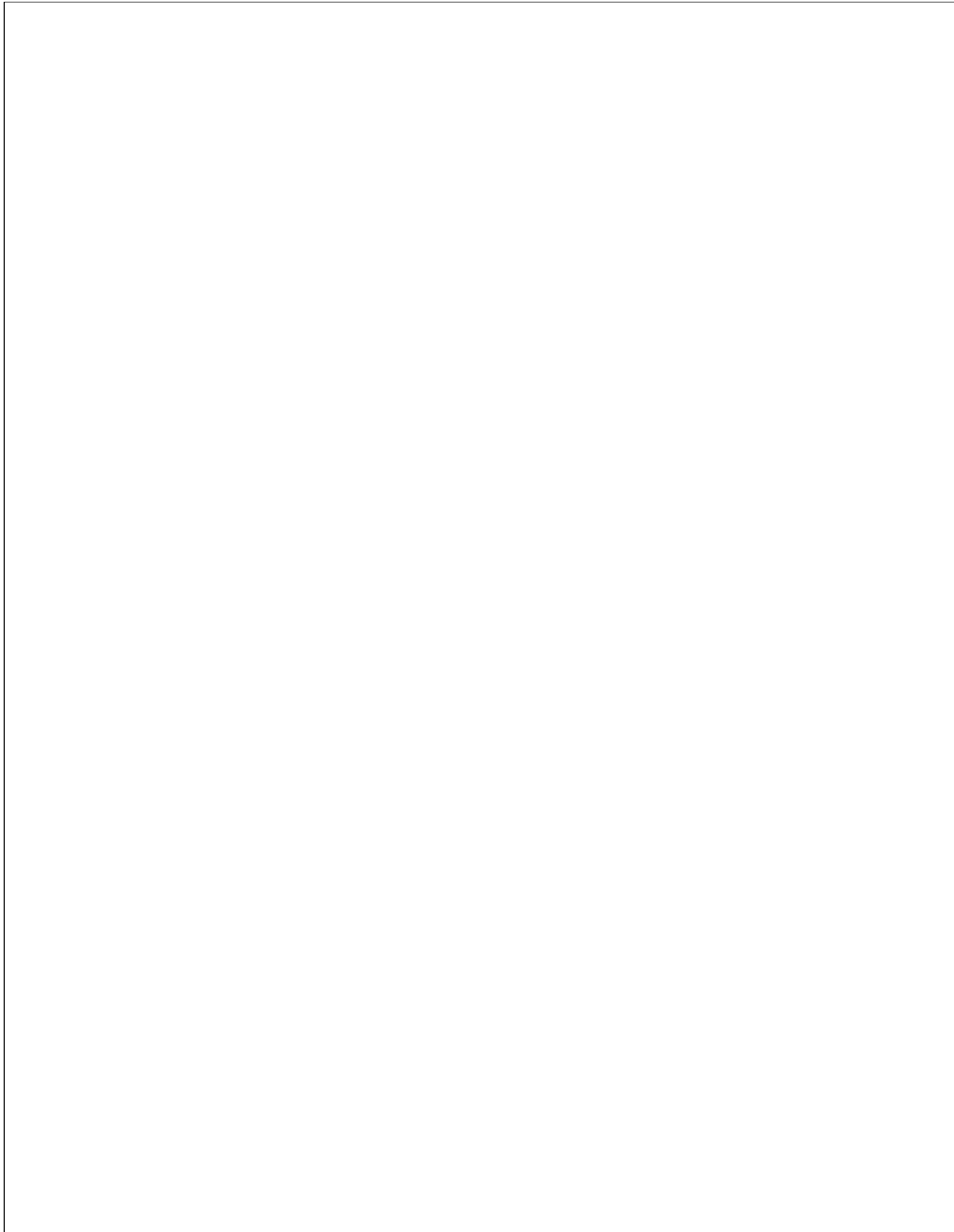
SL No.	Name of the Schools	Level of Satisfaction in Learning Environment			Total
		Satisfied	Moderate	Dissatisfied	
1.	Bankerhat Government Primary School	47.9%	29.6%	22.5	100.0%
2.	Char Kali Government Primary School	53.6%	27.5%	18.8%	100.0%
3.	Middle Char Kali Government Primary School	100.0%	0.0	0.0	100.0%
4.	KNK Government Primary School	46.5%	43.7%	9.9%	100.0%
5.	K Baintala Government Primary School	82.1%	17.9%	0.0	100.0%
6.	Koria Government Primary School	86.6%	13.4%	0.0	100.0%
7.	Moyamari Government Primary School	79.7%	8.7%	11.6%	100.0%
8.	Khoksha Government Primary School	72.2%	15.3%	12.5	100.0%
9.	Kola Government Primary School	62.3%	31.9%	5.8%	100.0%
10.	Kachuhat Government Primary School	11.1%	88.9%	0.0	100.0%
11.	Bharatkali Government Primary School	12.3%	86.2%	1.5%	100.0%
12.	Dhanaruha Government Primary School	3.6%	95.2%	1.2%	100.0%
13.	Gram Pangsha Government Primary School	86.9%	13.0%	0.0	100.0%
14.	Panggashi Government Primary School	63.4%	33.8%	2.8%	100.0%
15.	Matikora Government Primary School	8.7%	76.8%	14.5%	100.0%
16.	Baroipara Government Primary School	85.7%	11.4%	2.9%	100.0%
17.	Bera Government Primary School	93.1%	6.8%	0.0	100.0%
18.	Ramchandrapur Government Primary School	92.5%	3.0%	4.5%	100.0%
19.	Shirobiro Government Primary School	82.0%	8.3%	9.7%	100.0%
20.	Rampur Government Primary School	87.1%	12.9%	0.0	100.0%
21.	Sagordighirpar Government Primary School	68.7%	31.3%	0.0	100.0%
22.	Teghoria Government Primary School	92.9%	7.1%	0.0	100.0%
23.	Gobindapur Government Primary School	74.2%	24.3%	1.4%	100.0%
24.	Rampur Government Primary School	45.7%	52.9%	1.4%	100.0%
	Average percentage	64.0%	30.9%	5.1%	100.0%

Annex- 6.5 Level of Satisfaction of Teachers' Attendance in the Class

Sl No.	Name of the Schools	Level of Satisfaction of Teachers' Attendance			Total
		Satisfied	Moderate	Dissatisfied	
1	Bankerhat Government Primary School	98.60%	0.00%	1.40%	100.00%
2.	Char Kali Government Primary School	94.20%	4.40%	1.40%	100.00%
3.	Middle Char Kali Government Primary School	100%	0.00%	0.00%	100.00%
4.	KNK Government Primary School	71.80%	28.20%	0.00%	100.00%
5.	K Baintala Government Primary School	95.50%	4.50%	0.00%	100.00%
6.	Koria Government Primary School	100.00%	0.00%	0.00%	100.00%
7.	Moyamari Government Primary School	97.10%	1.50%	1.40%	100.00%
8.	Khoksha Government Primary School	97.20%	1.40%	1.40%	100.00%
9.	Kola Government Primary School	76.80%	23.20%	0.00%	100.00%
10.	Kachuhat Government Primary School	92.00%	6.40%	1.60%	100.00%
11.	Bharatkali Government Primary School	67.70%	29.20%	3.10%	100.00%
12.	Dhanaruha Government Primary School	28.90%	71.10%	0.00%	100.00%
13.	Gram Pangsha Government Primary School	98.60%	1.40%	0.00%	100.00%
14.	Panggashi Government Primary School	100.00%	0.00%	0.00%	100.00%
15.	Matikora Government Primary School	82.60%	16.00%	1.40%	100.00%
16.	Baroipara Government Primary School	100.00%	0.00%	0.00%	100.00%
17.	Bera Government Primary School	100.00%	0.00%	0.00%	100.00%
18.	Ramchandrapur Government Primary School	92.60%	2.90%	4.50%	100.00%
19.	Shirobiro Government Primary School	100.00%	0.00%	0.00%	100.00%
20.	Rampur Government Primary School	90.00%	10.00%	0.00%	100.00%
21.	Sagordighirpar Government Primary School	83.60%	16.40%	0.00%	100.00%
22.	Teghoria Government Primary School	100.00%	0.00%	0.00%	100.00%
23.	Gobindapur Government Primary School	84.30%	14.30%	1.40%	100.00%
24.	Rampur Government Primary School	97.10%	1.40%	1.40%	99.90%
	Average Percentage	89.5%	9.7%	0.8%	100%

Annex 6.6 Satisfaction Level Regarding Stipend Allotment

SL No.	Name of the Schools	Level of Satisfaction on Stipend Allotment			Total
		Satisfied	Moderate	Dissatisfied	
1.	Bankerhat Government Primary School	57.70%	33.80%	8.50%	100.00%
2.	Char Kali Government Primary School	62.30%	7.30%	30.40%	100.00%
3.	Middle Char Kali Government Primary School	73.90%	21.80%	4.30%	100.00%
4.	KNK Government Primary School	100.00%	0.00%	0.00%	100.00%
5.	K Baintala Government Primary School	100.00%	0.00%	0.00%	100.00%
6.	Koria Government Primary School	100.00%	0.00%	0.00%	100.00%
7.	Moyamari Government Primary School	77.60%	10.50%	11.90%	100.00%
8.	Khoksha Government Primary School	69.40%	11.20%	19.40%	100.00%
9.	Kola Government Primary School	72.50%	15.90%	11.60%	100.00%
10.	Kachuhhat Government Primary School	63.50%	17.50%	19.00%	100.00%
11.	Bharatkali Government Primary School	18.50%	56.90%	24.60%	100.00%
12.	Dhanaruha Government Primary School	55.40%	16.90%	27.70%	100.00%
13.	Gram Pangsha Government Primary School	76.80%	20.30%	2.90%	100.00%
14.	Panggashi Government Primary School	91.40%	5.70%	2.90%	100.00%
15.	Matikora Government Primary School	92.80%	4.30%	2.90%	100.00%
16.	Baroipara Government Primary School	100.00%	0.00%	0.00%	100.00%
17.	Bera Government Primary School	98.50%	1.50%	0.00%	100.00%
18.	Ramchandrapur Government Primary School	77.00%	0.00%	23.00%	100.00%
19.	Shirobiro Government Primary School	58.30%	7.00%	34.70%	100.00%
20.	Rampur Government Primary School	44.30%	4.30%	51.40%	100.00%
21.	Sagordighirpar Government Primary School	60.00%	3.10%	36.90%	100.00%
22.	Teghoria Government Primary School	52.90%	4.30%	42.90%	100.10%
23.	Gobindapur Government Primary School	40.00%	5.70%	54.30%	100.00%
24.	Rampur Government Primary School	43.50%	2.90%	53.60%	100.00%
	Average Percentage	70.3%	10.5%	19.3%	100.00%





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