

## *A Snapshot of the Main Report*



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## A Snapshot of the Main Report

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### *Report Card Survey 2016* **People's Opinion on Quality Primary Education**

September 2017

**Campaign for Popular Education (CAMPE)**

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# 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 in Bangladesh. It has gradually grown into a well-known credible coalition of about 1000 education NGOs, researchers, education rights' campaigners and teacher associations 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 Education Watch group, coordinates the production of annual research-based Education Watch reports, presenting a civil society perspective on the progress and challenges of achieving different national and international goals and targets in Bangladesh.

Citizens' Report Card (CRC) is a popular social accountability tool for analyzing feedback from receivers on public services performance. The use of citizens' report card, as a performance monitoring and feedback mechanism is expected to ensure social accountability. It can significantly enhance public accountability through media coverage and civil society advocacy that accompanies the process.

CAMPE initially applied this tool in Government Primary Schools in 2013 and 2015. In 2017 a total 6,720 households were investigated in 20 districts from eight divisions. The study covered 120 primary schools representing Government Primary School, Newly Nationalized Primary Schools located in Community Education Watch Group (CEWG) and non-CEWG areas with urban and rural settings. The study employed a mixed method approach using both qualitative and quantitative measures and adopted a multi-staged random sampling technique for selecting the respondents. Data was collected both from primary and secondary sources. The data was presented in 8 regional workshops for validation.

The report contains the details including overall findings and recommendations. The findings covered infrastructure and facilities like classrooms, electricity, drinking water, toilet, playground, sports material, use of ICT, learning materials, supplementary reading materials, school feeding programme, school level improvement plan, availability/ use of para-teacher, teacher-student ratio, students' performance etc. It looked into school governance like punctuality, teacher's behaviour, home visit, role of school management committee, mothers gathering, visit of education officials; private tutoring, distribution of textbooks, stipend, payment of different fees for admission, re-admission, annual exam, sports, mark sheet and practice of corporal punishment. This report is a snapshot of the main report.

The whole exercise was a collective effort and we would like to extend our heartfelt thanks to the research team of Institute of Social Business (ISB) led by Prof. Nazmul Haq 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, development partners, field experts and practitioners from across the world for their valuable contribution from study design to finalization of the report.

Our sincere appreciation also go to 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.

Finally, the Citizens' Report Card Survey 2016 and publication of the report have been possible with the cooperation of Protasha Project supported by DFID, Bangladesh. We acknowledge their kind cooperation and express our deep appreciation.

Rasheda K Choudhury  
Executive Director  
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# Abbreviation and Acronyms

|          |  |
|----------|--|
| BBS      | Bangladesh Bureau of Statistics                                  |
| CAMPE    | Campaign for Popular Education                                   |
| CEWG     | Community Education Watch Groups                                 |
| CRC      | Citizens' Report Card  |
| CSOs     | Civil Society Organizations                                      |
| DPE      | Directorate of Primary Education                                 |
| EFA      | Education For All  |
| FGD      | Focus Group Discussion   |
| GDP      | Gross Domestic Product   |
| GPS      | Government Primary School  |
| HS       | Household Survey   |
| HSC      | Higher Secondary Certificate                                     |
| ICT      | Information, Communication and Technology                        |
| ISB      | Institute of Social Business                                     |
| KII      | Key Informants Interview   |
| MDGs     | Millennium Development Goals                                     |
| NCEWG    | Non- Community Education Watch Group                             |
| NEP      | National Education Policy  |
| NNPS     | Newly Nationalized Primary School                                |
| PECE     | Primary Education Certificate Examination                        |
| PEDP-III | Primary Education Development Programme III                      |
| PTA      | Parent Teacher Association                                       |
| SDGs     | Sustainable Development Goals                                    |
| SEF      | School Effectiveness Framework                                   |
| SLIP     | School Level Improvement Plan                                    |
| SMC      | School Managing Committee  |
| SRM      | Supplementary Reading Materials                                  |
| SSC      | Secondary School Certificate                                     |
| Tk.      | Taka   |
| UN       | United Nations   |
| UNESCO   | United Nations Educational, Scientific and Cultural Organization |
| UNO      | Upazila Nirbahi Officer  |



# Executive Summary

Primary education in Bangladesh has received an utmost attention of the government since last few decades. All the key issues in primary education like enrolment, retention, attendance, achievement, gender parity etc. were highly enhanced and appreciated around the world. Government largely depends on the systematic departmental statistics and the quality of primary education is identified on the basis of these official measures. At present ensuring the quality of teaching in primary education is the top most concern in Bangladesh.

Since the nationalization of primary schools in 1973 government started to involve the community in the management of the primary schools. In this context, establishing School Management Committee (SMC), Parent-Teacher Association (PTA), holding mothers' meeting etc. were emphasized and little financial and administrative power were transferred to the hands of the School Management Committee. However, the approach did not work very well due to non-involvement of larger community in the school affairs. In the absence of any form of social accountability the primary education lost its previous momentum in terms of quality, continuation and maintaining teachers' responsibility in school activities.

In order to enhance the quality education in primary schools many countries have introduced Citizen's Report Card (CRC) where community people are involved in the assessment of education and school quality in primary grade.

With this background, attempt has been made by CAMPE in 2016 to conduct citizens' report card (CRC) in 120 government primary school both government primary school - GPS and newly nationalized primary school - NNPS throughout the country.

The main objective of this Citizens' Report Card Study on Primary Education 2016 is to assess the level of satisfaction of the service recipients and collecting feedback from different stakeholders on some specific government facilities in the primary education sector.

## CRC Approach

CRC intends to elicit 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.

## Methodology of the Research

The study followed the mixed method approach using both qualitative and quantitative measures. Data were collected both from primary and secondary sources. All the instruments used in this study had been pretested and finalized by Technical Advisory Team. The tools developed were based on the previous CRC tools of CAMPE and practical experiences of the research team.

A total of 6,720 households were investigated in 20 districts from eight divisions. The study covered 120 government primary schools representing all the GPS, NNPS located in Community Education Watch group (CEWG), non-CEWG areas with urban and rural inclusive. The study adopted a multi-staged random sampling technique for selecting the respondents for interview. Out of the 120 schools, 20 were taken for classroom observation where investigators personally collected information about day to day classroom practices in these schools.

Among the survey respondents, 81.36% and 18.7% were female and male, respectively. Around one-third (31.5%) of the respondents could not write their name, followed by literate 8.4%, primary completed 13.4%, secondary and above 11.6%. Half of the respondents belonged to the income category (family) Taka 6,000-9,000 and Taka 9,001-12,000. Occupation of more than three-fourth (78.2%) of the respondents was homemaker, animal husbandry, fishery, day labor etc. After this category, the second and third most common occupational statuses were business (6.2%) and farmer (5.1%). For qualitative data focus group discussion, key informant interviews and case studies were undertaken with great care.

In order to authenticate the findings, eight validation workshops were organized in eight divisions with the respective practitioner, government officials, local elites, and representatives from all segments of people, parents and students. Their comments were carefully studied and incorporated in the study report.

A total number of 120 schools surveyed for this study include 83 Government Primary School (GPS) and 37 Newly Nationalized Primary School (NNPS). Among 120 surveyed schools, 26% ( $N=31$ ) schools were taken under the Community Education Watch Group (CEWG). About 40% ( $N=47$ ) schools were taken from urban areas and 60% ( $N=73$ ) were from rural areas.

## **Major Findings**

Findings of this study were accommodated based on the feedbacks collected on specific government facilities in the primary education.

### **Infrastructure and Facilities**

*Classroom:* It was found that more than half of the schools suffer from infrastructure as well as other physical amenities. The finding shows that more than half of the sampled schools do not possess sufficient number of classroom required for the students. Further, around 8.33% schools do not have any classroom decoration.

*Electricity:* Around 19.2% schools do not have electricity. 12.5% schools do not have electric bulb, 3.3% school do not have electric fans in the classrooms. Though the number of school with the absence of light and fan is small yet it may exert indirect effect on the achievement of the learners.

*Drinking water:* Data shows that safe drinking water supply has improved to a great extent compared to last year report card survey. The last year (2015) report found 87.6% schools with appropriate safe drinking water facility while the current 2016 report card survey found 97.5% schools. About 83.3% of the respondents perceived that the school supply water is safe though 2.5% of the respondents are not aware of it.

*Toilet:* Regarding toilet facility it shows that more than half of the schools have either one or two toilets for the students. The rest of the schools except 3 have more than two toilet facilities. 2.5% schools do not have any toilet facilities for the students. Moreover, the survey finding shows that all the toilets are not equally usable or open to all students. Schools which had toilets around 94% of them were found useable. Nonetheless, 28.33% schools do not have separate toilet facilities for girl students. 66.70% schools have one toilet for teachers and around 22.50% do not have separate toilet facilities for teachers.

*Playground and Sports Materials:* About three forth of the schools have playground. School mainly provides outdoor sports material such as football (41.7%) and cricket (24%) materials and in many cases indoor game materials such as Karumboard (14%). Access to these materials is not always easy.

*ICT Facilities:* Around 30% schools reported that the schools have received laptop or computer for the ICT education support. In addition, some of the schools, around 11.7% further have multimedia facilitated classrooms in their schools. Among the schools which have ICT facilities, 16.2%, have ICT servicing mechanism for school digital facilities.

*Learning Materials:* The study shows that most of the schools possess wide range of learning materials. Respondents in FGD, KII and validation workshops expressed their reservation of using plenty of materials in the class. However, classroom observation found that teachers' use of learning materials in the classroom is limited.

*SRM:* The study shows that 65% schools did not have supplementary reading materials (SRM) facility in the schools. Compared to the data generated 2015 which showed 71% school had SRM facility, this result indicates a downward trend of SRM facilities at school. The possible reason for decreasing the number of SRM facilities might due to inclusion of larger number NNPS.

*School Feeding Programme:* The government of Bangladesh has recently introduced school feeding programme in limited schools. Among the respondents, 24.9% informed that they have the facility of school feeding program in their schools. 99.7% of those students received biscuits as meal from the schools. Most of the parents and guardian of the students receiving this service showed satisfaction regarding both the quality and quantity of the school feeding meal.

*SLIP:* School Level Improvement Plan (SLIP) grant is a designated fund to encourage decentralization through empowering parents, teachers and local communities to plan and work together to enhance school resources and learning environment as per school needs. All the sampled schools of the study received SLIP grant ranged from Tk. 30,000 to 50,000 in the period of 2016. The SLIP fund was mostly spent by designated SLIP committee. The committees spent 49% of the grant but in this regard nearly 10% fund is utilized in collaboration with teachers.

*Para-Teacher:* The study revealed that 18.3% schools (22 schools out of 120) had hired para-teachers for temporary basis to conduct the classes. Most of the cases (64%) School Management Committee (SMC) appointed these teachers. Several participants identified teacher shortage in government primary schools is one of the major problems for ensuring quality education. Many of them remarked immediate new recruitment to fill up the vacancies would be one of the ways to address the present circumstance.

*Teacher-Student Ratio:* The mean attendance of teachers at school on surveyed day was 5.99 compared to the original teachers' allotment of 7.37. The student teacher ratio was found 1:46. The minimum ratio is 1:13 and the maximum ratio is 1:119.

Through classroom observation the study found that majority of the teachers spends a significant time to control class rather than teaching. Three-fourth of the teachers announces lesson by writing on board. Though majority of the teachers follow some correct ways of teaching still a significant number of teachers do not follow the appropriate pedagogical means. Similar findings and community endorsement was obtained in the validation workshop with them.

Teacher student interaction in class is relatively low, teacher gave lecture and explanation (70%) and asked fewer question in class. On the other hand students asked much fewer questions. However, parents and community expressed their satisfaction with this type of teaching in their FGD and validation workshop.

*Students' Performance:* This survey shows that total number of students appeared in Primary Education Certificate Examination (PECE) were 1,242 and 4,049 respectively from CEWG and NCEWG schools. It was found from this study that comparatively CEWG students did little better than the NCEWG school students. Similarly, boys' performance of these schools was also found little higher than the girls of their counterparts.

Large number of parents expressed their satisfaction with the teaching quality of the teachers among the surveyed schools. Almost 59% respondents are either satisfied or very satisfied in this year, which was 61.6% in 2015 survey. Similarly more than half of the respondents expressed their satisfaction with the teaching learning environment in the schools.

## School Governance

The study addressed the school governance issues and included teachers' punctuality, innovative teaching, home visit, interaction with parents and role of SMC.

*Punctuality:* Almost all the respondents (98.7%) accompanying by their children opined that teachers come to the schools regularly. Also, the same picture was found both in rural (98.5%) and urban (98.9%) areas, GPS (98.6%) and NNPS (98.8%) and CEWG (98.7%) and Non-CEWG (98.7%). Parents and other officials also endorsed these findings in their FGDs and validation workshops.

It is found that most of the respondents (72.01%) are satisfied with the attendance of the teachers in classes. On the other way, 4.34% of the respondents are not satisfied on the attendance of teachers. Almost 24% of them are moderately satisfied. The situation of teacher attendance is little deteriorated than previous year, 2015. The finding is validated by the the FGDs, KIIs participants.

*Teachers' Behaviour:* The study indicates a harmonious and cordial relationship between teacher and guardians. It shows that almost 98% of the respondents never experienced unexpected behavior from the school teachers. Almost the same findings found both in urban and rural areas. This finding corresponds with the previous studies in 2013 and 2015 that teachers were well behaved with the parents. However, amongst the few who were not nice to the parents showed unprovoked temperament (40.3%), rude behaviour such as bad temperament (23.3%), unequal treatment (8.8%) and ethnic discrimination (5.7%).The study shows that nearly 69% of the respondents are either satisfied or very satisfied with the behavior of the teachers. In addition, a quarter of the respondents are moderately satisfied.

*Home Visit:* Teachers are to visit students' home provided any one remain absent for three consecutive days. In this regard parents mentioned that about 37% teachers did not enquire about it but 44% made home visit and 17.6% enquired over phone. Home visits were made by mostly teachers and some time by SMC members. The information corresponds with the FGD and validation workshops with community people.

*SMC:* The SMC members regularly sit and discuss school related issues such as, discipline of the teachers and students (24.6%), financial issues (20.6%), syllabus (15.4%), SLIP fund (11.8%) etc. 38% of the respondents (Head Teachers) mentioned that they have implemented 100% of the SMC decisions and another 62% stated that they have implemented 26-50% of SMC's decision.

*Mothers Gathering:* Nearly 98% of the surveyed schools were found to arrange mothers' gathering in 2016. Depending on the school management, SMC involvement and governance structure, schools take their own decision on the number of such gatherings. The survey shows that on an average three mothers gathering ranging between one and ten were held during 2016.

*Visit of Education Officials:* More than 51% of the respondents (Head Teachers) informed that either 1 or 2 education officials visited their schools in 2016. Other highest percentage (20.8%) of the respondent opined 3 education officers came to their schools for visit.

From the interviews of Head Teachers, it is found that almost 60% of the respondents told that the education officials came to their school for a sudden inspection. Besides, routine inspection (24.1%), and advising inspection (10.9%) were also reported from the respondents. From the FGD and validation workshop respondents, it has found that number of visit to urban schools is high than the rural schools and they also raised questions on the key purpose of their visits.

### **Private Tutoring**

The survey revealed that 67.4% of the respondents reported to take private tuition support in any form in 2016. Looking into the respondents by CEWG working area, it is found that the tendency of taking private tutor in CEWG area had slightly higher than non-CEWG area. It might be happened due to inclusion of the respondents from urban area in Non-CEWG area. Comparing with the previous year within CEWG area, it is found that the extent of private tutoring within CEWG area in 2016 slightly decreased than 2015 but slightly higher than in 2013.

Around 83.8% of the respondents reported to have had private tutor who were not from the same school, while 16.2% were from their own school teacher. Following the data further, it is found that 7.9% private tutors come from other primary schools. Majority of the students (55.5%) considered taking meritorious students in the locality as their private tutors. Though some teachers outside school time work as private tutor for their own students yet it is not permissible in the government rule.

### **Distribution of Textbooks**

All students received free textbooks from school in January 2016. Almost 99% of the respondents rated the quality of paper and printing was good. The rest of the respondents (1%) mentioned some bad aspects of the books, such as low quality of papers, bad printing, torn pages of the books, etc.

About 96% of the respondents did not pay any money for getting textbooks. However, few respondents (around 4%) reported that they had paid some unauthorized amount for the books. This varies in the urban and rural areas. In the urban area, only 0.3% respondents and in rural areas 6.4% students indicated that they had to pay some money for getting books. A significant difference can be found in GPS (2.5%) and NNPS (7.3%) schools.

On an average Tk.18.00 was paid for getting the books, though the amount varies from Tk. 5 to Tk. 200. The unauthorized payment for getting books was 7.3% in 2015. So this is an improvement over the last year. They were told to pay for the purposes of carrying of the books (84.23% respondents) and price of new books (3.46%).

The respondents were asked whether they had to buy books (guide/note books) from the market and almost 69% of them responded that they bought additional books. Comparison of CEWG schools in 2015 and 2016 shows almost the same picture – 67% and 65.4% of the households respectively bought other books from the market.

Nearly 87% of them were either satisfied or very satisfied with the book distribution. In addition, 13% of them are also moderately satisfied. Very negligible numbers of respondents were either unsatisfied or very unsatisfied. In the 2015 survey, almost all respondents (99.6%) were satisfied, which have been reduced to 87% this year.

### **Stipend Distribution**

The stipend is given to the students in rural areas only. Looking into the distribution of students based on the receiving stipend, the study found that on an average 94% students received stipend in the rural schools. Comparing these findings based on CEWG and Non-CEWG working area, the study found that almost all students (97.9%) received stipend in CEWG working area while 44.5% students received stipend in non-CEWG working area. About 98.1% of the respondents reported to have not experience any sort of irregularities in receiving stipend. A small portion of the students (1.9%) were stated that they faced bad experiences.

### **Payment of Different Fees**

The study found a wide practice of fees to be taken from the learners existed in schools for different purposes. Some of them are:

*Admission Fees:* About 16.7% of the total respondents stated that they had to pay on an average Tk. 37.58 as admission fee. 19.9% of the rural students paid on an average of Tk. 37.41, whereas 11.7% paid Tk. 35.68. In the GPS Schools, 15.3% respondents paid Tk. 36.35, whereas in the NNPS schools 20.6% paid Tk. 39.97. On the other side, 14.8% students in the CEWG schools paid Tk. 24.72, whereas 17.2% students in the Non-CEWG paid Tk. 40.34. It is needed to mention that in any cases admission in GPS or NNPS is completely free of charge.

*Readmission Fees:* About 2.9% of the total respondents informed that they had to pay on an average Tk. 53.34 as readmission fee for the new class or in the same class for their children. In total, this group paid Tk. 10,295 for the readmission where the maximum amount was Tk. 250 per person.

*Annual Exam Fees:* About 97.6% of the total respondents opined that they had to pay annual exam fee which varied from Tk. 5 to Tk. 580. This is a slightly below comparing to the percentage of respondents in 2015, which was 98.8%. In total, they paid Tk. 171,721 as annual exam fees. But the average payment for the annual exam fees is about Tk. 26.

*Sports Fees:* About 23% of the respondents had to pay for the annual sports festival which ranging from Tk. 5 to tk. 100. The total amount of payment was Tk. 48,820 and the average amount is about Tk. 31. This is the consistent trends comparing to the scenario of 2013 and 2015 when 23.60% and 26.70% paid on an average Tk. 12.27, and Tk. 26.47, respectively, for the annual sports festival.

*Mark Sheet Fees:* About 5.2% of the respondents told that they had to pay something for getting mark sheets of the annual exam. On an average they paid Tk. 18.54, where the maximum amount was Tk. 100 and minimum amount was Tk. 5.

### **Corporal Punishment**

The study revealed that on an average 65.3% students received physical punishment in schools. Among them the frequency of the physical punishment was 6.3% regular, 68.3% occasional and 25.3% rare. The study further revealed that 35.8% students received mental punishment in schools, while the frequency of the mental punishment was 6.2% regular, 68.0% occasional and 25.8% rare.

The major types of corporal punishment was included beating by sticks (53.3%), beating by hands (19.9%), standing on foots with holding ear (14.4%), beating by duster 9.1% and 3.2% others. The study found that on average 64.3% guardians perceived to be accepted of physical punishment in schools while the rate for mental punishment was 31%. It is noticed that females (65.1%) are slightly more prone to accepting corporal punishment than males (61.1%) in 2016. In 2015, males (95.2%) were relatively more prone to accepting corporal punishment than females (94.8%). Regarding the corporal punishment participants in validation workshop expressed some divided opinion. A significant number of teachers tried to deny about such punishment but later parents and community people disputed against their denial.

### **Recommendations**

Based on the findings of household survey, focus group discussion, key informant interviews at local and national levels, case studies and validation workshop, the following recommendations and reform proposals have been found.

1. Teacher student ration in classes of primary school is perceived by the teachers as well as parents to be very high for effective teaching. Though government accepted the standard of 1:40 yet it is big for lower grades because younger children need greater attachment of teachers to remain calm. Therefore, special attention needed to be given to reduce the current teacher student ratio less than 40 particularly in the early grades.
2. So far the study is concerned the perception of the citizen about different aspects of primary education seems to be quite satisfactory but digging further into the overall background of the parents and community people a question remains how far they understand about the acceptable status of those aspects of primary education. Therefore, a review of citizens' understanding in line with actual quality standards need to be undertaken through further studies and adopt necessary action.
3. The stipend system to identify potential stipend recipients should be strengthened so that those who deserve stipends get the appropriate amounts, and minimizing the risk of elite capture.

4. It is found from the survey that parents and other community people are satisfied with the teachers' regular practice in school including their regularity, teaching methods and personal conduct. However, this expression may represent their good gesture but it is not clear how far they know the technical aspects of teaching methods, and other administrative regulation. Therefore parents and community people need to be informed about these issues and then sought their opinion.
5. Performance based incentive apart from salary should be arranged to promote better teaching learning activities of the primary school teachers.
6. Corporal punishment should be stopped with immediate measures by the school authorities and other stakeholders including SMC, community people. Though significant numbers of parents are still in favour of using physical punishment, it seems that they are not very much aware of the impact of punishment. It would have been better if the impact of such punishment were explained to them and made them aware through various programmes such as dialogues with parents, media campaign and then examine their opinion.
7. Orientation and motivational training program for the SMC members on their roles and responsibilities should be arranged. There should have an effective mechanism of interaction between local government authority, SMC and schools authority.
8. A policy on school feeding programme is underway to be formulated. Based on the demand and expectation from the respondent, in order to enhance attendance the piloting project of school feeding program should be expanded and institutionalized at all primary schools.
9. Necessary steps should be taken for infrastructural development at schools, for example, increasing decorated multi-media class rooms and proper seating spaces, usable separate toilets for male and female students (toilet-to-student ratio of 1:50), usable library, boundary walls, play-ground with sufficient instruments, railing at stairs and roof-top. Steps should be taken to encourage students for the proper utilization of play-grounds. Training on disability should be provided to the teachers.
10. It is found from the survey that no schools have sufficient sports materials for students. Some schools have indoor play materials but fewer students have the opportunity of their use. Unless the schools are made joyful, students' attendance will remain unsatisfactory. It is needed to increase the extra curricular opportunity in school and provide joyful environment in different ways. Parents also required to be informed about the benefit of such opportunity.

11. The study demonstrates that large numbers of students go for private coaching though many do it with individuals other than school teachers. In this regard schools will take necessary measure to arrange remedial classes/special coaching without any cost. Instead of coaching on payment, teacher-student communication should be developed and strengthened to improve teaching- learning environment.
12. Most of the students use guidebooks for their education; sometime teachers also prescribe guidebook for weaker students. It appears from the survey that teachers are not comfortable in dealing with creative questions therefore; they take help from the guidebooks. Government should take necessary steps to remove such weakness from the teachers by providing more training in teaching learning methods.
13. SLIP fund is provided to school for qualitative development of the school. However, it is found that large numbers of schools do not spend the amount accordingly. It would be helpful if the amount is granted as per need and government become more vigilant in the matters of its use. Besides, increasing needs of fund for organizing different types of activities for the students and for observing national days, SLIP fund may be extended to cover these areas as well as the SLIP fund amount may be increased.
14. The monitoring mechanism of the performance and teaching-learning environment of the schools should be evaluated properly. More active and technology based monitoring mechanism should be developed to ensure the good learning environment in the primary schools.



## Average Score of Schools and Areas of Improvement



| SL No | Name of Schools                                | Average Score | Grade   | Areas to be Improved  |
|-------|--|---------------|---------|---|
| 1     | Kachuahat Government Primary School Gaibandha  | 3.44          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teacher, availability of trained teachers, teacher behavior, availability of safe drinking water, usable toilets, playground facility, hoisting national flag and rendering of national anthem have been observed good. But practicing corporal punishment and its wide acceptance by the parents is alarming despite being fully prohibited by the High Court. So, it should be stopped. Besides, most of the students are dependent on guidebooks and avail private tuition. This needs to be taken into attention by the teachers, SMCs, and local education officials.</p>   |
| 2     | Bharatkali Government Primary School Gaibandha | 3.11          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, behavior with parents, availability of safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem showed a good picture. But other indicators like buying guidebooks, practicing of corporal punishment and its wide acceptance by the parents, home visit by teacher, availing of private tuition from their own school teacher (in some cases) were resulted in under satisfaction. A number of teacher positions are still vacant leading to imbalance in teacher-student ratio and interruption in quality delivery in the classroom. Action should be taken to improve the concern areas.</p> |
| 3     | Dhanaruhu Government Primary School Gaibandha  | 3.05          | Average | <p>The overall score of this school is average. Most of the indicators like corporal punishment and its wide acceptance, use of guidebooks, taking private tuition, access to usable toilets facilities home visit, regular hoisting of national flag and rendering of national anthem were not found well. Performance of few indicators i.e. distribution of free textbooks, availability of trained teachers and their behavior with parents, punctuality of teachers, availability of safe drinking water and playground facilities were however found very satisfactory. The school needs to improve the concern areas to achieve average level of standard for quality education.</p>   |

| SL No | Name of Schools                                  | Average Score | Grade         | Areas to be Improved  |  |
|-------|--|---------------|---------------|---|--|
|       |  |               |               |   |  |
| 4     | Bangarpara Government Primary School Gaibandha   | 2.3           | Below average | The overall score of this school is poor. Corporal punishment is highly practiced in this school and widely accepted by the parents as well. Charges were taken during distribution of free textbooks. Teachers are not punctual and found to be very reluctant to follow the time schedule. The school does not comply the government instructions about regular rendering of national anthem which is very important to develop moral values and patriotism among the learners. Scores of other indicators i.e. use of guidebooks, availing private tuition, and playground facility were also very poor. Vacant teacher position contributed to keep teacher-student ratio below standard. Hoisting of national flag was maintained only. Action should be taken immediately to improve the situation. |  |
| 5     | Badinarpara Government Primary School, Gaibandha | 2.72          | Below average | The overall score of this school is unsatisfactory. Practice of corporal punishment and its wide acceptance by the parents is very high and home visit by teachers is almost absent. Score on indicators like dependency on guidebooks, availability of trained teacher, availing private tuition from own school teacher, teacher-student ratio and availability of safe drinking water were found very poor. Only the indicators for distribution of free textbook, teacher behavior, regular hoisting of national flag, and rendering of national anthem found expected scores. The school should prepare an action-plan and ensure its effective implementation to improve the situation.   |  |
| 6     | Jumdarbari Government Primary School Gaibandha   | 3.66          | Average       | The overall score of this school is satisfactory. Scores on indicators like distribution of free textbook, teacher punctuality, availability of trained teacher, teacher behavior, availability of safe drinking water, usable toilets, playground facilities, regular hoisting of national flag and rendering of national anthem were found satisfactory. Practice of corporal punishment and its wide acceptance by parents, use of guidebooks, availing regular private tuition and involvement of school teacher in private tuition for their own school student were observed which is a matter of concern. Action should be taken by teacher, parents, SMC and local education officials to improve the concern areas.  |  |

| SL<br>No | Name of Schools                                  | Average<br>Score | Grade   | Areas to be Improved   |
|----------|--|------------------|---------|--|
| 7        | Pangasi Government Primary School Siragonj       | 3.27             | Average | The overall score of the school is average. The score of some indicators like timely distribution of free textbook, availability of trained teachers, teachers behavior, availability of safe drinking water, usable toilets, playground facilities, regular hoisting of national flag and rendering of national anthem were good. But the indicators i.e. use of guidebooks, punctuality of teachers, home visit by teacher/SMC, practicing of corporal punishment and its wide acceptance by the parents and availing of private tuition were poor. Initiatives should be taken to improve the scenario of the school.   |
| 8        | Gram Pangasi Government Primary School, Siragonj | 3.22             | Average | The overall score of the school is average. Score of some indicators like distribution of free textbook, punctuality of teachers, availability of trained teacher, safe drinking water, usable toilets, playground facilities, regular hoisting of national flag and rendering of national anthem were found good. But teacher behavior was found unacceptable and they did not make home visit regularly though all of them are trained. Practice of corporal punishment and its wide acceptance by the parents raise a big concern for this school. Action should be taken to improve the concern areas by both school and education office.   |
| 9        | Matikora Government Primary School Siragonj      | 3.50             | Average | The overall score of the school is satisfactory. Score of some indicators like distribution of free textbooks, punctuality of teachers, their behavior with parents, availability of trained teacher, usable toilets and playground facilities, regular hoisting of national flag and rendering of national anthem were found to be very good. Around one fifth teacher position are vacant which creating high teacher-student ratio that disrupted the quality teaching in classroom. Practice of corporal punishment and its acceptance by the parents is very high. Indicators like use of guidebooks, home visit, availing of private tuition and teacher-student ratio raise a big concern and needs to draw attention by the authority. |

| SL No | Name of Schools                                      | Average Score | Grade   | Areas to be Improved   |  |
|-------|--|---------------|---------|--|--|
|       |  |               |         |  |  |
| 10    | Gungati Government Primary School Sirajgonj          | 3.33          | Average | The overall score of this school is average. Scores on distribution of free textbook, teacher punctuality, availability of trained teachers, their behavior with parents, safe drinking water, playground facility, hoisting of national flag and rendering of national anthem were good. Some other indicators like practice of corporal punishment and its wide acceptance by the guardians, buying guidebooks, home visit by teachers, availing private tuition and availability of usable toilets were observed and led to poor score. Teacher-student ratio is excellent even after a vacancy of teacher position. Education authority should intervene to improve the concern areas.   |  |
| 11    | Dhangora Model Government Primary School, Sirajgonj  | 3.50          | Average | The overall score of the school is satisfactory. Score of some indicators like distribution of free textbook, punctuality of teachers, teacher behavior, home visit by teachers, availability of trained teacher, availability of safe drinking water, toilets, playground facility, regular hoisting of national flag and rendering of national anthem were found good. Some other indicators like practice of corporal punishment and its wide acceptance by guardians, dependency on guidebooks and availing of regular private tuition were observed poor. Action should be taken by teacher and parents to stop practice of corporal punishment, use of guidebooks and to concentrate on improving the overall teaching-learning process.                                 |  |
| 12    | Laxmikola Model Government Primary School, Sirajgonj | 3.11          | Average | The overall score of this school is average. Scores on the most of indicators like buying guidebooks, practice of corporal punishment and its wide acceptance by the parents, home visit, punctuality of teachers, their behavior with parents have low scores. Wide dependency of students on guidebooks and private tuition showed a poor picture of teaching learning even after the availability of trained teachers and excellent teacher-student ratio. However, distribution of free textbook, availability of safe drinking water, playground facility, regular hoisting of national flag and rendering of national anthem were good. Immediate action should be taken by teachers, SMC and education authority to ensure quality education and improve concern areas. |  |

| SL No | Name of Schools   | Average Score | Grade         | Areas to be Improved  |
|-------|---|---------------|---------------|---|
| 13    | Moyamari Government Primary School<br>Meherpur          | 2.94          | Below average | <p>The overall score of this school is poor. Few indicators like distribution of free textbook, home visit, teacher behavior, usable toilet facility, hoisting of national flag and rendering of national anthem showed good picture. Scores of some other indicators like buying guidebooks, availing private tuition, playground facility were getting score very poor. Corporal punishment is highly practiced and widely accepted by parents as well. Teachers are reluctant to follow the time schedule and are not adequately trained too. Teacher-student ratio and vacant position of teachers are not supportive to quality education. An urgent plan should be developed and realized jointly by teacher, SMC, parents, and education officials.</p>        |
| 14    | Khoksa Government Primary School<br>Meherpur            | 3.50          | Average       | <p>The overall score of this school is satisfactory. Most of the indicators like distribution of free textbooks, teacher's punctuality and behavior with parents, trained teacher, home visit, availability of safe drinking water, usable toilets and playground facilities, regular hoisting of national flag and rendering of national anthem were observed well. But big concern is practicing of corporal punishment and its wide acceptance by the parents. Student's dependency on guidebooks and private tuition showed a poor picture of teaching learning. Teachers are trained while the teacher-student ratio is not too high. Action should be taken to improve the teaching-learning and other concern areas.</p>                                       |
| 15    | Kola (Poschim Para) Government Primary School, Meherpur | 3.50          | Average       | <p>The overall score of this school is satisfactory. Scores of some indicators like distribution of free textbook, teachers' punctuality, behavior, home visit by teachers, availability of trained teacher, safe drinking water, usable toilets, playground facility, regular hoisting of national flag and rendering of national anthem were found good. Some other indicators like practice of corporal punishment and its wide acceptance by guardians, buying guidebooks, availing of private tuition, home visit by teachers were found scored poor. Students were observed to be dependable on guidebooks and private tuition. Action should be taken to stop corporal punishment, use of guidebooks and to improve the overall teaching-learning process.</p> |

| SL No | Name of Schools                                   | Average Score | Grade         | Areas to be Improved   |
|-------|---|---------------|---------------|--|
| 16    | Poshuhat Government Primary School<br>Meherpur    | 3.05          | Average       | <p>The overall score of this school is average. Scores on indicators like distribution of free textbooks, teachers' punctuality and their behavior, availability of safe drinking water, playground, hoisting of national flag were found good. Students' dependency on guidebooks and private tuition showed a poor picture of teaching learning though teacher-student ratio is excellent. Practice of corporal punishment, its wide acceptance by guardians, irregular rendering of national anthem and home visit by teachers add to more concerns. It is to be noted that all parents are dissatisfied with the lack of school infrastructure. Immediate action should be taken to improve teaching-learning and other concern areas.</p> |
| 17    | Dighir Para Government Primary School<br>Meherpur | 2.72          | Below average | <p>The overall score of this school is poor. Scores on few indicators like distribution of free textbook, teacher behavior, availability of safe drinking water, usable toilets, hoisting of national flag and rendering of national anthem showed good picture. Corporal punishment is highly practiced and parents also accepted it. Teachers were not trained enough. They were very reluctant about time and home visit. Indicators like buying guidebooks, availing private tuition, playground facility were also poor. Though teacher-student ratio is excellent but students are dependable on guide books and private tuition. Immediate action should be taken to improve teaching-learning and other concern areas.</p>             |
| 18    | Boro Bazar Government Primary School<br>Meherpur  | 3.00          | Average       | <p>The overall score of this school is average. Scores of some indicators like distribution of free textbooks, punctuality of teachers and their behavior with parents, availability of safe drinking water, usable toilets, playground facility, hoisting of national flag and rendering of national anthem were found good. Though the teacher-student ratio is excellent but students' dependency on guidebooks and private tuition showed a poor picture. Practice of corporal punishment and its wide acceptance by guardians adds to more concerns. Teachers are not adequately trained and regular about home visit. Immediate action should be taken to improve teaching-learning and other concern areas.</p>                         |

| SL No | Name of Schools                                | Average Score | Grade   | Areas to be Improved  |
|-------|--|---------------|---------|---|
| 19    | 35 no. Korea Government Primary School, Khulna | 3.27          | average | <p>The overall score of the school is average. Most of indicators like distribution of free textbook, punctuality of teachers, availability of trained teacher, teacher behavior, availability of safe drinking water, usable toilets, playground facility, hoisting of national flag and rendering of national anthem were found good. Students' dependency on guidebooks, private tuition and home visit showed a poor picture of teaching learning and have poor scores. Teacher-student ratio is little high to be improved by filling up vacant teacher positions. However, action should be taken to improve teaching-learning and other concern areas.</p>   |
| 20    | K Baintola Government Primary School, Khulna   | 3.16          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbook, teacher behavior, availability of trained teachers, safe drinking water, usable toilets, playground facility, hoisting of national flag and rendering of national anthem were observed good. Some indicators like buying guidebooks, practicing of corporal punishment and its wide acceptance by the parents, home visit and teachers' punctuality scored low. Wide dependency of students on guidebooks and private tuition showed a poor picture of teaching learning. Teacher-student ratio is high to be improved by filling up vacant teacher position. However, action should be taken to improve teaching- learning and other concern areas.</p> |
| 21    | K N K Government Primary School, Khulna        | 3.00          | Average | <p>The overall score of this school is just average. Only few indicators like distribution of free textbook, availability of safe drinking water, usable toilets, playground facilities and hoisting of national flag scored well. Indicators like using guidebooks, practice of corporal punishment and its acceptance by the parents, teachers' punctuality and their behavior with parents and home visit have found very poor score. Teachers were not punctual and adequately trained. They did not maintain regular rendering of national anthem. Sometimes parents were treated disrespectfully. Students are depended on guidebooks and private tuition. Action should be taken to improve teaching-learning and other concern areas.</p>       |

| SL No | Name of Schools                                       | Average Score | Grade         | Areas to be Improved  |
|-------|---|---------------|---------------|---|
| 22    | Ghaoghara Government Primary School, Khulna           | 2.94          | Below average | <p>The overall score of the school is poor. Score of some indicators like buying guidebooks, availability of trained teacher, home visit, availing private tuition, teacher-student ratio and availability of usable toilets were very poor. Practicing of corporal punishment and its acceptance by the parents were very high. Moreover, students had to pay for receiving books which was suppose to be free. Teacher-student ratio is high to be improved by filing up the vacant teacher position. Only few indicators i.e. distribution of free textbook, teacher punctuality, behavior, hoisting national flag and rendering of national anthem achieved expected scores. Action should be taken immediately to improve teaching-learning and other concern areas.</p> |
| 23    | Baroaria Government Primary School, Khulna            | 3.11          | Average       | <p>The overall score of this school is average. Most of indicators like buying guidebooks, practice of corporal punishment and its wide acceptance by the parents, teacher punctuality, home visit, availing private tuition from their own school teacher, availability of usable toilets were resulted in satisfaction. A number of teacher positions are still vacant. Distribution of free textbooks, availability of trained teacher, their behavior with parents, availability of safe drinking water, playground facilities, regular hoisting of national flag and rendering of national anthem however showed a good picture. Action should be taken to improve teaching-learning and other concern areas.</p>  |
| 24    | Motbari Sundormahal Government Primary School, Khulna | 3.27          | Average       | <p>The overall score of the school is average. Indicators like distribution of free textbooks, teachers' punctuality, availability of trained teachers, teacher behavior, availability of safe drinking water, playground facilities, hoisting national flag and rendering of national anthem have acquired good scores. High practice of corporal punishment, its acceptance by the parents, dependency on guidebooks, private tuition, practice of corporal punishment and unavailability of usable toilets showed an unpleasant picture. Teacher-student ratio is good even after vacancy of teacher position. Action should be taken to improve teaching-learning and other concern areas.</p>  |

| SL No | Name of Schools                                  | Average Score | Grade   | Areas to be Improved  |
|-------|--|---------------|---------|---|
| 25    | Bankerhat Government Primary School, Bhola       | 3.5           | Average | <p>The overall score of the school is average. Indicators like distribution of free textbooks, teachers' punctuality, availability of trained teacher, teacher behavior, availability of safe drinking water, usable toilets, playground facilities hoisting national flag and rendering of national anthem acquired good scores. High practice of corporal punishment and its acceptance by the guardians, dependency on guidebooks and private tuition showed an unpleasant picture of education. Teacher-student ratio is high which might be improved by filling vacant teacher position. Action should be taken to improve teaching-learning and other concern areas.</p>  |
| 26    | 61 No. Chorkali Government Primary school, Bhola | 3.5           | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teachers' punctuality and behavior, availability of safe drinking water, usable toilets, playground facilities hoisting national flag and rendering of national anthem acquired good scores. High practice of corporal punishment and its acceptance by the guardians, unavailability of trained teachers, high teacher-student ratio added to more concern. Dependency on guidebooks, private tuition, practice of corporal punishment, its wide acceptance by the guardians showed an unpleasant picture. Initiative should be taken immediately by the local education authority and school to ensure quality education.</p> |
| 27    | Moddho Charkali Government Primary School, Bhola | 3.77          | Average | <p>The overall score of this school is satisfactory. Indicators like distribution of free textbook, punctuality of teachers, availability of trained teacher, home visit, teacher behavior, availability of safe drinking water, usable toilets, playground facilities, regular hoisting of national flag and rendering of national anthem were found satisfactory. Practice of corporal punishment and its wide acceptance by the parents, use of guidebooks, availing regular private tuition and involvement of school teacher in private tuition for their own school student were observed. Teacher-student ratio is high. Action should be taken to improve teaching-learning and other concern areas.</p>                |

| SL No | Name of Schools                                      | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 28    | Uttar Purbo Kathali Government Primary School, Bhola | 3.44          | Average | The overall score of the school is average. Indicators like distribution of free textbooks, teacher punctuality, teachers behavior, availability of safe drinking water, hoisting national flag, rendering of national anthem and teacher-student ratio acquired good scores. Dependency on guidebooks, private tuition and practicing of corporal punishment showed an unpleasant picture. Scores were deducted on unavailability of trained teachers and playground. It is to be noted that a majority of parents have dissatisfaction on infrastructural issue of the school. Initiative should be taken by the local education authority and school to ensure quality education. |
| 29    | Charnoabadi Government Primary School, Bhola         | 3.77          | Average | The overall score of this school is satisfactory. Most of the indicators like distribution of free textbooks, teacher punctuality, teacher behavior, home visit by teachers, availability of safe drinking water, usable toilets, playground facilities hoisting national flag and rendering of national anthem acquired good scores. Though teacher-student ratio is excellent, but dependency on guidebooks, private tuition, practice of corporal punishment showed an unpleasant picture. Initiative should be taken by the local education authority and school to ensure quality education.  |
| 30    | Bapta Shakti Sangha Government Primary School, Bhola | 3.83          | Average | The overall score of this school is satisfactory. Most of the indicators like distribution of free textbooks, teacher punctuality, teacher behavior, home visit by teachers, availability of safe drinking water, usable toilets, playground facilities, hoisting national flag and rendering of national anthem acquired good scores. Though the teacher-student ratio is excellent, but dependency on guidebooks, private tuition and practicing of corporal punishment showed an unpleasant picture which is not supportive for quality education. Initiative should be taken by the school to improve the situation.   |

| SL No | Name of Schools  | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 31    | Rampur Government Primary School Netrokona             | 3.61          | Average | <p>The overall score of this school is satisfactory. Indicators like distribution of free textbooks, teacher punctuality, availability of trained teacher, teacher behavior with parents, home visit, availability of usable toilet, safe drinking water, playground facilities and hoisting of national flag showed good picture and acquired high scores. But students were observed to be dependable on guidebooks and availing of private tuition which is not supportive to quality education. It is noted that rendering of national anthem is irregular which is important for developing patriotism. Intervention should be taken for further improvement of concern areas.</p>                                    |
| 32    | Shubhito Government Primary School Durgapur, Netrokona | 3.11          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, availability of trained teacher, home visit, teacher behavior, availability of safe drinking water, usable toilets, playground facilities, hoisting national flag and rendering of national anthem acquired good scores. High teacher-student ratio seeks immediate filling of vacant teacher position to provide quality education for all children. Students' dependency on guidebooks, private tuition, practice of corporal punishment, its wide acceptance by the guardians showed an unpleasant picture. Intervention should be taken for further improvement of concern areas.</p>             |
| 33    | Sagordighipar Government Primary School, Netrokona     | 3.66          | Average | <p>The overall score of this school is satisfactory. Indicators like distribution of free textbooks, teacher punctuality, availability of trained teacher, home visit, teacher behavior, availability of safe drinking water, usable toilets, playground facility and hoisting of national flag showed very pleasant picture and thereby acquired good scores. Teacher-student ratio is excellent. But concern still exist on the students' dependency on guidebooks and private tuition which is not supportive to quality education. It is noted that rendering of national anthem is irregular which is important for developing patriotism. Intervention should be taken for further improvement of concern areas.</p> |

| SL No | Name of Schools                                      | Average Score | Grade         | Areas to be Improved  |
|-------|--|---------------|---------------|---|
| 34    | Birishiri Model Government Primary School, Netrokona | 4.00          | Above average | <p>The overall score put this school is excellent. Most of the indicators like distribution of free textbooks, punctuality of teachers, teacher behavior, availability of safe drinking water, rendering of national anthem, hoisting of national flag and teacher-student ratio have acquired high scores. Corporal punishment is not practiced in this school though a portion of the guardians are to be accept it. All the students were observed to be dependable on guidebooks and private tuition which is not supportive to quality education. However, teachers should concentrate on their teaching to improve the situation.</p>   |
| 35    | Susong Adarsha Government Primary School, Netrokona  | 3.77          | Average       | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, home visit, teacher behavior, availability of safe drinking water, usable toilets, playground facilities hoisting of national flag and excellent teacher-student ratio acquired good scores. Students' dependency on guidebooks, availing of private tuition, unavailability of trained teacher, irregular rendering of national anthem, practicing corporal punishment and its wide acceptance by the guardians showed an unpleasant picture. It is to be noted that a substantial portion of the guardians have dissatisfaction on school infrastructure. Intervention should be taken for further improvement of concern areas.</p>     |
| 36    | Durgapur Government Primary School, Netrokona        | 4.05          | Above average | <p>The overall score of the school is satisfactory. Most of the indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, teacher behavior, availability of safe drinking water, rendering of national anthem and hoisting of national flag showed positive performance and acquired high scores. Teacher-student ratio is acceptable. Most importantly corporal punishment is not practiced in this school though a portion of the guardians tends to be accepted it. Scores were deducted on some other indicators like buying guidebook, home visit and private tuition which are not supportive to quality education. However, teachers should concentrate on their teaching to improve the situation.</p> |

| SL No | Name of Schools                                 | Average Score | Grade   | Areas to be Improved  |
|-------|---|---------------|---------|---|
| 37    | Baripara Government Primary School<br>Janalpur  | 3.05          | Average | The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, teacher behavior, availability of safe drinking water, playground facilities, hoisting national flag acquired good scores. Students' dependency on guidebooks, availing of private tuition, availability of trained teacher, usable toilets, irregular rendering of national anthem, practice of corporal punishment and its wide acceptance by the guardians and high teacher-student ratio showed an unpleasant picture. Initiative should be taken by the local education authority and school to ensure quality education for all children.   |
| 38    | Ranchnondro Government Primary School, Jamalpur | 3.44          | Average | The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, home visit, teacher behavior, availability of safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem acquired good scores. Students' dependency on guidebooks, availing of private tuition, unavailability of trained teacher, practice of corporal punishment and its wide acceptance by the guardians, high teacher-student ratio and vacancy of teacher position showed an unpleasant picture of education. Initiative should be taken by the local education authority and school to ensure quality education for all children. |
| 39    | Beta Government Primary School<br>Janalpur      | 3.83          | Average | The overall score of the school is satisfactory. Indicators like distribution of free textbook, punctuality of teacher, home visit, teacher behavior with parents, availability of safe drinking water, usable toilet, playground facilities and hoisting national flag acquired good scores. But high dependency of guidebooks and availing private tuition are not a good sign of quality education. Practice of corporal punishment, and its wide acceptance by the guardians, unavailability of trained teachers, irregular rendering of national anthem also adds to more concern. Initiative should be taken by the local education authority and school to ensure quality education for all children.          |

| SL No | Name of Schools                                      | Average Score | Grade         | Areas to be Improved  |  |
|-------|--|---------------|---------------|---|--|
|       |  |               |               |   |  |
| 40    | Balijuri Model Government Primary School, Jamalpur   | 3.00          | Average       | The overall score of this school is just average. Most of the indicators like distribution of free textbooks, teacher punctuality, teacher behavior, availability of safe drinking water, usable toilets, school ground and rendering national anthem acquired good scores. Other indicators like buying guidebooks, availability of trained teachers, home visit and hoisting of national flag remained below the expected level. Practice of corporal punishment and its wide acceptance by the parents adds concerns which is not supportive to quality education. The teacher, local educational officials, SMC and community should pay attention to improve the teaching-learning and other concern areas.  |  |
| 41    | Gabergram Government Primary School Jamalpur         | 3.22          | Average       | The overall score of this school is average. Some indicators showed very good picture that included distribution of free textbook, teacher punctuality, home visit, teacher behavior, availability of safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem. Concern is existed on buying guidebooks, practice of corporal punishment and its wide acceptance by the guardians, availing of private and tuitions etc. Rendering of national anthem is very irregular which is important to develop patriotism. Teacher-student ratio is good which might be further improved by filling vacant teacher position. Intervention should be taken to improve teaching learning situation and other required areas. |  |
| 42    | Pochsim Balijuri Government Primary School, Jamalpur | 2.66          | Below Average | The overall score of this school is poor. Most of indicators like buying guidebook, availability of trained teachers, home visit, availing of private tuition, usable toilet, play ground facilities and rendering of national anthem showed poor picture and thereby acquired low scores. Most of the students were observed to be dependable on guidebooks and availing private tuitions which are not supportive to quality education. Few indicators including distribution of free textbooks, teacher punctuality, behavior with parents, availability of safe drinking water, regular hoisting of national flag and teacher-student ratio have good scores. Intensive initiative should be taken to improve the scenario of the school.                                   |  |

| SL No | Name of Schools                               | Average Score | Grade   | Areas to be Improved  |
|-------|---|---------------|---------|---|
| 43    | Rampur Government Primary School Hobiganj     | 3.50          | Average | <p>The overall score of the school is satisfactory. Most of the indicators like distribution of free textbook, punctuality of teacher, availability of trained teachers, teacher behavior, availability of safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem acquired high scores. Students were dependable on guidebooks and availing of private tuition which are not a good sign of quality education. Moreover, practice of corporal punishment, its wide acceptance by the guardians also add to more concern. Teacher-student ratio is good but attention is needed on home visit by teachers. Intervention should be taken to improve teaching learning process and other concerns areas.</p> |
| 44    | Gobindpur Government Primary School, Hobiganj | 3.55          | Average | <p>The overall score of this school is satisfactory. Most of indicators like distribution of free textbook, punctuality of teacher, availability of trained teachers, teacher behavior with parents, availability of safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem showed satisfactory performance. Teacher-student ratio is also good. Students' dependency on guidebooks, availing of private tuition, practice of corporal punishment and its wide acceptance by the guardians are not a good sign of quality education. Teachers are not regular at home visit. Intervention should be taken to improve weak areas.</p>  |
| 45    | Teghoria Government Primary School Hobiganj   | 3.55          | Average | <p>The overall score of this school is average. Most of the indicators like distribution of free textbook, punctuality of teacher, teacher behavior with parents, availability of safe drinking water, usable toilet, playground facilities, hoisting of national flag and rendering of national anthem showed satisfactory performance and acquired high scores. But students were observed to be dependable on guidebooks and availing of private tuition which is not a good sign of quality education. Moreover, practice of corporal punishment, its acceptance by the guardians also adds to more concern. Teacher-student ratio is high. Intervention should be taken to improve the concern areas.</p>  |

| SL No | Name of Schools  | Average Score | Grade   | Areas to be Improved   |  |
|-------|--|---------------|---------|--|--|
|       |  |               |         |  |  |
| 46    | Saodagor Krishnodhan Government Primary School, Hobiganj | 3.66          | Average | The overall score of indicators put this school in satisfactory category. Indicators like distribution of free textbook, teacher behavior with parents, home visit, availability of safe drinking water, usable toilets, hoisting of national flag and rendering of national anthem acquired high scores. Teacher-student ratio is good. Students were observed to be dependable on guidebooks and availing of private tuition which is not a good sign of quality education. Moreover, there are lacking in teacher punctuality, availability of trained teachers and playground facilities. Practice of corporal punishment and its wide acceptance by the guardians also add to more concern. Intervention should be taken to improve the concern areas.      |  |
| 47    | Gosainagar Government Primary School Hobiganj            | 3.58          | Average | The overall score of this school is average. Indicators like distribution of free textbooks, teacher's punctuality, availability of trained teacher, home visit by teachers, their behavior with parents, availability of safe drinking water, usable toilets, rendering of national anthem and hoisting of national flag acquired high scores. Teaching learning is going on with excellent teacher-student ratio without vacant teacher position. Most of students were observed to be dependable on guidebooks and private tuition. Practice of corporal punishment in classroom and its wide acceptance by the guardians also add to more concern. These are not supportive to quality education. Initiatives should be taken to improve the concern areas.  |  |
| 48    | Nirodamoye Government Primary School, Hobiganj           | 3.33          | Average | The overall score of this school is average. Indicators like distribution of free textbooks, teacher's punctuality, availability of trained teachers, teacher behavior, availability of safe drinking water, usable toilets, playground facilities, rendering of national anthem and hoisting of national flag have acquired good scores. Teachers are irregular at home visit. There is no vacant teacher position though the teacher-student ratio is below standard. Students were observed to be dependable on guidebooks and private tuition. Practice of corporal punishment in classroom and its acceptance by the guardians also add to more concern which are not sign of quality education. Intervention should be taken to improve the concern areas. |  |

| SL No | Name of Schools                              | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 49    | Ramtunu Government Primary School, Joypurhat | 3.22          | Average | The overall score of this school is average. Some indicators like distribution of free textbooks, teacher punctuality, their behavior with parents, availability of safe drinking water, usable toilets, playground facilities, rendering of national anthem and hoisting of national flag have acquired good scores. There was no vacant teacher position and teacher-student ratio is also excellent. Teachers were reluctant to go for home visit. Practice of corporal punishment and its acceptance by the guardians are high. Students were found to be dependable on guidebooks and private tuition which are not favorable to quality education. Action should be taken to enhance teaching learning and other concern areas of school.  |
| 50    | Gopalpur Government Primary School Joypurhat | 3.50          | Average | The overall score of this school is satisfactory. Most of the indicators like distribution of free textbook, teacher punctuality, availability of trained teachers, home visit by teacher, their behavior, availability of safe drinking water, usable toilets, playground facilities, rendering of national anthem and hoisting of national flag have acquired good scores. There is no vacant teacher position and teacher-student ratio is good. Some other indicators showed poor picture, those included buying guidebook, practicing of corporal punishment, availing of private tuition etc. These were not supportive to quality education. Action should be taken to improve teaching learning in school and other concern areas.   |
| 51    | Shalapur Government Primary School Joypurhat | 3.33          | Average | The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, home visit, their behavior, availability of safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem have good scores. Teacher-student ratio is below standard though there is no vacant teacher position. Some other indicators failed to get good scores. Those included buying guidebooks, availability of trained teacher, home visit, practice of corporal punishment and its wide acceptance by guardians, availing private tuition. It is noted that students had to pay for receiving etc. text books. It needs attention of teachers, SMC and education authority to improve the concern areas. |

| SL No | Name of Schools                                 | Average Score | Grade   | Areas to be Improved   |
|-------|---|---------------|---------|--|
| 52    | Dhakpara Government Primary School, Jyotpurhat  | 3.00          | Average | <p>The overall score of this school is average. Some indicators like distribution of free textbooks, teacher behavior with parents, availability of safe drinking water, usable toilets, playground facilities and hoisting of national flag have acquired good scores. There is vacant teacher position contributed to high teacher-student ratio. Teachers were found to be reluctant to go for home visit. Practice of corporal punishment and its acceptance by the guardians are high. Rendering of national anthem was not followed. Students were found to be dependable on guidebooks and private tuition which are not favorable to quality education. Action should be taken to improve teaching learning in school and other concern areas.</p>                                     |
| 53    | Ganggnia Government Primary School, Jyotpurhat  | 3.00          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, availability of trained teachers, behavior with parents, availability of safe drinking water, usable toilets, playground facilities and hoisting of national flag have acquired good scores. There is vacant teacher position contributed to high teacher-student ratio. Teachers were reluctant about punctuality and to some extent for home visit. Practice of corporal punishment and its acceptance by the guardians are high. Rendering of national anthem was not properly followed. Students were found to be dependable on guidebooks and private tuition. Steps should be taken to enhance teaching learning in school and other concern areas.</p>                                  |
| 54    | Balighata Government Primary School, Jyotpurhat | 3.16          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, availability of trained teachers, behavior with parents, availability of safe drinking water, usable toilet, playground facilities and hoisting of national flag have acquired good scores. Teacher-student ratio is acceptable though there is vacant teacher position. Teachers were reluctant to some extent about punctuality and home visit. Practice of corporal punishment and its acceptance by the guardians, student's dependency on guidebooks and private tuition not favorable to quality learning. Rendering of national anthem was not followed properly. Action should be taken to improve teaching learning and other concern areas including infrastructural facilities.</p> |

| SL No | Name of Schools                                    | Average Score | Grade   | Areas to be Improved  |
|-------|--|---------------|---------|---|
| 55    | Raghunathpur Government Primary School, Thakurgaon | 3.44          | Average | <p>The overall score of this school is average. Most of the indicators like distribution of free textbook, home visit by teachers, their behavior with parents, availability of safe drinking water, usable toilet and playground facilities and hoisting of national flag etc. performing well. There is no vacant teacher position and teacher-student ratio is excellent. But some other indicators showed poor picture, those included buying guidebook, practice of corporal punishment, availing of private tuition. Rendering of national anthem was not properly followed. These factors are not supportive to quality education. Comprehensive action should be taken to improve teaching learning in school and other concern areas.</p>  |
| 56    | Velotoir Government Primary School Thakurgaon      | 3.11          | Average | <p>The overall score of this school is average. Some indicators like distribution of free textbooks, availability of trained teachers, behavior with parents, availability of safe drinking water, usable toilet, playground facilities, rendering of national anthem and hoisting of national flag have acquired good scores. There are vacant teacher position which contributed to high teacher-student ratio. Teachers were reluctant to some extent about punctuality and home visit. Practice of corporal punishment and its acceptance by the guardians are high. Student's dependency on guidebooks and private tuition are not favorable to quality learning. Action should be taken to enhance teaching learning and other concern areas in school.</p>                                     |
| 57    | Bengangaon Government Primary School Thakurgaon    | 3.16          | Average | <p>The overall score of this school is average. Some indicators like distribution of free textbooks, behavior with parents, availability of safe drinking water, rendering of national anthem and hoisting of national flag have acquired good scores. There is no vacant teacher position and the teacher-student ratio is excellent. Some other indicators like availability of trained teachers, usable toilet, playground facilities acquired poor scores. Teachers were reluctant to some extent about punctuality and home visit. Practice of corporal punishment and its acceptance by the guardians, student's dependency on guidebooks and private tuition are not favorable to quality learning. Action should be taken to enhance teaching learning in school and other concern areas.</p> |

| SL No | Name of Schools                                     | Average Score | Grade         | Areas to be Improved  |
|-------|---|---------------|---------------|---|
| 58    | Joykrishnapur Government Primary School, Thakurgaon | 3.27          | Average       | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, teacher behavior, availability of safe drinking water, usable toilet, playground facilities, hoisting of national flag and rendering of national anthem have acquired good scores. Teacher-student ratio is excellent with no vacant teacher position. Some other indicators failed to get expected scores. Buying guidebooks, practicing corporal punishment and its wide acceptance by guardians, availability of trained teacher, home visit and availing private tuition are not supportive to quality education. It needs to attention of teachers, SMC and education authority to improve the concern areas.</p>   |
| 59    | Sagni Government Primary School Thakurgaon          | 3.11          | Average       | <p>The overall score of this school is average. Some indicators like distribution of free textbooks, teacher punctuality, behavior with parents, availability of safe drinking water, usable toilets, playground, rendering of national anthem and hoisting of national flag have acquired good scores. Teacher-student ratio is excellent with no vacant teacher position. Some indicators like buying guidebooks, practice of corporal punishment, availability of trained teachers, home visit, availing of private tuition acquired poor scores. Teachers were reluctant about home visit. Practice of corporal punishment, its acceptance by the guardians, student's dependency on guidebooks and private tuition are not favorable to quality learning. Action should be taken to enhance teaching learning in school and other concern areas.</p> |
| 60    | Bashgara Government Primary School Thakurgaon       | 2.61          | Below Average | <p>The overall score of this school is poor. Few indicators including distribution of free textbooks, availability of safe drinking water, regular hoisting of national flag and teachers-student ratio have good scores. Most of indicators like buying guidebook, practicing the corporal punishment, its acceptance by guardians, teacher punctuality, availability of trained teachers, home visit, teacher behavior, availing of private tuition, usable toilet and rendering of national anthem have acquired low scores. Student's dependency on guidebooks and availing private tuitions are not supportive to quality education. Intensive initiative should be taken to improve teaching learning and other concern areas of the school.</p>  |

| SL No | Name of Schools  | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 61    | Raj Nirowmpur Government Primary School Chapai Nawabganj   | 3.27          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, home visit by teachers, teacher behavior with parents, availability of safe drinking water, usable toilet, playground facilities and hoisting of national flag have acquired good scores. Teacher-student ratio is excellent with no vacant teacher position. Some indicators failed to get good scores, those included buying guidebooks, practicing of corporal punishment and its wide acceptance by guardians, teacher punctuality, availability of trained teacher, home visit and availing private tuition which are not supportive to quality education. Rendering of national anthem was not followed properly. Action should be taken to improve teaching learning and other concern areas.</p> |
| 62    | Selimabad Model Government Primary School Chapai Nawabganj | 3.50          | Average | <p>The overall score of this school is satisfactory. Most of indicators like distribution of free textbook, teacher punctuality, availability of trained teachers, teacher behavior with parents, availability of safe drinking water, usable toilet and playground facilities, rendering of national anthem, hoisting of national flag have acquired good scores. Teacher-student ratio is excellent with no vacant teacher position. But other indicators showed poor picture those are buying guidebook, practice of corporal punishment, home visit, availing of private tuition etc. It needs to attention of teachers, SMC and education authority to improve the weak areas.</p>  |
| 63    | Shibgonj Government Primary School Chapai Nawabganj        | 3.55          | Average | <p>The overall score of this school is satisfactory. Most of the indicators like distribution of free textbook, teacher punctuality, availability of trained teachers, availability of safe drinking water, usable toilet and playground facilities, rendering of national anthem and hoisting of national flag have acquired good scores. Teacher-student ratio is also excellent with no vacant teacher position. Some indicators showed poor picture which included buying guidebook practicing of corporal punishment, home visit, teacher behavior with parents, availing of private tuition etc. These are not supportive to quality education. It needs attention of teachers, SMC and education authority to improve the weak areas.</p>   |

| SL No | Name of Schools  | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 64    | Kanshat Government Primary School<br>Chapai, Nawabganj | 3.16          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, availability of trained teacher, teacher behavior with parents, availability of safe drinking water, usable toilet, playground facilities, hoisting national flag and rendering of national anthem have performed well and acquired good scores. Teacher-student ratio is excellent even with vacant teacher positions. Some other indicators failed to get good scores. Those included buying guidebooks, practice of corporal punishment, its wide acceptance by guardians, home visit and availing private tuition which are not supportive to quality education. Action should be taken to improve teaching learning and other concern areas.</p>             |
| 65    | Mohonbag Government Primary School<br>Chapai Nawabganj | 3.16          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, availability of trained teacher, teacher behavior, availability of safe drinking water, usable toilet, playground facilities, hoisting of national flag and rendering of national anthem have acquired good scores. Teacher-student ratio is below standard with a vacant teacher position. Some other indicators failed to get expected scores which included buying guidebooks, practicing corporal punishment, its wide acceptance by guardians, home visit and availing private tuition. These are not supportive to quality education. Action should be taken to improve teaching learning in school and other concern areas.</p>                            |
| 66    | Horipur Government Primary School<br>Chapai Nawabganj  | 3.50          | Average | <p>The overall score of this school is satisfactory. Most of the indicators like distribution of free textbook, teacher punctuality, availability of trained teachers, teacher behavior with parents, availability of safe drinking water, usable toilet, playground facilities, rendering of national anthem and hoisting of national flag have acquired good scores. Teacher-student ratio is excellent without any vacant teacher position. But some other indicators showed poor picture which included buying guidebook, practice of corporal punishment, home visit, and availing of private tuition. These are not supportive to quality education. It needs attention of teachers, SMC and education authority to improve the weak areas including infrastructural issues.</p> |

| SL No | Name of Schools  | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 67    | Monohardi Model Government Primary School, Narsingdi       | 3.44          | Average | <p>The overall score of this school is satisfactory. Most of the indicators like distribution of free textbook, teacher punctuality, availability of trained teachers, teacher behavior, availability of safe drinking water, playground facilities, rendering of national anthem and hoisting of national flag have acquired good scores. Teacher-student ratio is also excellent with no vacant teacher position. Some other indicators showed poor picture which included buying guidebook, practicing of corporal punishment, home visit, availing of private tuition and usable toilets. These are not supportive to quality education. It needs attention of teachers, SMC and education authority to improve the concern areas.</p>                             |
| 68    | Harordiya Government Primary school Narsingdi              | 3.50          | Average | <p>The overall score of this school is satisfactory. Most of the indicators like distribution of free textbook, teacher punctuality, availability of trained teachers, teacher behavior with parents, availability of safe drinking water, usable toilets, playground facilities, rendering of national anthem and hoisting of national flag have acquired good scores. There is excellent teacher-student ratio without vacant teacher position. Some other indicators showed poor picture which included buying guidebook, practicing of corporal punishment, home visit, availing of private tuition etc. These are not supportive to quality education. It needs attention to improve the weak areas and infrastructural issues.</p>                               |
| 69    | Monohardi Dokkhimpura Government Primary School, Narsingdi | 3.00          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, teacher behavior, availability of safe drinking water, playground facilities, hoisting of national flag and rendering of national anthem have acquired good scores. Teacher-student ratio is excellent even with a vacant teacher position. Some indicators have poor scores that included buying guidebooks, practicing of corporal punishment and its wide acceptance by guardians, availability of trained teachers, home visit, availing private tuition, usable toilet etc. Which are not supportive to quality education. Action should be taken to improve teaching learning and other concern areas including infrastructural issues.</p> |

| SL No | Name of Schools  | Average Score | Grade         | Areas to be Improved   |
|-------|--|---------------|---------------|--|
| 70    | Daulatpur Union Government Primary School, Narsingdi       | 3.44          | Average       | The overall score of this school is average. Most of the indicators like distribution of free textbook, teacher punctuality, availability of trained teachers, teacher behavior with parents, availability of safe drinking water, usable toilets, playground facilities, rendering of national anthem and hoisting of national flag have acquired good scores. Vacancy of teacher position contributed to high teacher-student ratio. Some indicators showed poor picture which included buying guidebook, practice of corporal punishment, home visit and availing of private tuition. These are not supportive to quality education. It needs attention to improve the weak areas.  |
| 71    | Kocherchar Moddhopara Government Primary School, Narsingdi | 2.83          | Below Average | The overall score of this school is poor. Few indicators i.e. distribution of free textbooks, safe drinking water, usable toilets, hoisting of national flag have good scores. There is excellent teacher-student ratio even after vacant teacher position. Most of the indicators like buying guidebook, practice of corporal punishment and its wide acceptance by guardians, home visit, teacher behavior, availing of private tuition, and rendering of national anthem showed poor picture. Most of the students were observed to be dependable on guidebooks and availing private tuitions which are not supportive to quality education. Intensive initiative should be taken to improve teaching learning and other concern areas of the school. |
| 72    | Daulatpur Government Primary School Narsingdi              | 3.16          | Average       | The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, availability of trained teachers, teacher behavior with parents, availability of safe drinking water, playground facilities, hoisting of national flag and rendering of national anthem have performed well. Vacant teacher position contributed to high teacher-student ratio. Some other indicators failed to get expected scores that included buying guidebooks, practice of corporal punishment and its wide acceptance by guardians, home visit and availing private tuition etc. These are not supportive to quality education. Action should be taken to improve teaching learning and other concern areas.                    |

| SL No | Name of Schools                               | Average Score | Grade   | Areas to be Improved   |
|-------|---|---------------|---------|--|
| 73    | Matikumra Government Primary School, Narail   | 3.37          | Average | <p>The overall score of this school presents an average picture. Indicators like distribution of free textbooks, punctuality of teachers, availability of trained teacher, home visit to irregular students, teacher behavior, availability of safe drinking water, playground, hoisting of national flag, rendering of national facilities anthem and teacher-student ratio provides a very good impression. Practicing of corporal punishment and its wide acceptance by the parents, student's dependency on private tuition and guidebooks reflect poor teaching learning of school. Vacant teacher position is interrupting the quality teaching Action should be taken to improve teaching learning and other concern areas.</p> |
| 74    | Kachhubaria Government Primary School, Narail | 3.38          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbook, home visit, availability of safe drinking water, usable toilets, playground facilities and hoisting national flag show high scores. Teachers are trained, punctual and also behave well with parents. However, they could not prevent most of the students from guidebooks and private tuition. Though the practice of corporal punishment is low, its acceptance by the parents is high. Rendering of national anthem should be regular. As there is no teacher vacancy, and teacher-student ratio is also excellent, the teachers can improve the situation by putting more attention and addressing the weak areas.</p>              |
| 75    | PL Pasha Government Primary School, Narail    | 3.61          | Average | <p>The overall score acquired by this school is satisfactory. Indicators like distribution of textbook, punctuality of teacher, availability of trained teacher, home visit, availability of usable toilet, safe drinking water, playground facilities, teacher-student ratio in classroom, rendering of national anthem and hoisting of national flag have acquired food scores. Concern remains on students' dependency on guidebooks, availing private tuition from their own school teacher with payments. The teachers can improve the situation by avoiding corporal punishment and be attentive in teaching. Dissatisfaction of one third of the respondents on school infrastructure also seeks attention.</p>                 |

| SL No | Name of Schools                              | Average Score | Grade   | Areas to be Improved  |
|-------|--|---------------|---------|---|
| 76    | Ima Government Primary School, Narail        | 3.61          | Average | <p>The overall score of this school is satisfactory. Most of the indicators like distribution of free textbook, punctuality of teacher, availability of trained teacher, home visit, teachers' behavior, availability of safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem showed high-level performance. Concerns remain on buying guidebooks and availing private tuition. Practice of corporal punishment also adds to concern. There is lacking in quality teaching learning process in school. Despite having no vacant teacher position, teacher-student ratio could not meet the standard. Teacher should concentrate on their teaching to improve the situation.</p> |
| 77    | Udayan Government Primary School, Narail     | 3.27          | Average | <p>The overall score of this school is average. Most of the indicators like distribution of free textbook, teacher behavior, punctuality of teacher, availability of trained teachers, safe drinking water, usable toilet, playground facilities, hoisting of national flag, rendering of national anthem were observed excellent. But number of the students were found to be dependent on guidebooks and availing of private tuition. High teacher-student ratio is an impediment in quality teaching learning. High prevalence of corporal punishment has relation with low performance of students in classroom. School authority should intervene to improve the quality of teaching and other issues.</p>                                   |
| 78    | Kunardanga Government Primary School, Narail | 3.05          | Average | <p>The overall score of this school is just average. Indicators like distribution of free textbooks, punctuality of teachers, teacher behavior, availability of trained teachers, usable toilets, playground, rendering of national anthem and hoisting of national flag are excellent. Student's dependency on guidebook, private tuition, home visits by teachers, practice of corporal punishment and its wide acceptance is the guardians are quite alarming. The school has opportunity to improve teaching-learning which will help them achieve required level of standard.</p>  |

| SL No | Name of Schools                               | Average Score | Grade         | Areas to be Improved   |
|-------|---|---------------|---------------|--|
| 79    | Thakurpur Government Primary School, Faridpur | 3.16          | Average       | <p>The overall score of this school is average. Indicators like distribution of free textbook, availability of trained teacher, punctuality, behavior of teacher, availability of safe drinking water, playground facilities, hoisting of national flag and rendering of national anthem are very good. Prevalence of corporal punishment, its wide acceptance by guardians, high dependency on guidebooks, and private tuition are not supportive to quality education. Moreover, the frequency of home visit by teacher and availability of usable toilet facilities were not up to the mark. Teachers should concentrate on ensuring effective teaching-learning that will help to improve the overall situation.</p>   |
| 80    | Moyna Government Primary School, Faridpur     | 3.44          | Average       | <p>The overall score of this school is average. Most of the indicators like distribution of textbooks, availability of trained teachers, punctuality, teacher behavior, availability of safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem have good scores. Some indicators could not earn satisfactory scores that included high dependency on guidebooks, availing private tuition, practice of corporal punishment and its wide acceptance by parents. Action should be taken to increase the frequency of home visit by the teachers and improve teaching-learning process. It may be noted that more than one third of respondent are not satisfied with the school infrastructure.</p>                  |
| 81    | Gouripur Government Primary School, Faridpur  | 2.77          | Below average | <p>The overall score of this school is quite disappointing. Only few indicators like distribution of textbooks, availability of safe drinking water, sanitation facilities, playground facilities, rendering of national anthem, hoisting of national flag and teacher-student ratio showed good performance. The school had been suffering from vacant teacher position, inadequacy of trained teachers. Teachers behaved well with parents but they could not refrain themselves from adopting corporal punishment in the name of keeping discipline. Students were found to be dependent on guidebooks and private tuition. Teacher did not care about the home visit. Immediate initiative should be taken to improve the situation including teaching-learning practices.</p> |

| SL No | Name of Schools                                     | Average Score | Grade         | Areas to be Improved  |
|-------|---|---------------|---------------|---|
| 82    | Poschim Shatasi Government Primary School, Faridpur | 3.38          | Average       | <p>The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, teacher behavior, availability of safe drinking water, usable toilets and playground facilities, hoisting of national flag, rendering of national anthem and excellent teachers-student ratio have earned highest scores. Dependency on guidebooks, private tuition and practice of corporal punishment showed overall lacking of quality teaching learning. It is to be noted that around half of the guardians are dissatisfied with the infrastructural facilities of school. However, initiative should be taken to improve the situation including quality teaching learning.</p> |
| 83    | Moddhergari Government Primary School, Faridpur     | 2.88          | Below average | <p>The overall score of this school provides an unsatisfactory picture. Indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, teacher behavior, availability of safe drinking water, usable toilets, hoisting of national flag and rendering of national anthem acquired good scores. Dependency on guidebooks, private tuition and practice of corporal punishment showed overall lacking of quality teaching learning. Teacher-student ratio is not too high, but teachers don't go for home visit. The school should have plan to improve this depressing situation and teachers must concentrate on teaching</p>   |
| 84    | Boalmari Government Primary School, Faridpur        | 3.11          | Average       | <p>The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem have maximum scores. Teachers are punctual and trained. But they could not stop practice of corporal punishment. Parents are satisfied with teachers but they hardly go for home visit. There is no vacancy of teacher position and teacher-student ratio is good. Students were found to be dependable on guidebooks and private tuition. However, initiative should be taken to improve the situation including quality teaching learning.</p>                |

## Average Score, Grade and Areas to be Improved

| SL No | Name of Schools                                     | Average Score | Grade   | Areas to be Improved  |
|-------|---|---------------|---------|---|
| 85    | Poschim Singra Government Primary School, Pirojpur  | 3.16          | Average | The overall score of this school is average. Indicators like distribution of textbooks, availability of trained teachers, punctuality of teachers, availability of safe drinking water, usable toilets, hoisting national flag, rendering of national anthem and teacher-student ratio have high scores. But teachers hardly go for home visit and could not stop practice of corporal punishment. Students were dependable on guidebooks and private tuition. This indicates the poor teaching learning in school. It is to be noted that around one third of the parents are dissatisfied with the infrastructural facilities of the school. However, school should utilize the capacity of its trained teacher to ensure quality education.        |
| 86    | Boxir Ghoticha Government Primary School, Pirojpur  | 3.33          | Average | The overall score of this school is average. Scores on indicators like distribution of free textbooks, punctuality of teachers, teacher behavior, home visit by teachers, availability of usable toilet, playground facilities, rendering of national anthem and hoisting of national flag are good. Provision of safe drinking water was not found during the survey. There is no vacant teacher position and teacher-student ratio is excellent. Dependency on guidebook, private tuition and corporal punishment, its wide acceptance by the guardians are not supportive to quality education. Initiative should be taken to ensure effective teaching-learning in class room and other required facilities including infrastructural facilities. |
| 87    | Purbo Mithakali Government Primary School, Pirojpur | 3.11          | Average | The overall score of this school is average. Most of the indicators like distribution of free textbooks, punctuality of teachers, teacher behavior, availability of safe drinking water, usable toilet, playground facilities, rendering of national anthem, and hoisting of national flag have acquired high scores. There is no vacant teacher position and teacher-student ratio is excellent. Students dependency on guidebooks, private tuition and practice of corporal punishment are not supportive to quality education. Teachers must concentrate on teaching and school should have plan to improve the situation including infrastructural issue.   |

| SL No | Name of Schools   | Average Score | Grade   | Areas to be Improved  |
|-------|---|---------------|---------|---|
| 88    | Dokkhin Ghoser Tikikata Government Primary School, Pirojpur | 3.27          | Average | <p>The overall score of this school is average. Most of the indicators like distribution of free textbooks, punctuality of teachers, availability of trained teacher, teacher behavior, availability of safe drinking water, usable toilet, playground facilities, rendering of national anthem, and hoisting of national flag have acquired good scores. Despite being punctual and trained enough, teachers practiced corporal punishment to some extent which was mostly accepted by the parents. Most of the students were dependable on guidebooks and private tuition. Teacher-student ratio is little bit high due to vacant teacher position. However, the school should make a priority plan for further improvement.</p>                      |
| 89    | Dokkhin Mithakhali Government Primary School, Pirojpur      | 3.16          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbook, availability of trained teachers, teacher behavior, home visit by teachers, availability of safe drinking water, rendering of national anthem, and hoisting of national flag have acquired high scores. Fulfilled teacher position help to maintain excellent teacher-student ratio, but students were found dependable on guidebooks and private tuition. Practice of corporal punishment and its acceptance by the parents are not a sign of quality education. Initiative should be taken to improve the situation including playground facility and extra-curricular activities. Teachers should be punctual and attentive in teaching learning.</p> |
| 90    | Kunirnara Bondor Government Primary School, Pirojpur        | 3.05          | Average | <p>The overall score of this school is average. Most of the indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, teacher behavior, availability of safe drinking water, rendering of national anthem and hoisting of national flag have acquired good scores. Student's dependency on guidebooks, and private tuition, practice of corporal punishment and less home visit are not supportive to quality education. However, vacant teacher position should be immediately filled up. Existing trained teacher should be attentive in teaching learning to improve the situation. Initiative should be taken to improve the infrastructural facilities of the school.</p>                         |

| SL No | Name of Schools  | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 91    | No. Sreenagar Government Primary School, Kishoreganj   | 3.11          | Average | The overall score of this school is average. Few indicators like distribution of free textbooks, punctuality of teachers, home visit by teachers, teacher behavior, usable toilets, and playground facility were found satisfactory. Students were dependable on guidebooks, and private tuition. Hoisting of national flag and rendering of national anthem are not maintained properly. Availability of safe drinking water is limited. Corporal punishment is highly practiced and accepted by the parents. Teacher-student ratio is extremely high which seeks immediate deployment of trained teachers. Initiative should be taken to the improve concern areas.  |
| 92    | Sreenagar Purbo Government Primary school, Kishoreganj | 3.16          | Average | The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, home visit by teachers, teacher behavior, availability of safe drinking water, and hoisting of national flag have acquired high scores. Students were not dependable on guidebooks, and private tuition. But national anthem is not rendered regularly and toilets are not usable. Corporal punishment is highly practiced and accepted by the parents. Teacher-student ratio is extremely high which seeks immediate deployment of the trained teachers. Initiative should be taken to improve overall situation including infrastructural facilities.  |
| 93    | Kamarkanda Government Primary School, Kishoreganj      | 3.27          | Average | The overall score of this school is average. Most of the indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, home visit, teacher behavior, availability of safe drinking water, usable toilets, playground, hoisting of national flag and rendering of national anthem have earned high scores. Student's dependency on guidebooks and private tuition, practice of corporal punishment and its wide acceptance by parents do not reflect quality education. Though there is no vacant teacher position but the teacher-student ratio is high. The school needs more classroom and teachers should be punctual and improve there steep to better perform is the class room. |

| SL No | Name of Schools  | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 94    | Kamalpur Hazi Junab Ali Government Primary School, Kishoreganj | 3.16          | Average | <p>The overall score of the indicators is average. Indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, home visit by teacher, teacher behavior, and availability of usable toilets have earned good scores. Students were observed to be dependable on guidebooks and private tuition. Practicing corporal punishment is going on. Moreover, hoisting of national flag and rendering of national anthem are not properly maintained which is not good sign for education at all. Teacher-student ratio is quite high and unmanageable which should be immediately addressed for quality teaching-learning. So, steps should be taken to improve the situation.</p>                                |
| 95    | Ansar VDP Government Primary School, Kishoreganj               | 3.27          | Average | <p>The overall score of this school is average. Most of the indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, home visit by teachers, teacher behavior, availability of safe drinking water, usable toilets, hoisting of national flag and rendering of national anthem have acquired high scores. Student's dependency on guidebooks, private tuition, practice of corporal punishment, its wide acceptance by the parents and high teacher-student ratio are not meeting indicators of quality education. This picture seeks immediate attention for additional classrooms and improvement of other concern areas.</p>  |
| 96    | Komolpur Mozaffor Bepari Government Primary School Kishoreganj | 3.33          | Average | <p>The overall score of indicators of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, availability of trained teacher, teacher behavior, availability of safe drinking water, playground facilities, rendering national anthem, and hoisting of national flag have acquired high scores. Despite being punctual and trained enough but teachers practiced corporal punishment which was also accepted by the parents to some extent. Most of the students were observed to be dependable on guidebooks and private tuition from their own school teacher. Teacher-student ratio is acceptable but needs to reach standard level. However, priority plan should be prepared for further improvement.</p> |

| SL No | Name of Schools   | Average Score | Grade   | Areas to be Improved  |
|-------|---|---------------|---------|---|
| 97    | Honna Model Government Primary School, Comilla            | 3.27          | Average | The overall score of indicators of the school is average. Most of indicators like distribution of free textbooks, punctuality of teachers, availability of trained teacher, teacher behavior, availability of safe drinking water, playground, rendering of national anthem and hoisting of national flag have acquired high scores. Teacher-student ratio is good. Despite being punctual and trained enough, teachers practiced corporal punishment which was also accepted by the parents to some extent. Scores were deducted on some other indicators like buying guideline, home visit of teacher, private tuition and availability of usable toilet. However, a priority plan should be developed for further improvement. |
| 98    | 4 No. Paschim Srimoddi Government Primary School, Comilla | 3.11          | Average | The overall score put this school as average. Some of indicators like punctuality of teachers, availability of trained teachers, home visit by teacher, teacher behavior, availability of drinking water, usable toilets, hoisting of national flag and rendering of national anthem have earned high scores. The condition of some textbooks distributed was not up to the mark. Student's dependency on guidebooks, private tuition and practice of corporal punishment are not supportive to quality education. Teacher-student ratio is quite high and unmanageable which should be immediately addressed for quality teaching-learning. However, a priority plan should be developed for further improvement.                |
| 99    | Honna Adorsho Government Primary School, Comilla          | 3.38          | Average | The overall score of indicators present the school as average. Most of indicators like distribution of free textbooks, punctuality of teachers, availability of trained teacher, home visit by teacher, teacher behavior, availability of safe drinking water, playground, rendering of national anthem, and hoisting of national flag have acquired high scores. Teacher-student ratio is good. Practice of corporal punishment, its acceptance by the parents, dependency on guidebooks, less home visit by teacher, private tuition and unavailability of usable toilets are not supportive to quality education at all. However, the school should make a priority plan for further improvement.                              |

| Areas to be Improved |   |               |               |   |
|----------------------|---|---------------|---------------|---|
| SL No                | Name of Schools                               | Average Score | Grade         |   |
| 100                  | Kolakandi Government Primary School, Comilla  | 4.27          | Above average | <p>The overall score of indicators present the school as quite pleasing. Most of the indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, home visit by teachers, teacher behavior, availability of safe drinking water, playground, rendering of national anthem and hoisting of national flag have acquired high scores. No sign of practicing corporal punishment was observed while parents are more aware of it. Teacher-student ratio is below standard which might be improved by filling vacant teacher position. Still dependency on guidebooks and private tuition was observed which are the impediment of quality education. However, school should intervene to continue with this improvement.</p>      |
| 101                  | Nilkhi Government Primary School, Comilla     | 3.61          | Average       | <p>The overall score of indicators put this school in satisfactory grade. Most of the indicators like distribution of free textbooks, teacher punctuality, teacher behavior, availability of trained teachers, safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem acquired good scores. Teachers are punctual and trained, but not regular about home visit. Dependency on guidebooks and private tuition were observed which are not supportive to quality education. Corporal punishment is in practice and accepted by the guardians to some extent. Vacant teacher position made teacher-student ratio high which should be addressed immediately. However, it needs to improve this situation.</p> |
| 102                  | Bhobanipur Government Primary School, Comilla | 3.38          | Average       | <p>The overall score put this school in satisfactory. Most of the indicators like distribution of free textbooks, teacher punctuality, teacher behavior, availability of trained teachers, home visit by teachers, availability of safe drinking water, usable toilets including hoisting of national flag and rendering of national anthem acquired good scores. A negligible part of the students was found to be dependable on guidebooks and private tuition. Corporal punishment is practiced and accepted by the guardians which are not supportive to quality education. Teacher-student ratio is below standard which should be addressed immediately. However, school should make plan to improve this situation including the playground.</p>                     |

| SL No | Name of Schools                              | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 103   | Kunna Government Primary School Sumanganj    | 3.33          | Average | The overall score of this school is average. Indicators like distribution of free textbooks, availability of trained teachers, teacher behavior, availability of safe drinking water, usable toilets, playground hoisting of national flag and rendering of national anthem have acquired high scores. Students' dependency on guidebooks, private tuition, practice of corporal punishment and its acceptance by the guardian do not indicate quality education. Vacant teacher position made the teacher-student ratio very high. Scores was deducted on punctuality of teachers and less home visit regularly. It needs to work for further improvement of overall situation.   |
| 104   | Kashipur Government Primary School Sumanganj | 3.94          | Average | The overall score put this school in satisfactory category. Most of the indicators like distribution of free textbooks, teacher punctuality, teacher behavior, availability of trained teachers, home visit by teachers, availability of safe drinking water, usable toilets, playground hoisting of national flag and rendering of national anthem acquired good scores. Student's dependency on guidebooks and private tuition, practicing of corporal punishment and its acceptance by the guardians are not supportive to quality education. Vacant teacher position kept teacher-student ratio below standard to be addressed immediately. However, school should have a plan to improve the situation including infrastructural facilities.    |
| 105   | Boula Government Primary School Sumanganj    | 3.16          | Average | The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, teacher behavior, availability of safe drinking water, usable toilet hoisting of national flag and rendering of national anthem have acquired high scores. Students were observed to be dependable on guidebooks and private tuition. Practice of corporal punishment and its wide acceptance by the guardians are quite high. No vacant teacher positions available but the teacher-student ratio very high. Scores were deducted on home visit by teachers and limited playground facility. Local education office, teacher and SMC members need to work to improve the overall situation. |

| SL No | Name of Schools                              | Average Score | Grade   | Areas to be Improved   |
|-------|--|---------------|---------|--|
| 106   | Tatikona Government Primary School Sumangjan | 3.33          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, teacher behavior, availability of safe drinking water, playground, usable toilet including hoisting of national flag and rendering of national anthem have acquired good scores. But students were observed to be dependable on guidebooks and private tuition. Practice of corporal punishment and its acceptance by the guardians are quite high. No vacant teacher position is available but the teacher-student ratio is very high. Scores were deducted on less home visit by teachers and limited playground facility. It needs efforts to further improve the overall situation.</p>     |
| 107   | Jhogbapa Government Primary School Sumangjan | 3.50          | Average | <p>The overall score put this school in satisfactory category. Indicators like distribution of free textbooks, punctuality of teachers, teacher behavior, availability of safe drinking water, usable toilets, playground hoisting of national flag and rendering of national anthem acquired good scores. Students were dependable on guidebooks and private tuition. High practice of corporal punishment and its acceptance adds to more concern. Scores were deducted on the availability of trained teachers and less home visit by them. Vacant position of teacher contributed to very high teacher-student ratio to be addressed immediately. School should have a plan to further improve the situation including infrastructural facilities.</p> |
| 108   | Mohodi Government Primary School, Sumangjan  | 3.38          | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, teacher behavior, availability of safe drinking water, playground, usable toilet including hoisting of national flag and rendering of national anthem have acquired good scores. But students were observed to be dependable on guidebooks and private tuition. Practice of corporal punishment and its acceptance by the guardians are quite high. Vacancy of teacher position contributed to high teacher-student ratio. Score was deducted on less home visit by teachers. Local education office, teacher and SMC members need to work to further improve the overall situation.</p>        |

| SL<br>No | Name of Schools                                     | Average<br>Score | Grade   | Areas to be Improved   |
|----------|---|------------------|---------|--|
| 109      | Barghoniampukh Government Primary School, Rangamati | 3.22             | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, teacher behavior, availability of safe drinking water, playground, usable toilets, hoisting of national flag and rendering of national anthem have acquired good scores. But students were observed to be dependable on guidebooks and private tuition. Practice of corporal punishment and its wide acceptance by the guardians are quite high. There and number of teacher position is vacant though the teacher-student ratio is good. Schools should have efforts to improve the situation.</p>   |
| 110      | K R C Government Primary School, Rangamati          | 3.27             | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, punctuality of teachers, teacher behavior, availability of safe drinking water, playground facility, usable toilet including hoisting of national flag and rendering of national anthem have acquired good scores. But students were observed to be dependable on guidebooks and private tuition. Practice of corporal punishment and its acceptance by the guardians are quite high. No vacant teacher position is available and the teacher-student ratio is below standard. Schools should have efforts to improve the situation.</p>   |
| 111      | Phoolbagan Government Primary School, Rangamati     | 3.44             | Average | <p>The overall score of this school is average. Most of the indicators like distribution of free textbooks, teacher punctuality, teacher behavior, availability of safe drinking water, usable toilets, playground, hoisting of national flag and rendering of national anthem acquired good scores. Dependency on guidebooks, private tuition, high practice of corporal punishment and its acceptance by the guardians showed an unpleasant picture wide. Teacher-student ratio is only 1:13 without any vacant teacher position. Scores were deducted on inadequate trained teachers and by teachers. Initiative should be taken to ensure quality education for a low number of student is school.</p> |

| SL No | Name of Schools                                     | Average Score | Grade         | Areas to be Improved  |
|-------|---|---------------|---------------|---|
| 112   | B M Government Primary School, Rangamati            | 3.22          | Average       | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher behavior, availability of usable toilets, playground, hoisting of national flag and rendering of national anthem acquired good scores. Dependency on guidebooks, private tuition, high practice of corporal punishment and its acceptance by the guardians showed an unpleasant picture. Teacher-student ratio is only 1:12 without any vacant teacher position. Scores were deducted on the indicators like availability of trained teachers, teacher punctuality, home visit by them and availability of safe drinking water. Initiative should be taken to improve the overall situation.</p>  |
| 113   | New Market Government Primary School, Rangamati     | 4.05          | Above Average | <p>The overall score put this school in pleasing category. Most of indicators like distribution of free textbooks, punctuality of teachers, teacher behavior, home visit by teachers, availability of safe drinking water, usable toilets, playground, hoisting of national flag and rendering of national anthem acquired good scores. Corporal punishment was not practiced in the school at although a portion of the parents expects it. There is no vacant teacher position and teacher-student ratio is quite excellent. But all the students were observed to be dependable on guidebooks. A part of them followed private tuition from their own school teachers. Initiative to be taken to restrain their student from dependency on guidebooks.</p> |
| 114   | Chowdhurychora Government Primary School, Rangamati | 3.11          | Average       | <p>The overall score of this school is average. Indicators like distribution of free textbooks, availability of trained teacher, usable toilets, playground facilities, hoisting of national flag acquired good scores. Dependency on guidebooks, private tuition and practice of corporal punishment showed an unpleasant picture of education. Teacher-student ratio is excellent but scores were deducted on indicators like punctuality of teachers, home visit, teacher behavior, rendering of national anthem and vacant teacher position should be filled up. Initiative should be taken by the local education authority and school its-self to ensure quality education.</p>   |

## Average Score, Grade and Areas to be Improved

| SL<br>No | Name of Schools                                     | Average<br>Score | Grade         | Areas to be Improved  |
|----------|---|------------------|---------------|---|
| 115      | Shaplapur Government Primary School,<br>Cox's Bazar | 3.00             | Average       | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, home visit by teachers, teacher behavior, availability of usable toilets, playground facility, hoisting of national flag and rendering of national anthem have good scores. Though the students don't follow guidebooks but they went for private tuition. There is limitation in availability of safe drinking water. Corporal punishment is highly practiced which is accepted by the parents. Moreover, most of the students had to pay while receiving free textbooks. There is vacancy of teacher position and teacher-student ratio is extremely high which seeks immediate construction of classrooms and deployment of trained teachers. Initiatives should be taken to improve the overall situation.</p> |
| 116      | Mithakata Government Primary School,<br>Cox's Bazar | 3.27             | Average       | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, availability of trained teacher, teacher behavior, safe drinking water, usable toilets, playground facilities hoisting of national flag and rendering of national anthem acquired good scores. Dependency on guidebooks, private tuition and practice of corporal punishment showed an unpleasant picture. High teacher-student ratio seeks additional classrooms and deployment of trained teachers. There is malpractice of payment for receiving free textbooks. Scores were also deducted on indicator like home visit. Initiative should be taken to improve the situation.</p>   |
| 117      | Mukbeki Government Primary School,<br>Cox's Bazar   | 2.5              | Below Average | <p>The overall score of this school provides an poor picture. Indicators like distribution of textbooks, punctuality of teachers, teacher behavior, availability of safe drinking water, usable toilets, hoisting of national flag and rendering of national anthem have good scores. Concerns persisted on indicators like payment for receiving textbooks, buying guide books, home visit by teachers, availing private tuition, playground, practice of corporal punishment and its wide acceptance etc. There is vacancy of teacher position including inadequacy of trained teacher while teacher-student ratio is unmanageably high. Teachers are very irregular about home visit. The school needs immediate attention of education authority to improve this depressing situation.</p>  |

| SL<br>No | Name of Schools                                       | Average<br>Score | Grade   | Areas to be Improved  |
|----------|---|------------------|---------|---|
| 118      | Burmese Government Primary School,<br>Cox's Bazar     | 3.44             | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, availability of trained teacher, teacher behavior, availability of safe drinking water, usable toilets, playground, hoisting of national flag and rendering of national anthem acquired good scores. Dependency on guidebooks, private tuition and practice of corporal punishment and its acceptance by the guardians showed an unpleasant picture. Initiative should be taken to further improve the situation.</p>  |
| 119      | Moleshkhali Government Primary<br>School, Cox's Bazar | 3.27             | Average | <p>The overall score of this school is average. Indicators like distribution of free textbooks, teacher punctuality, availability of trained teacher, teacher behavior, availability of safe drinking water, usable toilets, playground facilities, hoisting of national flag and rendering of national anthem acquired good scores. Dependency on guidebooks, private tuition and practice of corporal punishment and its acceptance by the guardians showed an unpleasant picture. Teacher-student ratio was high. Initiative should be taken to further improve the situation.</p>   |
| 120      | Putibila Government Primary School,<br>Cox's Bazar    | 3.33             | Average | <p>The overall score put this school as average category. Most of the indicators like distribution of free textbooks, punctuality of teachers, availability of trained teachers, teacher behavior, availability of safe drinking water, usable toilets, playground including hoising of national flag and rendering of national anthem have acquired good scores. There is no vacancy of teacher position and teacher-student ratio is excellent. Dependency on guidebooks, private tuition and practice of corporal punishment and its acceptance guardians showed an unpleasant picture. Initiative should be taken to improve the situation.</p> |





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