



Impact Evaluation Study of Second Primary Education Development Programme (PEDP-II)



Carried out by
Evaluation Sector
Implementation Monitoring and Evaluation Division (IMED)
Ministry of Planning, Government of People's Republic of Bangladesh

Conducted by
Research Evaluation Associates for Development Ltd. (READ)

June 2013

Impact Evaluation Study of Second Primary Education Development Programme (PEDP-II)

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Abbreviations

AUEO	Assistant Upazila Education Officer
ADP	Annual Development Programme
BEd	Bachelor of Education
C-in-Ed	Certificate in Education
CS	Community School
DG	Director General
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
ECNEC	Executive Committee of the National Economic Council
FGD	Focus Group Discussion
GEP	General Education Project
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GOB	Government of Bangladesh
GPS	Government Primary School
IMED	Implementation Monitoring and Evaluation Division
KPI	Key Performance Indicator
LGED	Local Government Engineering Department
LQAS	Lot Quality Assurance System
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
MCQ	Multiple Choice Question
NCTB	National Curriculum and Textbook Board
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NIR	Net Intake Rate
PCR	Project Completion Report
PEDP	Primary Education Development Programme
PMED	Primary and Mass Education Division
PP	Project Pro-forma
PPE	Pre-Primary Education
PSC	Primary School Certificate
PSQL	Primary School Quality Level
PTA	Parents Teachers Association
PTI	Primary Teacher Institute
PTR	Pupil Teacher Ratio
RNGPS	Registered Non-Government Primary School
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
TOR	Terms of Reference
TR	Transition Rate
UEO	Upazila Education Officer
UNDP	United Nations Development Program
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education
URC	Upazila Resource Center
WAN	Wide Area Network

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Executive Summary

Contributions of PEDP II to the development and strengthening of the Primary Education in Bangladesh are immense. It covers various aspects of Primary Education: infrastructure development, enhancement of the quality of education including near universal coverage for both boys and girls.

Programme Brief

Name of the Project	"Second Primary Education Development Programme (PEDP-II)"
Sponsoring Ministry/ Division	Ministry of Primary and Mass Education (MOPME)
Executing Agency	Directorate of Primary Education (DPE)
Location of the Project	All divisions, all districts, all Upazilas and all Unions of Bangladesh

- **Implementation Period (PCR): July 2003- June 2011**
- **Financing Status**

(in lakh Taka)

Description	Estimated Cost	Actual expenditure	%
	Latest Revised		
a. Total (b+d)	749,982.58	706,381.24	94.18
b. GOB Taka	246,905.27	229,061.74	92.77
c. Foreign Currency	47,872.35	39,142.35	81.76
d. Project Aid (c+e)	503,077.31	477,319.50	94.88
e. RPA	455,204.96	438,177.15	96.26

Source: PCR of MOPME

Ten International Donors provided financial and technical support: ADB, IDA, DFID, EU, Netherlands, Norway, CIDA, SIDA, UNICEF and JICA.

Objectives of PEDP-II were to: improve the quality of primary education through PSQL standards; ensure primary education accessible to all children: of special needs, tribal and vulnerable; introduce pre-primary education; increase enrolment, attendance and cycle completion rate; adopt a child-centered approach; increase contact hours for quality education; undertake institutional reforms in education management for effective decentralization and the devolution of decision making; strengthen and build the capacity of the school management system; ensure good governance by establishing accountability and transparency; supply textbooks and teaching and learning materials free of cost; revise curricula; introduce terminal examination; extend Wide Area Network (WAN); and strengthen the role of the community especially parents, in running and supporting their schools.

PEDP-II Schools (GPS, RNGPS, PTI attached & Community schools) and Components

A. Construction Works: Construction, extension and renovation of GPS class rooms with fittings: high or low bench, chair, table, wall almirah, black boards; Construction of toilets; Sinking tube-wells; and Repairs & Maintenance of government primary schools.

B. Other Interventions: Training (local): Teachers training and SMC members training; Supplementary Reading Materials (SRM) and Teachers guide; Curriculum Revision; Textbooks, Teaching learning Materials & Education Kit--60829 schools; Social mobilization: Different Social Mobilization activities; Equitable allocation; SLIP; Innovative Grant; Monitoring and evaluation; Storage facilities at school; and Primary Education Terminal Examination.

Interventions A and B were implemented in GPS only, while interventions B only were implemented in RNGPS, PTI attached and Community schools.

Rationale of the Project: Prior to PEDP, high drop out rate, low performance of the students, very high student-teacher ratio, less contact hour, high level of students' absenteeism, poor physical facilities of schools, lack of teaching learning materials were the

formidable challenges for primary education in Bangladesh. These factors were contributing for the low quality of the primary education. Realizing this, the MOPME took steps to strengthen and vitalize the primary education through allocation adequate resources and the immense importance of enhancement of quality and universal access to the primary education in Bangladesh by planning and implementing PEDP.

Objectives of the current assignment of impact evaluation were to: review the implementation status in respect of financial and program activities identifying any shortfall, if any; reflect on the rationale of programme concept and design; assess benefits of the program; identify strengths, weaknesses, and opportunities of the implementation of the programme; and recommend steps for sustainability and improvement of performance of the program.

Study Methodology (see Chapter II at pages 4-8): The survey was conducted administering both quantitative and qualitative methods of investigations through a comparative study. The evaluation design treated the schools, where construction works were undertaken, as Intervention sample. The Comparison sample comprised schools without construction works under PEDP-II. Both the Intervention and the Comparison samples were exposed to works/activities conducted other than construction, and these are social mobilization (awareness building), training, supply of teaching materials, furniture, equipment, text books etc. This was a cross-sectional survey. Multistage random sampling was used to select respondents. The sample schools were selected through systematic random sampling from an overall sample frame of schools (with construction works). At the first stage, from the 6 divisions (including Rangpur), 140 sample government primary schools (GPS: schools with construction works) were selected randomly. For comparison, a random sample of 47 schools as Comparison were selected randomly from the same 128 Upazilas of Intervention sample. Target population of the quantitative survey were the students aged 6 – 10 years (boys and girls from grade I-V). The Sample Size for Intervention Schools was estimated by using scientific formula. The estimated sample size of students for 140 GPS (Intervention schools) was 2100. For Comparison schools, an additional 705 students (33% of Intervention Schools) were selected randomly.

In-depth Qualitative Investigations were conducted to investigate the status of PSQL in respect of the schools both in the Intervention and in the Comparison samples: **187 Intensive Interviews with Teachers in the schools; 146 Intensive interviews with Program Officials** at Upazila, District and National levels; **62 FGDs with members of SMC; 280 Intensive interviews with Parents** of the students at Community level; **Physical observations of 140 Intervention GPS:** classrooms, toilets and tube-wells; **Physical observations of 187 Intervention and Comparison Samples** to verify the status of size and distribution of students. In addition, **quality of class participation**, only at grade V level by both the teachers and students were observed and conducted **class tests** to assess academic performance of grade V students. **Documents search and Literature reviews** were conducted. **A Local level workshop** was conducted at Gazipur District with school and community level stakeholders.

Data Collection (see Chapter III at pages 9-11) : Hundred percent of the sample data collection was completed successfully, except in case of program personnel, in which case their non availability was the main obstruction for interviews. The data collection instruments were designed by experienced and expert professionals of READ and IMED. The questionnaires were reviewed during training of the Field Investigators, and each instrument was thoroughly pre-tested.

Findings and Discussions

Assessment of Physical and Financial Targets--PCR (see Chapter IV Section 1 at pages 13-16): The implementation period of the project was from July 2003 to June 2011. By the latest data (as per PCR of IMED), it has been observed that financial targets achieved is 94.18%, while the physical targets achieved is 98%. The allocations for the project under civil works was 400008.96 lakh taka against an actual expenditures of

390108.79 lakh taka, which is 97.52% financial progress and the physical progress is 98%. The allocations for the project for manpower support was 108645.89 lakh taka against an actual expenditures of 103702.50 lakh taka, which is 95.44% financial progress and the physical progress is 95.43%. The allocations for the local training was 54150.74 lakh taka against an actual expenditures of 50094.88 lakh taka, which is 92.51% financial progress and the physical progress is 100%. The allocations for the project under Curriculum Revision was 4016.54 lakh taka against an actual expenditures of 3892.05 lakh taka, which is 96.90% financial progress and the physical progress is 100%. The allocations for Teaching, Learning Materials & Educational Kit was 7067.42 lakh taka against an actual expenditures of 7060.59 lakh taka, which is 99.90% financial progress and the physical progress is 98.11%.: The allocations for Social Mobilization was 3306.81 lakh taka against an actual expenditures of 3674.88 lakh taka, which is 111.13% financial progress and the physical progress is 100%. The allocations for Monitoring and evaluation was 131.89 lakh taka against an actual expenditures of 33.33 lakh taka, which is 25.27% financial progress and the physical progress is 100%. The allocations for Repairs & Maintenance was 10,656.55 lakh taka against an actual expenditures of 9460.00 lakh taka, which is 88.77% financial progress and the physical progress is 100%. The allocations for SLIP was 17,443.00 lakh taka against an actual expenditures of 12591.12 lakh taka, which is 72.18% financial progress and the physical progress is 90%. The allocations for Terminal Examination was 1,475.00 lakh taka against an actual expenditures of 1557.77 lakh taka, which is 105.61% financial progress and the physical progress is 100%.

Problem of Project Management and Implementation (see Chapter IV, Section 2 at pages 17-18): From 2003 to 2011 (8 years) five project directors were appointed with average duration of 1.6 years. Initially till beginning of 2005, two full time project directors were appointed each for a period of 5 to 6 months only. PCR also indicates that delay of implementation occurred due to gaps between GOB's PP and the DPs' documents; some of the items were not clearly defined in the PP. The monitoring system also could not assure effective verification of the 120 innovation grants to different stakeholders. The Upazila Primary Education Officers complained that they were not contacted properly and their complaints were not heeded to. The school teachers and SMC members complained about lack of quality of the construction and about their non participation (as they were not consulted and involved) to supervise the construction works.

Assessment of Construction of the Infrastructures (see Chapter IV, Section 3 at pages 19-28): According to the targets of PEDP-II, each selected GP school was to be provided with at least two constructed classrooms, one toilet and one tube well. Accordingly, it is estimated that 140 sample schools would have constructed 280 classrooms. In the study, it is found that there are 303 classrooms constructed under PEDP-II (additional 8% constructed). Of the 140 schools with constructed class rooms, 49 schools have class rooms in good condition and 91 schools have class rooms with problems. PEDP II installed tube wells in 16 schools. Of the 120 schools now with tube wells, 92 are functioning. PEDP-II constructed toilets in 20 schools. Of the 134 schools now having toilets, 125 are being used.

Sample Characteristics (see Chapter IV, Section 4 at page 29): **Students:** The mean age of students is 10 years irrespective of gender and intervention or comparison samples. Prior to setting of the Tube wells and Toilets in the intervention schools (GPS: before PEDP-II), the incidences of diarrhoea was at 14% level, while it declined to 7% (half of the previous rate) after construction of the tube wells and toilets under PEDP-II. **Teachers:** Distribution by gender: 61-68% male and 32-39% female. Of the sample teachers, more than 80% (both from Intervention and Comparison) were Head masters. The mean age of the teachers is 44 (45 from intervention and 44 from comparison). **Parents:** Mean age of the parents is 38: Fathers' age Intervention: 42 and Comparison: 43 and Mothers' age Intervention: 33 and Comparison: 36. Average education of the parents is grade 8. Average monthly family income is Tk. 10,223. Income of the parents, irrespective of intervention or comparison samples, is comparable.

Pre-Primary Education, Accessibility Enrolment, Attendance and Primary Education Cycle Completion Rate, Child-Centered Approach and Class Test (see Chapter IV, Section 5 at pages 30-36): Pre primary education programs are operational in 95% of the schools in the Intervention schools, whereas in only 79% of the schools in the Comparison samples, such program is currently operational. On gross (106.32%) and net enrolment (95.25%), the rates achieved are very high both for intervention and comparison sample schools. The primary level completion cycle remains at high level (Intervention: 62.00% and Comparison; 60.02%). The transition rate from grade V (primary schools) to grade VI (Secondary schools) is also very high: Intervention: 98.72% and Comparison; 97.23%. The results show that there is one teacher per 46 students. Sharp differences are observed on the status of enrolment of students with disability between intervention and comparison sample schools; in the former (intervention) according to the estimates of the students, about a fifth (19%) of them are disabled, while in the latter (comparison), it is only 4%. In the intervention schools, the most predominant method used for teaching is Learning by doing (using teaching aides/materials), while in the comparison schools, it is Teaching through entertainment. The achieved score of the intervention schools is ranked as 'Good' and comparison schools as 'Fair'. Class test results comparatively by three categories of schools demonstrate that the students in the schools with quality construction (77%) have performed better than the students from the schools with problematic construction (74%) and schools with no construction (74%). Results of z test evidence that the finding is statistically significant. Good class room environment is an incentive for better concentration by the students than those who do not have same environment.

Institutional Capacity of Primary Education (see Chapter IV, Section 6 at pages 37-42): More than two thirds (67%) of the teachers (Intervention: 66% & Comparison: 70%) received in-service training on Methods of training; Subject based training; Management training; and social mobilization. 59% of the teachers felt that the training duration was sufficient. Nearly two thirds (61%) of the teachers claimed that the training met the expected standards of quality training. Hundred percent of the schools have SMC (11 members per SMC). On average, 3 out of 11 members have been trained on school management. Usually SMC meetings are held once a month. Hundred percent of the members affirmed that they have been taking decisions on school matters in SMC meetings. Supervision and monitoring of the schools, training of teachers and coverage of more poor and vulnerable students and preparing children through pre primary education are some of the most essential core reforms advocated by the stakeholders. The community stakeholders have prioritized community level dissemination programs through group discussions, meetings, and Uthan Baitahaks (69%).

Strengths and Weaknesses of PEDP-II (see Chapter V at pages 46-48)

Infrastructure Construction: Classrooms, Tube wells and Toilets: Strengths: Against the target of constructing 280 class rooms, 303 classrooms (additional 8%) were constructed. Of the 140 schools with constructed class rooms; 49 schools have class rooms in good condition. Of the 120 schools now having tube wells, 92 are functioning. Of the 134 schools now having toilets, 125 are being used. **Weaknesses:** 91 schools have class rooms with problems. In 60% schools, the length, width and height of the classrooms are less than the PP design measurement. 20 schools do not have tube wells, and in 28 schools, these are not functioning. 6 schools do not have toilets, and 9 are not at all usable. Thirty percent of GPS reported common toilets used by both boys and girls. 46% of the GPS schools have reported separate toilets for teachers. None of the school has any toilet accessible to physically disabled children.

Accessibility and Quality of Primary Education: Strengths: Pre primary education programs are operational in 95% of the schools in the Intervention areas. Gross (106.32%) and net enrolment (95.25%) rates are very high both for intervention and comparison sample schools. The primary level completion cycle remains also at high level (Intervention: 62.00% and Comparison; 60.02%). The transition rate from grade V (primary schools) to grade VI (secondary schools) is also very high (Intervention: 98.72% and Comparison; 97.23%). The

results show that the teacher student ratio is one teacher per 46 students. **Weaknesses:** Only 12% of the mothers, both from intervention and from comparison ascertained that the teachers give adequate time for pre primary education. Only 19% of the teachers both from intervention and comparison confirmed that additional class rooms were available for the pre primary education. 9% of the teachers from the intervention areas claimed that they were trained specially to implement pre primary education.

Institutional Reforms: Strengths: On average, 41% of the teachers affirmed that additional time is invested for the students of grade V. About a quarter of the teachers also mentioned that coaching classes are organized on need basis. In the terminal examination, the consolidated 3 years' result show that in the year 2012, 96.07% in Intervention and 94.01% in Comparison qualified; in the year 2011, 94.71% in Intervention and 93.80% in Comparison qualified; and in the year 2010, 90.52% in Intervention and 89.47% in Comparison qualified. Communication and reporting from Upazila to district is through internet. Almost hundred (94%) percent of the parents reported that the SMC meetings are held as per schedule and about two thirds (67%) of the parents confirmed their attendance in the SMC meetings. Hundred percent of the members affirmed that they have been taking decisions on school matters in SMC meetings. 57% of teachers identified SMC as an institution for ensuring good governance. The community stakeholders have prioritized community level dissemination programs through group discussions, meetings, and Uthan Baitahaks (69%). 100% of the students claimed that they received for the first time the text books in time. 93% of the students observed that they enjoy comfortable sitting arrangement. 79% of the students claimed that the teachers are not late, while only 52% said that the teachers are never absent. **Weaknesses:** 33% of the teachers did not receive in service training. Only 3 out of 11 members of SMC have been trained on school management. 21% of the students said that the teachers are late, and 48% said that the teachers (though not frequently) are absent.

Recommendations for Sustainability and Improvement for Future PEDP III and IV (see Chapter VI at pages 49-50)

On Management and Implementation

- As many as 5 Project Directors served PEDP-II for a period of 8 years with average duration of only 1.6 years and especially, in the initial years, the transfers occurred more frequently; hence the concerned authorities in future, may consider the tenure of the Project director for the whole period of the Project duration to ensure continuation of project management leadership (PD).
- Experiences of the areas of conflict between MOPME and DPs might have been reduced clarifying the terms and conditions more succinctly; there can be joint DP and GOB committees for improving coordination among them to maintain a positive level of support and confidence of the government and DPs.
- Review project performances on supervision and monitoring at least on yearly basis. Accommodate new activities and funding within PEDP framework and make the planning and budgeting process flexible, predictable and closely linked to monitoring and updated data. Improve the reporting quality and introduce a result-based monitoring system.
- The capacity of the teachers through training need to be enhanced in order to encourage them to invest more time on pre primary education and also on coaching the vulnerable and special need (tribal) students.
- Adapted measures to improve the management and implementation programs through further decentralization of powers and functions at the SMC and upazila levels.

On Infrastructure Construction and Use

- Provide construction manual including plans, cost estimates in simple Bengali so that SMC and PTA members understand it and can oversee the activities.
- Before commencement of the construction, FGDs could be arranged for increased awareness and interest of the community on the construction activities.
- SMC to be made responsible for supervision and monitoring of implementation of the construction activities.

- Community may be motivated to carry out repair and maintenance for minor problems.

On Accessibility and Quality of Primary Education

- Pre Primary education programs need to be strengthened to a great extent.
- There is scope for large scale consideration of installing facilities for disabled students in the schools.
- Efforts should be taken to make teaching more Child-centered emphasizing on various teaching methods: focus on the need and demand of the child, role play, remedial measures: corrective actions for weak students, participatory/group teaching, monitoring method: assistance by strong students to weak students.
- In terms of achieved scores class performances ranked now at 'Good'; it is imperative to further improve class room performances to 'Very Good' level in the near future.

On Institutional Reforms

- Increase the frequencies of in-service training covering 100% of the teachers: emphasize on subject based training, management training, and training on quality assessment.
- Plan phase wise coverage of subjects: through three consecutive terminal examinations.
- Strengthen the WAN operations from schools to Upazilas, which is yet inefficient.
- Train all the SMC members on school management, development and technical quality enhancement programs: now 3 out of 11 SMC members are trained.
- Strengthen supervision and monitoring of the schools, training of teachers and coverage of more poor and vulnerable students and preparing children through pre primary education.
- Hold increased community based rallies and campaigns/observe national days and organize more sports, games and cultural functions as part of social mobilization.
- Remove notable absenteeism (20%) of teachers through greater degrees of supervision both by program personnel and community including SMC and PTA.

Impact of PEDP-II (see Chapter VII at pages 51-53): Infrastructure development facilitated expansion of schools with increased enrolment of students and teachers; community gained by providing remarkable opportunities to eligible children (6 to 10 years) irrespective of gender, poor and non poor status. Expansion of the school facilities also allowed recruitment of as many as 45000 teachers, of whom 60% were women. PEDP-II contributed to the achievements of higher levels of quality education by the students belonging to schools where constructions were done properly. Ninety five percent of GPS (Intervention schools) ascertained introduction of pre primary education in the schools, which is by itself an enormous opportunity for hitherto un-attending eligible school children to pursue and complete primary education successfully. 100% of the SMCs are formed and are holding meetings regularly with almost full participation of male and female members. Community people both male and female (including parents) are participating and demonstrating their support and ownership of the educational institutions. Increased and higher rates of student enrollment and qualifying ascertain higher levels of quality in the primary education. The rates of incidence of diarrhoea was 14% prior to installing tube wells and toilets in the schools, while during post PEDP-II, it has declined to 7%, a clear impact on both morbidity and to some extent on child mortality.

Conclusion: Ninety four percent of financial and 98% of physical targets have been achieved by PEDP-II. Students from GPSs with constructions with no problem (49: 35%) have achieved higher average scores (77%) in their class tests on five subjects compared to those students from GPSs with problems (91: 65%) in the constructions (average scores: 74%) and those from Comparison schools with no construction (average scores 74%). This finding is statistically significant (z test). These results itself justify the investments incurred by PEDP-II for the schools with quality constructions. The sample schools have achieved remarkable performances in terms of enrolment, cycle completion and also transition from grade V to grade VI. In future, RNGPS may be transformed into GPSs, which would mean tremendous expansion of management responsibilities of the Directorate of Primary Education. Further decentralization of power and authorities at field level will strengthen Primary School Quality and its management, particularly through community participation.

Chapter—I

Background Information

Background Information of the Project

Bangladesh has one of the largest primary education systems in the world with an estimated 18 million primary school aged children (6 to 10 years) and 320,000 teachers in more than 78,000 schools. The Primary Education Compulsory Act passed in 1990 made primary education free and compulsory for all children up to Grade 5.

The Government of Bangladesh recognizes education as a means of reducing poverty and improving the quality of life for children as a long term impact. As a signatory to the Convention of the Right of the Child, the Government of Bangladesh, with assistance of development partners, has made positive steps towards fulfilling children's rights to education, the Education for All and Millennium Development Goals. As a result, the country has made significant progress towards universal primary education, achieving gender parity with high enrolment rates. With a view to improving the quality of primary education, the Government of Bangladesh has undertaken a coordinated and integrated sub-sector programme known as PEDP-II with the assistance of donors. The programme is designed to improve the quality at all levels in the primary education sub sector. Following International Donors provided financial and technical support: ADB, IDA, DFID, EU, Netherlands, Norway, CIDA, SIDA, UNICEF, JICA.

Programme Brief

Name of the Project	“Second Primary Education Development Programme (PEDP-II)”
Sponsoring Ministry/ Division	Ministry of Primary and Mass Education (MOPME)
Executing Agency	Directorate of Primary Education (DPE)
Location of the Project	All divisions, all districts, all Upazilas and all Unions of Bangladesh

• Financing Status

(in lakh Taka)

Description	Estimated Cost	Actual expenditure	%
	Latest Revised		
a. Total (b+d)	749,982.58	706,381.24	94.18
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d. Project Aid (c+e)	503,077.31	477,319.50	94.88
e. RPA	455,204.96	438,177.15	96.26

Source: PCR of MOPME

• Implementation Period (PCR): July 2003- June 2011

Objectives of the Programme

- To improve the quality of primary education in Bangladesh through the introduction of Primary School Quality Level (PSQL) standards;
- To make primary education accessible to all children including special needs, tribal and vulnerable children of Bangladesh;
- To make provision for pre-primary education in the existing primary schools;
- To increase enrolment, attendance and primary education cycle completion rate;
- To adopt a child-centered approach in the classroom;

- To increase contact hours for quality education;
- To fully integrate the PEDP-II activities within the organizational and operational systems of MOPME and the DPE;
- To undertake institutional reforms in education management for effective decentralization and the devolution of decision making;
- To strengthen and build the capacity of the school management system at central and field levels;
- To ensure good governance by establishing accountability and transparency at all levels;
- To supply textbooks and teaching and learning materials free of cost;
- To make revision of primary education curriculum for grades 4 & 5 and certificate-in-education (C-in-Ed) curriculum for PTI);
- To introduce primary education terminal examination;
- To extend Wide Area Network (WAN) up to Upazila level field offices of DPE to achieve the goal of Digital Bangladesh; and
- To strengthen the role of the community especially parents, in running and supporting their schools.

PEDP-II: Major Interventions/Components

The chart below briefly delineates the major interventions/components of PEDP-II. PEDP-II covered GPS, RNGPS, PTI attached school and Community schools. The construction components which covered 52% of the financial expenditures was only applicable for the GPS, while the other components were implemented in all the four types of schools. The overall geographical coverage of PEDP-II was all over Bangladesh.

Types of school	Project interventions/components: for details see appendix--II	Location
Government Primary School (GPS)	<p>A. Construction Works:</p> <ul style="list-style-type: none"> ✓ Construction, extension and renovation of GPS Class Rooms with fittings: High or low bench, chair, table, wall almirah, black boards ✓ Construction of toilets ✓ Sinking tube-wells ✓ Repairs & Maintenance of government primary schools <p>B. Other Interventions:</p> <ul style="list-style-type: none"> ✓ Training (local): Teachers training and SMC members training ✓ Supplementary Reading Materials (SRM) and Teachers guide ✓ Curriculum Revision ✓ Textbooks, Teaching learning Materials & Education Kit--60829 schools ✓ Social mobilization: Different Social Mobilization activities ✓ Equitable allocation ✓ SLIP ✓ Innovative Grant ✓ Monitoring and evaluation ✓ Storage facilities at school ✓ Primary Education Terminal Examination 	All over Bangladesh
Registered Non-Government Primary School (RNGPS)	<p>B. Other Interventions:</p> <ul style="list-style-type: none"> ✓ Training (local): Teachers training and SMC members training ✓ Supplementary Reading Materials (SRM) and Teachers guide ✓ Curriculum Revision ✓ Textbooks, Teaching learning Materials & Education Kit--60829 schools ✓ Social mobilization: Different Social Mobilization activities ✓ Equitable allocation ✓ SLIP ✓ Innovative Grant ✓ Monitoring and evaluation ✓ Storage facilities at school ✓ Primary Education Terminal Examination 	
PTI Attached Experimental School	<ul style="list-style-type: none"> ✓ SLIP ✓ Innovative Grant ✓ Monitoring and evaluation ✓ Storage facilities at school ✓ Primary Education Terminal Examination 	
Community School	<ul style="list-style-type: none"> ✓ Monitoring and evaluation ✓ Storage facilities at school ✓ Primary Education Terminal Examination 	

Rationale of the Programme

Bangladesh made remarkable progress in improving social conditions, particularly in the field of health, education and population. But the human development indicators in Bangladesh are low. The pace of human development was encouraging in last few years, but in some cases it was not satisfactory. High drop out rate, low performance of the students, very high students- teacher ratio, less contact hour, high students absenteeism, poor physical facilities in schools, lack of teaching learning materials were the great challenges for primary education in Bangladesh. These factors were contributing much for low quality of the primary education. Realizing this immense importance, it identified the need for the government to ensure adequate resource allocation for the improvement of primary education.

Objectives of the Assignment

- To review the implementation status of the programme in respect of financial aspect and the major program activities related to development of primary education and the reasons for their shortfalls;
- To review the rationale of the programme in respect of concept and design;
- To assess some of the expected benefits of the program in terms of employment, women participation, self-employment and overall reduction of poverty;
- To identify the strengths, weaknesses, opportunities and external threats towards implementation of programme activities; and
- To recommend for more sustainability and improved performance of the program in future or next phases of the program.

Scope and Assigned Tasks

- Review the implementation status of the programme in respect of financial aspect and major components;
- Review the programme design and major activities of the programme;
- Assess the intended impact of the programme as assumed in the DPP;
- Review the strengths, weaknesses and external threats towards the programme implementation;
- Arrange a local level workshop in any of the programme areas to hold decision with stakeholders and beneficiaries during data collection;
- Prepare evaluation report based on the data collected from the programme areas and get approval from the authority concerned; and
- Arrange a national level workshop for dissemination of the study findings and finalize the report incorporating workshop inputs.

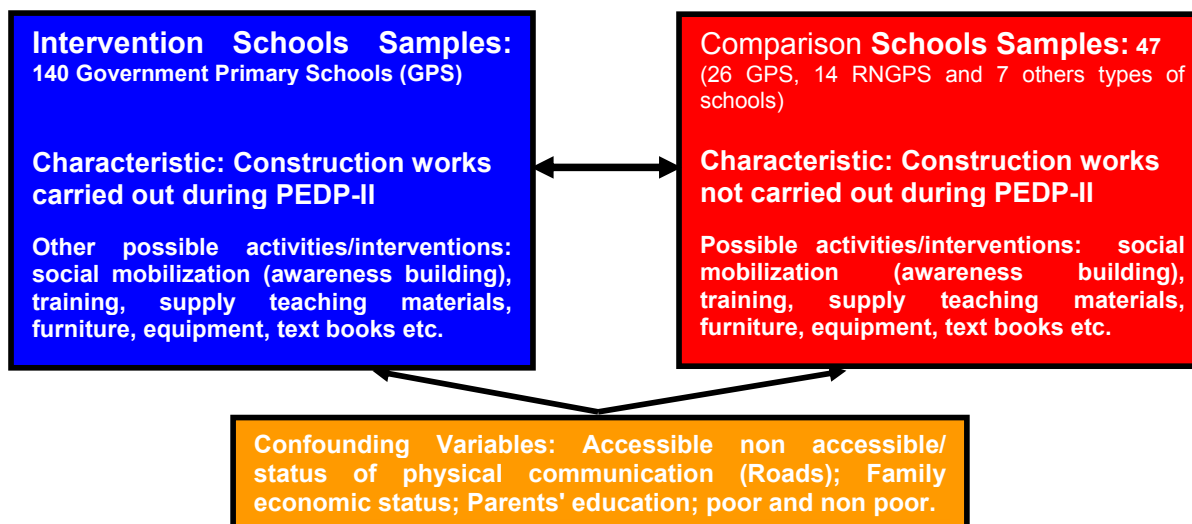
Chapter—II Study Methodology

Following major tasks were completed as part of the study methodologies:

- Reviewed the implementation status of PEDP-II comparing financial and physical progress by components, which was primarily accomplished through documents review, particularly PCR, PP and IMED evaluation reports.
- Assessed intended proximate impact (outcome) of the programme as assumed in the DPP. The impacts assumed in the DPP are i. increased gross and net enrolment in the primary schools; ii. reduced drop out and in the overall to improve the quality of primary education in Bangladesh through introduction of PSQL Standards. This aspect of the targets has been assessed at the institution level (Primary Schools) through both quantitative survey, i.e. interpersonal interviews with samples of Primary Schools students, and through qualitative investigations, i.e. intensive interviews with teachers and program officials, FGDs with the SMC members, physical observations of samples of schools, and intensive interviews at the community level with parents' samples. In addition a local level workshop was conducted in the district of Gazipur (with Secretary IMED as the Chief Guest) to obtain opinions and comments of the concerned stakeholders.
- Reviewed the strengths, weaknesses and external threats towards the programme implementation: both quantitative and qualitative findings and literature reviews ascertained this aspect of investigations.

To conduct the Impact Evaluation, we have estimated the net effects (Gross Effects--Confounding Effects/ Errors = Net Effects) of the interventions, which are measured through comparative study (Experimental/Intervention-Comparison groups). Current PEDP-II evaluation was primarily focused on schools where construction works were carried out as substantial amounts of programme resources (390,108.79 lakh taka: 52%) were invested under construction: extension of class rooms, toilets, tube-wells (water supply). Hence the evaluation design treated the schools where construction works were undertaken as Intervention Institutions. The Comparison Institutions (comparable schools from same sample upazilas) comprised of schools without construction works under PEDP-II. In the schools, both in the Intervention and in the Comparison, works/activities conducted other than construction are social mobilization (awareness building), training, supply of teaching materials, furniture, equipment, text books etc (which could be fully or partially implemented). The diagram below illustrates the core methodology adapted for the current study.

Diagram on core methodology of the current study



Key Performance Indicators: Primary School Quality Level

➤ **Participation in primary education:**

- Gross and Net Intake Rates (GIR and NIR); Gross and Net Enrolment Rates (GER and NER)

➤ **Internal education of primary education**

- Repetition Rates in all Classes
- Survival Rate to Grade 5
- Coefficient of Efficiency: consequences of repetition and dropout on efficiency of education process of producing graduation from grade 5
- Years input per graduate per gender: wastage of primary education system

➤ **Process Indicators**

- Pupil Teacher Ratio (PTR)
- Student Absenteeism
- Number of Schools on Single Shift
- Percentage of Primary School Teachers with C-in-Ed Training
- Transition Rate (TR) from Class 5 to Class 6
- Number of Disabled Children in the Schools
- Proportion of Class 5 Students for Primary Education Scholarship Examination
- Proportion of Class 5 Students qualified in the Primary Education Scholarship Examination

➤ **School facilities /environment**

- New classrooms constructed: Only for Intervention
- Properly constructed classrooms: Only for Intervention
- School toilets provided: Only for Intervention
- School water supply provided: Only for Intervention
- Children attending school
- Numbers of pupils in each class reduced
- Pupil-teacher ratio reduced
- Increased school contact hours

➤ **Status of training and teaching methods and materials**

- Initial teacher training
 - In-service training of teachers
 - Subject based training
 - Teaching method in class room
 - Teacher guides, aids and equipment provided
 - Head teacher training
 - Textbook availability
 - Student texts for each subject
 - Teaching aids
 - School Management Committee (SMC) training
- ### ➤ **Children with special needs attending school**
- Physically disabled children
 - Children from religious minority
 - Tribal children

PEDP assessment indicators:

- Assess gap between financial targets and achievements
- Assess gap between physical targets and achievements
- Review relevance of programme design and its effectiveness
- Determine future interventions for improvement of PEDP-III

A. Sample Design for Quantitative Institution (Schools) Level Students' Survey

According to DPP, 52 percent of the total amount of PEDP-II funds were spent on construction work (Class room extension, renovation, toilet construction, and tube-well setting for water supply). The sample schools were selected through systematic random sampling from an overall sample frame of schools (with construction works) prepared consulting Project Document and also LGED. All the 140 sample schools under the Intervention areas were also observed to verify the status and quality of the construction works. Target population of the quantitative survey were the students aged 6–10 years (boys and girls from grade I-V). This was a cross-sectional survey.

Multistage random sampling was used to select respondents. At the first stage, from the 6 divisions (including Rangpur), 140 sample government primary schools (GPS: schools with construction works) were selected randomly. For comparison a random sample 47 (33% of the intervention sample) of Comparison were selected randomly from 128 Upazilas. The non-intervention comparison schools without construction comprised 26 GPS, 14 RNGPS and 7 others types of schools. Finally, required number of students from each class were selected randomly from the selected schools: Intervention (140 GPS) and Comparison Samples (47: GPS, RNGPS and others).

Sample size: The Sample Size Intervention Schools was estimated by using the following formula

$$n = \frac{Z^2_{1-\frac{\alpha}{2}}[(P_1(1-P_1) + P_2(1-P_2))]}{d^2}$$

Where:

$z = 1.96$ (z value at 95% confidence level)

$p_1 = 0.520$ (52 percent students attained in grade V in 2005; [ref. baseline survey])

$p_2 = 0.635$ (Assume 63.5% students are attending five grade) [in 2010 the rate was 60.2%, considering 1.6% annual growth rate, PP]

n = sample size

d =relative precision level 3%

Using the above formula we got $n=2055$ students, Let us consider total sample students for 140 GPS (Intervention schools) were 2100. For Comparison schools, an additional 705 students (33% of Intervention Schools) were selected randomly. Size of the Comparison sample was kept lower than that of the Intervention sample on the grounds that:

- i. Current investigations did not have to conduct assessment of the Comparison sample schools on the construction works, which covered 52% of PEDP-II investment costs; and
- ii. PEDP-II programme interventions particularly focused on the Government Primary Schools.

Selection procedures of Schools and Students for the Intervention areas:

For Intervention Sample Schools and Students: According to the sampling formula as above, 15 students were allocated per school on average. There were wide variances in the number of students per school: 51 to 1477. For this reason, the allocations of students per school were segmented in the following manner:

- 53 Schools with median or above median (average) number of students were assigned with 20 students per GPS Intervention school: 10 in grade V; 6 in Grades III–IV; and 4 in Grades I–II.
- 87 Schools with below median (average) number of students were assigned with 12 students per GPS Intervention school: 6 in grade V; 4 in Grades III–IV; and 2 in Grades I–II.

Detailed distribution of students according to above criteria by schools by Intervention and Comparison samples shown in Tables at appendix-I.

Table 1: Summary Sample

Sample Categories	Division Nos	District Nos	Upazila Nos	School Nos	Students Nos		
					Boys	Girls	Total
Intervention Sample	6	52	128	140	1050	1050	2100
Comparison Sample	6	30	44	47	352	353	705
Total	6	52	128	187	1402	1403	2805

B. Samples for Qualitative In-depth Investigation

In-depth Qualitative Investigations were conducted to investigate the status of PSQL in respect of the sample schools both in the Intervention and in the Comparison samples:

- ❖ **187 Intensive Interviews with Teachers in the schools:** Intervention: 140 and Comparison: 47;
- ❖ **146 Intensive interviews with Programme Officials** at Upazila and District levels;
- ❖ **62 FGDs with members of SMC:** Intervention: 47 and Comparison samples: 15. Both men & women members of SMC were participants in the FGDs: 6 participants per FGD;
- ❖ **280 Intensive interviews with Parents** of the students at Community level: From Intervention: 210 and from Comparison: 70 parents;
- ❖ **140 Physical observations of Intervention GPS:** constructed classrooms, toilets and tube-wells were verified;
- ❖ **187 Physical observations of Intervention and Comparison Samples:** carried out to verify the status of size and distribution of students;
- ❖ In addition **quality of class participation** only at grade V level by both the teachers and students were observed and **conducted class tests** to assess academic performance of grade v students;
- ❖ **Documents search** was conducted to obtain vital national data;
- ❖ **Literature search and reviews:** PCR and IMED Monitoring Reports to compare physical and financial targets and achievements; and
- ❖ **A local level workshop** was conducted at Gazipur District to obtain opinions and comments of the concerned stakeholders from 4 Primary schools: from each school one head teacher, one teacher, one parent, one SMC member attended. The workshop was participated by the Secretary IMED, DG IMED, Directors IMED, Other senior officials of IMED, Executive Engineer, LGED, Concerned UNOs, UEO, DEO and Advisor PEDP.

Input Output Matrix

The flow chart below illustrates the linkages between Programme Objectives, Interventions, Outputs and Outcome specifying the target population of PEDP-II and the long term impact on the society.

Flow Chart 1: Matrix on Input Output Targets and Impact Outcome of Programme



Study design including data collection instruments (questionnaires, checklists and guidelines) were focused on the components/content specified in the matrix above.

Chapter—III Data Collection

The study was implemented in 6 Divisions, 52 Districts and 128 Upazilas all over Bangladesh comprising a total samples of 2805 students (2100 for Intervention Samples and 705 for Comparison Samples). The ratio of boy and girl students was 50:50. The study was implemented in the four broad phases: Preparatory Phase, Data Collection Phase, Data Consolidation and Analysis Phase and Report and Dissemination Phase. READ implemented the study in the following steps.

Development of Data Collection Instruments (Questionnaires, Guidelines and Checklists): To meet the objectives of the study, the following thirteen types of data collection instruments, both for quantitative and qualitative investigations were developed and also reviewed during training through field pretests by the investigators and Technical Committee and Steering Committee of IMED and approved by concerned authority of IMED. The data collection instruments were:

1. A pre-coded Structured and Standardized Questionnaires for interpersonal interviews with sample Students at institution/school level
2. Semi-structured open ended questionnaires for Intensive Interviews with Teacher in the school
3. Semi-structured open ended questionnaires for Intensive Interviews with Parents of the students at Community level
4. Semi-structured open ended questionnaires for Intensive Interviews with programme officials at Upazila and District levels
5. Checklists for Physical Observations of Class Room of the School on civil works
6. Checklists for Physical Observations of Toilet of the School
7. Checklists for Physical Observations of Tube-Well of the School
8. Checklists for Physical Observations of School: Teaching learning materials received, kits, training
9. Checklist for Observation of grade V students' class participation and performance using 5 point scale
10. Multiple Choice Question (MCQ) paper for testing grade V students' knowledge
11. Guideline for Focus Group Discussions with SMC Members (Community Influential)
12. Checklist for collecting data/information through records (secondary sources: documents search) from District level
13. Checklist for collecting data/information through records (secondary sources: documents search) from Upazila

The above data collection instruments were designed by experienced and expert professionals of READ, which were thoroughly reviewed during training of the Field Investigators and each instrument was thoroughly pre-tested at comparable areas of the proposed sample spots. The data collection instruments were finalized incorporating all the feedbacks from the pre-tests and reviewed and approved by the Technical and Steering Committees of IMED.

Recruitment of Survey Manpower: In total, 23 eligible survey manpower were recruited by READ for data collection. The recruitment criteria included their educational background, ability to interact with people, willingness to stay in the field and previous experience in other surveys. The distribution of recruited manpower for field data collection for the survey was as follows:

- Field Investigators — 15
- Field Supervisors— 5
- Quality Control Officers—3

Training of Survey Manpower: All the recruited manpower for field investigation was trained for 5 days, of which, 2 days were for field practices combined with pre-testing of data collection instruments. The remaining 3 days were in class room lectures and role play practices. The training was conducted from 10th March 2013 to 14th March 2013. The training was conducted in a participatory method and all the trainees participated actively in different sessions. The training program was conducted by the resource persons of READ and was enriched by active participation of the concerned IMED officials, DG, DPE and concerned officials of LGED.

Pre-testing and Finalization of Data Collection Instruments: During the training of the survey manpower, 2 field visits were performed for field practice combined with pre-testing of the data collection instruments under intensive supervision of expert professionals and consultants of READ. The field visit was conducted in areas outside selected sample sports at Savar Upazila of Dhaka District in between the training (on 12 and 13 March 2013). During the field visits, each data collection instrument was pre-tested/completed several times by the Field Investigators. After the field practice, a whole day training session was held for review of field experiences. Based on the observations in the field practice and suggestions made by the team and reviewed and approved by the Technical and Steering Committees of IMED, data collection instruments were further modified and finalized.

Data Collection from Field: At the end of the training program all the field personnel involved with the study were briefed about their field assignment and overall management of data collection activities. A well designed field movement plan for effective implementation of the survey was developed and all the team members were briefed about the advance field action plan properly. Prior to study in the field, necessary request letters from IMED, DPE and LGED were obtained to elicit cooperation from the field offices of the respective agencies. Data for the study were collected during the months of March & April 2013.

Monitoring, Supervision and Quality Control: Each Field Team was guided and managed by one Field Supervisor, who regularly maintained contacts with the Team Leader, Consultants and Field Coordinator in READ office to report on day to day basis on the progress of data collection at respective areas. The field supervisor in each team was responsible for ensuring supervision and management of each team at the field level by assigning and taking stock of team's day's work by individual interviewers; arrange and accommodation, coordinate with local influential and maintain regular liaison with READ office at Dhaka. The Field Supervisors in addition to their functions of supervision and field management ensured quality control checks through random interviews.

In addition 3 Quality Control Officers were checked data collection through random interviews and ensured accuracy and comprehensiveness of the collected data. Moreover Team Leader, Consultants and Quality Control Officers monitored per team regularly to ensure through random site/spot and back check the validity, reliability and quality of data collected from the field. Quality Control of the filled in questionnaires was ensured by the Consultants, READ Quality Control Officers and the Supervisors through random checks of selected questions of the filled in interviews (LQAS method). In addition, concerned personnel of IMED also visited the field for enhanced data quality checking.

The distribution of targeted and completed interviews of both quantitative survey and qualitative investigations is shown in the table - 2 next page:

Table 2: Distribution of targeted and completed survey data collection of both quantitative and qualitative investigations

Data collection methods & Category of Respondents	Project/Intervention areas		Comparison areas		Total		Total completed (%)
	Targeted	Completed	Targeted	Completed	Targeted	Completed	
> Quantitative Schools Level Students' Survey							
• Boys	1050	1050	352	352	1402	1402	100%
• Girls	1050	1050	353	353	1403	1403	100%
Total interviews at Schools Level Students' Survey	2100	2100	705	705	2805	2805	100%
> Qualitative Investigations							
• Intensive Interviews with Teacher	140	140	47	47	187	187	100%
• Intensive Interviews with Parents of the students	210	210	70	70	280	280	100%
• Intensive Interviews with Programme officials at upazila and district level	205	146			205	146	71%
• Physical Observations of Class Room of the School	140	140			140	140	100%
• Physical Observations of Toilet of the School	140	140			140	140	100%
• Physical Observations of Tube-Well of the School	140	140			140	140	100%
• Physical Observations of School for other than civil works component	140	140	47	47	187	187	100%
• Physical Observation of grade V students' class participation and performance using 5 point scale	35	35	12	12	47	47	100%
• Test grade V students' knowledge	35	35	12	12	47	47	100%
• Focus Group Discussions with SMC Members	47	47	15	15	62	62	100%
• Local level workshop	1	1			1	1	100%

Problems Encountered During Data Collection: Predominantly, problems were faced when attempts were made to collect data from Upazila and District Offices, where the targeted officials (respondents) could not afford adequate time for interviews. Besides, expected data records were not available. However, READ interviewers made repeated attempts to complete the interviews; and from READ office, the problems were communicated to the concerned officials of the Directorate of Primary Education with copy to IMED.

Chapter—IV

Analyses of Findings

Data Consolidation and Analysis

Data collection and data consolidation occurred simultaneously. Completed interview schedules were brought to READ office Dhaka phase by phases for thorough editing and for data processing. Data consolidation activities, such as editing, coding, translating, classifying and data entry into the computer software for analysis were carried out simultaneously. Data cleaning (consistencies checks) was also performed through computer programming. Frequency tables (one, two or multiple ways) were prepared for interpretations and analyses. Statistical and computer tools (SPSS and d-Base, EPI soft wares, Fox pro) used for data analysis.

The analyses of process indicators included: Pupil-teacher ratio; student absenteeism; single shift schools (school contact hours); teachers with training; schools with construction and also quality of construction and effective functionality class rooms (furniture) schools water use and use of toilets by students by gender, availability of text books and teaching and learning materials, status of training of teachers: initial and in service, decentralization and authority of SMC.

Data analyses of the current study focused on the following major areas of investigations:

- Assessment of Physical and Financial Targets & Achievements: Summary of PCR;
- Problem of Project Management and Implementation;
- Assessment of Construction of the Infrastructures;
- Sample Characteristics: Socio-Demographic and Economic Information: comparability of Intervention/Project and Comparison samples: Students, Teachers and Parents;
- Pre-primary education, Accessibility enrolment, attendance and primary education cycle completion rate; special needs, tribal and vulnerable, child-centered approach and Class Test;
- Institutional Strengths of Primary Education: Contact hours, In service Training of Teachers, Terminal Examination, Wide Area Network (WAN), Strengthen SMC and PTA, Good Governance--Accountability & Transparency, Institutional reforms; and
- Summary Assessment of PEDP performance by objectives and targets.

Section 1: Assessment of Physical and Financial Targets & Achievements: Summary of Project Completion Report (PCR)

Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MOPME) executed the programme “Second Primary Education Development Programme (PEDP-II)”. Programmes included construction of class rooms; toilets; sinking tube-wells; repair and extension UEO offices; renovation and extension of PTIs; construction of URCs. In addition to these, construction of DPE, extension and renovation of NAPE, supply equipment, classroom furniture, school calendar, brochure, training, meetings, workshops, seminars, social mobilization (awareness building), supply of textbooks, teaching, learning materials, educational kits, storage facilities, innovative grants etc.

Implementation Period: The implementation period of the project was originally scheduled from July 2003 to June 2009. Subsequently the project period was revised and extended up to June 2011 as shown in the chart below.

Implementation Period as per PCR		Actual Implementation period
Original	Latest Revised	
July 2003 to June 2009	July 2003 to June 2011	July 2003 to June 2011

Reasons for Project revision: The justifications for revision are:

- To utilize the unspent fund through adjustment among the items and complete the incomplete activities/works with needed changes;
- To extend implementation period of the program by one more fiscal year (2010 - 2011) up to June 2011 to complete project activities;
- To accommodate the increased cost of manpower for one more year;
- To undertake additional construction works: 1,000 classrooms in 500 government primary schools and reconstruction of one District Primary Education Office;
- To make the pre-primary classes operational in the existing primary schools;
- To make provisions for Wide Area Network system up to Upazila level field offices of DPE and expansion of ICT lab in all PTIs of the country;
- To bridge the gap between the PEDP-II and the PROG 3 (follow on program of PEDP-II);
- To implement the SLIP activities with increased coverage through transferring funds to bank accounts of the primary schools;
- To introduce terminal examination at the end of grade 5 in order to ensure quality primary education; and
- To carry out nation-wide survey on children education and literacy in order to identify the primary school going age of children so as to ensure 100 per cent enrolment by 2011.

Following analyses of physical and financial targets and achievements are done using data furnished in the Project Completion Evaluation Report of IMED dated 19. 9. 2012.

Table below specifies the revised budget and targets; and the expenditures and achievements by individual years from 2003 through 2011.

Table 3: Distribution of revised budget and targets, and the expenditures and achievements by individual years from 2003 through 2011
(in lakh Taka)

Financial years	Revised budget and Targets			Expenditure and Achievement		
	Total	Tk.	PA	Total	Tk	PA
2003-04	1000.00	1000.00	0.00	922.15	922.15	0.00
2004-05	24010.00	7152.61	16857.39	23745.72	4045.72	16700.00
2005-06	94857.68	28012.00	66845.68	94472.59	27726.91	66745.68
2006-07	7666.25	26064.69	50598.56	74030.11	25668.19	48361.92
2007-08	111435.00	37886.00	73549.00	105736.32	32736.09	73070.32
2008-09	1119502.00	38317.00	81185.00	1117243.36	37793.00	79450.36
2009-10	168418.00	56185.00	112233.00	164750.03	55149.11	109600.92
2010-11	133075.66	43948.66	89127.00	125480.96	42020.66	83460.30
Total	728961.59	238565.96	490395.63	706381.24	229061.74	477319.50

Source: Project Completion Evaluation Report of IMED 2012

Item wise yearly financial and physical targets and achievements: By the latest data (as per PCR of IMED), it has been observed that financial targets achieved is 94.18%, while the physical targets achieved is 98%.

Civil works: The allocations for the project under this item was 400008.96 lakh taka against an actual expenditures of 390108.79 lakh taka, which is 97.52% financial progress and the physical progress is 98%.

Machinery and Equipment and Computer Peripherals: The allocations for the project under this item was 5994.84 lakh taka against an actual expenditures of 5225.37 lakh taka, which is 87% financial progress and the physical progress is 92%.

Vehicle: The allocations for the project under this item was 3888.14 lakh taka against an actual expenditures of 3792.86 lakh taka, which is 97.54% financial progress and the physical progress is 100%.

Manpower: The allocations for the project under this item was 108645.89 lakh taka against an actual expenditures of 103702.50 lakh taka, which is 95.44% financial progress and the physical progress is 95.43%.

Furniture: The allocations for the project under this item was 19,094.37 lakh taka against an actual expenditures of 19056.04 lakh taka, which is 99.80% financial progress and the physical progress is 100%.

Training (Local): The allocations for the local training under this project was 54150.74 lakh taka against an actual expenditures of 50094.88 lakh taka, which is 92.51% financial progress and the physical progress is 100%.

Training (Overseas): The allocations for the overseas training of different country under this project was 1613.04 lakh taka against an actual expenditures of 1149.73 lakh taka, which is 71.27% financial progress and the physical progress is 100%.

Workshop/ seminar: The allocations for the project under this item was 884.90 lakh taka against an actual expenditures of 764.28 lakh taka, which is 86.36% financial progress and the physical progress is 100%.

Printing, binding, carrying & CD VAT: The allocations for the project under this item was 884.90 lakh taka against an actual expenditures of 764.28 lakh taka, which is 86.36% financial progress and the physical progress is 100%.

SRM and Teachers Guide: The allocations for the project under this item was 68280.17 lakh taka against an actual expenditures of 58579.33 lakh taka, which is 85.79% financial progress and the physical progress is 100%.

Curriculum Revision: The allocations for the project under this item was 4016.54 lakh taka against an actual expenditures of 3892.05 lakh taka, which is 96.90% financial progress and the physical progress is 100%.

Teaching, Learning Materials & Educational Kit: The allocations for the project under this item was 7067.42 lakh taka against an actual expenditures of 7060.59 lakh taka, which is 99.90% financial progress and the physical progress is 98.11%.

Social Mobilization: The allocations for the project under this item was 3306.81 lakh taka against an actual expenditures of 3674.88 lakh taka, which is 111.13% financial progress and the physical progress is 100%.

Innovative Grant: The allocations for the project under this item was 1,196.00 lakh taka against an actual expenditures of 1156.78 lakh taka, which is 78.80% financial progress and the physical progress is 100%.

Third Party Supervision: The allocations for the project under this item was 500.00 lakh taka against an actual expenditures of 392.04 lakh taka, which is 78% financial progress and the physical progress is 100%.

Survey/study: The allocations for the project under this item was 3381.62 lakh taka against an actual expenditures of 3087.98 lakh taka, which is 91.31% financial progress and the physical progress is 100%.

Teachers' registration board: The allocations for the project under this item was 5.00 lakh taka. But no money was spent for this item during project implementation period.

Monitoring and evaluation: The allocations for the project under this item was 131.89 lakh taka against an actual expenditures of 33.33 lakh taka, which is 25.27% financial progress and the physical progress is 100%.

Professional fee (civil works): The allocations for the project under this item was 8412.50 lakh taka against an actual expenditures of 6997.71 lakh taka, which is 83% financial progress and the physical progress is 100%.

GIS database: The allocations for the project under this item was 142.67 lakh taka against an actual expenditures of 77.06 lakh taka, which is 54% financial progress and the physical progress is 100%.

NAPE QIC: The allocations for the project under this item was 12.00 lakh taka against an actual expenditures of 0.00 lakh taka, which is 0% financial progress and the physical progress is also 0%.

Equitable allocation: The allocations for the project under this item was 6807.54 lakh taka against an actual expenditures of 3695.36 lakh taka, which is 54.28 % financial progress and the physical progress is 100%.

Documentation center: The allocations for the project under this item was 3.28 lakh taka against an actual expenditures of 2.28 lakh taka, which is 69.51 % financial progress and the physical progress is 100%.

QSTF: The allocations for the project under this item was 8.00 lakh taka against an actual expenditures of 7.28 lakh taka, which is 91% financial progress and the physical progress is 100%.

Technical Support at District level: The allocations for the project under this item was 726.40 lakh taka against an actual expenditures of 546.75 lakh taka, which is 75.26% financial progress and the physical progress is 100%.

Storage facilities (at school): The allocations for the project under this item was 2197.69 lakh taka against an actual expenditures of 2197.69 lakh taka, which is 100% financial progress and the physical progress is 100%.

Repairs & Maintenance: The allocations for the project under this item was 10,656.55 lakh taka against an actual expenditures of 9460.00 lakh taka, which is 88.77% financial progress and the physical progress is 100%.

Medical expenses: The allocations for the project under this item was 490.5 lakh taka against an actual expenditures of 451.34 lakh taka, which is 92.10% financial progress and the physical progress is 100%.

Consultancy (International): The allocations for the project under this item was 6491.43 lakh taka against an actual expenditures of 6183.06 lakh taka, which is 95.24% financial progress and the physical progress is 90.26%.

Contingency: The allocations for the project under this item was 5256.66 lakh taka against an actual expenditures of 5011.27 lakh taka, which is 95.33% financial progress and the physical progress is 100%.

CDVAT: The allocations for the project under this item was 1,5000 lakh taka. But no money was spent in this item during project implementation period.

SLIP: The allocations for the project under this item was 17,443.00 lakh taka against an actual expenditures of 12591.12 lakh taka, which is 72.18% financial progress and the physical progress is 90%.

Invisible expenditure: The allocations for the project under this item was 500.00 lakh taka against an actual expenditures of 0.00 lakh taka, which is 0% financial progress and the physical progress is also 0%.

Terminal Examination: The allocations for the project under this item was 1,475.00 lakh taka against an actual expenditures of 1557.77 lakh taka, which is 105.61% financial progress and the physical progress is 100%.

Section 2: Problem of Project Management and Implementation

From 2003 to 2011 (8 years) five project directors were appointed with average duration of 1.6 years. Initially, till beginning of 2005 two full time project directors were appointed each for a period of 5 to 6 months only, which means that when the project was being organized and negotiations for funding were being finalized the management leadership was not stable (fluctuating). Only at the mid period, one project director served for a period of 41 months, but immediately after that, another project director came for 6 months only. Following that from the year 2009 till end of the project (June 2011), one project director was in position. Frequent changes of project directors might have affected smooth management and implementation of the programme.

PEDP-II was funded by 10 different donors (DPs) and to liaise with them a committee was formed and was functioning. The donor fund that was considered as the parallel fund of the donor agencies could not be shown in the DPP. As a result, how much funds the donors spent for what item (purpose) could not also be identified (source PCR by IMED 2012). Originally also PEDP-II budget was 493,308 lakh taka, which is 52% of the revised budget of taka 749,982.58. The original budget was raised because it was not fully consistent with the agreement with DPs. PCR also indicates that delay of implementation occurred due to gaps between GOB's PP and the DPs' documents; some of the items were not clearly defined in the PP. The Development Partners endorsed a financing plan for PEDP II at a total cost of US\$1,103 million. As implementation of PEDP II was designed to follow sub-sector wide program approach, the Development Partners urged the GOB to ensure flexibility for smooth implementation and change/modification depending on the requirement, which could not be envisaged/ forecast during preparation stage of the program.

A monitoring system was developed to assess the levels of achievements of PSQL standard formed on the basis of both baseline survey and annual school census conducted by PEDP-II. But in the PCR, it was opined that data reliability of annual school census was needed to be verified. The monitoring system also could not assure effective verification of the 120 innovation grants to different stakeholders. The funds allocated for monitoring and evaluation was 131.89 lakh taka against actual expenditure of only 33.33 lakh taka (25.27%). Since the PCR does not specify the status of physical achievements of monitoring and evaluation, one can not be assured that monitoring and evaluation activities were conducted effectively. To substantiate this, following findings of survey investigations at field level with PEDP officials are rather valid testimonies to support that monitoring activities were not fully and effectively carried out:

- The Upazila Primary Education Officers complained that they were not contacted properly and their complaints were not heeded to;
- In majority of the cases, construction works have been completed without assuring quality; and
- The school teachers and SMC members also complained about lack of quality of the construction and about their non participation (as they were not consulted and involved) to supervise the construction works.

The PCR prepared by IMED urges (as recommendation) to strengthen monitoring and supervision of the SMC and the supervisory activities of the Upazila Education Officers.

PEDP-II attempted to achieve inclusive education by enhancing accessibility to all children including special needs, tribal and vulnerable children of Bangladesh. Due to the lack of institutional experience and capacity, opportunity for special needs, tribal and vulnerable children was not created to the expected level. Further to mention that the in-service training programs did not include inclusive education as a component for teachers' training.

Shortages of teachers in the classrooms obstructed full implementation of pre primary education in GPS. Current study findings show that only 19% of the teachers claimed the additional classrooms were available for pre primary education; and about a tenth of the teachers from the intervention areas claimed that they were trained specially to implement pre primary education.

Partial progress has been achieved on undertaking institutional reforms in education management, and it's effective decentralization and the devolution of decision-making. The problem was primarily non adoption of a Devolution Plan designed as part of the Organizational Development and Capacity Building (ODCB) Guidelines. The ODCB was not approved by MoPME. Nevertheless, DPE implemented approximately 60% of the provisions in the Devolution Plan. The plans included the recruitment of 4th class employees, transfer of 3rd and 4th class employees, transfer, financial benefits, leave etc. of teachers, required actions in the areas of finance and procurement. Other activities including approval of Organizational and Institutional Review and HRD Strategy and HRDM Action Plan, scaling up of SLIPs and UPEPs, reconstitution of the procedure of SMC membership, and preparation of organizational management manual, which included a devolution plan along with job descriptions of all DPE personnel (assistant teachers to DG, DPE), career path, and revised recruitment and promotion rules, all these were not addressed for implementation.

Section 3: Assessment of Construction of the Infrastructures

Constructions of Classrooms with verandah, black board and wall almirahs, Tube Wells, Toilets and Ramps were undertaken in the Government Primary Schools (GPS samples from Intervention only); during PEDP-II. Current investigations by READ assessed the status and quality of the PEDP-II constructed infrastructures through on the spot physical verifications with a checklist.

Findings on Direct Observations of Classrooms (with verandah, black board and wall almirahs), Tube Wells and Toilets of Government Primary Schools

140 GPS sample schools were observed through physical verification of classrooms (table 4), tube wells (table 5) and toilets (table 6) and result are shown below:

Table 4: Location of the Sample Schools of Observed Classrooms

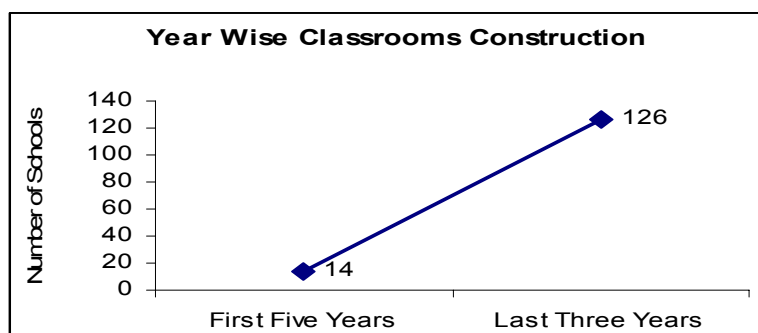
Divisions	Districts	Upazilas	Number of schools	Sample Coverage for physical verifications of civil works: 20% of total coverage: Intervention Samples Schools: 140				
				Number of Classrooms constructed per school				
				2 classrooms	3 classrooms	4 classrooms	5 classrooms	Total classrooms
Dhaka	13	33	38	70 in 35 schools	9 in 3 schools	0	0	79 in 38 schools
Chittagong	9	29	32	50 in 25 schools	15 in 5 schools	4 in 1school	0	69 in 32 schools
Rajshahi and Rangpur	14	29	29*	42 in 21 schools	21 in 7 schools	0	5 in 1 school	68 in 29 schools
Khulna	6	13	14	26 in 13 schools	3 in 1 schools	0	0	29 in 14 schools
Barisal	6	16	18	32 in 16 schools	3 in 1schools	0	5 in 1 school	40 in 18 schools
Sylhet	4	8	9	18 in 9 schools	0	0	0	18 in 9 schools
Total	52	128	140	238 in 119 schools	51 in 17 schools	4 in 1 school	10 in 2 schools	303 in 140 schools

* One school classrooms destroyed by river erosion in 2012.

Among the selected 140 sample GPS schools, 119 (86%) schools are constructed with 2 classrooms each, 17 (12%) schools are constructed with 3 classrooms each, one is constructed with four classrooms each, and 2 are constructed with 5 classrooms each. The average project target was to construct minimum 280 classrooms. Findings of physical observations evidence that 303 classrooms (additional 8%) were constructed. Targets for construction of class rooms were exceeded in all the divisions except in Sylhet, where it is even (target and achievement match).

Construction and Completion Year of the Classroom

The line graph below specifies the distribution (trend) of the constructed classrooms by project period (2003-2011).



Classrooms in 14 (10%) sample schools were constructed during the first five years of the project. However in the last three years, class rooms in the rest 126 schools were completed.

Classrooms Measurement: Forty percent (40%) of the class rooms were constructed as per the project design, while in 60% schools, the length, width and height of the classrooms are less than the PP design measurement.

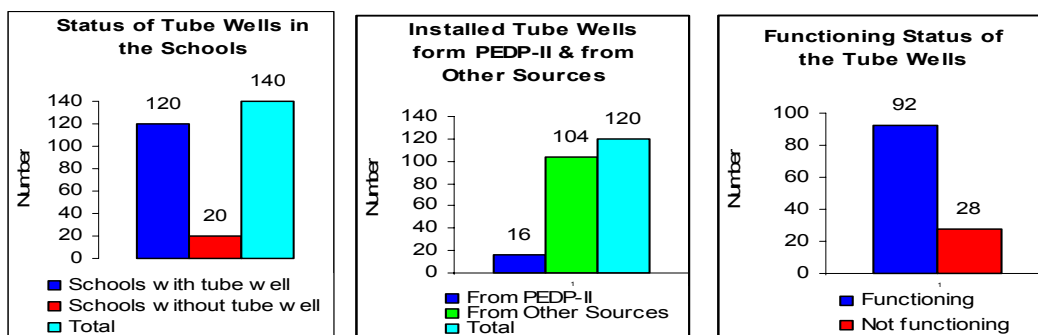
Condition of the Tube Wells of PEDP-II: Out of 140 schools, in 16 schools tube wells were installed by PEDP-II, while in the rest 124 schools, either had tube wells or were installed during 2003 -2011 by other sources.

Table 5: Location of the Sample Schools and Number of Tube Wells Observed

Divisions	Districts	Upazilas	Number of Schools	Schools with Tube wells		Schools without Tube well	Tube wells constructed under PEDP-II (Number of schools)
				Functioning	Not functioning		
Dhaka	13	33	38	22	12	4	3
Chittagong	9	29	32	24	4	5	4
Rajshahi and Rangpur	14	29	29	21	5	3	3
Khulna	6	13	14	9	4	0	0
Barisal	6	16	18	9	3	6	5
Sylhet	4	8	9	7	0	2	1
Total	52	128	140	92	28	20	16

Out of 16 observed sample tube wells under PEDP-II, 10 tube wells are functioning well. One tube well is not functioning well because water is not available during dry season and its handle is very hard to press. The rest 5 tube wells are currently not functional at all.

The bar graphs below illustrate the status and condition of the Tube Wells in the schools explained above.



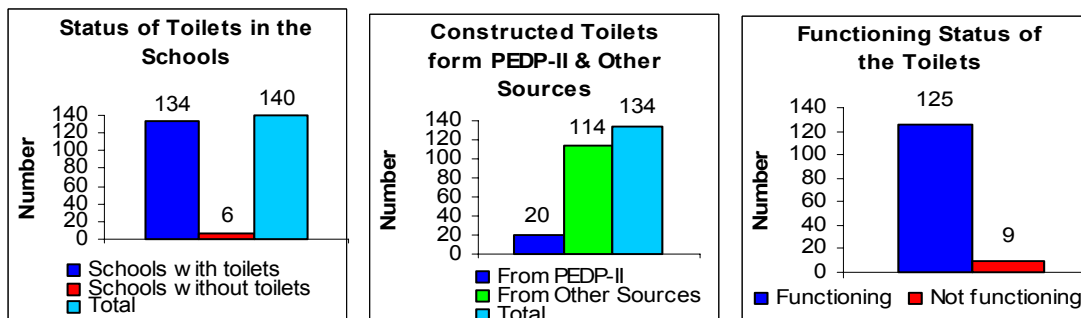
Condition of the Toilets of PEDP-II: Out of 140 schools, in 20 schools, toilets were constructed by PEDP-II, while for the rest 120 schools, either toilets were constructed earlier or during 2003 -2011 by other sources.

Table 6: Location of the Sample Schools and Number of Toilets Observed

Divisions	Districts	Upazilas	Number of Schools	Schools with toilets		Schools without toilets	Toilet constructed under PEDP-II (Number of schools)
				Functioning	Not functioning		
Dhaka	13	33	38	35	1	2	3
Chittagong	9	29	32	31	1	0	8
Rajshahi and Rangpur	14	29	29	26	3	0	3
Khulna	6	13	14	12	2	0	2
Barisal	6	16	18	14	1	3	4
Sylhet	4	8	9	7	1	1	0
Total	52	128	140	125	9	6	20

Out of 20 toilets under PEDP-II, 16 toilets are functioning well. Two toilets are not in good condition (walls are cracked, plaster is removed, toilets are not clean). The rest 2 tube wells are currently not functional due to lack of water connection.

The bar graphs below illustrate the status and condition of the Toilets in the schools explained above.



Separate toilets

Some of the schools were observed to have separate toilets for teachers only and for Girls and Boys.

Table 7: Status and distribution of Toilets separately for teachers only and for Girls and Boys

Divisions	Total number of toilet	Only teacher	Only students both boy and girl	Only boy	Only girl	Teacher and students	Male teacher and boy	Female teacher and girl	Teacher and girls	Teacher and boys
Dhaka	35	19	14	9	8	9	2	1	2	0
Chittagong	31	11	5	8	6	18	0	0	2	1
Rajshahi & Rangpur	26	15	8	8	9	8	0	0	1	2
Khulna	12	6	6	1	1	5	0	0	0	0
Barisal	14	7	5	3	3	5	1	1	1	0
Sylhet	7	0	0	0	0	6	0	0	0	0
Total	125	58	38	29	27	51	3	2	6	3

Twenty three percent of total GPS reported to have separate toilets for boys, whereas 22% of GPS reported separate toilets for girls. Thirty percent of GPS reported common toilets (used by both boys and girls). 46% of the GPS schools have separate toilets for teachers. Forty one percent of GPS have common toilets for both teachers and students (boys & girls). Whereas only 5% of GPS have common toilets for teachers and girls; 2.4% have common toilets for teachers and boys; 2.4% have common toilets for male teachers and boys; and 2% have common toilets for female teachers and girls (Table 7).

Toilets Accessible to the Physically Disabled Children: None of the schools has any toilet accessible to physically disabled children.

Present condition of Roof, Wall, Floor, Door, Window and Furniture of the observed sample classrooms:

The evaluation team has done detailed study and review of the project work and the following assessments are given on the present conditions of Roof, Wall, Floor, Door, Window and Furniture of the observed sample classrooms:

Roof: Out of 140 observed sample schools, roof of the class rooms of 128 (91%) schools are in good condition: there are no cracks, broken parts and intact plasters, while in 12 (9%) schools the roofs are not in good condition: roofs are soaking, minor cracks or plasters not intact.

Wall: Out of 140 observed sample schools, walls of the class rooms of 92 (66%) schools are in good condition: there are no cracks, broken parts and intact plasters, while in 48 (34%) schools the walls are not in good condition: walls are soaking, minor cracks or plasters not intact.

Floor: Out of 140 observed sample schools, floors of the class rooms of 85 (61%) schools are in good condition: there are no cracks or broken parts, while in 55 (39%) schools the floors are not in good condition: floors are damp and settled with minor cracks.

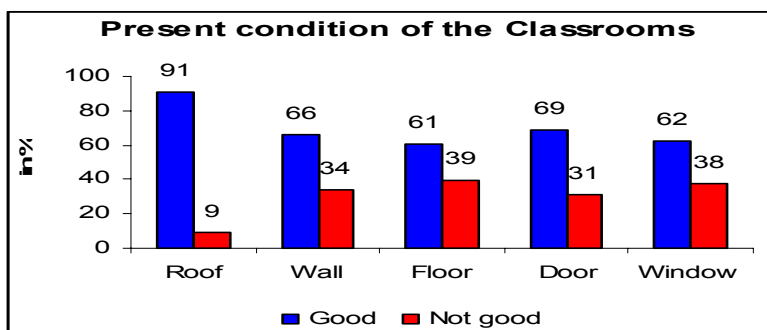
Door: Out of 140 observed sample schools, doors of the class rooms of 96 (69%) schools are in good condition: there are no damage (broken parts) and locks and handles working properly, while in 44 (31%) schools the doors are not in good condition: minor damages with broken parts, somewhere locks and handles do not work properly or are broken.

Window: Out of 140 observed sample schools, windows of the class rooms of 87 (62%) schools are in good condition: there are no damage (broken parts) and catch hooks working properly, while in 53 (38%) schools, the windows are not in good condition: minor damages

with broken parts, somewhere catch hooks and handles do not work properly or are broken.

Furniture: Out of 140 observed sample schools, furniture of the class rooms of 83 (59%) schools are in good condition: there are no broken chairs and benches, while in 57 (41%) schools, the furniture are not in good condition: minor damages with broken parts, materials (wood) are not good quality, termites eaten up some parts of the furniture.

The bar graphs below illustrate the conditions of the class room components explained above.



In total, in 49 schools all the components (roof, wall, floor, door and window) of the class rooms were observed to be in good condition and the table-8 below shows the distributions of these schools by divisions.

Table 8: Good conditions of Roof, Wall, Floor, Door and Window of the classrooms of the observed schools by divisions

Divisions	Districts	Upazilas	Number of Schools	Overall good condition
Dhaka	13	33	38	10 (26%)
Chittagong	9	29	32	15 (47%)
Rajshahi and Rangpur	14	29	29	7 (24%)
Khulna	6	13	14	9 (64%)
Barisal	6	16	18	4 (22%)
Sylhet	4	8	9	4 (44%)
Total	52	128	140	49 (35%)

From 140 sample schools, 49 (35%) were observed to be completed free of any problem or defect. School class rooms in 90 (64%) sample schools are with moderate defects and one school (name Shaber Algee in Ulipur upazilla of Kurigram district under Rajshahi division), where PEDP-II constructed two classrooms including tube well and toilet which are destroyed by river erosion in 2012.

Sample Photographs of Good Construction Schools



Status and Current condition of Black Boards, Wall Almirahs, Ramp and Furniture

Following are the division wise observation of Black Boards, Wall Almirahs, Ramps and Furniture:

Dhaka division: There are 38 sample schools of Dhaka Division covering 33 Upazials of 13 Districts. READ field teams physically investigated black boards, wall almirah, ramps and furniture of the classrooms, which are supplied by PEDP-II and its status, present condition, usable or not. The observed findings of the items are summarized below:

- **Black board:** All schools (100%) have received black board but there are variation of number of black boards given to each school classrooms. 26 (68%) schools received single black boards for each classroom; and 12 (31%) schools received two black boards for each classroom. Out of total observed black boards, 76% are in good condition and 24% of the black boards are not in good condition: minor crack, broken parts, painting faded.
- **Wall Almirah:** It is been observed that 5 (13%) schools did not get wall Almirah, and 33 (83%) schools received one almirah for each classroom. Out of total observed wall almirahs, 53% are in good condition and 34 % are not in good condition: minor crack, broken parts, lock and handle not working.
- **Ramp:** 31 (84%) schools have ramps and 6 (16%) schools have no ramp. Out of total observed ramps, 71% are in good condition and 11% are not in good condition: no soil in both side of slopes, soil eroded from the approach, plaster damaged.
- **Furniture:** All the schools (100%) that have constructed class rooms were supplied with furniture (high and low benches). It has been observed that, 55% furniture are in good condition and 45% are not in good condition: some broken parts, cracks, termites eaten up some parts, materials not of good quality.

Chittagong division: There are 32 sample schools of Chittagong Division covering 29 Upazials of 9 Districts. READ field teams physically verified black boards, wall almirah, ramps and furniture of the classrooms, which are supplied by PEDP-II and its status, present condition, usable or not. The observed findings of the items are summarized below:

- **Black board:** Only one school did not get black board but 18 (56%) schools received single black board for each classroom; and 13 (41%) schools received two black boards for each classroom. Out of total observed black boards. 90% are in good condition and 10% of the black boards are not in good condition: minor crack, broken parts, painting faded).
- **Wall Almirah:** It is been observed that 10 (31%) schools did not get any wall almirah, and 22 (69%) schools received one wall almirah for each class room. Out of total observed wall almirahs, 86% are in good condition and 14% are not in good condition: minor crack, broken parts, lock and handle not working.
- **Ramp:** 26 (81%) schools have ramps and 6 (19%) schools have no ramp. Out of total observed ramps, 77% are in good condition and 23% are not in good condition: no soil in both side of slopes, soil eroded from the approach, plaster damaged.
- **Furniture:** All schools (100%) that have constructed classrooms were supplied with furniture (high and low benches). It has been observed that, 78% furniture are in good condition and 22% are not in good condition: broken parts, cracks, termites eaten up some parts, materials not good quality.

Rajshahi and Rangpur Division: There are 28 sample schools of Rajshahi and Rangpur Divisions covering 28 Upazials of 14 Districts. READ field teams physically verified black boards, wall almirah, ramps and furniture of the classrooms, which are supplied by PEDP-II and its status, present condition, usable or not. Out of 29 schools, 1 school classrooms eroded by river. The observed findings of the items are summarized below:

- **Black board:** All schools (29) have received black boards and among these, 12 (41%) schools received single black board for each classroom; and 17 (59%) schools received two black boards for each classroom. Out of total observed black boards, 66% are in good condition and 34% of the black boards are not in good condition: minor crack, broken parts, painting faded.
- **Wall Almirah:** It is been observed that 9 (31%) schools did not get wall almirah and 20 (69%) schools received one almirah for each classroom. Out of total observed wall almirahs, 60% are in good condition and 40% are not in good condition: minor crack, broken parts, lock and handle not working.
- **Ramp:** 24 (83%) schools have ramps and 5 (17%) schools have no ramp. Out of total observed ramps, 83% are in good condition and 17% are not in good condition: no soil in both side of slopes, soil eroded from the approach, plaster damaged.
- **Furniture:** All schools (100%) that have constructed class rooms were supplied with furniture (high and low benches). It has been observed that, 55% furniture are in good condition and 45% are not in good condition: some broken parts, cracks, termites eaten up some parts, materials not good quality.

Khulna Division: There are 14 sample schools of Khulna Division covering 13 Upazials of 6 Districts. READ field teams physically verified black boards, wall almirah, ramps and furniture of the classrooms, which are supplied by PEDP-II and its status, present condition, usable or not. The observed findings of the items are summarized below:

- **Black Board:** All school (14) have received black boards and 9 (64%) schools received single black board and 5 (36%) schools received two black boards for each classroom. Out of total observed black boards, 86% are in good condition and 14% of the black boards are in not good condition: minor crack, broken parts, painting faded.
- **Wall Almirah:** It is been observed that 8 (57%) schools did not get any wall almirah and 6 (43%) schools received one wall almirah for each classroom. Out of total observed wall almirahs, 67% are in good condition and 33% are not in good condition: minor crack, broken parts, lock and handle not working.
- **Ramp:** 13 (93%) schools have ramps and 1 (7%) schools have no ramp. Out of total observed ramp, 85% are in good condition and 15% are not in good condition: soil in both side of slopes, soil eroded from the approach, plaster damaged.
- **Furniture:** All schools (100%) that have constructed class rooms were supplied with furniture (high and low benches). It has been observed that, 71% furniture are in good condition and 29% are not in good condition: some broken parts, cracks, termites eaten up some parts, materials not good quality.

Barisal Division: There are 18 sample schools of Barisal Division covering 16 Upazials of 6 Districts. READ field teams physically verified black boards, wall almirah, ramps and furniture of the classrooms, which are supplied by PEDP-II and its status, present condition, usable or not. The observed findings of the items are summarized below:

- **Black Board:** All school (100%) have receive black boards. 12 (67%) schools received single black board and 6 (33%) schools received two black boards for each classroom. Out of total observed black boards, 78% are in good condition and 22% of the black boards are not in good condition: minor crack, broken parts, painting faded.
- **Wall Almirah:** It is been observed that 7 (39%) schools did not get any wall almirah and 11 (61%) schools received one wall almirah for each classroom. Out of total observed wall almirahs, 36% are in good condition and 64% are not in good condition: minor crack, broken parts, lock and handle not working.
- **Ramp:** 14 (78%) schools have ramps and 4 (22%) schools have no ramp. Out of total observed ramps, 71% are in good condition and 29% are not in good condition: no soil in both side of slopes, soil eroded from the approach, plaster damaged.
- **Furniture:** All schools (100%) that have constructed class rooms were supplied with furniture (high and low benches). It has been observed that, 67% furniture are in good condition and 33% are not in good condition: some broken parts, cracks, termites eaten up some parts, materials not good quality.

Sylhet Division: There are 9 sample schools of Sylhet Division covering 8 Upazials of 4 Districts. READ field teams physically verified black boards, wall almirah, ramps and furniture of the classrooms, which are supplied by PEDP-II and its status, present condition, usable or not. The observed findings of the items are summarized below:

- **Black Board:** All school (100%) have received black boards. 5 (55%) schools received single black boards for each classroom; and 4 (44%) schools received two black boards for each classroom. Out of total observed black boards 78% are in good condition and 22% of the black boards are not in good condition: minor crack, broken parts, painting faded.
- **Wall Almirah:** It is been observed that 2 (22%) schools did not get any wall almirah and 7 (78%) schools received one wall almirah for each classroom. Out of total observed wall almirahs, 86% are in good condition and 14 % are not in good condition: minor crack, broken parts, lock and handle not working.
- **Ramp:** 8 (89%) schools have ramps and 1 (11%) school has no ramp. Out of total observed ramps, 63% are in good condition and 37% are not in good condition: no soil in both side of slopes, soil eroded from the approach, plaster damaged.
- **Furniture:** All schools (100%) that have constructed class rooms were supplied with furniture (high and low benches). It has been observed that, 67% furniture are in good condition and 33% are not in good condition: some broken parts, cracks, termites eaten up some parts, materials not good quality.

Summary of the findings:

- **1% schools did not get any black board,**
- **59% Schools received one black board only,**
- **40% schools received two black boards,**
- **29% schools did not receive almirah, and**

- **16% schools have no ramp.**
- **39% furniture, 21% black board, 24% wall Almirah and 16% ramps are not in good condition.**

Cleanliness status of the Classrooms

The following are the division wise observation of the status of Cleanliness of the classrooms

- **Dhaka Division:** In Dhaka division, out of 38 sample schools, 23 (61%) schools' classrooms are found completely clean, 9 schools (24%) moderately clean, and 6 (26%) schools' classrooms are not at all clean or dirty.
- **Chittagong Division:** In Chittagong Division, out of 32 sample schools, 23 (72%) schools' classrooms are found completely clean, 2 (21%) schools moderately clean, and 2 (7%) schools' classrooms are not at all clean or dirty.
- **Rajshahi and Rangpur Division:** In Rajshahi and Rangpur Divisions, out of 29 sample schools, 19 (66%) schools' classrooms are found completely clean, 10 (34%) schools moderately clean, and none of the school found not at all clean or dirty.
- **Khulna Division:** In Khulna Division, out of 14 sample schools, 13 (93%) schools' classrooms are found completely clean, 1 (7%) school moderately clean, and none of the school found not at all clean or dirty.
- **Barisal Division:** In Barisal Division, out of 18 sample schools, 11 (61%) schools' classrooms are found completely clean, 6 schools (33%) moderately clean, and 1 (6%) school' classrooms are not at all clean or dirty.
- **Sylhet Division:** In Sylhet Division, out of 9 sample schools, 8 (88%) schools' classrooms are found completely clean, 1 school (12%) moderately clean, and none of the school found not at all clean or dirty.

Condition of Lighting and Ventilation facility in the Classrooms

Dhaka Division: In Dhaka division, out of 38 sample schools, classrooms in 34 (89%) schools have sufficient lighting and ventilation, 4 schools (11%) are with moderate lighting and with defective ventilation.

Chittagong Division: In Chittagong Division, out of 32 sample schools, classrooms in 30 (94%) schools have sufficient lighting and ventilation, 2 schools (6%) are with moderate lighting and with defective ventilation.

Rajshahi and Rangpur Divisions: In Rajshahi and Rangpur Divisions, out of 28 sample schools, classrooms in 26 (93%) schools have sufficient lighting and ventilation, 2 schools (7%) are with moderate lighting and with defective ventilation.

Khulna Division: In the Khulna Division out of 14 sample schools, classrooms in 13 (93%) schools have sufficient lighting and ventilation, 1 school (7%) is with moderate lighting and with defective ventilation.

Barisal Division: In Barisal Division, out of 18 sample schools, classrooms in all 18 schools (100%) have sufficient lighting and ventilation.

Sylhet Division: In Sylhet Division, out of 9 sample schools, classrooms in all 9 schools (100%) have sufficient lighting and ventilation.

Summary Findings of Infrastructures and Supplies

- According to the targets of PEDP-II, each selected GP school was to be provided with at least two constructed classrooms, one toilet and one tube well. Accordingly, it is estimated that 140 sample schools would have 280 constructed classrooms. In the study, it is found that there are 303 classrooms constructed under PEDP-II (additional 8% constructed). Of the 140 schools with constructed class rooms; 49 schools have class rooms in good condition and 91 schools have class rooms with problems. Schools having problems in roof, wall, floor and in ramp are mostly with cracks, soaking, plaster fallen, floor settle down, side earth eroded or washed away. In case of doors and windows, defects identified are cracks, parts broken, locks and hooks not working properly or broken, low quality materials provided. In case of furniture defects identified are cracks, parts broken, termites eaten up. In case of black boards defects identified are cracks, parts broken, painting faded, surface finishing not properly done. In case of almirahs, defects identified are cracks, parts broken, locks not working properly or broken, low quality materials provided.
- PEDP-II installed tube wells in 16 schools. Out of 140 schools, 104 schools either had tube wells or some of these were installed during 2003 -2011 by other sources, while 20 schools do not have tube wells. Of the 120 schools now with tube wells, 92 are functioning and 28 are not functioning. In case of tube wells, defects identified are that water is not available round the year, or are contaminated with arsenic or with heavy concentration of iron.
- PEDP-II constructed toilets in 20 schools. Out of 140 schools, 114 schools either had toilets or some of these were constructed during 2003 -2011 by other sources, while 6 schools do not have toilets. Of the 134 schools now with toilets, 125 are being used and 9 are not at all usable. In case of toilets, defects identified are wrong sewerage system, stool clearing (passages/pipes) defective or are not properly constructed, pans broken, safety tank broken/damaged or properly not done, wall and floor cracked and plasters falling, doors broken and locks not working.

Impact of PEDP-II Constructions:

During observation of the sample schools; discussions (FGDs) with the community people/ SMC and PTA members and also findings from the Local level workshop following impacts have been assessed and identified:

- Despite some problems in the construction, schools are accommodating students in greater numbers.
- Construction of two class rooms, provided for appointments of more teachers enhancing the employment rate in the community.
- During construction work, labor force employed included women; hence job opportunities were created for them.
- Construction of class rooms also provided meeting spaces for SMC and PTA encouraging increased community participation in the management of the GPS.
- Increased accommodation in GPS also mean increased enrolment, which in turn possibly encouraged more poor students (especially girl students) in the GPS.

Section 4: Sample Characteristics: Socio-Demographic and Economic Information: Comparability of Intervention and Comparison samples: Students, Teachers and Parents

Intervention sample comprises 140 Government Primary schools with PEDP-II construction components (GPS), while the Comparison samples are distributed as follows: 26 GPS, 14 RINGPS and 7 Community Schools, and all are without PEDP - II construction components.

Students: In total 2805 students were interviewed and of them, 75% are from intervention and 25% are from comparison samples. Sample students are equally divided by gender. The mean age of students is 10 years irrespective of gender and intervention or Comparison samples.

Prior to setting of the Tube wells and Toilets in the intervention schools (GPS: before PEDP-II), the incidences of diarrhoea was at 14% level, while it declined to 7% (half of the previous rate) after construction of the tube wells and toilets under PEDP- II. However, during the post project period, the percent of girls (10%) suffering from diarrhoea is just double than that of the boys (5%), which may mean that access of the girl students to the tube wells and toilets is relatively low (see table--9).

Table 9: Proportion of students suffering from Diarrhoea comparative at pre and post project intervention periods (setting of tube wells and toilets): in %

Status	Before Intervention			After Intervention		
	Boys	Girls	Total	Boys	Girls	Total
% students with diarrhoea	12	15	14	5	10	7

The mean number of days a student remaining absent in last 3 months (from the date of data collection) in the intervention schools is lower (2) than those in the Comparison schools (4) (see table -10).

Table 10: Proportion of students remaining absent from schools in last 3 months comparatively by Intervention and Comparison

Status	Intervention			Comparison		
	Boys	Girls	Total	Boys	Girls	Total
Mean days	3	2	2	3	3	4

Teachers: In total, 187 teachers were interviewed, of whom 75% are from intervention and 25% are from comparison samples; while their distribution by gender is: 61-68% male and 32-39% female. Of the sample teachers, more than 80% (both from Intervention and Comparison) were Head masters. The mean age of the teachers is 44 (45 from intervention and 44 from Comparison). As regards the teachers' professional training (C-in-ED, B.Ed, and M.Ed), data show that except training at B.Ed level, current status of training does not vary much between comparison and intervention, while on B.Ed, 23% are from Intervention and 15% are from Comparison.

Parents: In total 280 parents were interviewed, of whom 75% are from intervention and 25% are from comparison; 50% are fathers and 50% are mothers. The mean age of the parents is 38: Fathers' age Intervention: 42 and Comparison: 43 and Mothers' age Intervention: 33 and Comparison: 36. Average education of the parents is grade 8. Eighty percent of the mothers are housewives irrespective of Intervention or Comparison samples. Fathers' occupations are farming, businesses and service and these are comparable in terms of distributions by intervention and comparison. Average monthly family income is Tk. 10,223. Income of the parents, irrespective of intervention or comparison samples, is comparable.

Table 11: Monthly Family Income by Intervention & Comparison Samples: Fathers' estimates

Income Category (in Taka)	Intervention: %	Comparison: %	Total: %
Below 6000	32	35	32
6000-10000	49	55	51
10001+	19	10	17

Section 5: Pre-primary Education, Accessibility Enrolment, Attendance and Primary Education Cycle Completion Rate; Special Needs, Tribal and Vulnerable, Child-Centered Approach and Class Test

Pre-Primary Education

According to the estimates of the teachers, Pre primary education programs are operational in 95% of the schools in the Intervention samples, whereas in only, 79% of the schools in the Comparison samples, such program are currently operational. Twelve percent of the mothers, both from intervention and from comparison ascertained that the teachers give adequate time for pre primary education. About a fifth (19%) of the teachers both from intervention and comparison confirmed that additional class rooms were available for the pre primary education. About a tenth of the teachers from the intervention areas claimed that they were trained specially to implement pre primary education, while none from the comparison samples claimed the same. About 70% of the parents both from intervention and comparison mentioned that teaching method followed in the pre primary education was based on students' familiarization of alphabets.

Test of Hypothesis of opportunities of Pre primary education programs between Intervention and Comparison Sample: %

The Chi-Square value of 11.28 with 1 degree of freedom indicates that the opportunity of Pre primary education programs is highly significant (less than 1 percent significance level) in the intervention schools than in the comparison schools. This finding reflects that the opportunity of Pre primary education programs in the intervention schools is significantly (statistically) higher than that in the comparison schools.

Accessibility: Enrolment, Attendance and Primary Education Cycle Completion Rate

Following data are consolidated and analyzed obtaining data from the records of the sample schools (observed) and then compared with the national data:

Table 12: Enrolment, primary education cycle completion rate and other rates by sample schools compared with the national data

Rates	Current Evaluation Study: 2013			Primary School Census 2011
	Intervention	Comparison	Total	
Gross Enrolment Rate: GER	107.42%	105.75%	106.32%	101.5%
Net Enrolment Rate: NER	96.12%	94.37%	95.25%	94.9%
Gross Intake Rate: GIR	123.76%	121.01%	122.35%	125.9%
Net Intake Rate: NIR	96.23%	95.02%	95.73%	99.9%
Repetition Rate: RR	11.20%	10.72%	11.01%	11.1%
Students Teacher Ratio	45	48	46	53
NER of (Tribal)	61.97%	60.23%	61.27%	-
NER of (Disabled Children)	21.55%	27.19%	22.39%	-
Primary Education Cycle Completion Rate	62.00%	60.2%	60.97%	-
Transition Rate (from grade V to VI)	98.72%	97.23%	98.38%	97.5% (2008)

In terms of these rates, there is hardly any difference between the samples from the intervention and comparison, and the findings are almost comparable with that of national rates. On gross (106.32%) and net enrolment (95.25%), the rates achieved are very high

both for intervention and comparison sample schools. The primary level completion cycle remains also at high level (Intervention: 62.00% and Comparison; 60.2%). The transition rate from grade V (primary schools) to grade VI (Secondary schools) is also very high (Intervention: 98.72% and Comparison; 97.23%). The results show that the teacher student ratio is one teacher per 46 students, whereas the overall national rate is one teacher per 53 students (table 12). Here it may be mentioned that the national estimated rate could be back dated, as there are reports as many as 90,000 teachers have been additionally recruited in the near past and moreover numbers of Primary schools are continuously increasing. Even this study evidences that several additional class rooms have been added during PEDP- II.

Special Needs: Disabled

Sharp differences are observed on the status of enrolment of students with disability between intervention and comparison sample schools; in the former (intervention) according to the estimates of the students, about a fifth (19%) of them are disabled, while in the latter (Comparison), it is only 4%.

More than two thirds of the teachers from the schools in the intervention samples claimed that the schools have facilities for the students with disability, while such claims have been made only by 19% of the teachers from the Comparison samples. The facilities available for the students with disability are shown in the table-13 below:

Table 13: Distribution of the facilities for children with special needs (disability and other vulnerabilities: poverty) by intervention and comparison sample: %

Types of facility	Intervention n=140	Comparison n=47	Total n=187
Arrangement of ramp	66	11	62
Provide wheel chair	1	0	1
Students with defects of short sightedness provided with seats in the front	4	22	6
Special arrangements for entering the classroom	4	22	6
Special sitting arrangement in the classroom	11	11	11
Adapt teaching methods required for mentally disabled students	4	0	4
Provide stipend	14	22	15
Provide text book in free of cost	8	0	8
Government allowance	5	33	8
Teaching arrangements for additional hours if required	4	0	4

Two thirds of the schools (66%) within intervention samples have ramps, while only one tenth (11%) of the schools from comparison areas have the same facility. As regards other provisions, like awarding stipends, facilities for short sightedness, special arrangements for entry into the class rooms are more available in the sample schools within Comparison areas (table 13).

Test of Hypothesis of ramp between Intervention and Comparison Sample: % *

Arrangement of Ramp	Intervention Area	Comparison Area	Total	Value of Chi-Square
Yes	a=66	b=11	a+b=77	34.176
No	c=34	d=89	c+d=123	
Total	a+c=100	b+d=100	200	

* a = intervention 'yes'; b = comparison 'yes'; c = intervention 'no'; and d = comparison 'no'

The Chi-Square value of 34.176 with 1 degree of freedom indicates that the arrangement of ramp is highly significant (less than 1 percent significance level) in the intervention schools than in the comparison school (table 13). This finding reflects that availability of the proportion of ramp in the intervention schools is significantly (statistically) higher than those in the comparison schools.

Child-centered approach

Estimates of the teachers have been obtained to identify the extent of use of various methods used to promote child centered approaches in the schools. Table-14 below delineates the methods used.

Table 14: Distribution of methods of teaching used as child-centered approach by intervention and comparison areas: %

Steps taken	Intervention n=140	Comparison n=47	Total n=187
Learning by doing: using teaching aides/materials	56	34	50
Teaching through entertainment	33	40	35
Child-centered method: as per need and demand of the child	13	9	12
Role play	9	19	12
Remedial measures: corrective actions for weak students	9	6	9
Participatory/group teaching	8	6	8
Monitoring method: Assistance by strong students to weak students	5	9	6

In the intervention areas, the most predominant method used is learning by doing: using teaching aides/materials, while in the comparison areas it is teaching through entertainment (table 14).

Test of Hypothesis of Learning by doing using teaching aides/materials between Intervention and Comparison Area: % *

Learning by doing using teaching aides/materials	Intervention Area	Comparison Area	Total	Value of Chi-Square
Yes	a=56	b=34	a+b=90	9.142
No	c=44	d=66	c+d=110	
Total	a+c=100	b+d=100	200	

* a = intervention 'yes'; b = comparison 'yes'; c = intervention 'no'; and d = comparison 'no'

The Chi-Square value in this case is 9.142 with 1 degree of freedom. This also is indicative of the fact that learning by doing is being practiced in the intervention schools more intensively than in the comparison schools (table 14). This Test is also highly significant (at less than 1% level of significance).

Class Test (in grade V)

Class tests were administered with the grade V students of both intervention schools and comparison schools. The tests were designed comparable to that of the terminal examination at the primary level. The tests covered five subjects: Bangla, Mathematics, English, Science, and Social Science. The results of the tests (aggregated/consolidated scores) are shown table 15 below by subjects and by Intervention GPS with good construction; Intervention GPS with problems of construction; and Comparison School with no construction.

Table 15: Distribution of test scores with grade V students in 3 categories of schools: %

Subject	Intervention GPS with good construction	Intervention GPS with problems of construction	Comparison School with no construction
Bangla	87	80	80
Mathematics	83	82	85
English	79	74	72
Science	74	73	72
Social Science	63	61	60
Average	77	74	74

The test of equality of two means ($H_0: \mu_1 = \mu_2$ against $H_1: \mu_1 > \mu_2$) where μ_1 and μ_2 are the population means of the scores obtained from the intervention schools and comparison schools on 5 subjects (e.g. Bangla, English, Mathematics, Science and Social Science) respectively. We have considered the following z test as a test of equality of two means:

$$z = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{s_x^2}{n_x} + \frac{s_y^2}{n_y}}} = 2.00$$

Where \bar{x} and \bar{y} represent the average sample scores obtained from the 5 subjects mentioned above, s_x^2 and s_y^2 indicate the sample variances of the said scores from sample intervention schools and comparison schools respective. n_x and n_y are the sample sizes of intervention schools and comparison schools respectively.

We assume that the class test performances (table 15) of the students of the intervention schools with quality construction would be better than both the intervention schools with problematic construction and those of the comparison schools (with no construction). The test has been specified as a one-tailed test. The z-value of 2 reflects the fact that the null hypothesis (H_0) can be rejected at 5% level of significance. The reference value is 1.645. In other words, we have to accept the alternative hypothesis, which indicates that the performance of the students (the average scores in 5 subjects mentioned above) of the intervention schools with quality construction appears to be better than that of the intervention schools with problematic construction and those of the comparison schools (with no construction).

Assessment through Observations of Class Performance and Environment

Five point Likert Scale [Excellent (5), Very good (4), Good (3), Fair (2) and Poor (1)] were administered through classroom (grade V only) observations of 35 schools each from intervention and comparison samples to assess:

- Class room environment,
 - Teaching methods and techniques followed, and
 - Participation of students in the learning process.
- ✚ **Class room environment** was assessed by status of lighting and ventilation; cleanliness; availability blackboard/chalk board, exhibition of teaching aides, overall classroom situation, adequacy of seating arrangements.
 - ✚ **Teaching methods and techniques were assessed** by the status of greeting by teachers, declaration of lessons, use of teaching aides, presentation style of teachers, asking questions in the class, assistance to the weak students, use of blackboard/chalk board, opportunities of asking questions by the students, teachers reactions to the queries of the students, movements of teachers in the class room.
 - ✚ **Participation of the students in the learning process** was assessed by the standard of teaching by learners' need, standard of teaching as per presentation by teachers', ensuring participation of learners in the teaching learning process, arrangements of completion of works by the learners, arrangements of group performance, standard of acknowledging correct responses of the learners (expressing thanks), reactions of teachers on the wrong responses.

The table-16 below shows the results/outcome of the classroom observations as assessed by adapting Likert's 5 point scores.

Table 16: Consolidated Five Point Scales Scores comparatively by 35 Intervention and 35 Comparison Schools: total consolidated scores

Components/areas of tests	Intervention Sample Schools: Consolidated Scores	Comparison Sample Schools: Consolidated Scores
Class room environment		
Status lighting and ventilation	128	99
Cleanliness	112	100
Availability blackboard/chalk board	106	105
Exhibition of teaching aides	97	97
Overall classroom situation	82	56
Adequacy of seating arrangements	115	82
Median scores	107	98
Teaching methods and techniques		
Greeting by teachers	123	105
Declaration of lessons	119	105
Use teaching aides	102	100
Presentation style of teachers	106	67
Asking of questions to the class	93	70
Assistance to the Weak students	85	68
Use of blackboard/chalk board	118	107
Opportunities of asking questions by the students	104	102
Teachers reactions to the queries of the students	97	96
Movements of teachers in the class room	106	97
Median scores	105	99
Participation of the students in the learning process		
Standard of teaching by learners' need	109	102
Standard of teaching as per presentation by teachers	107	97
Ensure participation of learners in the teaching learning process	108	107
Arrangements of completion of works by the learners	106	96
Arrangements of group performance	107	96
Standard of acknowledging correct responses by the learners (expressing thanks)	114	105
Reactions of teachers on the wrong responses	103	97
Median scores	107	97
Median scores of Class room environment	107	98
Median scores of Teaching methods and techniques	105	99
Median scores of Participation of the students in the learning process	107	97
Overall Median	107	98

The highest average score could be 175 (excellent: 35 schools x score 5) and the lowest score could be 35 (poor) only. **Overall median score achieved by the intervention Schools is 107, and by the comparison schools is 98** (table 16). The achieved score of the intervention schools is ranked as 'Good' and comparison schools as 'Fair'. On the 8 indicators, the scores of the intervention schools are much higher than those of the

comparison schools and these are statistically significant at less than 1% level: Status of lighting and ventilation; Cleanliness; Overall Classroom; Adequacy of seating arrangements; Greeting by teachers; Declaration of lessons; Presentation style of teachers; and Use of black board or chalk board.

Tests of equality of two variances

H_0 : There is no difference between the variances obtained from intervention and comparison areas.

H_1 : There is difference between the variances obtained from intervention and comparison areas.

The test statistics is: $F = \frac{MS_B}{MS_w} \sim$ with (a-1) & a(n-1) degrees of freedom

Indicators	$d.f$	Sum of squares	Mean Sum of Square	F-calculated $F = \frac{MS_B}{MS_w}$	F-tabulated
1. Status of lighting and ventilation	$f_b = (a-1)$ Where a= Numbers of groups.	Sum of Square between group; $S_B = n(\bar{Y}_1 - \bar{Y})^2 + n(\bar{Y}_2 - \bar{Y})^2$	Mean sum of square between group; $MS_B = \frac{S_B}{f_b}$	F1=16.239	F=4.063 With 1 & 44 d.f.
2. Cleanliness				F2=15.78	
3. Overall Classroom				F3=30.73	
4. Adequacy of seating arrangements				F4=24.83	
5. Greeting by teachers	$f_w = a(n-1)$ Where n= Numbers of observations	Sum of Square within group; $S_w = \sum \{(Y_{1i} - \bar{Y}_1)^2 + (Y_{2i} - \bar{Y}_2)^2\}$	Mean sum of square within group; $MS_w = \frac{S_w}{f_w}$	F5=28.94	
6. Declaration of lessons				F6=21.24	
7. Presentation style of teachers				F7=21.21	
8. Use of black board or chalk board				F8=13.73	

The above F- tests show highly significant values for all the 8 different indicators used in the study. In other word, students of intervention schools enjoy better facilities compared to comparison schools in case of all the 8 indicators. The F-values are highly statistically significant at less than 1% level of significance.

Summary Findings:

- Pre primary education programs are operational in 95% of the schools in the Intervention schools, whereas in only, 79% of the schools in the Comparison samples, such program is currently operational. Twelve percent of the mothers, both from intervention and from comparison samples ascertained that the teachers give adequate time for pre primary education. About a fifth (19%) of the teachers both from intervention and comparison samples confirmed that additional class rooms were available for the pre primary education.
- On gross (106.32%) and net enrolment (95.25%), the rates are very high both for intervention and comparison sample schools. The primary level completion cycle remains at high level (Intervention: 62.00% and Comparison: 60.2%). The transition rate from grade V (primary schools) to grade VI (Secondary schools) is also very high: Intervention: 98.72% and Comparison; 97.23%. The results show that the there is one teacher per 46 students.

- Sharp differences are observed on the status of enrolment of students with disability between intervention and comparison sample schools; in the former (intervention) according to the estimates of the students, about a fifth (19%) of them are disabled, while in the latter (Comparison), it is only 4%.
- In the intervention areas, the most predominant method used for teaching is Learning by doing (using teaching aides/materials), while in the comparison areas, it is Teaching through entertainment.
- The achieved score of the intervention schools is ranked as 'Good' and comparison schools as 'Fair'. On the 8 indicators, the scores of the intervention schools are much higher than those of the comparison schools, and these are statistically significant at less than 1% level: Status of lighting and ventilation; Cleanliness; Overall Classroom; Adequacy of seating arrangements; Greeting by teachers; Declaration of lessons; Presentation style of teachers; and Use of black board or chalk board.
- Class test results comparatively by three categories of schools demonstrate that the students in the schools with quality construction have performed better than the students from the schools with problematic and schools with no construction. Good class room environment is an incentive for better concentration by the students than those who do not have same environment.

Section 6: Institutional Capacity of Primary Education: Contact hours, In service Training of Teachers, Terminal Examination, Wide Area Network (WAN), Strengthen SMC and PTA, Good Governance--Accountability & Transparency, Institutional reforms

Contact hours

Normal time for Primary School hours for single shift is about 6 hours, while for double shifts: 2 and a half hour for the grades 1 and 2; and for grades 3, 4, and 5, it is 4 hours (break time excluded). On average, 41% (intervention: 43% and comparison 36%) of the teachers affirmed that additional time is invested for the students of grade V. About a quarter of the teachers also mentioned that coaching classes are also organized on need basis. On average per school, increment of contact hour has increased by half an hour; hence the yearly increase of contact hour per school is 143 hours. However this increment excludes the extra coaching hour implemented for the grade V students. If it is at least 1 hour per school another additional increment of contact hour per school is 285 hours. Hence total contact hours may have increased by 428 hours.

In service Training of Teachers: Teacher

More than two thirds (67%) of the teachers (Intervention: 66% & Comparison: 70%) received in-service training and the areas of training included:

- **Methods of training:** Teaching methods in class room (overall, intervention and comparison each 21%); and Need based training (overall: 14%, intervention: 16% and comparison: 6%);
- **Coverage of Primary Education:** Pre primary Education (overall: 14%, intervention: 9% and comparison: 15%) & inclusive education (overall, intervention and comparison each 9%);
- **Subject based training** (overall: 10%, intervention: 11% and comparison: 6%);
- **Management training:** School administration (overall: 10%, intervention: 11% and comparison: 9%); and Supervision and technical support (overall: 8%, intervention: 8% and comparison: 9%);
- **Community awareness campaign:** Awareness and motivation of community people (overall: 2%, intervention: 2% and comparison: 0);
- **Institutional formal training:** C-in-ED (overall: 10%, intervention: 11% and comparison: 9%); B.Ed (overall: 21%, intervention: 23% and comparison: 15%); M Ed (overall: 4%, intervention: 4% and comparison: 3%)

About half (51%) of the teachers claimed that the in service training was conducted following the revised new curricula. Again about half (59%) of the teachers felt that the training duration was sufficient. Nearly two thirds (61%) of the teachers also claimed that the training met the expected standards of quality training.

Terminal Examinations

Table 17 below shows the results of the terminal examinations by 3 consecutive years: 2010, 2011 and 2012

Table 17: Distribution of 3 consecutive years' results of terminal examination by intervention and Comparison samples:

Samples	2010			2011			2012		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Intervention	91.12%	90.05%	90.52%	95.43%	94.10%	94.71%	96.21%	96.00%	96.07%
Comparison	90.56%	88.92%	89.47%	94.81%	93.02%	93.8%	94.00%	94.01%	94.01%

Overall qualifying percent in the terminal examinations for three consecutive years are:

For the Intervention Schools: 2010--90.52%; for 2011--94.71%; and for 2012--96.07%; and
For the Comparison Schools: 2010--89.47%; for 2011--93.80%; and for 2012--94.01%.

In both the Intervention and in the Comparison schools, the rates of qualifying increased continuously for all three years, meaning that these categories of schools persistently were achieving increased levels of educational performances as revealed by the terminal examinations.

Wide Area Network (WAN)

Teachers pass on information to the Upazila level through mobile phones (91%); by directly sending data through messengers or personally visiting (66%); and also through correspondences (15%). Upazila level program personnel share data with the district level mostly through internet system/e-mails (53%).

Strengthen SMC and PTA

Hundred percent of the schools have SMC (11 members per SMC) and the members are taken from among parents (5), teachers of the concerned school (2), teachers of High school (1), UP member (1), donor of land (1), and person interested in education (1). Of the SMC members, 4 are females. On average, 3 out of 11 members have been trained on school management. Usually SMC meetings are held once a month. Hundred percent of the members affirmed that they have been taking decisions on school matters in SMC meetings; the areas of making decisions are: Participation on school development works (50%); Home visit to reduce dropout/follow up (33%); Ensure student attendance (26%); Activities perform for quality education of school (21%); motivate/Counsel parents (19%); Ensure teacher attendance (10%); Take decision on annual action plan/scheme of work (10%); and observance of national days (9%). Almost hundred (94%) percent of the parents reported that the SMC meetings are held as per schedule and about two thirds (67%) of the parents confirmed their attendance in the SMC meetings.

Measures taken to ensure Good Governance--Accountability and Transparency for the schools

Table 18 shows the distribution of the Teachers, Program personnel and the Community Stakeholders on the measures taken to ensure Good Governance--Accountability and Transparency in the schools.

Table 18: Distribution of the Teachers, Program personnel and the Community Stakeholders on the Measures taken to ensure Good Governance--Accountability and Transparency in the schools

Measures	% Teachers	% Program Personnel	% Community (FGD)
Through interventions by SMC	57	42	30
Through Supervision monitoring	29	22	50
Through PTA meetings	13	5	25
Keeping records and documents	23	9	0
Through reports/ technical information	5	20	0
Involvement community stakeholders	5	4	30

SMC has been identified by all three respondents as one of the most important measures to ensure good governance including transparencies and accountability: teachers 57%; Program personnel 42%; and community stake holders 30%. The next most important measure identified is supervision & monitoring: teachers 29%; Program personnel 22%; and community stakeholders 50%. A quarter of the community stake holders (25%) emphasized on the involvement of PTA to ensure good governance including transparencies and accountability (table 18).

Institutional Reforms

Table 19 next page specifies the suggestions of the five important stakeholders of primary schools on future reformative actions for improving quality and strength (coverage) of primary education system. The suggestions are segmented in five broad categories: Infrastructures; Coverage; Entertainment; Equipment / logistics; Equipment/ logistics and School management and quality

Table 19: Reform actions suggested by the stakeholders of Primary schools

Respondents	Suggested reforms				
	Structural/infrastructures	Coverage	Entertainment	Equipment/logistics	School management and quality
Students	increased class rooms, adequate and better furniture increased utilities: tube well, toilets	more schools and teachers, award more stipends	sports, games	Furniture, teaching aides	Voices of students through student council
Teachers	Funds for repair and maintenance	More trained teachers	Good library	Furniture, teaching aides	More powers to SMC and more supervision and technical support
SMC	Funds for repair and maintenance	More classrooms	Space for sports and games	Furniture, teaching aides	train SMC members, make the suppliers and contractors answerable to SMC
Parents/ community	Repair of tube wells and toilets	More schools and trained teachers, increased pre education facilities	Participation of parents and community in school entertainment program	Facilities for disabled and disadvantage learners	Frequent meetings of PTA
Program Personnel	Allocation of more funds for repair & maintenance, improved communication system (improved roads)	Recruitment of more female teachers/ head teachers, increased enrolment of students from poor, vulnerable & ethnic groups	More funds for entertainment	Increased facilities for ICT	Strengthen SMC and train SMC members, local level monitoring & supervision by SMC & PTA

The reform actions underscore particularly infrastructural improvements, enhancement of management and quality, especially through local interventions like more roles for SMC and PTA. Supervision and monitoring of the schools, training of teachers and coverage of more poor and vulnerable students and preparing children through pre education are some of the most essential core reforms advocated by the stakeholders. The students also expected some roles in the management of the schools (table 19).

Social Mobilization

Table 20 below specifies the suggestions of the four important stakeholders of primary schools on Social Mobilization interventions for strengthening (coverage and quality) primary education system. The suggestions are segmented in six broad categories: Group discussions, home visit, meetings (Ma Samabesh, guardians, PTA, SMC, Uthan Baitahak); launch school feeding system; Rallies and campaigns/observe national days; Organize sports and games and cultural functions; Conduct Exhibitions, fairs; and Meetings with students.

Table 20: Suggestions by the stakeholders for improving community awareness and support for Primary schools through social mobilization

Interventions	% Community	% Students	% Teachers	% Program personnel
Group discussions, home visit, meetings (Ma Samabesh, guardians, PTA, SMC, Uthan Baitahak)	69	45	59	50
Launch school feeding system	60	40	20	15
Rallies and campaigns/observe national days	55	51	52	42
Organize sports and games and cultural functions	32	62	48	20
Conduct Exhibitions, Fairs	58	42	28	25
Meetings with students	10	45	15	10

- The community stakeholders have prioritized community level dissemination programs through group discussions, meetings, and Uthan Baitahaks (69%). They (60%) have also advocated for increasing inputs for feeding programs, which is also supported by the students (40%).
- All the three groups (majority: > 50%) advocated for holding increased community focused rallies and campaigns/observe national days.
- 62% of the students and 48% of the teachers underscored the importance of sports, games and cultural functions as an important medium of social mobilization.
- The community (58%) advocated for holding educational fairs and exhibitions with more participation of the women.
- 45% of the students desired consultations with them on school management through meetings.

Summary

- More than two thirds (67%) of the teachers (Intervention: 66% & Comparison: 70%) received in-service training on Methods of training; Subject based training; Management training; and social mobilization. 59% of the teachers felt that the training duration was sufficient. Nearly two thirds (61%) of the teachers claimed that the training met the expected standards of quality training.
- In the terminal examinations, the consolidated 3 years' result show that in the year 2012, 96.07% in Intervention and 94.01% in Comparison qualified; in the year 2011, 94.71% in Intervention and 93.80% in Comparison qualified; and in the year 2010, 90.52% in Intervention and 89.47% in Comparison qualified.

- Teachers pass on information to the Upazila level mostly through mobile phones (91%). Upazila level program personnel share data with the district level mostly through internet system/e-mails (53%).
- Hundred percent of the schools have SMC (11 members). On average, 3 out of 11 members have been trained on school management. Usually SMC meetings are held once a month. Hundred percent of the members affirmed that they have been taking decisions on school matters in SMC meetings. Almost hundred (94%) percent of the parents reported that the SMC meetings are held as per schedule, and about two thirds (67%) of the parents confirmed about their attendance in the SMC meetings. SMC has been identified by all three respondents as one of the most important measures to ensure good governance including transparencies and accountability.
- The reform actions underscore particularly infrastructural improvements, enhancement of management and quality, especially through local interventions like more roles for SMC and PTA. Supervision and monitoring of the schools, training of teachers and coverage of more poor and vulnerable students and preparing children through pre education are some of the most essential core reforms advocated by the stakeholders.
- The community stakeholders have prioritized community level dissemination programs through group discussions, meetings, and Uthan Baitahaks (69%). They (60%) have also advocated for increasing inputs for feeding programs, which is also supported by the students (40%). All the three groups (majority: > 50%) advocated for holding increased community focused rallies and campaigns/observe national days. 62% of the students and 48% of the teachers underscored the importance of sports, games and cultural functions as an important medium of social mobilization.

Section 7: Summary Assessment of PEDP performance by objectives and targets

Objectives: PEDP-II	Current study: achievement & Assessment
<p>To improve the quality of primary education in Bangladesh through the introduction of Primary School Quality Level (PSQL) standards</p>	<ul style="list-style-type: none"> • Out of 140 GPS surveyed under the study only 49 (35%) schools have quality constructions completed;. The students of the intervention schools with quality construction appears to be better (77%) than those of the intervention schools with problematic construction (74%), and those of the comparison schools with no construction (74%). • Out of 20 toilets constructed by PEDP-II, 16 are functioning now. • Out of 16 tube well installed, 10 are functioning now. • Class tests administered on five subjects at grade V level showed the average achieved results by the students at the level of 'Good' for the intervention schools. • The achieved score of the intervention schools is ranked at 'Good' and comparison schools, it is 'Fair'. On the 8 indicators the scores of the intervention schools are much higher than those of the comparison schools and these are statistically significant at less than 1% level: Status of lighting and ventilation; Cleanliness; Overall Classroom; Adequacy of seating arrangements; Greeting by teachers; Declaration of lessons; Presentation style of teachers; and Use of black board or chalk board. • Pre primary education programs are operational in 95% of the schools in the Intervention schools, whereas in only, 79% of the schools in the Comparison samples, such program is currently operational. Twelve percent of the mothers, both from intervention and from comparison samples ascertained that the teachers give adequate time for pre primary education. About a fifth (19%) of the teachers both from intervention and comparison samples confirmed that additional class rooms were available for the pre primary education. • On gross (106.32%) and net enrolment (95.25%), the rates are very high both for intervention and comparison sample schools. The primary level completion cycle remains at a very high level (Intervention: 62% and Comparison; 60.2%). The transition rate from grade V (primary schools) to grade VI (Secondary schools) is also very high: Intervention: 98.72% and Comparison; 97.23%. The results show that the there is one teacher per 46 students.
<p>To make primary education accessible to all children including special needs, tribal and vulnerable children of Bangladesh</p>	<p>Enrolment of students with disability in the GPS is now 19% as per estimates of the students; while 66% of the teachers claimed that there are facilities (ramps) for the disabled children.</p>
<p>To make provision for pre-primary education in the existing primary schools</p>	<p>According to the targets of PEDP-II, each selected GP school was to be provided with at least two constructed classrooms, one toilet and one tube well. Accordingly, it is estimated that 140 sample schools would have constructed 280 classrooms. In the study, it is found that there are 303 classrooms constructed under PEDP-II (additional 8% constructed) and these classes helped enhancing facilities for pre-primary education. 95% GPS are now operating pre-primary education.</p>
<p>To adopt a child-centered approach in the classroom</p>	<p>In the intervention areas, the most predominant method used is learning by doing (56%); Teaching through entertainment (33%). Learning by doing is practiced through adoption of assigned activities.</p>
<p>To increase contact hours for quality education</p>	<p>On average per school increment of contact hour has increased by half an hour; hence the yearly increase of contact hour per school is 143 hours. However this increment excludes the extra coaching hour implemented for the grade V students. If it is at least 1 hour per school another additional increment of contact hour per school is 285 hours. Hence total contact hours may have increased by 428 hours.</p>

Objectives: PEDP-II	Current study: achievement & Assessment
To fully integrate the PEDP-II activities within the organizational and operational systems of MoPME and the DPE	<p>PCR findings show following achievements on this:</p> <ol style="list-style-type: none"> a. All PEDP-II is done by the existing line division DPE and it's field offices b. A major achievement is the ownership of the program approach by the Government as an important factor contributing to effective implementation of PEDP-II. DPE has successfully integrated and institutionalized PEDP-II activities including the new initiatives including SLIPs, UPEPs, National Student Assessment, School Census Survey, the four Strategies and Action Plans under Component 4 etc. (Inclusive Education). c. The National Plan of Action (NPAlI) has been approved and under implementation. The NPAlI serves as a framework and gives policy directions for the development of education including the primary education sub-sector in Bangladesh. d. NCTB, NAPE, and field level institutions (DPEOs, UEOs, PTIs, URCs, etc.) have been strengthened under PEDP-II through the creation of the Primary Education Wing (at NCTB), organizational development, training of staff, provision of technical assistance, civil works and equipment (at NAPE), and a computer laboratory and ICT equipment at PTIs. e. The Program Management Unit at DPE has acquired knowledge and experiences in managing and implementing a large scale SWAP such as PEDP-II. Capacity of staff has been strengthened through overseas training, specialized training, and technical support in various areas including MIS and Results-Based Management (RBM).
To undertake institutional reforms in education management for effective decentralization and the devolution of decision making	The reform actions underscore particularly infrastructural improvements, enhancement of management and quality, especially through local interventions like more roles for SMC and PTA. Supervision and monitoring of the schools, training of teachers and coverage of more poor and vulnerable students and preparing children through pre primary education are some of the most essential core reforms advocated by the stakeholders. The community stakeholders have prioritized community level dissemination programs through group discussions, meetings, and Uthan Baitahaks (69%). They (60%) have also advocated increased inputs for feeding programs, which is also supported by the students (40%). All the three groups (majority: > 50%) advocated holding of increased community focused rallies and campaigns/observe national days. 62% of the students and 48% of the teachers underscored the importance of sports, games and cultural functions as an important medium of social mobilization.
To strengthen and build the capacity of the school management system at central and field levels	Hundred percent of the schools have SMC (11 members per SMC). On average, 3 out of 11 members have been trained on school management. Usually SMC meetings are held once a month. Hundred percent of the members affirmed that they have been taking decisions on school matters in SMC meetings. Almost hundred (94%) percent of the parents reported that the SMC meetings are held as per schedule, and about two thirds (67%) of the parents confirmed about their attendance in the SMC meetings. SMC has been identified by all three respondents as one of the most important medium to ensure good governance including transparencies and accountability.
To ensure good governance by establishing accountability and transparency at all levels	SMC has been identified by all three respondents (teachers, community and program personnel) as one of the most important measures to ensure good governance including transparencies and accountability: teachers 57%; Program personnel 42%; and community stake holders 30%. The next most important measure identified is supervision & monitoring: teachers 29%; Program personnel 22%; and community stakeholders 50%. A quarter of the community stakeholders (25%) emphasized on the involvement of PTA to ensure good governance including transparencies and accountability.
To supply textbooks and teaching and learning materials free of cost	Students are happy, as 100% of them received text books in time. 100% of the intervention sample schools received black boards, furniture, almirahs and essential learning materials—chalk, duster, glob, flipchart.

Objectives: PEDP-II	Current study: achievement & Assessment
To make revision of primary education curriculum for grades 4 & 5 and certificate-in-education (C-in-Ed) curriculum for PTI	The issue of curriculum revision has been included in the Assurances (No. 26 and 31) of PEDP-II. The process of revising the primary curriculum has started in July 2010. The revision is expected to be completed under PEDP III. The PCR of IMED report that curricula for grade IV, V and for C-in Ed have been already revised and used.
To introduce primary education terminal examination	In the terminal examination, the consolidated 3 years' result show that in the year 2012, 96.07% in Intervention and 94.01% in Comparison qualified; in the year 2011, 94.71% in Intervention and 93.80% in Comparison qualified; and in the year 2010, 90.52% in Intervention and 89.47% in Comparison qualified.
To extend Wide Area Network (WAN) up to Upazila level field offices of DPE to achieve the goal of Digital Bangladesh	Teachers pass on information to the Upazila level through mobile phones (91%); by directly sending data through messengers or personally visiting (66%); and also through correspondences (15%). Upazila level program personnel share data with the district level mostly through internet system/e-mails (53%).
To strengthen the role of the community, especially parents, in running and supporting their schools	Almost hundred (94%) percent of the parents reported that the SMC meetings are held as per schedule and about two thirds (67%) of the parents confirmed their attendance in the SMC meetings.
To increase enrollment, attendance and primary education cycle completion rate	See table below

The table 21 below compares different rates cited by different sources as indicators of the quality of primary education performances. The rates (GER, NER, RR, STR, TR, CCR) by sources (Baseline Survey 2005, School census 2011, READ Impact evaluation Study 2013, and the Targets set in the Annual Sector Performance report of 2010) are compared.

Table 21: Comparison of different rates cited by sources as indicators of the quality of primary education performances

Rates	Baseline Survey 2005	School Census of 2011	Current Evaluation Study of 2013	Targets of PEDP
Gross Enrolment Rate: GER	93.7	101.5%	107.42%	98%
Net Enrolment Rate: NER	87.2	94.9%	96.12%	90%
Repetition Rate: RR	10.5	11.1%	11.2%	10%
Primary Education Cycle Completion Rate CCR	52%	60.2% (2010)	62%	55%
Transition Rate (from grade V to VI) TR		98% (2008)	99%	96%
Students Teacher Ratio STR	54	53	45	46

Gross Enrollment Rate target was 98%, while the baseline findings was 93.7% and the school census reports it as 101.5%, and the finding of the READ study is 107.42%. GER finding of the current study exceeds the baseline by 13.72% and that of the target by 9.42% signifying increased enrollment. Similarly, the findings of the READ study evidence that PEDP II at completion achieved additional percentage of net enrollment by 8.92% over the baseline and by 6.12% over the estimated target. The repetition rate remains almost constant and it is slightly more than the target. The Cycle Completion rate achieved by PEDP II according READ study has improved by 7% over the estimated target and by 10% over baseline. The transition rate from grade V to VI as per findings of the READ study is 99% which is 3% higher than the estimated target and 1% higher than the rate reported by school census.

Chapter—V

Strengths and Weaknesses of PEDP-II

The section summarizes the strengths (achievements enhancing coverage and quality), weaknesses (deficiencies and gaps between expected and actual) of the PEDP-II implementation during 2003 through 2011. The section is rather an analytic summary of what has been discussed in the preceding sections. During the local level workshop the teachers, SMC members, IMED, Local Government representatives and the district and HQ level Education Ministry officials concluded that PEDP-II achieved a lot, particularly in terms of coverage (Enrolment, Cycle Completion and Transition), but side by side, a lot still remains to be fulfilled to reach a standard of effective and quality education in the Primary level. Following are the discussions on major areas of PEDP-II interventions underscoring the strengths, weaknesses and recommendations to alleviate the weaknesses.

Infrastructure Construction: Classrooms, Tube wells and Toilets

Strengths

Against the target of constructing 280 class rooms, 303 classrooms (additional 8%) were constructed. Targets for construction of class rooms were exceeded in all the divisions except in Sylhet, where the target and achievements are even. Of the 140 schools with constructed class rooms; 49 schools have class rooms in good condition. Most of the class rooms were constructed as per the project design. Of the 120 schools now having tube wells, 92 are functioning. Of the 134 schools now having toilets, 125 are being used. Twenty three percent of total GPS reported to have separate toilets for boys, whereas 22% of GPS reported separate toilets for girls.

During observation of the sample schools; discussions (FGDs) with the community people/ SMC and PTA members and also findings from the Local level workshop following impacts have been assessed:

- Despite some problems in the construction, schools are accommodating students in greater numbers.
- Construction of two class rooms, provided for appointments of more teachers enhancing the employment rate in the community.
- During construction work labour force employed included women: creating jobs for them.
- Construction of class rooms also provided meeting spaces for SMC and PTA encouraging increased community participation in the management of the GPS.
- Increased accommodation in GPS also mean increased enrolment, which in turn possibly encouraged more poor students (especially girl students) in the GPS.

Weaknesses

91 schools have class rooms with problems. These schools have problems in roof, wall, floor and in ramp mostly with cracks, soaking, plaster fallen, floor settle down, side earth eroded or washed away. In 60% schools, the length, width and height of the classrooms are found to be less than the PP design measurement.

In case of doors and windows, defects identified are cracks, parts broken, locks and hooks not working properly or broken, low quality materials provided. In case of furniture, defects identified are cracks, parts broken, termites eaten up. In case of black boards, defects identified are cracks, parts broken, painting faded, surface finishing not properly done. In case of almirahs, defects identified are cracks, parts broken, locks not working properly or broken, low quality materials provided.

20 schools do not have tube wells, and in 28 schools, these are not functioning. In case of tube wells, defects are that water is not available round the year, or are contaminated with arsenic or with heavy concentration of iron. 6 schools do not have toilets. and 9 are not at all usable. In case of toilets, defects are wrong sewerage system, stool clearing (passages/pipes) defective or are not properly constructed, pans are broken, safety tank broken/damaged or properly not done, wall and floor are cracked and plasters are falling, doors are broken and locks are not working.

Thirty percent of GPS reported common toilets (used by both boys and girls). It is observed that 46% of the GPS schools have reported separate toilets for teachers. Forty one percent of GPS observed common toilets for both teachers and students (boys & girls), whereas 5% of GPS reported common toilets for teachers and girls, 2.4% common toilets for teachers and boys, 2.4% common toilets for male teachers and boys and 2% common toilets for female teachers and girls. Out of 140 sample schools, it has been observed that none of the school has any toilet accessible to physically disabled children.

Accessibility and Quality of Primary education

Strengths

Pre primary education programs are operational in 95% of the schools in the Intervention areas. Gross (106.32%) and net enrolment (95.25%) rates are very high both for intervention and comparison sample schools. The primary level completion cycle remains also at high level (Intervention: 62.00% and Comparison; 60.02%). The transition rate from grade V (primary schools) to grade VI (Secondary schools) is also very high (Intervention: 98.72% and Comparison; 97.23%). The results show that the teacher student ratio is one teacher per 46 students, whereas the overall national rate is one teacher per 53 students. More than two thirds of the teachers from the Intervention schools claimed that those schools have facilities for the students with disability. Two thirds of the schools (66%) within intervention samples have ramps. In the intervention areas, the most predominant method used is the learning by doing: using teaching aides/materials. Observations of class room performances were ranked at 'Good performance' (for both intervention and comparison schools) according to scores assigned through five points scaling for measurement.

Weaknesses

Only 12% of the mothers, both from intervention and from Comparison ascertained that the teachers give adequate time for pre primary education. Only 19% of the teachers both from intervention and comparison confirmed that additional class rooms were available for the pre primary education. 9% of the teachers from the intervention areas claimed that they were trained specially to implement pre primary education.

Institutional Reforms

Strengths

On average, 41% of the teachers affirmed that additional time is invested for the students of grade V. About a quarter of the teachers also mentioned that coaching classes are also organized on need basis. 67% of the teachers received in-service training. About half (51%) of the teachers claimed that the in service training was conducted following the revised new curricula. Again about half (59%) of the teachers felt that the training duration was sufficient. Nearly two thirds (61%) of the teachers also claimed that the training met the expected standards of quality training.

In the terminal examination, the consolidated 3 years' result show that in the year 2012, 96.07% in Intervention and 94.01% in Comparison qualified; in the year 2011, 94.71% in Intervention and 93.80% in Comparison qualified; and in the year 2010, 90.52% in Intervention and 89.47% in Comparison qualified. Communication and reporting from Upazila to district is through internet. Almost hundred (94%) percent of the parents reported that the SMC meetings are held as per schedule and about two thirds (67%) of the parents confirmed their attendance in the SMC meetings. Hundred percent of the members affirmed that they have been taking decisions on school matters in SMC meetings. 57% of teachers identified SMC as an institution for ensuring good governance.

The community stakeholders have prioritized community level dissemination programs through group discussions, meetings, and Uthan Baitahaks (69%). They (60%) have also advocated for increasing inputs for feeding programs, which is also supported by the students (40%). All the three groups (majority: > 50%) advocated for holding increased community focused rallies and campaigns/observe national days. 62% of the students and 48% of the teachers underscored the importance of sports, games and cultural functions as an important medium of social mobilization. The community (58%) again advocated for holding educational fairs and exhibitions with more participation of the women. 45% of the students desired consultations with them on school management through meetings.

100% of the students claimed that they received for the first time the text books in time. 93% of the students observed that they enjoy comfortable sitting arrangement. 79% of the students claimed that the teachers are not late, while only 52% said that the teachers are never absent.

Weaknesses

33% of the teachers did not receive in service training. In service training coverage by areas of training is meager: Methods of training (21%); Need based training (14%); training on Pre primary Education (9%); Subject based training (10%); Management training (11%); Training on Community awareness campaign (social mobilization: 2%). Communication from school level to Upazila is not efficient; physical reporting and reporting through verbal statement using mobile phone is the common practice. Only 3 out of 11 members of SMC have been trained on school management. Very meager proportions of the community viewed SMC as an effective instrument to ensure good governance. 21% of the students said that the teachers are late and 48% said that the teachers, though not frequently, are absent.

Chapter—VI

Recommendations for Sustainability and Improvement for Future PEDP III and IV

On Management and Implementation

To overcome the challenges and impediments experienced during PEDP-II on management and implementation, following recommendations are given:

- As many as 5 Project Directors served PEDP-II for a period of 8 years with average duration of only 1.6 years and especially, in the initial years, the transfers occurred more frequently; hence the concerned authorities in future, may consider the tenure of the Project director for the whole period of the Project duration to ensure continuation of project management leadership (PD).
- The documents of PP and that of the DPs were in some cases on funding were not matching and also not clearly defined, as a result, the project was revised causing delays in implementation. Experiences of the areas of conflict between MOPME and DPs might have been reduced clarifying the terms and conditions more succinctly; there can be joint DP and GOB committees for avoiding such hurdles improving coordination among them to maintain a positive level of support and confidence of the government and DPs. Ensure more effective harmonization among the development partners and between the government and the development partners.
- PP did not specify the frequencies of evaluation and the monitoring system; at least this is not reflected in the PCR. Moreover study findings showed that the Upazila Primary Education Officers complained about the absence of consultations/contacts with them by their superiors reflecting again the lacunae in supervisory and monitoring interventions. In future, there should be detailed action plans on Supervisory and monitoring system specifying the tasks (inputs) and the outcome (expected progress achieved due to supervision and monitoring), which should be reviewed for identifying the performances on supervision and monitoring at least on yearly basis (reviews). Accommodate new activities and funding within PEDP framework and make the planning and budgeting process flexible, predictable and closely linked to monitoring and updated data. Improve the reporting quality and introduce a result-based monitoring system.
- The capacity of the teachers through training need to be enhanced in order to encourage them to invest more time on pre primary education and also on coaching the vulnerable and special need (tribal) students.
- Literature reviews identified that the problem was primarily non adoption of a Devolution Plan designed as part of the Organizational Development and Capacity Building (ODCB) Guidelines. The plans included the recruitment of 4th class employees, transfer of 3rd and 4th class employees, transfer, financial benefits, leave etc. of teachers, required actions in the areas of finance and procurement. If such plan already exists, it may be reviewed and adapted to improve the management and implementation programs through further decentralization of powers and functions at the SMC and upazila levels.

On Infrastructure Construction: Classrooms, Tube wells and Toilets

To ensure sound and good construction works in GPS, following recommendations are given:

- Provide construction manual including plans, cost estimates in simple Bengali so that the community people (SMC and PTA members) understand the same and can oversee the activities.
- Before commencement of the construction a focus group discussion could be arranged (participants will be PEDP Officials, LGED engineers, contractors, SMC, PTA members and community people: UP chairman and members and interested personnel) for

increased awareness and interest of the community on the construction activities.

- SMC to be made responsible for supervision and monitoring of implementation of the construction activities.
- Repair and maintenance for minor problems, the community may be motivated to ensure carrying out of the jobs in time.

On Accessibility and Quality of Primary Education

- The community, i.e., the mothers (only 12% affirmed about the system) is not yet convinced about effective operation of the Pre Primary Education system in the schools. Pre Primary education programs need to be strengthened to a great extent.
- Rates of enrolment of students with disability has been mentioned only by about a fifth of the schools, meaning that there are scopes for large scale consideration of installing facilities for disabled students in the schools.
- Performances of the schools on Child-centered method: as per need and demand of the child, Role play, Remedial measures: corrective actions for weak students, Participatory/group teaching, Monitoring method: Assistance by strong students to weak students are very poor. The need is to emphasize these approaches more vigorously in the schools to make those increasingly child centered.
- The overall environment of classrooms in terms of achieved scores remains at a mid level, i.e. only 'Good'. But it is an imperative that the quality of Primary education has to be further improved and class room performances should be scaled up to 'Very Good' level if not at 'Excellent' level in the near future.
- Strengthen in-service training of teachers, particularly on subject based training giving more emphasis on Science (ICT), English and Mathematics.

On Institutional Reforms

- Increase frequencies of in-service training and aim at covering 100% of the teachers to receive in-service training covering variegated training areas, like subject based training, management training, training on quality assessment and enhancement of primary education.
- Terminal examinations have to be planned for phase wise coverage of subjects through three consecutive terminal examinations.
- Steps should be taken to strengthen the WAN operations from school level to Upazila level, as this phase of communication is not yet efficient.
- Only 3 out of 11 members of SMC received training, it is vital to render training to all the SMC members, particularly on school management, development and technical quality enhancement programs.
- Supervision and monitoring of the schools, training of teachers and coverage of more poor and vulnerable students and preparing children through pre primary education are the most essential core reforms advocated by the stakeholders.
- Hold increased community focused rallies and campaigns/observe national days and organize more sports, games and cultural functions for intensive and extensive social mobilization.
- Primary education in some instances (about 20%) evidence that the teachers are late and absenteeism still exists in some form; this problem can only be overcome by greater degrees of supervision both from program personnel and community including SMC and PTA.

Chapter—VII

Impact of PEDP-II

As per findings of the current impact evaluation

Bangladesh Primary Education Annual Sector Performance Report 2011 enunciates that the overall goal of PEDP-II is to pursue universal primary education and sustainable socio economic development and equity as envisaged in MDGs. Keeping this in perspective, the key findings of this study are analyzed and are presented to underscore the possible impacts of PEDP-II.

The major intervention of PEDP-II is infrastructure development: construction and furnishing of classrooms, establishing tube wells and toilets. Of the 140 GPS survey under this study, it was observed that 35% of the schools were completed with quality, while in the rest of the schools the constructions and furnishing were completed, but with problems. This infrastructure development facilitated expansion of schools with increased enrolment of students and teachers. As a result, community gained by providing remarkable opportunities to eligible children (6 to 10 years) irrespective of gender, poor and non poor status exposed to basic education and allowing them to pursue completion of their studies followed by prospects of income earning opportunities in the fields of agriculture, fisheries and small enterprises. Expansion of the school facilities also allowed recruitment of as many as 45000 teachers, of whom 60% were women and thus opened the enormous positive social changes on community level employment and women empowerment (PCR of MOPME, point 4.8 and page 25). The study findings also showed that quality construction, a major investment under PEDP-II, contributed to the achievements of higher levels of quality education by the students belonging to schools where constructions were done properly signifying that in future, good quality construction of schools can contribute to increased quality of education. Moreover, during construction of schools a large number of women laborers belonging to the poor segment of the society participated and gained economically.

Ninety five percent of GPS (Intervention schools) ascertained introduction of pre primary education in the schools, which is by itself an enormous opportunity for hitherto un-attending eligible school children to pursue and complete primary education successfully. The result is that such intervention has influenced reduction of high dropouts, and strengthening of weak students' capacity to education particularly from poor, vulnerable and malnourished groups. Besides, introduction of pre primary education has also increased recruitment of two teachers per school additionally--again a tremendous gain for community level employment.

Another important area of PEDP-II intervention is to promote participation of the community in the management of the schools and flourishing their sense of ownership in running the schools. The findings of current study show that 100% of the SMCs are formed and are holding meetings regularly with almost full participation of male and female members and as per their claim they are empowered to take decisions on the management of the school. This is certainly a tremendous social change where the community people both male and female (including parents) are participating demonstrating their support and ownership of the educational institutions. Due to the construction of two additional classrooms in GPS, SMC and PTA are getting more space for holding meetings.

Increased and higher rates of GER, NER, rates of completion cycle, rates of qualifying the terminal examinations and the rates of transition from grade V to grade VI over last three years (2010, 2011 and 2012) supported by the findings of this study, certainly ascertain the levels of achievements of quality in the primary education. These have been possible for the reform actions envisaged and implemented by PEDP-II in the form of curricula revision, increased contact hours, improving teaching methods, in-service training of teachers, supplies of text books and educational materials and equipment to the schools.

Sixty six percent of the GPS have already introduced ramps to facilitate access to disabled children to the schools, and this is again a positive change of social values and norms supporting development of disadvantaged population in the community. Presently, 19% special needs learners are getting opportunity for education in the primary schools.

In the teaching learning process, teachers are applying learner centered method, learning by doing (activity method), role play and participatory method. This is an impact of the project because before implementation of the project, teachers very rarely applied such methods, which is ensuring regular attendance of the students. The project created inclusive educations, which recovered the capacity of students, who were previously lagging behind as learners and were failing to achieve the levels achieved by the rest of the students in the class.

Training opportunity of the project created provisions for the Bachelors degree holders for B.Ed in primary education. As a result, teachers who are completing B. Ed are equipped with higher knowledge and techniques. This will create an edifice for universalization of primary education (Up to grade-VIII).

Health impact of PEDP-II is very clearly established by the current study findings, as prior to sinking of tube wells and establishing toilets in the schools, the rates of incidence of diarrhoea was 14%, while during post PEDP-II, it has declined to 7%, a clear impact on both morbidity and to some extent on child mortality.

Conclusion

Ninety four percent of financial and 98% of physical targets have been achieved by PEDP-II. More than one third of the sample intervention schools (49:35%), the completed construction works are in good condition; while in the rest of the intervention schools (91: 65%), there are some problems observed through physical verifications. Despite these constraints, the sample schools (both intervention and comparison) have been achieving remarkable performances in terms of enrollment, cycle completion and also transition from grade V to grade VI. SMCs in the schools are operation at hundred percent level and the SMC members claimed that they can take decisions regarding school management, except complaints lodged by them on their failure to ascertain accountability of the construction works. In the intervention schools, proportion of students with disability is 19%, while in the comparison, it is only 4%. The high rate of net enrolment in the schools (both intervention and comparison), prove that the primary education is accessible by poor/vulnerable and non poor, and also boy and girl students. The most remarkable achievement is that the qualifying level at grade V is also very high (above 90%), which has been increasing over the years- a clear evidence of enhancement of the quality of education at the primary level. Almost hundred (94%) percent of the parents reported that the SMC meetings are held as per schedule, and about two thirds (67%) of the parents confirmed about their attendance in the SMC meetings, which is also an evidence of high level support of the community for primary education. On performances on the vital indicators of educational achievements, the differences between intervention (GPS) and comparison (GPS and NGPS mixed) schools are negligible, meaning that the overall Primary Education standards, despite some problems, have improved remarkably. However, the Pre Primary Education interventions are lagging behind substantially; efforts on this through inputs at the school and at the community levels are required to a large extent.

In future, RNGPS may be transformed into GPSs, which would mean tremendous expansion of management responsibilities of the Directorate of Primary Education. Here it may be mentioned that absenteeism on the part of the teachers is still at 20% level. Under this context, one of the policy implications could be that to ensure quality of performances by primary schools, quality supervision is a priority need. To achieve quality management and

supervision, one may perceive that the relevant authorities of the Directorate of Primary Education may be significantly decentralized (delegated) at the divisional/regional levels or at the district levels.

Currently the ratio of male and female teachers, and also that of the members of SMC is 1 female per 2 males. This discrepancy, since the girl and boy students are about 50:50, may be removed gradually. Share of the community in the maintenance and management of the schools, in terms of financial contributions to ensure good physical environment of the schools (Class rooms, Tube Wells and Toilets) may be enhanced.

Already PEDP-III is being implemented and PEDP-IV is under consideration. According to DG, DPE, the project despite previous challenges has overcome major hurdles and achieved almost universal enrolment irrespective of gender and socio-economic status. However, levels of Primary Education Cycle Completion Rate remains at 61% reflecting comparatively persistent high rates of dropout. Future PEDP project would obviously prioritize enhancement of quality of education and quality of school environment ensuring upgrading of essential infrastructures, such as classrooms, tube wells and toilets. The most remarkable success of PEDP-II is that the community leaders and parents are actively participating in the management of the Primary Schools—a landmark achieved in transforming Primary Schools as institutions owned by the Community.

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Appendix—I

List of Sample Intervention & Comparison Schools

Table 1: List of Intervention Sample 140 Govt. Primary Schools (GPS)

Sl. No.	Division	District	Upazilla/Thana	School	School code	Student No	%	Sample students
1.	Dhaka	Narayangonj	Narayangonj- S	Jalkuri Uttor	311011404	1477	3.89	20
2.	Chittagong	Chittagong	Ctg. City corp	Dakkhin Kattali	411150302	806	2.12	20
3.	Dhaka	Gazipur	Gazipur-S	Mirza Pur	307010101	769	2.03	20
4.	Dhaka	Mymensingh	Iswargonj	Shohagi Bazar	303071001	710	1.87	20
5.	Dhaka	Gazipur	Sreepur	Beraider Chala	307040606	705	1.86	20
6.	Rajshahi	Bogra	Dhupchancia	Dhupchancia Balok Model	110040306	596	1.57	20
7.	Dhaka	Kishoregonj	Tarail	Jawar	305040202	570	1.5	20
8.	Chittagong	Comilla	Monohargonj	Ashir par	406021201	539	1.42	20
9.	Chittagong	Brahmonbaria	Brahmonbaria-S	Mohanpur	405010703	529	1.39	20
10.	Chittagong	Chandpur	Faridgonj	Pal taluk	407060102	485	1.28	20
11.	Chittagong	Comilla	Barura	Chotatulagaon	406081205	458	1.21	20
12.	Dhaka	Faridpur	Saltha	Bahir Dia	314021202	450	1.19	20
13.	Dhaka	Narshingdi	Raipura	Dailot Kandi	308021602	452	1.19	20
14.	Chittagong	Chittagong	Chandanish	Chamudaria	411100506	410	1.08	20
15.	Chittagong	Bandarban	Rawangchati	Chyanga	415030207	401	1.06	20
16.	Chittagong	Comilla	Burichong	Panch kitta	406090506	401	1.06	20
17.	Dhaka	Faridpur	Boalmari	Joy nogor	314030402	403	1.06	20
18.	Dhaka	Mymensingh	Phulpur	Ponguai	303111104	400	1.05	20
19.	Dhaka	Madaripur	Shibchar	Nilokhi Bondor	315020801	373	0.98	20
20.	Chittagong	Comilla	Brahmanpara	Bagra	406070405	360	0.95	20
21.	Rajshahi	Joypurhat	Akkelpur	Gopinathpur	109010207	361	0.95	20
22.	Sylhet	Moulvibazar	Sreemangal	Srimangal	604060302	360	0.95	20
23.	Dhaka	Narayangonj	Araihazar	Brahmondi	311040303	354	0.93	20
24.	Rajshahi	C. Nawabganj	Nawabganj – S	Haripur	112030153	350	0.92	20
25.	Chittagong	Chittagong	Fatikchhari	Chand pur	411040301	347	0.91	20
26.	Dhaka	Madaripur	Madaripur- S	Char Kalika Pur	315031110	341	0.9	20
27.	Chittagong	Brahmonbaria	Kasba	Dalipataisar	405030401	337	0.89	20
28.	Dhaka	Faridpur	Madhukhali	Gondho Khali	314050102	336	0.89	20
29.	Dhaka	Gopalganj	Muksudpur	Hazragati	317051202	339	0.89	20
30.	Chittagong	Chittagong	Satkania	Churamoni	41120602	330	0.87	20
31.	Dhaka	Gopalganj	Gopalganj-S	Matla	317030106	328	0.86	20
32.	Rajshahi	Panchagarh	Debiganj	Mowmary	101030805	325	0.86	20
33.	Dhaka	Jamalpur	Sarishabari	Manjalia	301010303	323	0.85	20
34.	Chittagong	Chandpur	Kachua	Nischanta pur	407020709	315	0.83	20
35.	Dhaka	Tangail	Mirzapur	Kamar Para	306071004	310	0.82	20
36.	Rajshahi	Serajgonj	Sahajadpur	Baro Dhunail	115080404	312	0.82	20
37.	Chittagong	Noakhali	Begumgonj	Rajullapur	409021601	303	0.8	20
38.	Dhaka	Narshingdi	Monohardi	Syedpur	308010806	303	0.8	20
39.	Barisal	Patuakhali	Galachipa	Galachipa Model	505020303	301	0.79	20
40.	Chittagong	Chandpur	Chandpur-S	Gulisha	407011006	300	0.79	20
41.	Chittagong	Noakhali	Companigonj	Purbo char Hazari	409050304	300	0.79	20

42.	Khulna	Bagerhat	Kachua	Masni	210010105	300	0.79	20
Sl. No.	Division	District	Upazilla/Thana	School	School code	Student No	%	Sample students
43.	Khulna	Satkhira	Ashashuni	Swet Pur	208010304	300	0.79	20
44.	Rajshahi	Lalmonirhat	Aditmari	Charita Bari	103010603	301	0.79	20
45.	Rajshahi	Rangpur	Pirgacha	Behari	105050103	301	0.79	20
46.	Rajshahi	Serajgonj	Belkuchi	K.C LAXMIPUR	115060506	299	0.79	20
47.	Dhaka	Narshingdi	Baelabo	Amlabo	308030208	294	0.77	20
48.	Rajshahi	Dinajpur	Birol	Jagatpur	103091003	288	0.76	20
49.	Barisal	Jhalokathi	Jalokathi-S	Baidara Pur	503020803	281	0.74	20
50.	Chittagong	Chandpur	Matlab uttar	Milar char	407081403	280	0.74	20
51.	Rajshahi	Gaibandha	Shaghaghata	Badinar Para	108060805	280	0.74	20
52.	Chittagong	Comilla	Comilla South	Doshari Chow	406020310	275	0.72	20
53.	Chittagong	Feni	Dagonbhuiya	Waziria	410020709	273	0.72	20
Total 21641 students from 53 schools with average of 408 which is more than average (271) of total 140 schools								
54.	Chittagong	Chittagong	Ctg.City corp	Agrabad T&T Colony	411090406	270	0.71	12
55.	Chittagong	Chittagong	Ctg.City corp	Nasirabad Colony GPS	411170306	270	0.71	12
56.	Chittagong	Comilla	Chouddagram	Chand Kara		270	0.71	12
57.	Dhaka	Gazipur	Gazipur-S	Kaultia	307010207	268	0.71	12
58.	Chittagong	Chittagong	Sandwip	Bashiria	411030503	264	0.7	12
59.	Rajshahi	Serajgonj	Tarash	Kalu Para Bash Baria	115050605	265	0.7	12
60.	Chittagong	Comilla	Meghna	Khandar gow	406130204	260	0.69	12
61.	Dhaka	Rajbari	Rajbari- S	Ruppur	313011501	261	0.69	12
62.	Khulna	Jessore	Jekargacha	Nayra	206041003	262	0.69	12
63.	Dhaka	Faridpur	Alfadanga	Char Narandia	314070602	253	0.67	12
64.	Khulna	Magura	Sreepur	Nabagram	205040105	254	0.67	12
65.	Dhaka	Gopalganj	Kasiani	Dokkhin Char vat Para	137020403	250	0.66	12
66.	Dhaka	Gopalganj	Kasiani	Horidas Pur	317020206	250	0.66	12
67.	Dhaka	Kishoregonj	Itna	Goara Pathar Kandi	305130107	251	0.66	12
68.	Chittagong	Bandarban	Thanchi	Thanchi Bazar Model	414050102	245	0.65	12
69.	Rajshahi	Bogra	Sherpur	Chalk Pathalia	110090903	247	0.65	12
70.	Dhaka	Gopalganj	Gopalganj-S	Purbo Arpara	317030702	244	0.64	12
71.	Dhaka	Madaripur	Shibchar	Bagmara	315020803	242	0.64	12
72.	Rajshahi	Serajgonj	Raigonj	Char Brahma Gachha	115070907	243	0.64	12
73.	Rajshahi	Pabna	Suganagar	Raishimul	116011006	234	0.62	12
74.	Khulna	Khulna	Paikgacha	Amur Kata	209070502	231	0.61	12
75.	Barisal	Barisal	Banaripara	Saliabakpur	501060505	229	0.6	12
76.	Dhaka	Gopalganj	Gopalganj-S	Latif pur	317030804	229	0.6	12
77.	Rajshahi	Natore	Singra	Kalam Special	114060408	229	0.6	12
78.	Rajshahi	Thakurgaon	Thakurgaon -S	Chhit Chila Rang	102011102	226	0.6	12
79.	Sylhet	Sylhet	Biswanath	Ghagutia	602040813	226	0.6	12
80.	Chittagong	Chittagong	Patiya	Mohira Hekhin	411050902	220	0.58	12
81.	Rajshahi	Gaibandha	Fulchari	KismothDhali	108040706	221	0.58	12
82.	Rajshahi	Pabna	Santhia	Chapri	116070203	219	0.58	12
83.	Khulna	Bagerhat	Chitolmari	Dakkhin Shaidha	210020210	217	0.57	12
84.	Khulna	Jhenaidah	Harinakunda	Taherhuda	204060302	217	0.57	12
85.	Khulna	Jhenaidah	Kaligonj	Kaligonj	204011203	216	0.57	12
86.	Barisal	Barisal	Uzirpur	Bharsha Kathi	501020711	209	0.55	12

Sl. No.	Division	District	Upazilla/ Thana	School	School code	Student No	%	Sample students
87.	Barisal	Patuakhali	Kolapara	Uttar Kapra Bhanga	505010608	208	0.55	12
88.	Chittagong	Chandpur	Shahrasti	Daiara	407050605	210	0.55	12
89.	Dhaka	Mymensingh	Bhaluke	Mahamud Pur Girl's	303040506	210	0.55	12
90.	Rajshahi	Pabna	Bera	Dudulia kol	116050608	210	0.55	12
91.	Sylhet	Sylhet	Golapgonj	Sundishail	602080901	207	0.55	12
92.	Barisal	Patuakhali	Patuakhali-S	Sreeram pur	505040402	205	0.54	12
93.	Barisal	Perojpur	Nesarabad	Jagannath kati	502060604	204	0.54	12
94.	Rajshahi	Gaibandha	Palashbari	Mahadipur	708030513	206	0.54	12
95.	Sylhet	Moulvibazar	Kamalganj	Kumra Kapan	604020509	206	0.54	12
96.	Barisal	Bhola	Borhanuddin	Uttor Char Titia	506040503	199	0.52	12
97.	Chittagong	Chittagong	Ctg.City corp	Madarbari	411090903	198	0.52	12
98.	Rajshahi	Gaibandha	Gobindoganj	Kalika Doba	108022009	188	0.5	12
99.	Rajshahi	Naogaon	Niamatpur	Ramgaon Shahapur	111040709	191	0.5	12
100.	Khulna	Jhenaidah	Shaikupa	Raj Nagar	204050205	186	0.49	12
101.	Khulna	Khulna	Dumuria	P.K.Balabunia	209030706	185	0.49	12
102.	Rajshahi	Lalmonirhat	Hatibandha	Dolapara	105060113	184	0.49	12
103.	Barisal	Bhola	Charfassion	Char jamuna	506011101	182	0.48	12
104.	Dhaka	Jamalpur	Islampur	Jiga Tola	301060105	181	0.48	12
105.	Dhaka	Netrokona	Netrokona- S	Birampur	30405201	182	0.48	12
106.	Rajshahi	Dinajpur	Chirirbandar	Paschim Bara baul	103040706	183	0.48	12
107.	Chittagong	Comilla	Daudkandi	Hasna bad	406051302	177	0.47	12
108.	Dhaka	Manikgonj	Harirampur	Syed Nogor	309050903	177	0.47	12
109.	Dhaka	Tangail	Bhuapur	Rayer Bashalia	306110207	179	0.47	12
110.	Rajshahi	Dinajpur	Dinajpur-S	Uthrail Dhamahar	103060304	176	0.46	12
111.	Sylhet	Sunamgonj	Shalla	Atgaon	415040102	171	0.45	12
112.	Dhaka	Gopalganj	Muksudpur	Bhatra Bezar	317050406	167	0.44	12
113.	Rajshahi	Kurigram	Ulipur	Shaheber Alga	107012302	165	0.43	12
114.	Barisal	Patuakhali	Dumki	Char garabdi	505070303	155	0.41	12
115.	Dhaka	Madaripur	Rajoir	Shakhar Par Kopoli	315040402	154	0.41	12
116.	Barisal	Bhola	Daulatkhan	Durlov pur	506030504	153	0.4	12
117.	Barisal	Patuakhali	Patuakhali-S	Tush Khali	505041201	153	0.4	12
118.	Rajshahi	Rangpur	Pirgonj	Raiuty Shadullapur	105040909	153	0.4	12
119.	Sylhet	Sunamgonj	Derai	Datta Gram	604090206	148	0.39	12
120.	Rajshahi	Kurigram	Kurigram- S	Shib Ram	107020807	145	0.38	12
121.	Chittagong	Chittagong	Raojan	Gohira Madrasha	411020402	139	0.37	12
122.	Khulna	Jessore	Monirampur	Harihar Nagar	206060703	140	0.37	12
123.	Barisal	Bhola	Tozumuddin	Uttor Chandi pur	506020310	135	0.36	12
124.	Barisal	Patuakhali	Kolapara	Dhan khali	505010905	135	0.36	12
125.	Dhaka	Gopalganj	Tunqipara	Madhu khali	317040147	137	0.36	12
126.	Khulna	Bagerhat	Kachua	Paratap Pur	210010202	128	0.34	12
127.	Barisal	Barguna	Patharghata	Mather Khal	504020306	119	0.31	12
128.	Khulna	Jessore	Bagarpara	Jadabpur	206050903	114	0.3	12
129.	Sylhet	Sunamgonj	Derai	Nachni-2	601090504	113	0.3	12
130.	Barisal	Barguna	Bamna	Kakchira Golak Kashi	504040402	108	0.28	12
131.	Dhaka	Gopalganj	Kotalipara	Suagram	317010104	107	0.28	12
132.	Sylhet	Habiganj	Nabiganj	Rankari Para	603020613	105	0.28	12
133.	Sylhet	Sylhet	Beanibazar	Fulmolik	602110107	103	0.27	12
134.	Barisal	Jhalokathi	Rajapur	Nizam	503040510	97	0.26	12

Sl. No.	Division	District	Upazilla/ Thana	School	School code	Student No	%	Sample students
135.	Chittagong	Khakgrachar	Panchari	Bara Panchari North	413030302	98	0.26	12
136.	Khulna	Khulna	Dighalia	Mohisdia	209060408	74	0.2	12
137.	Chittagong	Rangamati	Juraichari	Sukna Chari	414050207	73	0.19	12
138.	Rajshahi	Dinajpur	Khanshama	kumaria-2	103020110	72	0.19	12
139.	Dhaka	Gazipur	Kaliganj	Uttar Raznagar	307020212	58	0.15	12
140.	Barisal	Perojpur	Nazirpur	Chapakhali	502020608	51	0.13	12
Total students in 87 schools is 16296 with average of 187 per school which is lower than average (271) of 140 schools								
Total student						37937		
Average Student						271		
Average %							0.71	
Minimum Student						51		
Minimum %							0.13	
Maximum Student						1477		
Maximum %							3.89	

Table 2: List of Comparison Sample Primary Schools

Sl. No.	Division	District	Upazilla/Thana	Sample Schools	Sample students
1.	Dhaka	Narayangonj	Narayangonj Sadar	Shimrail GPS	15
2.	Dhaka	Mymensingh	Iswargonj	Bagber GPS	15
3.	Dhaka	Kishoregonj	Tarail	Akurpur Primary School	15
4.	Chittagong	Chandpur	Faridgonj	Faridganj South GPS	15
5.	Dhaka	Narshingdi	Raipura	Sapmara GPS	15
6.	Chittagong	Comilla	Burichong	Sadekpur GPS	15
7.	Dhaka	Madaripur	Shibchar	Char Shekhpur GPS	15
8.	Sylhet	Moulvibazar	Sreemangal	Chandranath GPS	15
9.	Chittagong	Chittagong	Fatikchari	Anwar Ali Registered Primary School	15
10.	Dhaka	Faridpur	Madhukhali	Paitpara Registered Primary School	15
11.	Dhaka	Gopalganj	Gopalganj Sadar	Konagram GPS	15
12.	Chittagong	Chandpur	Kachua	56 No Kachua Registered Primary School	15
13.	Chittagong	Nokhali	Begumgonj	Dokkhin Miapara Non Government Primary	15
14.	Chittagong	Chandpur	Chandpur Sadar	Sardar Khan GPS	15
15.	Khulna	Satkhira	Ashashuni	Kunduria GPS	15
16.	Rajshahi	Serajgonj	Belkuchi	Pirar Char Non Government Primary School	15
17.	Barisal	Jhalokathi	Jalokathi Sadar	Rampur Model Primary School	15
18.	Chittagong	Comilla	Comilla South	Choto Sharifpur	15
19.	Chittagong	Chittagong	Ctg.City corp	Muradpur GPS	15
20.	Chittagong	Chittagong	Sandwip	Purba Kachia Par GPS	15
21.	Dhaka	Rajbari	Rajbari Sadar	Sreepur GPS	15
22.	Khulna	Magura	Sreepur	Goalpara Registered Primary School	15
23.	Dhaka	Kishoregonj	Itna	Panchashia Registered Primary School	15
24.	Dhaka	Gopalganj	Gopalganj Sadar	Sonakur GPS	15
25.	Rajshahi	Pabna	Sujanagar	Shantipur GPS	15
26.	Dhaka	Gopalganj	Gopalganj Sadar	Tarargati GPS	15
27.	Sylhet	Sylhet	Biswanath	Kalijuri Registered Primary School	15
28.	Rajshahi	Pabna	Santhia	G.C. Puran Dulauri Registered Primary School	15
29.	Khulna	Jhenaidah	Kaligonj	Paikpara GPS	15
30.	Chittagong	Chandpur	Shahrasti	Dohosri Registered Primary School	15
31.	Sylhet	Sylhet	Golapgonj	Rankeli Naoa Gram GPS	15
32.	Rajshahi	Gaibandha	Palashbari	Parbatipur GPS	15
33.	Chittagong	Chittagong	Ctg.City corp	Alhaj Sufia Khatun Community School	15
34.	Khulna	Jhenaidah	Shailkupa	Jhaodia GPS	15
35.	Barisal	Bhola	Charfassion	Uttar Madraj GPS	15
36.	Rajshahi	Dinajpur	Chirirbandar	Uttar Chirir Bandar	15
37.	Dhaka	Tangail	Bhuapur	Tarail GPS	15
38.	Dhaka	Gopalganj	Muksudpur	Tengra Khola GPS	15
39.	Dhaka	Madaripur	Rajoir	Kandi sakarpar	15
40.	Rajshahi	Rangpur	Pirgonj	Sukan Chowki GPS	15
41.	Chittagong	Chittagong	Raojan	Dash Para GPS	15
42.	Barisal	Patuakhali	Kolapara	Panchjunia Registered Primary School	15
43.	Barisal	Barguna	Patharghata	Badur Tala GPS	15
44.	Barisal	Barguna	Bamna	Maddha Amtoli Non Government Primary School	15
45.	Sylhet	Sylhet	Beanibazar	Candda Gram RNGPS	15
46.	Khulna	Khulna	Dighalia	Dighalia Community School	15
47.	Dhaka	Gazipur	Kaliganj	Tumalia Community School	15

Appendix—II

Component of PEDP-II

Items of work (as per PP)	
1. Civil Works	Construction, extension, renovation and fittings of GPS Class Rooms--40870
	Construction of toilets-- 23002
	Sinking tube-wells--17275
	Repair and extension of UEO offices--456
	Construction, renovation and extension of PTIs hostel--53
	Construction and fittings of URCs--397
	DPE HQ: academic building repair, renovation and extension-1
	Extension and Renovation of NAPE--1
	Extension and Renovation of DPEO--58
	Residential building at CHT--10
	Community School (CS)-- 395
	Repairs & Maintenance of government primary schools
	2. Machinery and Equipment: 109450 different items	Photocopier machine
Duplicating Maching	
Fax Maching	
Weighing machine	
School bell	
Lift	
500 KV Generator	
Telephone	
Inter-com	
3. Furniture: Different items	High or low bench
	Chair
	Table
4. Training (local)	C-in-Ed—112950 (Training on academic supervision, subject based training, school management for teachers)
	Subject based- 615500 and Need based
	SMC members training—185940 (Training on local level planning, computer & ICT training, office management, financial management, staff development training)
	SMT/ACS--64879 Teachers training--111025 (GPS, RNGPS, COM)
5. Training (overseas)	MoPME, DRE HQ, field level offices of DPE and concerned ministries
6. Computer peripherals: 5585 different items	Computer for UEO, PTI
	Computer Lab for PTIs
	Laptop for model school
	Multimedia projector for model school
	Screen
	IPS
	Internet connection for all primary school
	Software for office management for MOPME and DPE
	Assessing the strength and establishing and operation of Wide Area Network (WAN)

Items of work (as per PP)	
7. Supplementary Reading Materials (SRM) and Teachers guide	Supplementary Reading Materials (SRM)-- 7198181 copies
	Teachers guide--3799998 copies
8. Curriculum Revision	Grade iv & v Curriculum
	C in ED Curriculum
9. Textbooks, Teaching learning Materials & Education Kit--60829 schools	Education tool kit
	School bag
	Sports materials
	Development of curriculum and a guideline for teachers and supervisors
	Training manuals
10. Social mobilization: Different Social Mobilization activities	School Level Implementation Plans (SLIP)
	Awareness and sensitization of field level officers, teachers and local community especially parents
	Observation of education fair
	Distribution of school Calendar
	Distribution of school Brochure
11. Equitable allocation	Promotion and training in support of Inclusive education: Training of Trainers (TOT) program for PTI super and Instructors, URC Instructors, Assistant Instructors, ADPEOs, UEOs, AUEOs and persons involved in inclusive education implementation.
	Orientation Workshop, Implementation/ Planning Meeting on IE Action
	Implementation of special Needs Children Education Plan
	Implementation of Tribal Children's Education Action plan including provision of special physical facilities in inaccessible area
	Support for Early Childhood Education (Baby Class Equipment and Materials)
12. Storage facilities at school	Procurement of almirah
13. Vehicle	Jeep- 42 Microbus-8 Car- 2 Motorbike-1598
14. Manpower--47358	
15. Innovative Grant	
16. Workshop/ Seminar	
17. Textbook printing, binding, carrying & CD VAT	
18. Third Party Supervision	
19. Survey/study	
20. Pr. Teachers' Registration board	
21. Monitoring and evaluation	
22. Professional fee against civil works	
23. GIS database	
24. NAPE QIC (budget in incremental operating cost)	
25. Documentation center	
26. QSTF	
27. Technical Support at District level	
28. Repairs & Maintenance of government primary schools	
29. Medical expenses	
30. Consultancy (International)	
31. Consultancy (Local)	
32. Contingency	
33. School Level Implementation Plans (SLIP)	
34. Primary Education Terminal Examination	

Appendix—III

Detailed Tables of Findings: Students, Teacher & Parents

Table 1: Number of students by gender

Respondents	Intervention n-2100	Control n-705	Total n-2805
Boy	50	50	50
Girl	50	50	50
Total	100	100	100

Table 2: Distribution of students by age: in years

Age (in years)	Intervention n-2100			Control n-705			Total n-2805		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mean	10	10	10	10	10	10	10	10	10
Minimum	8	8	8	8	8	8	8	8	8
Maximum	14	13	14	13	12	13	14	13	14

Table 3: Designation of the teacher: in %

Designation	Intervention n=140	Control n=47	Total n=187
Head master	87	94	89
Assistant teacher	13	6	11
Total	100	100	100

Table 4: Number of teacher by sex: in %

Sex	Intervention n=140	Control n=47	Total n=187
Male	61	68	63
Female	39	32	37
Total	100	100	100

Table 5: Distribution of teachers by age: in years

Age (in years)	Intervention n=140	Control n=47	Total n=187
Mean	45	44	44
Minimum	26	32	26
Maximum	44	62	62

Table 6: Distribution of parents by age: in years

Age (in years)	Intervention n=210			Control n=70			Total n=280		
	Father	Mother	Total	Father	Mother	Total	Father	Mother	Total
Mean	42	33	37	43	36	40	42	34	38
Minimum	24	22	22	30	27	27	24	22	22
Maximum	65	45	65	62	50	62	65	50	65

Table 7: Distribution of parents by education

Educational qualification (class passed)	Intervention n=210			Control n=70			Total n=280		
	Father	Mother	Total	Father	Mother	Total	Father	Mother	Total
Mean	8	8	8	7	8	8	8	8	8
Minimum	0	0	0	0	3	0	0	0	0
Maximum	14	16	16	12	14	14	14	16	16

Table 8: Distribution of parents by occupation: in %

Occupations	Intervention n-210			Control n-70			Total n-280		
	Father	Mother	Total	Father	Mother	Total	Father	Mother	Total
Housewife	0	80	39	0	84	41	0	81	39
Farming	40	3	22	50	0	26	42	3	23
Business	35	2	19	30	5	17	34	2	18
Service	20	15	18	20	11	16	20	14	18
Day Laborer	5	0	2	0	0	0	4	0	2
Total	100	100	100	100	100	100	100	100	100

Table 9: Status of having provision for pre-primary education in the school: in %

Status	Intervention n=140	Control n=47	Total n=187
Yes	95	79	91
No	5	21	9
Total	100	100	100

Table 10: Types of making provision for pre-primary education in the school: in %

Types of facility	Intervention n=133	Control n=37	Total n=170
Well teaching arrangement	25	16	23
Availability of educational materials	19	19	19
Additional classroom	19	19	19
Arrangement of sports and entertainment	8	19	11
Supply text books in free of cost	18	22	18
Trained teacher	9	0	7
Arrangement of food	1	5	2
Enrolment through survey	1	0	1

Table 11: Parent's perception on facility for pre primary education in their child school: %

Responses	Intervention n-210			Control n-70			Total n-280		
	Father	Mother	Total	Father	Mother	Total	Father	Mother	Total
Yes	83	92	87	85	74	80	83	87	85
No	17	8	13	15	26	20	17	13	15
Total	100	100	100	100	100	100	100	100	100
Types of faculties									
Teaching method followed in the pre primary education based on students familiarization of alphabets	71	67	69	75	42	59	87	70	78
Availability of classroom	69	65	65	73	40	57	85	68	76
Teacher give enough time for teaching	13	12	12	5	5	5	7	12	9
Provide materials in free of cost	5	3	4	15	21	18	9	9	9
Well sitting arrangement	3	5	4	0	0	0	3	4	4
Supply text book in free of cost	0	3	2	0	11	5	0	6	3

Table 12: Distribution of students by the status of having physical disabled students in their class: in %

Status	Intervention n=2100			Control n=705			Total n=2805		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Yes	19	19	19	4	5	4	16	16	16
No	81	81	81	96	95	96	84	84	84
Total	100	100	100	100	100	100	100	100	100

Table 13: Distribution of teachers by status of received training under PEDP-II: %

Status	Intervention n=140	Control n=47	Total n=187
Yes	66	70	67
No	34	30	33
Total	100	100	100
a. Types of received training	n= 92	n=33	n =125
System of teaching in class room	21	21	21
Need based Training	16	6	14
Pre-Primary Education	9	15	14
Inclusive Education	9	9	9
Subject based Training: English, Mathematics and Science	11	6	10
School administration	11	9	10
Supervision and technical support	8	9	8
Awareness and motivation of community people	2	-	2
C-in-ED	11	9	10
B Ed	23	15	21
M Ed	4	3	4

Multiple responses

Table 14: Status of training conducted according to new curriculum: %

Status	Intervention n=92	Control n=33	Total n=125
Yes	51	52	51
No	49	49	49
Total	100	100	100

Table 15: Status of sufficient duration of training: %

Status	Intervention n=92	Control n=33	Total n=125
Yes	58	64	59
No	27	9	22
Total	100	100	100

Table 16: Distribution of teacher by their comments on quality of the training: %

Status	Intervention n=92	Control n=33	Total n=125
Very good quality	8	9	8
Good quality	54	48	53
Moderately good quality	15	3	12
Not good	23	39	27

Table 17: Status of having/existing school management committee (SMC) in the school: in %

Status	Intervention n=140	Control n=47	Total n=187
Yes	100	100	100
No	0	0	0
Total	100	100	100

Table 18: Frequencies of SMC meeting held

Responses	Intervention n=140	Control n=47	Total n=187
Mean number	30	30	30
Minimum	20	20	20
Maximum	30	30	30

Table 19: Status of decision making power of SMC on the school matters: in %

Status	Intervention n=140	Control n=47	Total n=187
Yes	100	98	100
No	0	2	5
Total	100	100	100

Table 20: Types of activities performed by the school management committee: in %

Types of functions	Intervention n=140	Control n=47	Total n=187
Participation on school development works	49	51	50
Ensure student attendance	29	17	26
Activities perform for quality education of school	23	17	21
Home visit to reduce dropout	18	23	20
Give advice to guardian/ parents	17	26	19
Take decision in annual action plan	8	13	10
Ensure teacher attendance	12	4	10
Observed national days	10	9	9
Observe result of school examination	5	2	4
Ensure enrolment	5	9	6
Arrange Uthan Baithak	2	2	2
Take decision in annual sports, result publishing day, stipend	10	6	3
Assistance of book distribution	-	6	2

Table 21: Status of school management committee in the school: in %

Responses	Intervention			Control			Total		
	Father	Mother	Total	Father	Mother	Total	Father	Mother	Total
Status of holding meeting of SMC									
Yes	94	97	95	90	95	92	93	96	94
No	6	3	5	10	5	8	7	4	6
Status of participation in the meeting									
Yes	68	65	67	55	84	69	65	70	67
No	32	35	33	45	16	31	35	30	33

Appendix—IV

Findings of Local Level Workshop

As a requirement of the study, a local level workshop to assimilate the stakeholders' direct opinions on "Second Primary Education Development Programme (PEDP-II)" was organized and conducted by Research Evaluation Associates For Development Ltd.(READ), with the technical guidance of Implementation Monitoring and Evaluation Division (IMED), Ministry of Planning at the project area, LGED Conference Room, Gazipur District, on 17th April 2013 at 09:45 am. Secretary, IMED, Mr. Mohammad Mejbahuddin was the chief guest of the workshop. Director General, IMED, Mr. Syed Md. Haider Ali presided over the workshop. A total of 45 persons participated in the workshop and they are:

Participants Identity	Total	Male	Female
IMED Officials: Secretary, Director General, Director, Assistant Director, Programmer	8	6	2
ADC, Gazipur	1	0	1
Deputy Director, DPE	1	1	0
District Primary Education Officer and Assistant District Primary Education Officer	2	1	1
Upazilla Educaiton Officer	3	2	1
Beneficiary parents of students	5	2	3
Head master, Assistant teacher	5	4	1
President of SMC	6	5	1
Imam	1	1	0
Local Journalist	1	1	0
LGED Officials: Consultant, Executive Engineer	3	3	0
READ Officials: Managing Director, Consultant, Additional Director, Deputy Director, Assistant Director	9	7	2
Total Participants	45	33	12

Inaugural Session: Managing Director, READ, Dr. Syed Jahangeer Haider, delivered welcome address and outlined objectives of the evaluation study, its scope and methodology. He expressed that data collected from this workshop will be compared with collected data from the field and report will be finalized accordingly. Dr. Haider urged the participants to be franked and give their opinions openly on the project performances, and help READ to undertake effective analyses for the evaluation study with valid and comprehensive data.

District Primary Education Officer in her deliberation outlined that the project began with enthusiasm and energy to implement in a very effective way but keeping in complete in one project another project take up (overlap project). The project is completed in a way for which it was taken up or not, that is not known. It is helpful to know about the earlier program to implement the follow-up program.

PEDP- II & III Consultant of LGED Mr. Ataulllah Bhuyain explained in detail about the program and also mentioned that, LEGD was involved in completion of civil works of the primary schools since 1990. He also mentioned the reasons and status of PEDP-II implementation. He mentioned that limited land, manpower and resources are the main barriers for 100% completion of the project.

Additional District Commissioner Shanewaz Dilruba Khan in her speech conveyed thanks and mentioned they have achieved enough in education sector. She added many of the targets of PEDP-II component are close to the targets. However she mentioned that beside many other problem girls' toilet and boundary walls could not provided.

Mr. Mohammad Mejbahuddin, Secretary of IMED, Planning Ministry, in his welcome speech said that, PEDP- II is a big project and under taken (almost 9000 crore taka) lots of activities. In order to develop primary education quality, child centered education system has been improved and introducing the education management system to the guardians and develop the sense of ownership through incorporating SMC. The idea is that next education program would be much better from the learning of this PEDP- II workshop. He has requested for open discussion so that it would help us for better understanding.

Director General, IMED and President in the Inaugural Session of the workshop, Mr. Syed Md. Haider Ali, in his address urged upon all to perform their respective assigned roles and make the workshop participatory and effective. He also requested the participants to express the strengths and weakness of the PEDP-II. He thanked the Secretary, IMED, and others for attending the workshop.

Working Session: The Working Session was moderated by Dr. M.A Wahab, Consultant, READ and he used pre structured guideline specifying major issues concerning implementation of the Program. Threadbare discussions took place in the workshop pointing out the benefits (strengths) and difficulties (weakness), created by the concerned program operation.

The salient points raised by the participants in the workshop are presented herewith:

Information of project implementation

- Under the PEDP-II, repair renovation of government primary school building, construction of class room, extension and renovation of UEO offices, construction of URC, construction of PTI hostels, extension of district primary education offices and training of the teachers etc. are done.
- Two class rooms have been constructed in Kawlotia, Mirzapur, Uttar Rajnagr and Barotopa schools.
- No toilet constructed
- No tube well installed
- There were supposed to be installed Flag stand but not done
- Ramps supposed to be constructed in the school for the physically disabled children but not done.
- No boundary wall constructed
- Under the Program, benches, chairs, tables, almirahs, black boards etc. were delivered to class room.
- Face to face sitting benches were given.
- No discussion made with the SMC during the implementation of the project.
- SMCs were not asked about the work and no completion certificate obtained from them.
- Initially design schedule/estimate of the schools were submitted but later not done or process was not maintained. For these, many of the questions raise of many people what was proposed and what done. As the schedule/estimate was in English that was difficult to understand by many school authorities.

Supervision Information

- LGED Officers did not supervise construction works. The contractors completed the works as they feel suitable.

Maintenance of the project

- For the maintenance and repair-renovation the school authority receive money and the SMC do the necessary maintenance works. Moreover School authority through SLIP receives 30 thousand taka yearly.

- Maintenance work is done by local resource generation
- LGED maintenance period is one year

School Management Committee

- The School Management Committee received School Management Training
- Monthly at least one SMC meeting held.
- SMC is responsible for overall management of the school

Evaluation of the Training

- Teachers received C-In-Ed, Need Based and Subject Based training under this program
- School Management training given to the SMC members under this program

Strengths/benefits of the Project:

- Under the PEDP-II activity civil works, repair renovation of government primary school, class room construction, extension and renovation of UEO offices, construction of URC, construction of PTI hostels, extension of district primary education offices and training of the teacher, model school construction etc. are done.
- Big classroom has been constructed under the project that create better sitting arrangements and better light and ventilation
- Two/three storage foundation given for the school
- Earlier they had class under the tree but now in the 2 storied building
- Different kinds of educational materials/tools were supplied to attract the student to come to school
- Ramp were provided for the physical disabled children
- Quality education could provide to the poor children
- 2 teachers were appointed for the 2 new classrooms
- Under the project SMC members were provided training
- Passing rate has been increase due to the teachers have trained and achievement is 95% to 96%
- 100% enrollment
- Decreased drop out
- Increased attendance than before
- Primary education terminal examination passing rate is 100% and all the student get admitted in Grade VI
- Received the text books in time and also provided it to the students in time.
- New text book helps to be creative both teachers and students
- Weekly and fortnightly examination held
- Cultural entertainment program are conducted in the school. To make the students creative every weak Thursday just before the end of the class hour, cultural program such as, poem recitation, drama, song and dance are arranged.
- Under the project, by the supervision and direction of the Upazilla Education Officer, the quality of the education enhanced
- Under the project 'Ma Samabesh' has been arranged
- A lot of teaching and learning materials/educational tools has been provided under the PEDP-II that lead to increase the quality of the education and improve education.

Weaknesses of the Project

- Most of the civil works was very poor and a few of them lead to questionable
- Within a short time of the construction completion of the civil works cracks, plaster default and class room floor settle and in the Veranda. LGED officers mentioned that because of poor curing it happened as well as they mentioned many other problems.
- The work was completed in 2011, and at the supervision time in 2012, it was found that Ramp, veranda, floor of the classroom settle down.
- Ramp casting was not properly done. From the ramp side earths eroded so approach raised from the ground level as a result of the physically disabled children could not go to classroom.
- Students get hard due to the poor quality of window glasses installed and that breaks often.
- After completion of works in a few days cracks developed, plaster fallen. When LGED Engineers are asked their
- Furniture provided under the project was very low quality. Chairs, tables and benches are very fragile and it broke within 6 months
- There is no facility for the physically disabled children
- It was planned to developed ramp for the physically disabled children but did not implemented in some places
- Room casting was not properly done, floor was raised and that become difficult for the challenged people.
- LGED officers did not supervise the works. Contractors just did on their own way.
- In most of the schools, toilet was not constructed
- In most of the schools, tube well was not installed
- No Flag stand was installed but it was in the plan
- No school boundary wall constructed
- There are no room for pre-primary children
- Contractors did not make any consultation with SMC members during the school construction
- Contractor did not pay attention to SMC's opinion as the contractor are not liable to SMC's, so they don't bother to take clearance certificate from the SMC
- After completion of the work it was planned to take clearance certificate from SMC but it did not happened
- SMC members notify the problems doing the construction and informed the concern engineers but it did not worked out
- In the beginning of the program schedule (Estimate of works) and plan of schools were given to SMC, later on these practice abandoned. In this reason question arise what is in the plan and what is provided.
- Where and what type of work is going on was never shared by the Upazilla Engineer with the District Education Officer
- In the program there was a provision for appoint of 2 teachers for 2 new classrooms but one teacher has been appointed in some schools
- None of the 4 schools have either toilet or tube well which is in functioning condition
- Proper handover has not been done after the civil work
- From 2005 to 2008 quality of the work was extremely poor
- It was mentioned by the LGED consultant that due to the manpower shortage proper supervision of the work was not possible.
- At a time there are lot of schools were constructed but due to the manpower shortage the quality of work was very poor.

Recommendations for future improvement and sustainability of the Programme

To avoid such situation and poor quality of work under the similar type of project in future the following major suggestions need to be considered

- Security money should be kept for 3 years instead of 1 year and that will help to get improve quality of work
- Written document needed for the legibility of the civil works
- No compromise for quality work
- Need close monitoring
- Provide Bangla copy besides the English copy of the estimates/schedule
- SMCs need to be included in the supervision work of the program implementation work
- Taking endorsement from SMC should be followed
- At the time of handover of school, clearance certificate should be taken from SMC
- Need Based and Subject Based training is required as per new curricula
- Face to face sitting arrangement based bench should not provide as in the school students do not sit like this
- Glass should not be given in window as it causes casualties to children
- Maintenance work of toilets should be done by own resource of school

President of the workshop and Director General, IMED closed the workshop giving thanks to all the participants

Appendix—V

Photographs of Local Level Workshop at Gazipur and Photographs of Observed Sample Schools

Photographs of Local Level Workshop at Gazipur



Photographs of Observed Sample Classroom, Tube Well, Toilet & Other Supplies



Roof of the Classroom



Floor of the Classroom



Black Board of the classroom



Ramp of the school



Tube Well of the school



Toilet of the school



Pre Primary Class



Teaching Learning Materials



Tube Well of the school

Appendix—VI
Data Collection Instruments (in Bangla)

İmKkb- 1t cwi wPwZgj K Z_vej x

DËi vZvi aibt 1. Qvİ 2. Qwİ
Qvİ/Qvİxi bİgt
Qvİ/Qvİxi wZvi bİgt Qvİ/Qvİxi gvZvi bİgt

- 1. eqm t (cY®Qi)
- 2. Qvİ/Qvİxi wZvi wK¶vZ İvM'Zv t (İK'Yx cvk)
- 3. Qvİ/Qvİxi gvZvi wK¶vZ İvM'Zv t (İK'Yx cvk)
- 4. Qvİ/Qvİxi wZvi İckvt

1. Kwİ KvR	3. e'emv (wb'® Kİ'b)	5. İeKvi
2. w' b gRj	4. Pvkİx (wb'® Kİ'b)	6. Ab'vb' (wb'® Kİ'b)

5. Qvİ/Qvİxi gvZvi İckvt

1. Mvbx	3. w' b gRj	5. Pvkİx (wb'® Kİ'b)
2. Kwİ KvR	4. e'emv (wb'® Kİ'b)	6. Ab'vb' (wb'® Kİ'b)

- 6. cwi exİi İgvU gvmK Avq (mKj Drİmi Avq wgvj İq)tUvKv
- 7. İKvb İKİvİZ co? 1. cÜg İKİv 2. wZxq İKİv 3. ZZxq İKİv 4. PZ_¶İKİv 5. cÄg İKİv
- 8. İZİvİ İKİvİZ İgvU KZİv wcl q (**Subject**) covİbv nq?
- K. wcl q_İj v (**Subject**) Dİj İ-Kİ?

- 9. G İj İvZ¶İ qvİ AvİM Ab' İKvb İj covİj Lv Kİİ İQv İK? 1. İv 2. bv
- 10. Zİg İKb G İj İvZ¶İ İqQ?

- 11. İZİvİ İKİvİZ İgvU Qvİ-Qwİ mSİv KZ? İgvU:Rb Qvİ:Rb Qvİx:Rb
- 12. İZİvİ İKİvİZ İvİvİ K cİZeÜx İKvb Qvİ-Qwİ AvİQ İK? 1. İv 2. bv
- K. İv İj , İvİvİ K cİZeÜx Qvİ-Qwİ İ mSİv KZ? İgvU:Rb Qvİ:Rb Qvİx:Rb
- 13. İZİvİ İj İ cW İvİvİ mgqmP İK (İj Kİb İi" nq Ges Kİb eÜ nq)? İj İi"i mgq: İkl İl qvİ mgq:

İmKkb- 2t cKİ ev İ evqb mæÜİK Z_

- 14. İZİvİ İj İv İv İg wbg¶Y İv İqİQ İK? 1. İv 2. bv

K. İj İv İg wbg¶Y İj İZİvİ İ/Qvİ-Qwİ İ İK İK İvİvİ İqİQ?

- 15. İZİvİ İj İv Uqİj U AvİQ İK? 1. İv 2. bv (16bs cİkİvİv)
- K. İv İj , İqİj Ges İqİq İ İv Avj v v Uqİj U AvİQ İK? 1. İv 2. bv
- L. Uqİj U eZ¶İv e'envi İv İqİQ İK? 1. İv 2. bv
- M. Zİg İj İ Uqİj U e'envi İ İK? 1. İv 2. bv
- N. Uqİj İ U e'bv AvİQ İK? 1. İv 2. bv
- O. Uqİj U e'envi İvİvİ Rb' cİvİ e'e'v AvİQ İK? 1. İv 2. bv
- P. cİvİ Rb' İK e'e'v AvİQ? 1. wDeİ İj 2. cKj 3. Kqv 4. U'vc/mvcİB 5. Ab'vb' (wb'® Kİ'b)

- Q. Uqİj İ U İvİvİ İ İq İvİvİ e'e'v AvİQ İK? 1. İv 2. bv
- R. Uqİj Uİv İj İj İvİvİ İv mgİq Zİj İv /eÜ İvİK İK? 1. İv 2. bv

- S. Uqİj U İKİb cİvİ İvİvİ cİvİ İvİvİ 1. İvİvİ cİvİ İvİvİ 2. cİvİ İvİvİ 3. İgvUİvİvİ cİvİ İvİvİ 4. Acİvİ İvİvİ 5. AZ'İS-Acİvİ İvİvİ

T. İj İv Uqİj U İvİvİ İvİvİ İZİvİ İ İK İK İvİvİ İqİQ?

U. Դժի և Սոթյ Ս Է՛նՎի Քի՛Հ իՅիգի՛ իՅի՛ մց՛նի ըստ ըն՛՞

1. ուն 2. թ

V. ուն ուն, ըստ ըն՛՞

16. (հի՛ 15 թ ըստ ըն՛՞ իՅի՛ ըստ ըն՛՞), իՅիգի՛ իՅի՛ Սոթյ Ս Է՛նՎի Քի՛ ?

17. իՅիգի՛ ի Դժի Սոթյ Ս Է՛նՎի Քի՛ ? 1. ուն 2. թ (18թ ըստ ըն՛՞)

K. ուն ուն, Սոթյ Ս Սոթյ (Սոթյ) Ս Է՛նՎի Քի՛ ? 1. ուն 2. թ (18թ ըստ ըն՛՞)

18. (հի՛ 17 թ 17 թ ըստ ըն՛՞ իՅի՛ ըստ ըն՛՞), Դժի իՅիգի՛ իՅի՛ իՅի՛ Է՛նՎի Քի՛ ?

19. (ի՛ ի՛ Ըն՛ ի՛ Ըն՛ ի՛ ըստ ըն՛՞ իՅի՛ ըստ ըն՛՞) ըստ ըն՛՞ իՅի՛ իՅի՛ իՅի՛ Է՛նՎի Քի՛ ըստ ըն՛՞ ըստ ըն՛՞

- 1. Ըն՛ ըստ ըն՛՞
- 2. ըստ ըն՛՞
- 3. ըստ ըն՛՞ ըստ ըն՛՞
- 4. Ըն՛ ըստ ըն՛՞
- 5. Ըն՛ ըստ ըն՛՞

20. իՅիգի՛ Դժի ըստ ըն՛՞ ըստ ըն՛՞ Ըն՛ Է՛նՎի Քի՛ ?

21. Դժի ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ իՅի՛ իՅի՛ իՅի՛ իՅի՛ իՅի՛ իՅի՛ ?

22. Դժի իՅի՛ ըստ ըն՛՞ իՅի՛ իՅի՛ իՅի՛ իՅի՛ իՅի՛ իՅի՛ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

K. ուն ուն, ըստ ըն՛՞

1. Սոթյ Ս Սոթյ ի՛ ըստ ըն՛՞ ըստ ըն՛՞	3. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞
2. Սոթյ Ս Սոթյ ի՛ ըստ ըն՛՞	4. Ըն՛ ըստ ըն՛՞ (ըստ ըն՛՞)

23. Դժի իՅի՛ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

24. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ (Դժի ի՛ ըստ ըն՛՞ ըստ ըն՛՞)

25. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ (Դժի ի՛ **Result sheet** ըստ ըն՛՞)

26. իՅիգի՛ ի ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

27. իՅիգի՛ ի ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

28. իՅիգի՛ ի ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ?

1. Ըն՛ ըստ ըն՛՞ ըստ ըն՛՞ (100% ըստ ըն՛՞)	2. ըստ ըն՛՞ ըստ ըն՛՞ (100%)	3. Ըն՛ ըստ ըն՛՞ ըստ ըն՛՞ (95%)
4. ըստ ըն՛՞ ըստ ըն՛՞ (90%)	5. ըստ ըն՛՞ ըստ ըն՛՞ (70%)	

29. իՅիգի՛ ի ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ?

1. Ըն՛ ըստ ըն՛՞ ըստ ըն՛՞	2. Ըն՛ ըստ ըն՛՞ ըստ ըն՛՞	3. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞
4. ըստ ըն՛՞ ըստ ըն՛՞	5. Ըն՛ ըստ ըն՛՞ ըստ ըն՛՞	

30. իՅիգի՛ ի Դժի ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

K. ուն ուն, ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞

1. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞	2. Ըն՛ ըստ ըն՛՞ ըստ ըն՛՞	3. ըստ ըն՛՞ ըստ ըն՛՞
4. ըստ ըն՛՞ ըստ ըն՛՞	5. Ըն՛ ըստ ըն՛՞ ըստ ըն՛՞	6. Ըն՛ ըստ ըն՛՞ (ըստ ըն՛՞)

L. Ըն՛ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

31. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

32. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

33. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

K. ուն ուն, ըստ ըն՛՞

- 1. Ըն՛ ըստ ըն՛՞
- 2. ըստ ըն՛՞
- 3. ըստ ըն՛՞ ըստ ըն՛՞
- 4. ըստ ըն՛՞
- 5. Ըն՛ ըստ ըն՛՞

34. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

35. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ (Դժի ի՛ ըստ ըն՛՞ ըստ ըն՛՞)

36. իՅիգի՛ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ?

1. Ըն՛ ըստ ըն՛՞ ըստ ըն՛՞	3. ըստ ըն՛՞ ըստ ըն՛՞	5. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞
2. ըստ ըն՛՞ ըստ ըն՛՞	4. ըստ ըն՛՞ ըստ ըն՛՞ (ըստ ըն՛՞ ըստ ըն՛՞)	6. Ըն՛ ըստ ըն՛՞ (ըստ ըն՛՞)

37. Դժի ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

K. ըստ ըն՛՞ ըստ ըն՛՞ ըստ ըն՛՞ Է՛նՎի Քի՛ ? 1. ուն 2. թ

38. Ինչպիսիք են ձեր մասնակցությունները

Կրթման ժամանակահատվածի ընթացքում կատարվող փոփոխությունները	1. ունի	2. չունի	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. ունի	2. չունի	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. ունի	2. չունի	
Չնայած այն հարցին, թե արդյո՞ք ձեր մասնակցությունները կօգտակեն ձեր կրթությանը, ինչպես նաև ձեր աշխատանքի կատարմանը	1. ունի	2. չունի	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. ունի	2. չունի	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. ունի	2. չունի	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. ունի	2. չունի	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. ունի	2. չունի	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. ունի	2. չունի	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. ունի	2. չունի	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. Լրջ DԷց	2. DԷց	3. Բն
	4. Գնդրված Բն	5. Բն ԲԳ	
Ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար	1. Լրջ մժ	2. մժ	3. Գնդրված մժ
	4. մժ ԲԳ	5. Գնդրված մժ ԲԳ	

39. Չնայած այն հարցին, թե արդյո՞ք ձեր մասնակցությունները կօգտակեն ձեր կրթությանը, ինչպես նաև ձեր աշխատանքի կատարմանը? 1. ունի 2. չունի

Կ. ունի, ինչպես նաև մեծ աշխատանքի կատարման համար

.....

.....

40. Գնդրված Բն զրոյի ընթացքում ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար?

.....

.....

41. Ընդհանուր առմամբ, ինչպիսիք են ձեր մասնակցությունները մեծ աշխատանքի կատարման համար?

.....

.....

Բն ԲԳ Գնդրված Բն ԲԳ

WZxq cU_ugK wkv v Dbaq BgmnP (ucBwWic-2) kxI R cKti i cfve gj vqob wmeo Avtj vPbvi ckgvj v: cavb wkvtKi Rb

tKm baf [] [] []

fugKvt Avmnvj vgy Avj vBKg| Avgiv iwW (Mtel Yv cUZvnb) I AvBGgBwW (cwi Ki bv gSYvj q) Gi c v t_k gw chiq gj vqob Rixtci Dfi k GtmwQ| cU_ugK I MYwkv qv gSYvj q KZR euRwvZK Dbaq mnthwMx ms vi Awu_R mnvqvZvq 2003 - 2011 mvj "WZxq cU_ugK wkv v Dbaq BgmnP (ucBwWic-2)" kxI R cKti i KvR ev_ewqZ nqtqQ| WZxq cU_ugK wkv v Dbaq BgmnP (ucBwWic-2) cKti i gj Dfi k wQj gvbmsz cU_ugK we`vj q e`v cEZebi gva`tg cU_ugK wkv v gyvnbqb, mkj wk`i Rb` cU_ugK wkv v mthvM wboZKiY, cU_ugK wkv v mthvM `ZixKiY, cU_ugK wkv v `I ji fuz; Dcw`uZ Ges cU_ugK wkv v mgwBi nvi epvKiY, tkvYKv`K wkLY tkLvbn Kvhpq cEZb, wkv v MYMZ gvb Dbaqbi Rb` cv`vb mgq evovb, wevgj` cv`eb I wkv v DcKiY mieivn Kiv, cU_ugK mgvcbx cixv i mv_ wkv v` i cwi Pq NUvbn, wvrvUvj eivjt` k Movi j`j gvW chiqi DctRj v Avctmi mv_ cU_ugK wkv v Aw`Bti i IqvBW Gwi qv tbU qv Mto tZv v, gvewwvqv mieivn I Zvi mv_ wkv v` i cwi Pq NUvbn Ges we`vj q cwi Pj bv I mnvqvZv cU_ugK mgvR we`kl Kti gvzv-wzvI fugKv kwv kvvKiY| eZgvB Rixtci Dfi k n`Q WZxq cU_ugK wkv v Dbaq BgmnP (ucBwWic-2) cKti i cfve gj vqob Kiv| Avgiv G m`vK Avcbvi gj`evb gvZvZ msMni Rb` GtmwQ|

Avcbv gj`evb Z_` w`tq G Mtel Yvi KvR mnthwMzv Ki`Z cv`b| Avcbvi t` I qv Z_` i agv` Mtel Yvi KvR B e`vZ nte| Avcbvi t` qv Z_` m`vY Mvcb ivLv nte| Avcbvi AbgvZ tctj Awg mvvrvKv` i` Ki`Z cwi |

m`vuj` j` PvZKiYt

- 3. cfr± m`vuj` j` t th` j` ucBwWic-2 cKti KZR tkvYKv` mn vDdel`j I Uqtj U wbgvZ nqtqQ Ges wkv v DcKiY, tUvB mn Ab`vb` mjev tctqQ
- 4. KfvUj m`vuj` j` t th` j` ucBwWic-2 cKti KZR tkvYKv`, vDdel`j I Uqtj U wbgvZ nqvB wK` wkv v DcKiY, tUvB mn Ab`vb` mjev tctqQ

v`j i aiBt

- 1. miKwi cUBgwi v`j (GPS):
K. Model School L. Non- Model School
- 2. vbeUbKZ temi Kwi cUBgwi v`j (RNGPS)
- 3. KvDvBw v`j (CS)
- 4. cixvqvj K v`j (Experimental School: PTI Attached)

wfWvM:..... tKw bs:..... tRj v:..... tKw bs:.....
 DctRj v:..... tKw bs:..... BDbq:..... tKw bs:.....
 v`j i vbg:..... v`j i tKw bs:.....
 v`j i wKv:

mvvrvKv MhYKvixi vbg: mvvrvKv MhYi Zwi L:
 mcvfivBRti i vbg: Zwi L:
 tKvqvj wv KfvUj Avctmi i vbg: Zwi L:
 mvvrvKv MhYt i`i mgqt tkl mgqt

BvUv wDqv i` i Rb` wv` Rbv BvUv wDqv mvvrvKv` i`i AvtM t`KB DEi`vZvK ckgvj vq evY` "cfe`Ges eZgvb0 mgvqi e`vL`v w`tq t`bteb| Ucfe`Ges UeZgvb0 e`vL`v ntjvt 1. Ucfe`A` wv` v`j ucBwWic-2 cKti ev`erqv KvR tkl nI qv` cfe` mgq Ges 2. UeZgvb0 ej`Z mvvrvKv` MhYi Zwi L ntZ MZ 12 gv`mi GKUr Mo mgq| mgvqi GB wv`mte Ucfe`Ges eZgvb0 mgvqi Z_` AvtZ nte|

ÍmKkb- 2t ucBwWwc-2 cKkÍr i ev`Í evqb m`úúKZ Z`

13. Avcbv` i `đj 2003-2011 mtj i gta` ucBwWwc-2 cKkÍr i gra`tg wK wK Kvr ntqtQ Ges wK wK mi eivn tctqtQb?

K. Civil Work	P. Training cð vb
1. Kvm i`g wbgPÝ	16. C-in-Ed cKkÍY
2. Uqtj U wbgPÝ	17. Subject based cKkÍY
3. wJDel t`qj `vcb	18. Need based cKkÍY
L. Machinery and Equipment mieivn	19. GmGgun (SMC) tg`fi t` i cKkÍY
4. `g NbUv	20. SMT/ACS
Computer peripherals mieivn	21. w`f`Ík cKkÍY
5. j`vclC	Q. Teaching learning Materials & education Kit mieivn
6. gw`ëigwvqv cR±i	22. Education tool kit
7. `fb	23. `g e`wM
8. BDncGm (UPS)	24. tLjvi mi`Avg
N. Furniture mieivn	R. Social Mobilization
9. DPteÁ	25. School Level Implementation Plans (SLIP)
10. bxPteÁ	26. gv chqí KgRZ, wKÍK Ges `vbxq RbMb w`tkl Ktí wKÍv` AwffveKt` i mtPZb l mste`bkj Kiv (Awareness and sensitization)
11. tPqvi	27. wKÍv tgjv
12. tUw`j	28. `g K`vtj Uvi
13. t`qj Avj gwi	29. School Brochure
O. SRM and Teachers guide mieivn	30. tgi`vgZ l i YvteÍY Kvr
14. SRM	31. Ab`vb` (w`v`Í Kí`b):
15. Teachers guide	

14. j`Í gvI v Abhvqx cKkÍr i Kvr Ges mieivn mWKFvte ntqtQj wK? 1. níú 2. bv
K. bv ntj , wK wK Kvi`Y Kvr Ges mieivn mWKFvte nqub?
15. cKkÍr ev`evqbKvtj `vbxq cRZubriai gra`tg tKvb mcvr`wfkB KvgwU wJ wK? 1. níú 2. bv
16. cKkÍr ev`evqbKvtj `vbxq cRZubriat` i tKvb gZvgZ tbi qv ntqtQj wK? 1. níú 2. bv
17. ucBwWwc-2 cKkÍr i Avl Zvq Avcbvi `đj KZwU Kmi`g wbgPÝ Kiv ntqtQ (i`aycR± `đj i Rb)?wU
K. cKkÍr i Avl Zvq Avcbvi `đj th Kiv Kmi`g wbgPÝ Kiv ntqtQ Zv cRqvRtbi Zj bvg ht`ó wK? 1. níú 2. bv
18. Avcbvi `đj i Kvm i`g e`envti QvÍ-QwÍ iv tKvb i Kg mgm`vi m`g`v`b nt`Q wK? 1. níú 2. bv
- K. níú ntj , Kvm i`g e`envti QvÍ-QwÍ iv wK wK mgm`vi m`g`v`b nt`Q?
19. Kvm i`g h_vh_fvte i YvteÍY l m`w`i Kiv nq wK? 1. níú 2. bv
K. bv ntj , Kvi`Y Dvj E-Ki`bt
20. ucBwWwc-2 cKkÍr i Avl Zvq Avcbvi `đj KZwU Uqtj U wbgPÝ Kiv ntqtQ (i`aycR± `đj i Rb)?wU
21. Avcbvi `đj tgvU KZwU Uqtj U AvtQ?wU
K. tQj Ges tqtq` i Rb` Avj v`v Uqtj U AvtQ wK? 1. níú 2. bv
L. Uqtj U e`envti QvÍ-QwÍ iv tKvb i Kg mgm`vi m`g`v`b nt`Q wK? 1. níú 2. bv
M. níú ntj , Uqtj U e`envti QvÍ-QwÍ iv wK wK mgm`vi m`g`v`b nt`Q?
22. Uqtj U h_vh_fvte i YvteÍY l m`w`i Kiv nq wK? 1. níú 2. bv
K. bv ntj , Kvi`Y Dvj E-Ki`bt
23. ucBwWwc-2 cKkÍr i Avl Zvq Avcbvi `đj wJDel t`qj `vcb Kiv ntqtQ wK? (i`aycR± `đj i Rb) 1. níú 2. bv
24. Avcbvi `đj wJDel t`qj AvtQ wK? 1. níú 2. bv (25bs cKkÍv`b)
K. níú ntj , wJDel t`qj wPvj y(mPj) AvtQ wK? 1. níú 2. bv (25bs cKkÍv`b)
25. (hv`v 24 Ges 24 K bs cKkÍv`b etj`q Zv` i wRtÁm Kí`b), `đj Avcbvi tKv`v t`tK cwb e`envi Ktí`b?
26. wJDel t`qj / cwbi DrmU e`envti QvÍ-QwÍ iv tKvb i Kg mgm`vi m`g`v`b nt`Q wK? 1. níú 2. bv
- K. níú ntj , wJDel t`qj / cwbi DrmU e`envti QvÍ-QwÍ iv wK wK mgm`vi m`g`v`b nt`Q?
27. UDel t`qj / cwbi DrmU h_vh_fvte i YvteÍY l m`w`i Kiv nq wK? 1. níú 2. bv
K. bv ntj , Kvi`Y Dvj E-Ki`bt
28. Avcbvi gtZ, ucBwWwc - 2 cKkÍr w`tkl Pwv`v m`ú`b`e(DcRwZ, cRZeUx, AbMÁhi l m`jeav eivÁZ) wKí`mn mKj wKí`i Rb` wKÍ`vi m`thvM AvtQ wK? 1. níú 2. bv

K. niv ntj, DcRwZ, kvi mii K ctiZeUx, AbMhi I mjeav ewAZ wki t i Rb wK ai tbi mthvM mjeav AvtQ?
 29. Avcbvi t d j ctk-cu ugK wkv i (hvi v cu g tkYdZ GLbl fuZ nqub tZgb wki t i Rb) tKvb mthvM AvtQ wK?
 1. niv 2. bv

K. niv ntj, ctk-cu ugK wkv i (Pre-Primary Education) Rb wK ai tbi mthvM mjeav AvtQ?
 30. cvW vb mgq eiovtbvi Rb Avcbvi t d j wK c t j c tbi qv ntqtQ?
 31. t d j fuZP nvi epxi Rb, Dcu wZi nvi epxi Rb, QvT-QwT t i St i cov Kugtq wkv vPm mgwSi Rb t j t K wK e e v tbi qv nq?
 K. t d j fuZP nvi epxi Rb t
 L. Dcu wZi nvi epxi Rb t
 M. QvT-QwT t i St i cov Kugtq wkv vPm mgwSi Rb t
 N. wkv i bMZ gvb Dbqtbi Rb t
 32. tkYxKt j wki tKw K wkv i tkLv tbi (teaching learning) t j t wK c t j c MhY Kti tQb?
 33. Avcbvi v mKj QvT-QwT t i webvg t j cv eB mWVK mgtq mi ei v n Kti tQb wK? 1. niv 2. bv
 K. bv ntj, Kvi Y D t j t K i b?
 34. Avcbvi v webvg t j wkv i DcKi Y mWVK mgtq mi ei v n tctqtQb wK? 1. niv 2. bv
 K. bv ntj, Kvi Y D t j t K i b?
 35. wbtg e tKvb tKvb wKlb tkLv tbi DcKi Y (Teaching learning Materials & education kit) mi ei v n tctqtQb? (DE i cto cto wRtAm Ki b)

1. Education tool kit	6. wkv i K ms i Y
2. t j e vM	7. wkv i K wbt wKkv
3. tLj vi mi Avg	8. wkv i K mnwqkv
4. wkv i K t i Rb mWvj vBb	9. Ab vb (wbt t K i b):
5. ctk wkv i g v b p j	

K. cuS wkv i DcKi YmgA Avcbvi v tKvb tKvb t j t e e nvi Kti b?
 36. t j e e v t b v k w s k v j x k i t y w k w k e e v t b l q v n t q t Q ?
 37. t d j i Reven wZv I t QZv wbt Z Kivi Rb I cwi ex t j y i Rb wK wK e e v AvtQ?
 38. w e v j q cwi Pj bv I mnwqZv cu v t b , t d j i wkv i gvb epxi K i t y Ges mweK Dbqt b mgvR wtkl Kti wZv-gvZvi figKv k w s k v j x k i t y c k t i A v l Z v q w k a i t b i e e v t b l q v n t q t Q ?
 39. Avcbv t i w e v j t q t j g v t b R t g U K u g U (S M C) A v t Q w K ? 1. niv 2. bv
 K. niv ntj, Kvi v GB KugU i m m ?
 L. t j g v t b R t g U K u g U i (S M C) m m K Z R b ? t g U R b c j l R b g u n j v R b
 M. t j g v t b R t g U K u g U i (S M C) K Z R b m m w e v j q e e v t b v l Z v t i w q Z t K Z e i D c i c k w k v i M h Y K t i t Q b ?
 t g U R b c j l R b g u n j v R b

N. KZv b ci ci t j g v t b R t g U K u g U i (S M C) m f v n q ? w b c i c i
 O. t j g v t b R t g U K u g U i (S M C) m K j m m m Y t d j i t K v b w e l t q w m v s f w b t Z c v t i b w K ? 1. niv 2. bv
 P. GB KugU wK wK KvR Kti v t K :
 40. Avcbv t i t d j e v e / f v Z v (Stipend) t c M t g P j y A v t Q w K ? 1. niv 2. bv
 41. Avcbv t i t d j w k v l w i i k w i i x K t P K A v t c i c u u g K t K v b e e v A v t Q w K ? 1. niv 2. bv
 42. Avcbv t i t d j e v r m i i K t j R w i c K i v n q w K ? 1. niv 2. bv
 43. MZ 1 eQti / MZ wkv i w e t i A v c i b w b g e w Y Z K v h e t g A s k M h Y K t i t Q b w K b v G e s K t i v K t j K Z e v i ?

Kv h e t g A s k M h Y (D E i c t o c t o w R t A m K i b)	MZ 1 eQti K Z e v i ?
1. w e v j q e e v t b v K u g U i (S M C) m f v q A s k M h Y	
2. w c u G u g U s (P a r e n t s T e a c h e r s A s s o c i a t i o n M e e t i n g) - G A s k M h Y	
3. w k v l w i w c Z v g v Z v i m v t t L v	
4. G j v K v i w k v l g j K D r m e / c v e f y t h v M v b	
5. K u g D i b u i w k v l g j K u g U s e v B t f U - G t h v M v b	
6. i w j e v w e i f b a r e m D h v c t b t h v M v b	
7. A b v b (w b t t K i b)	

44. Avcbv t i t d j w e t b v b e v w k v l g j K t K v b A b v t b i A v t q R b K i v n q w K ? 1. niv 2. bv
 K. niv ntj, wK ai tbi Abv tbi AvtqRb Kiv nq
 1. eml K mux cuZ thvMZv 2. c j v i w e Z i Y x A b v b 3. m s w Z K A b v b
 4. w k v l t j v 5. i w j e v w e i f b a r e m D h v c t b 6. A b v b (w b t t K i b)

L. G mg-Í Abpvtb wkqly_ i AwfveKMY (abx-Mnie, cjl-l-gunj v, KvQi ev`fi i GjvKvi) AskMhY Ktib wk?

1. niu 2. bv

M. G mg-Í Abpvtb th mcZvgvZvi mSÍ vtbiv G`dj ctobv Zviv KLbl AskMhY Ktib wk?

1. niu 2. bv

45. c0vgK wkqly Awdtmi mt_ thMthvtMi Rb`wk cxwZ e`envi Ktib?

fmKkb- 3t c0kqly wel qK gj`vqb

46. c0kfi i Avl Zvq Avcub tkvb c0kqly tctqt0b wk?

1. niu 2. bv

K. niu ntj, c0kfi i Avl Zvq Avcub wk ai tbi Ges KZw tbi c0kqly tctqt0b?

c0kqly ai b	KZw tbi c0kqly t`l qv ntqt0j? (w`b)
1. m-Bb-GW	
2. weGW	
3. Gg GW	
4. weI qwfE`K	
5. c0qvRb wfwE`K	
6. tkYxKt`q cv`vb cxwZ	
7. Inclusive Education	
8. Pre-Primary Education	
9. Regular, Annual, in-service training	
10. mve-Kv`vi	
11. we`vj q e`e`vcbv	
12. mn wkqly i mpcvi wfkbl mnvqZv c0vb wel qK	
13. `vbxq RbMYtK D0xKiY l Zt` i AskMhY wel qK	
14. we t`tk c0kqly	
15. Ab`vb` (wbw`0 Ki`b)	

L. wkqly i c0kqly bZb Kwvi Kj vg Abjvqx ntqt0 wk?

1. niu 2. bv

M. c0kqly i mgq ht_0 wQj wk?

1. niu 2. bv

N. c0kqly i gvb tkgb wQj?

1. Lp fij 2. fij 3. tgvUvgU 4. Lvivc 5. Lp Lvivc

O. c0kqly t`tk th me Avb l`qZv AR0 Ktib0b Zv`dj i wkqly gvb, wkqly_xp mSL`v epxKiY l`dj i wkqly_x`ati ivLvi t`qf` wkfvte mnvqZv Ktib0/wk e`e`v wbtqt0b?

fmKkb- 4t c0kfi i ev`Í evqtb i ,YMZ c0ve

47. c`ep Zj bq eZ0v bQv`-Qw`t` i fvZ` nvi tetot0 wk?

1. niu 2. bv

K. niu ntj, kZKiv KZfvM tetot0?

c`e`		eZ0v	
t0tj% wQj	tgtq.....% wQj	t0tj% ntqt0	tgtq.....% ntqt0

L. DEti i mct`q Zvi KvY wRtAm Ki`b?

48. c`ep Zj bq eZ0v bQv`-Qw`t` i Dcv`wZi nvi tetot0 wk?

1. niu 2. bv

K. niu ntj, kZKiv KZfvM Ktgt0?

c`e`		eZ0v	
t0tj% wQj	tgtq.....% wQj	t0tj% ntqt0	tgtq.....% ntqt0

L. DEti i mct`q Zvi KvY wRtAm Ki`b?

49. c`ep Zj bq eZ0v bQv`-Qw`t` i St`i covi nvi Ktgt0 wk?

1. niu 2. bv

K. niu ntj, kZKiv KZfvM Ktgt0?

c`e`		eZ0v	
t0tj% wQj	tgtq.....% wQj	t0tj% ntqt0	tgtq.....% ntqt0

L. DEti i mct`q Zvi KvY wRtAm Ki`b?

50. c`ep Zj bq eZ0v bQv`-Qw`t` i wkqly_p mgwbi nvi tetot0 wk?

1. niu 2. bv

K. niv ntj , kZKiv KZFwM tetotQ?

cʔe°		eZʔvʔb	
tQʔj% wQj	ʔgtq.....% wQj	tQʔj% ntqʔQ	ʔgtq.....% ntqʔQ

L. DEʔi i mcʔʔl Zvi Kvi Y wRʔAm Ki "b?

51. cʔeʔ Zj bvq eZʔvʔb AbMʔhi ev mʔeav ewAZ Qvʔ-Owʔʔ i fwiZʔ nvi tetotQ wK? 1. niv 2. bv

K. niv ntj , kZKiv KZFwM tetotQ?

cʔe°		eZʔvʔb	
tQʔj% wQj	ʔgtq.....% wQj	tQʔj% ntqʔQ	ʔgtq.....% ntqʔQ

L. DEʔi i mcʔʔl Zvi Kvi Y wRʔAm Ki "b?

52. cKʔi ev ʔevqʔbi cʔe°Ges MZ wKʔvʔeʔl° cʔwʔgK mgvcbx ciwʔʔvq kZKiv KZFwM Qvʔ-Owʔʔ AskMʔhY KʔiʔQ, KZFwM cʔv KʔiʔQ Ges KZFwM gwaʔgK ʔʔi fwiZʔntqʔQ?

cKʔi ev ʔevqʔbi cʔeʔ eʔi (Dʔj ʔ Ki "b)t.....	AskMʔhY KʔiʔQ	Qvʔ:%	Qvʔx:%
	cʔv KʔiʔQ	Qvʔ:%	Qvʔx:%
	gwaʔgK ʔʔi fwiZʔntqʔQ?	Qvʔ:%	Qvʔx:%
MZ wKʔvʔeʔl° (2012 mʔb) t	AskMʔhY KʔiʔQ	Qvʔ:%	Qvʔx:%
	cʔv KʔiʔQ	Qvʔ:%	Qvʔx:%
	gwaʔgK ʔʔi fwiZʔntqʔQ?	Qvʔ:%	Qvʔx:%

53. GB wʔvʔj ʔq wKʔvʔv vb Kʔi Avcbʔ wʔbʔR KZUKzmʔsʔ? 1. ʔp mʔsʔ 2. mʔsʔ 3. ʔgvʔvʔw mʔsʔ 4. ʔKvʔ i Kʔg mʔsʔ 5. mʔsʔ bq

K. DEʔi i mcʔʔl Zvi Kvi Y wRʔAm Ki "b?

ʔmKkb- 5t Kgʔs ʔvʔbi mʔhvM, gʔnj vʔ i AskMʔhY, AvZʔ-Kgʔs ʔvʔb Ges ʔwi ʔ ʔ ʔxKi Y

54. cKʔi ev ʔevqʔbi dʔj cʔeʔ Zj bvq eZʔvʔb Kgʔs ʔvʔbi mʔhvM tetotQ wK? 1. niv 2. bv
K. niv ntj , kZKiv KZFwM tetotQ? cʔeʔ% wQj ; eZʔvʔb t% ntqʔQ

L. ʔKvʔbʔKvʔbʔʔʔʔ Kgʔs ʔvʔbi mʔhvM mʔsʔ ntqʔQ/tetotQ?

55. cKʔi ev ʔevqʔbi dʔj cʔeʔ Zj bvq eZʔvʔb AvZʔ-Kgʔs ʔvʔbi mʔhvM tetotQ wK? 1. niv 2. bv

K. niv ntj , kZKiv KZFwM tetotQ? cʔeʔ% wQj ; eZʔvʔb t% ntqʔQ

56. cKʔi ev ʔevqʔbi dʔj cʔeʔ Zj bvq eZʔvʔb gʔnj vʔ i Kgʔs ʔvʔbi mʔhvM tetotQ wK? 1. niv 2. bv

K. niv ntj , kZKiv KZFwM tetotQ? cʔeʔ% wQj ; eZʔvʔb t% ntqʔQ

57. cKʔi ev ʔevqʔbi dʔj cʔeʔ Zj bvq eZʔvʔb gʔnj vʔ wʔvʔbʔDʔbʔgʔj K KvʔR ʔekx AskMʔhY KʔiʔQ wK? 1. niv 2. bv

K. ʔKvʔbʔKvʔbʔʔʔʔ AskMʔhY KʔiʔQ?

58. wCBwʔwC-2 cKʔi wʔ nʔ qʔZ mʔgʔwʔK ʔwi ʔ Kgvi ʔʔʔʔʔ ʔKvʔ cʔvʔe cʔotQ wK? 1. niv 2. bv

K. niv ntj , wK aiʔbi cʔvʔe cʔotQ?

mKkb- 6t cKʔi i mdj ʔ ʔʔ wʔ K mʔa Ges mʔcwi k

59. wCBwʔwC-2 cKʔi i ʔʔ wʔ K ʔj v Kx Kx/ʔwZKi cʔvʔe Kx Kx?

60. wCBwʔwC-2 ev ʔevqʔbi mdj (kʔvʔ kvj x) wʔ K ʔj v Kx Kx?

61. ʔh Dʔʔ k ʔwʔq wCBwʔwC-2 cKʔi wʔ ev ʔevqʔb Kiv ntqʔQj Avcbʔi gʔZ Zv mdj ntqʔQ wK? 1. niv 2. bv

K. niv ntj , wKʔvʔe mdj ntqʔQ?

L. bv ntj , ʔKb mdj nqʔb?

62. fʔel ʔZ G aiʔbi cKʔi mʔwKʔvʔe mʔwʔbʔKivi Rb Ges cKʔi i Kvʔʔg DʔbZ ʔ ʔvqʔZj Rb Avi ʔ wK wK c ʔʔc ʔb ʔv ʔhʔZ cʔv ʔm wʔl ʔq Avcbʔi mʔcwi kmʔa Kx Kx?

(ab ʔev ʔ ʔq mʔvʔvʔvʔvʔv ʔkl Ki "b)

ჟმKkb- 1t Lvbvi მvavi Y Z_ვეj x

1. უკუწმწიკი უცვნი / გვიწმწიკი ბგთ
 2. უკუწმწიკი უცვნი / გვიწმწიკი ეგმთ(ცყფეჭი)

1. კვი კვირ	3. ე`ემვი (უბრ`თე კი`ბ)	6. ზეკვი
2. მუხბ	5. პიკი x (უბრ`თე კი`ბ)	7. აბ`ვბ` (უბრ`თე კი`ბ)
4. უ`ბ გრქ		

5. ცმი ეწი ი ტვი გვმკ ავი (მკჯ დრქმი ავი იგვი ჟ)ტ უიკვი
6. ავიბრქ ი ლვი იბიცი` ლვი ცმი დრმ უკ? 1. უდეღ ჟჯ 2. მიციხ (ი ცმვი) 3. კვი/ ბი`ვი 4. ცქი/ თვეი
 5. ბ`x 6. ლვი/ ზეჯ 7. აბ`ვბ` (უბრ`თე კი`ბ).....

7. ავიბრი ვ გვიწმწიკი რბ` უკ აი ბი ცვი ლვი ე`ენვი კტი ბ?

1. `ფ`მ`ფ`Z ცვი ლვი	3. სჯ ს- ცვი ლვი	5. მი ს I `ფ`ეი %Zix ცვი ლვი
2. MZ`ცვი ლვი	4. ცვი ლვი ბი B (ტსიც სო/ გვი/ ლვი რვი მვი)	6. აბ`ვბ` (უბრ`თე კი`ბ)

ჟმKkb- 2t უცბი/ უც-2 ცქტი ი ევ` ი ევი მ`უი უკ Z_

8. ავიბრი რვი გვიწმწიკი 2003-2011 მვიჯ ი გვიწმწიკი ი გვიწმწიკი უკ უკ კვირ ნიჯი ჟი დჯ ლ-კი`ბ?

1. `ჯ კვირ ი`გ უბგფ	4. ჟკვი კვირ ნიჯი (10 ბს ცქტი)
2. უბჯი უ უბგფ	5. რვი (10 ბს ცქტი)
3. უდეღ ჟჯ `ვიც	6. აბ`ვბ` (დჯ ლ-კი`ბ).....

9. გვიწმწიკი დ` ჟკვი კვირ ავიბრი / ავიბრი ცმი ეწი ი ჟკვი მ`მ` ასკმთი კტი ბი?
 1. ნივი: უბრ
 2. ნივი: ცმი ეწი ი მ`მ`
 3. ჟკვი ასკმთი კტი ბი
 K. ნივი ნჯი, უკ უკ კვირ ი მვი` ავიბრი რვი Z_ ი ბი?

1. კვირ ი`გ უბგფ კვირ	6. კვი `ვი	10. კვირ Z`ვი უკ
2. უბჯი უ უბგფ კვირ	7. რვი `ვი	11. ივი ბი კვირ
3. უდეღ ჟჯ `ვიც კვირ	8. ე`ევი კვირ	12. აბ`ვბ` (უბრ`თე კი`ბ)
4. გვი ლბი კვირ	9. ე`ევი ი ი`ვი კვირ	
5. კვირ `ვი		

- L. დ` კვირ ასკმთი კტი ავიბრი / ავიბრი ჟკვი ავირ მნიჯი / მნიჯი ჟკვი ბი უკ? 1. ნივი 2. ბვი
10. ავიბრი რვი გვიწმწიკი გვიწმწიკი ჟკვი დ` კვირ ჟკვი აი ბი მნიჯი ნიჯი უკ? 1. ნივი 2. ბვი
- K. ნივი ნჯი, უკ აი ბი მნიჯი ნიჯი?
11. ავიბრი რვი გვიწმწიკი გვიწმწიკი გვიწმწიკი დ` კვირ ასკმთი კტი ბი უკ? 1. ნივი 2. ბვი
- K. ნივი ნჯი, ჟკვი ჟკვი კვირ ასკმთი კტი ბი?

1. გვი ლბი კვირ	3. ე`ევი კვირ	5. ივი ბი კვირ
2. კვი `ვი	4. კვირ Z`ვი უკ	6. აბ`ვბ` (უბრ`თე კი`ბ)

12. ავიბრი მნიჯი თ `ჯი ცვი ლვი კტი თ `ჯი უბი პნი` მნიჯი (დვირ, ცვი, აბმთი I მნიჯი ევი) უკ ი მნიჯი უკ ი რბ` უკ ი მნიჯი ავირ უკ? 1. ნივი 2. ბვი
- K. ნივი ნჯი, ავიბრი რვი გვიწმწიკი კვირ კვირ, მნიჯი ევი I აბმთი უკ ი რბ` უკ აი ბი მნიჯი მნიჯი ავირ უკ?

13. ავიბრი მნიჯი თ `ჯი ცვი ლვი კტი თ `ჯი ცვი-ცვი უკ ი (ნივი ცვი ტვირ Z გლი რვი ი ნიჯი ბი) ჟკვი მნიჯი ავირ უკ? 1. ნივი 2. ბვი
- K. ნივი ნჯი, ცვი-ცვი უკ ი (Pre-Primary Education) რბ` უკ აი ბი მნიჯი მნიჯი ავირ უკ?

- L. ევი ბი `ჯი უკ ი ტვირ რვი ი ნიჯი უკ? 1. ნივი 2. ბვი
14. ავიბრი მნიჯი თ `ჯი ცვი ლვი კტი თ `ჯი ჟკვი კვირ (SMC) ავირ უკ? 1. ნივი 2. ბვი
- K. ნივი ნჯი, ავიბრი უკ ი კვირ ი მნიჯი? 1. ნივი 2. ბვი
- L. `ჯი ავირ უკ ი მნიჯი კვირ ი ნიჯი უკ? 1. ნივი 2. ბვი

- M. Avcib KLbl tğ KrglJi rglJs-G AskMhY KtiQb nk? 1. niu 2. bv
 15. Avcib KLbl tğ i tKvb Abpvtb AskMhY KtiQb nk? 1. niu 2. bv
 K. niu ntj, nk aibbi Abpvtb AskMhY KtiQb?

1. eml R urov cZthwMZvi Abpvtb	2. cji vi neZi Yx Abpvtb	3. ms azK Abpvtb
4. nk v tgj vq	5. Ab'vb' (ubw' t' Ki'b)	

- L. nk intmte/ nk fvtte AskMhY KtiQb?
 M. th ucZrgvZvi mst vtbi v G tğ ctobv Zviv KLbl tğ i tKvb Abpvtb AskMhY KtiQb nk? 1. niu 2. bv
 K. niu ntj, nk aibbi Abpvtb AskMhY KtiQb?

1. eml R urov cZthwMZvi Abpvtb	2. cji vi neZi Yx Abpvtb	3. ms azK Abpvtb
4. nk v tgj vq	5. Ab'vb' (ubw' t' Ki'b)	

16. Avcbivi hvZ tğ i mmeR Dbqtb KvhrKix fvgKv cjb KiZ cxi b G evcvti cktfi i gva'g nk aibbi e'v tbi qv ntqtQ?

tmKkb- 3t cktfi i ev' l evqtb i ,YMZ cfi v

17. tğ fuzP nvi epxi Rb', Dcu'wzi nvi epxi Rb', QvT-Qwt' i Sti cov Kigtq nk vPmu mgwBi Rb' tğ t_k nk nk e'v tbi qv nq?
 K. tğ fuzP nvi epxi Rb' t.....
 L. Dcu'wzi nvi epxi Rb' t.....
 M. QvT-Qwt' i Sti cov Kigtq nk vPmu mgwBi Rb' t.....
 18. tKb Avcbivi mstbtK G tğ fuzP KtiQj b?
 19. Avcbivi RvbgtZ cteP tPiq eZgtb tQj tqt' i c'bgwi tğ nk v m'hm tetotQ bv KigtQ? (DEi cto cto wRtAm Ki'b)
 1. tetotQ 2. Av'Mi gZB AvtQ 3. KigtQ

20. cteP Zj bq eZgtb QvT-Qwt' i fuzP nvi tetotQ nk? 1. niu 2. bv
 K. niu ntj, kZKiv KZfW tetotQ?

cte°		eZgtb	
tQj% wj	tqtq.....% wj	tQj% ntqtQ	tqtq.....% ntqtQ

- L. DEti i mct' v Zvi Kvi Y wRtAm Ki'b?
 21. cteP Zj bq eZgtb QvT-Qwt' i Dcu'wzi nvi tetotQ nk? 1. niu 2. bv
 K. niu ntj, kZKiv KZfW tetotQ?

cte°		eZgtb	
tQj% wj	tqtq.....% wj	tQj% ntqtQ	tqtq.....% ntqtQ

- L. DEti i mct' v Zvi Kvi Y wRtAm Ki'b?
 22. cteP Zj bq eZgtb QvT-Qwt' i Sti covi nvi KigtQ nk? 1. niu 2. bv
 K. niu ntj, kZKiv KZfW KigtQ?

cte°		eZgtb	
tQj% wj	tqtq.....% wj	tQj% ntqtQ	tqtq.....% ntqtQ

- L. DEti i mct' v Zvi Kvi Y wRtAm Ki'b?
 23. cteP Zj bq eZgtb QvT-Qwt' i nk vPmu mgwBi nvi tetotQ nk? 1. niu 2. bv
 K. niu ntj, kZKiv KZfW tetotQ?

cte°		eZgtb	
tQj% wj	tqtq.....% wj	tQj% ntqtQ	tqtq.....% ntqtQ

- L. DEti i mct' v Zvi Kvi Y wRtAm Ki'b?
 24. cteP Zj bq eZgtb AbMhi ev mjeav ewAZ QvT-Qwt' i fuzP nvi tetotQ nk? 1. niu 2. bv
 K. niu ntj, kZKiv KZfW tetotQ?

cte°		eZgtb	
tQj% wj	tqtq.....% wj	tQj% ntqtQ	tqtq.....% ntqtQ

L. DEti i mcti Zvi Kvi Y uRtAm Ki "b?

tmKkb- 4t Kgms`vtbi mthvM, gwnj vt` i AskMhY, AvZy-Kgms`vb Ges `vwi `a `ixKiY

- 25. cteP Zj bva eZvrb Avcbt` i Gj vKva Kgms`vtbi mthvM tetotQ uK? 1. nuv 2. bv
K. tKvbtKvbt`i Kgms`vtbi mthvM mwo ntqtQ/tetotQ?
- 26. cteP Zj bva eZvrb AvZy-Kgms`vtbi mthvM tetotQ uK? 1. nuv 2. bv
- 27. cteP Zj bva eZvrb Avcbt` i Gj vKva gwnj vi v wvfbvDbqbgj K KvR tekv AskMhY Ki tQ uK? 1. nuv 2. bv
- 28. cteP Zj bva eZvrb Avcbt` i Gj vKva gwnj vt` i Kgms`vtbi mthvM tetotQ uK? 1. nuv 2. bv
- 29. cteP Zj bva eZvrb Avcbt` i Gj vKvi `wi `Zv KtqtQ uK? 1. nuv 2. bv
K. nuv ntj , `wi `Zv Kvi tqtQ uK ai tbi ctve ctotQ?

tmKkb- 5t ckt`i mdj I `ep w` K mgn Ges mpcwi k

- 30. Avcbv msvb `tj tKvb mgn`vi mglub nt`Q Kx? 1. nuv 2. bv
K. nuv ntj , uK ai tbi mgn`vi mglub nt`Q?
.....
.....
- 31. ckt`i ev`evq`bi dtj Kgms`vb, uKv, `wi `Zv `ixKiYi tqtQ Avcbt` i uK uK mjeav ntqtQ?
.....
.....
- 32. fvel`tZ G ai tbi ckt`i mWkfvtv mubvKivi Rb` Ges ckt`i Kvhvg Dbz I `vq`Zj Rb` Avi I uK uK c`tqc tbi qv thtZ
cti tm vel`tq Avcbv mpcwi k mgn Kx Kx?
.....
.....

(ab`ev` w` tq mvvrvKvi tkl Ki "b)

12. Avcbri gZ, cKf i KvR, tj v WKgZ ntqQj wK? 1. niw 2. bv 3. Rmbbv
 13. gijj v v cKf i KvR AskMhY Kti tQb wK? 1. niw 2. bv
 K. niw ntj, D³ cKf c j "l l gijj v" i mgiv gRj x t` qv nZ wK? 1. niw 2. bv

L. bv ntj, tKb / G e`vcit` era`Zvgj K tKv v bqg wQj wK?

1. gijj v v bqgZ KvR Avtm bv/Abcv`Z `vtK 4. gijj v v Kg KvR Kti
 2. kwi ixK AqJgZv 5. Ab`vb` (ubv` t` Ki`b)
 3. KvRi AvfAZv Kg

14. cKf i Avl Zvg vbgZ tkYx Kq, Uqtj U, wJDel t qj `qj i QvT-QvT`xiv mWKfvte e`envi Kitz cvi tQ wK?
 1. mWKfvte e`envi Kitz cvi tQ 2. e`envi mgm`v AvtQ

K. e`envi mgm`v vKtj wK ai tbi mgm`v nt`Q?

tkYxKq- Gi t`qj`f	
wJDel t qj - Gi t`qj`f	
Uqtj U- Gi t`qj`f	

15. cKf i Avl Zvg vbgZ tkYxKq, Uqtj U, wJDel t qj t givgZ l i qYvte`f`iYi `wqZ; KvT` i Dci vbtqmRZ?
 16. cKf i Avl Zvg vbgZ tkYxKq, Uqtj U, wJDel t qj t givgZ l i qYvte`f`iYi A_`gLiP tK enb Kti?
 17. Avcbri gZ, wBwWic - 2 cKf wtkl Pwv`v m`ubv(DcRwZ, cZeUx, AbMh i mjev ewAZ) wki mn mKj wki i Rb` wKqvi mthvM mwó Kti tQ wK? 1. niw 2. bv

- K. niw ntj, wKfvte?
 18. Avcbri gZ, wBwWic - 2 cKf Avcbri DctRjvi mKj `qj cK-cU`gK wKqvi (**Pre-Primary Education**) mthvM mwó Kti tQ wK? 1. niw 2. bv

- K. KZwU `qj cK-cU`gK wKqvi mthvM mwó Kti tQ?wJ
 L. wKfvte?
 19. vbgewYZ wv q, tj v ep`x i t`qj`f wBwWic - 2 cKf wK wK Kti tQ t

- K. `qj fuzP nvi ep`x i Rb` t
 L. Dcv`wZi nvi ep`x i Rb` t
 M. QvT-QvT` i Sti cov Kvgtq wKqvi Pp`v mgm`v i Rb` t
 N. wKqvi `bMZ gvb Dbqtb i Rb` t
 20. cv`v b mgq ep`x Kti wKqvi gvb Dbqtb i Rb` Avcbri Gj vKvi `g` tj vZ tKv c` t`qj c tbi qv ntqQ wK? 1. niw 2. bv

- K. niw ntj, Avcbri Gj vKvi KZ` tj v `g` AvtQ?wJ
 L. KZ` tj v `qj cv`v b mgq evovt v ntqQ?wJ

21. `qj wvbg`j` cv`v b mWK mgq mieivn Kiv ntqQ wK? 1. niw 2. bv
 K. bv ntj, Kvi Y D`j t` Ki`b?
 22. `qj wvbg`j` wKqvi DcKiY mWK mgq mieivn Kiv ntqQ wK? 1. niw 2. bv
 K. bv ntj, Kvi Y D`j t` Ki`b?
 23. wK wK wLb tKlv`v DcKiY (**Teaching learning Materials & education kit**) mieivn Kiv ntqQ?

1. Education tool kit	6. wKqK ms`iY
2. `g` e`vM	7. wKqK w` t` wK
3. tLj vi mi Avg	8. wKqK mnwqKv
4. wKqK` i Rb` MvBwj vBb	9. Ab`vb` (ubv` t` Ki`b):
5. cKqY g`v`g`j	

24. `g` e`vcbv kw`kvj xKi tY wK wK c` t`qj c tbi qv ntqQ?
 25. cKf i me`f`f`f` `QZv l Review`wZv wv`vZ Kivi Rb` wK wK e`v`v tbi qv ntqQ?
 26. w`v`q c wv Pj bv l mnwqZv cU`v, `qj i wKqvi gvb Dbqtb Ges mweR Dbqtb mgvR wtkl Kti wZv-gvZvi fvgKv kw`kvj xKi tY cKf i Avl Zvg wK ai tbi e`v`v tbi qv ntqQ?

27. Avcbri tRj v/DctRj vq cKf er- f evqfbi cfe Ges MZ wkflel c d'ugK mgycbx ci xflvq kZKiv KZfWm QvI -QvI AskMhY Kti tQ, KZfWm cvk Kti tQ Ges KZfWm gra'ugK f i fuz'ntqtQ?

cKf er- f evqfbi cfe eQi (Dij EKi'b)t.....	AskMhY Kti tQ	QvI :%	QvI x:%
	cvk Kti tQ	QvI :%	QvI x:%
	gra'ugK f i fuz'ntqtQ?	QvI :%	QvI x:%
MZ wkflel (2012 mtb) t	AskMhY Kti tQ	QvI :%	QvI x:%
	cvk Kti tQ	QvI :%	QvI x:%
	gra'ugK f i fuz'ntqtQ?	QvI :%	QvI x:%

28. c d'ugK wkflv Awa` Bti i mt_ thvMthvMi Rb` uK cxwZ e'envi Ktib?

fmKkb- 3t cKfY vcl qK gj`vqb

29. Avcbri tRj v/DctRj vq GB cKf i Avl Zvq cKfY f` qv ntqQj uK? 1. niv 2. bv 3. Rwbv
K. niv ntj, tguL KZRbtK cKfY f` qv ntqQj :Rb

L. cKfY tbi aibt

1. im-Bb-GW	7. mve-Kv-vi
2. we GW	8. we` yj q e'e`icbv
3. Gg GW	9. mn wkflKt` i mpcvifkb l mnvqZv c d'vb
4. vcl qv fEK	10. `vbxq RbMYtK D0pKiY l Zvt` i AskMhY
5. c d'qvRb w fEK	11. vet` ik cKfY
6. ikYxKt` cW`vb cxwZ	12. Ab`vb` (ubv` 0 Ki'b)

M. wkflKt` i cKfY bZb Kwi Kj vq Abhvqx ntqtQ uK? 1. niv 2. bv

30. cKf i Avl Zvq Avcub tKvb cKfY tctqtQb uK? 1. niv 2. bv

K. niv ntj, uK vcl tq cKfY tctqtQb?

fmKkb- 4t cKf i er- f evqfbi ,YMZ c fve

31. cKf er- evqfbi dij cfe P Zj brq eZ'vrb QvI -QvI f` i fuz'P nvi tetotQ uK? 1. niv 2. bv

K. niv ntj, kZKiv KZfWm tetotQ?

cfe		eZ'vrb	
tQj% uQj	tqtq.....% uQj	tQj% ntqtQ	tqtq.....% ntqtQ

L. DEti i mct'Y Zvi KviY uRtAm Ki'b?

32. cKf er- evqfbi dij cfe P Zj brq eZ'vrb QvI -QvI f` i Dcv`wZi nvi tetotQ uK? 1. niv 2. bv

K. niv ntj, kZKiv KZfWm tetotQ?

cfe		eZ'vrb	
tQj% uQj	tqtq.....% uQj	tQj% ntqtQ	tqtq.....% ntqtQ

L. DEti i mct'Y Zvi KviY uRtAm Ki'b?

33. cKf er- evqfbi dij cfe P Zj brq eZ'vrb QvI -QvI f` i Stf covi nvi KtgtQ uK? 1. niv 2. bv

K. niv ntj, kZKiv KZfWm KtgtQ?

cfe		eZ'vrb	
tQj% uQj	tqtq.....% uQj	tQj% ntqtQ	tqtq.....% ntqtQ

L. DEti i mct'Y Zvi KviY uRtAm Ki'b?

34. cKf er- evqfbi dij cfe P Zj brq eZ'vrb QvI -QvI f` i wkflvPp mgwBi nvi tetotQ uK? 1. niv 2. bv

K. niv ntj, kZKiv KZfWm tetotQ?

cfe		eZ'vrb	
tQj% uQj	tqtq.....% uQj	tQj% ntqtQ	tqtq.....% ntqtQ

- L. DEti i mct¶¶ Zvi Kvi Y uRtAm Ki "b?
35. cteP Zj brq eZ@vrb AbMhi ev mpeav ewAZ QvT-QvT i fivZP nvi tetotQ uK? 1. nuv 2. bv
 K. nuv ntj , kZKiv KZfvM tetotQ?

cte ^o		eZ@vrb	
tQtj% uQj	tgTq.....% uQj	tQtj% ntqtQ	tgTq.....% ntqtQ

L. DEti i mct¶¶ Zvi Kvi Y uRtAm Ki "b?

¶mKkb- 5t Kgms`vbi m¶hwM, gunj vt` i AskMhY, AvZ¶-Kgms`vb Ges `vwi`a`ixKi Y

36. cKri ev`evqTbi dtj cteP Zj brq eZ@vrb Kgms`vbi m¶hwM tetotQ uK? 1. nuv 2. bv
 K. nuv ntj , kZKiv KZfvM tetotQ? cte^o% uQj ; eZ@vrb t% ntqtQ
 L. tKvbtKvbt¶¶ Kgms`vbi m¶hwM mvo ntqtQ/tetotQ?
37. cKri ev`evqTbi dtj cteP Zj brq eZ@vrb AvZ¶-Kgms`vbi m¶hwM tetotQ uK? 1. nuv 2. bv
 K. nuv ntj , kZKiv KZfvM tetotQ? cte^o% uQj ; eZ@vrb t% ntqtQ
38. cKri ev`evqTbi dtj cteP Zj brq eZ@vrb gunj vt` i Kgms`vbi m¶hwM tetotQ uK? 1. nuv 2. bv
 K. nuv ntj , kZKiv KZfvM tetotQ? cte^o% uQj ; eZ@vrb t% ntqtQ
39. cKri ev`evqTbi dtj cteP Zj brq eZ@vrb gunj vi v wvfbuDbqbgj K KvR tekx AskMhY Ki tQ uK? 1. nuv 2. bv
 K. tKvbtKvbt¶¶ AskMhY Ki tQ?
-

40. ucBwvc-2 cKri u nI qvtZ mvgwMK `vwi`a`Kvvi t¶¶ tKvbt cTve ctotQ uK? 1. nuv 2. bv
 K. nuv ntj , uK aiTbi cTve ctotQ ?
-

¶mKkb- 6t cKri i mdj I `p¶ w` K mgn Ges mpcwi k

41. ucBwvc-2 cKri i `p¶ w` K, tj v Kx Kx?

42. ucBwvc-2 ev`evqTbi mdj (ku³kvj x) w` K, tj v Kx Kx?

43. th Dti k` ubtq ucBwvc-2 cKri u ev`evqTbi Kiv ntqtQj Avcbvi gtZ Zv mdj ntqtQ uK? 1. nuv 2. bv
 K. nuv ntj , uKfvte mdj ntqtQ?

- L. bv ntj , tKb mdj nqub?

44. fivel tZ G aiTbi cKri mWkvte m=ubaKivi Rb` Ges cKri i Kvhpug Dbz I `vqtZj Rb` Avi I uK uK c`¶¶c tbi qv thtZ
 cvti tm vel tq Avcbvi mpcwi kmgx Kx Kx?

(ab`ev` w` tq mv¶¶vrKvi tkl Ki "b)

16. cĶrĶ KZR űbgZ űrcbvq kvixi K cĶZeŬxt`i Rb` cĶqRbrq e`e`v AvtQ űKbv t

ĶiĶKĶ/`vb	K. kvixi K cĶZeŬxt`i hvZ mntR ĶkYx KĶĶ cĶek KiZ cvti tm mĶeav/e`e`v AvtQ űKbv? ĶKw:(GKŬ DEi nte) 1. nűv 2. bv	L. űK aiĶbi mĶeav/e`e`v AvtQ t
KĶ bs 1		
KĶ bs 2		
KĶ bs 3		
KĶ bs 4		
űĶi evi`v/cĶek c_		

17. cĶrĶ KZR űbgZ ĶiĶKĶ űbgĶ KvRi gvb ĶKgb t

ĶiĶKĶ/`vb	KĶ űbgĶ KvRi gvb ĶKw : (GKŬ DEi nte) 1. fvj 2. tgvŬgvŬ 3. Lvűvc	KvRi gvb tgvŬgvŬ ev Lvűvc ntj , ĶKb? űe`T űi Z űj Lpt (ĶKw 2 I 3 Gi Rb`)
KĶ bs 1		
KĶ bs 2		
KĶ bs 3		
KĶ bs 4		
evi`v/Kmi ĶWi		

18. cĶrĶ KZR űbgZ ĶiĶKĶĶi AvmevecĶ, `e`w` I űKĶv DcKiY

AvBĶŬgi big	KĶ bs 1		KĶ bs 2		KĶ bs 3		KĶ bs 4		gšf`e`
	KZ, tj v AvtQ	KZ, tj v mPj / fvj	KZ, tj v AvtQ	KZ, tj v mPj / fvj	KZ, tj v AvtQ	KZ, tj v mPj / fvj	KZ, tj v AvtQ	KZ, tj v mPj / fvj	
1. `i Rv									
2. Rrvj v									
3. ĶPqv									
4. ĶŬej									
5. teĶ (DP)									
6. teĶ (bvP)									
7. űmij s d`vb									
8. Ķ`qv Nűo									
9. Ķcvűvi									
10. g`vc									
11. PK Wv`vi									
12. PK (e`)									
13. Ab`vb` (űbű`Ķ Ki`b)									

19. cĶrĶ KZR űbgZ ĶiĶKĶĶi eĶK teWĶ PK teWĶGes Avj gmi m`űKZ űel qt

ĶiĶKĶĶ	ĶiĶKĶĶ KZŬ eĶK teWĶPK teWĶAvtQ?	eĶK teWĶ PK teWĶGes AvqZb KZt	ĶiĶKĶĶ Avj gmi AvtQ űKbv?	Avj gmi i AvqZb KZt
KĶ bs 1	.....Ŭ	% N`..... dŬ; cĶ` :.....dŬ % N`..... dŬ; cĶ` :..... dŬ	1. nűv 2. bv	% N`..... dŬ; cĶ` :.....dŬ
KĶ bs 2	.....Ŭ	% N`..... dŬ; cĶ` :.....dŬ % N`..... dŬ; cĶ` :.....dŬ	1. nűv 2. bv	% N`..... dŬ; cĶ` :.....dŬ
KĶ bs 3	.....Ŭ	% N`..... dŬ; cĶ` :.....dŬ % N`..... dŬ; cĶ` :.....dŬ	1. nűv 2. bv	% N`..... dŬ; cĶ` :.....dŬ
KĶ bs 4	.....Ŭ	% N`..... dŬ; cĶ` :.....dŬ % N`..... dŬ; cĶ` :.....dŬ	1. nűv 2. bv	% N`..... dŬ; cĶ` :.....dŬ

20. cĀr KZR wbgZ tkĀYKtĀi eK teWPK teWPF Ges Aj gmi i eZyb Ae⁻v tKgb i tqfQ?

tkĀYKĀ	K. eK teWPK teWPF Ae ⁻ v	L. Aj gmi i Ae ⁻ v
		<u>‡Kw</u> : (GKĀJ DĒi nte) 1. <u>fvj</u> (dvUj /fvzv BZ ⁻ w ⁻ bŃB) 2. <u>‡gvUgvU</u> (tQvU LvU dvUj /fvzv BZ ⁻ w ⁻ AvtQ) 3. <u>Lvivc</u> (eo eo dvUj / fvzv BZ ⁻ w ⁻ AvtQ)
KĀ bs 1		
KĀ bs 2		
KĀ bs 3		
KĀ bs 4		

21. cĀr KZR wbgZ tkĀYKtĀi Avmb mL⁻v KZt

tkĀYKĀ	tkĀYKtĀi KZRb wKĀ _{lv} emi e ⁻ v AvtQt	cKZcĀi KZRb etmt
KĀ bs 1	.....Rb	.....Rb
KĀ bs 2	.....Rb	.....Rb
KĀ bs 3	.....Rb	.....Rb
KĀ bs 4	.....Rb	.....Rb

22. cĀr KZR wbgZ tkĀYKtĀi Avtj vi Ae⁻v tKgbt

tkĀYKĀ	Avtj vi Ae ⁻ v tKgbt	w ⁻ yr AvtQ wKbvt	d ⁻ vb AvtQ wKbvt	KZĀJ d ⁻ vb AvtQt
	<u>‡Kw</u> : (GKĀJ DĒi nte) 1. chŃB 2. ‡gvUgvU chŃB 3. chŃB bq	1. nŃv 2. bv	1. nŃv 2. bv	
KĀ bs 1				.....wJ
KĀ bs 2				.....wJ
KĀ bs 3				.....wJ
KĀ bs 4				.....wJ

23. cĀr KZR wbgZ tkĀYKtĀi evZim Pj vPj i Ae⁻v tKgbt

tkĀYKĀ	evZim Pj vPj i Ae ⁻ v tKgbt	‡fWUtj Utj i mL ⁻ v
	<u>‡Kw</u> : (GKĀJ DĒi nte) 1. mŃKfvte evZim Pj vPj Ki‡Z cvti 2. mŃKfvte evZim Pj vPj Ki‡Z cvti bv	
KĀ bs 1		.....wJ
KĀ bs 2		.....wJ
KĀ bs 3		.....wJ
KĀ bs 4		.....wJ

24. cĀr KZR wbgZ tkĀYKtĀi cwi[®]vi cwi[®]Obzvi Ae⁻v tKgb:

tkĀYKĀ/ -vb	cwi [®] vi cwi [®] Obzvi Ae ⁻ v	cwi [®] vi cwi [®] Obzvi nel tq chŃŃY Kti w ⁻ wi Z gŃe ⁻ wj Lp:
	<u>‡Kw</u> : (GKĀJ DĒi nte) 1. cwi [®] vi 2. ‡gvUgvU cwi [®] vi 3. Acwi [®] vi	
KĀ bs 1		
KĀ bs 2		
KĀ bs 3		
KĀ bs 4		
ev ⁻ v/ Kwi ‡Wvi		

25. cKí KZR wbgZ tkñYKtñi Qv, t` qvj Ges tqtSi eZgñb Ae`v tKgb i tqtQ?

tkñYKñ/ `vb	K. Qv`	L. t` qvj	M. tqtS
	†KwW : (GKuU DEi nte) 1. <u>fvj</u> (dvUj /fv½v/ Plaster Ltj cov BZ`w` bvB) 2. <u>tqvUrgñU</u> (†QvU LvU dvUj /fv½v / Plaster Ltj cov BZ`w` AvtQ) 3. <u>Lvivc</u> (eo eo dvUj / fv½v/ Plaster Ltj cov BZ`w` AvtQ)	†KwW : (GKuU DEi nte) 1. <u>fvj</u> (dvUj /fv½v/ Plaster Ltj cov BZ`w` bvB) 2. <u>tqvUrgñU</u> (†QvU LvU dvUj /fv½v / Plaster Ltj cov BZ`w` AvtQ) 3. <u>Lvivc</u> (eo eo dvUj / fv½v/ Plaster Ltj cov BZ`w` AvtQ)	†KwW : (GKuU DEi nte) 1. <u>fvj</u> (dvUj /fv½v/ Plaster Ltj cov BZ`w` bvB) 2. <u>tqvUrgñU</u> (†QvU LvU dvUj /fv½v / Plaster Ltj cov BZ`w` AvtQ) 3. <u>Lvivc</u> (eo eo dvUj / fv½v/ Plaster Ltj cov BZ`w` AvtQ)
Kñ bs 1 :			
Kñ bs 2 :			
Kñ bs 3 :			
Kñ bs 4 :			
evi`v / Kñ tWvi			

26. cKí KZR wbgZ tkñYKtñi `i Rv, Rvbj v Ges dñbPri / AmercI -Gi eZgñb Ae`v tKgb i tqtQ

tkñYKñ	K. `i Rv	L. Rvbj v	M. dñbPri / AmercI
	†KwW : (GKuU DEi nte) 1. <u>fvj</u> (dvUj /fv½v BZ`w` bvB) 2. <u>tqvUrgñU</u> (†QvU LvU dvUj /fv½v / wñ evKv BZ`w` AvtQ) 3. <u>Lvivc</u> (eo eo dvUj / fv½v/ wñ evKv ntq hvl q BZ`w` AvtQ)	†KwW : (GKuU DEi nte) 1. <u>fvj</u> (dvUj /fv½v BZ`w` bvB) 2. <u>tqvUrgñU</u> (†QvU LvU dvUj /fv½v / wñ evKv BZ`w` AvtQ) 3. <u>Lvivc</u> (eo eo dvUj / fv½v/ wñ evKv ntq hvl q BZ`w` AvtQ)	†KwW : (GKuU DEi nte) 1. <u>fvj</u> (dvUj /fv½v BZ`w` bvB) 2. <u>tqvUrgñU</u> (†QvU LvU dvUj /fv½v / wñ evKv BZ`w` AvtQ) 3. <u>Lvivc</u> (eo eo dvUj / fv½v/ wñ evKv ntq hvl q BZ`w` AvtQ)
Kñ bs 1			
Kñ bs 2			
Kñ bs 3			
Kñ bs 4			

27. chñYKvix mti Rñtb tkñYKtñi eZgñb Aešv chñY Kti Gi 5 uU fvj v w` K m=útKñj Lp:

.....

28. chñYKvix mti Rñtb tkñYKtñi eZgñb Aešv chñY Kti Gi 5 uU Lvivc w` K m=útKñj Lp:

.....

29. cKí KZR wbgZ tkñYKñ m=útKñj i QvI -QvñI t` i wRtAm Ki`b Ges Zvt` i mñeR (mñeav/Añeav) gšñ wj wce× Ki`b:

.....

30. t`ñj i QvI -QvñI t` i wRtAm Ki`b, tkñYKñ wbgZ nI qvi dtj t`ñj AvtMi tPtq QvI -QvñI i msL`v tetotQ wKbv:

1. nñv
2. bv

Վիճակի Ստորագրության հարցեր

1. Վերջին 2-ը ճիշտ կերպով հարցը կարդալու համար: 1. ոչ 2. այո
2. Ստորագրության համար: 1. մեծագույնը 2. փոքրագույնը 3. միջինը 4. անորոշ (աճիվ թիվ):
3. ճիշտ կերպով հարցը կարդալու համար (գրված է):
4. հարցը Ստորագրության համար (գրված է):
5. ճիշտ կերպով հարցը կարդալու համար:
6. Ստորագրության համարը ճիշտ կերպով հարցը կարդալու համար: 1. ոչ 2. այո
7. Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո
8. Գրված է, Ստորագրության համարը կարդալու համար:

1. Ստորագրության համարը	2. փոքրագույնը	3. մեծագույնը	4. միջինը
5. Ստորագրության համարը	6. Ստորագրության համարը	7. անորոշ (աճիվ թիվ):	

9. Գրված է, Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո
10. Ստորագրության համարը կարդալու համար:

1. Ստորագրության համարը	4. փոքրագույնը, ճիշտ կերպով հարցը
2. մեծագույնը	5. անորոշ (աճիվ թիվ):
3. միջինը	

11. Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո
12. Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո
13. Ստորագրության համարը կարդալու համար:
14. Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո
15. Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո
16. Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո
17. Ստորագրության համարը կարդալու համար:
18. Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո
19. Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո
20. Ստորագրության համարը կարդալու համար:
21. Ստորագրության համարը կարդալու համար: 1. ոչ 2. այո

22. Uq̄tj U tK cwi ʘvi Kti:

1. Qvī/Qvī́ ʘbīRiv 2. evBīi fivov Kiv t̄j vK 3. Ab'vb' (ʘb' ʘ Ki'b).....

23. Uq̄tj U ʘbgʘYi ci t̄dj Qvī́ i mSL'v tetotQ ʘKbv: 1. niv 2. bv

24. (chʘeʘt̄iYi mgq) t̄g Pj vKvj ʘb mgq Uq̄tj U ʘK Ae'vq cvl qv t̄M̄tQ -Zvj v eŪ bv t̄Lv v: 1. Zvj v eŪ 2. t̄Lv v

25. (Qvī́ I Qvī́ t̄ i c_LKfvte ʘRt̄Ám Ki'b) t̄dj i Uq̄tj U e'envi Ki t̄Z Zriv t̄Kvb mgm'v ev evavi m'ʘ'ʘb nq ʘKbv- ʘK ai t̄bi evavi m'ʘ'ʘb nq:

- Qvī́ t̄ i gʘe':
- Qvī́ t̄ i gʘe':

26. (Qvī́ I Qvī́ t̄ i c_LKfvte ʘRt̄Ám Ki'b) t̄dj Uq̄tj U ʘbgʘZ nI qvi dtj Zvt' i ʘK ʘK m'jeav nt̄t̄Q?

- Qvī́ t̄ i gʘe':
.....
.....
- Qvī́ t̄ i gʘe':
.....
.....

27. (th t̄dj GKwU gvī́ Uq̄tj U AvtQ tm t̄dj i i'ayQvī́ t̄ i ʘRt̄Ám Ki'b) t̄dj Qvī́ - Qvī́ t̄ i Rb' GKwU gvī́ Uq̄tj U vKvt̄Z e'envt̄i ʘK ʘK Am'jeav nq?

.....
.....

28. chʘeʘYKvix ʘbīR chʘeʘY Kti t̄ Lteb chʘeʘYKvj ʘb mḡt̄q t̄Kvb Qvī́ -Qvī́ Uq̄tj U e'envi Ki t̄Q ʘKbv Ges t̄K ʘKfvte e'envi Ki t̄Q we'wi Z eYʘv vj Lp:

- KqRb̄t̄K e'envi Ki t̄Z t̄ t̄L̄t̄Qb: Qvī́:Rb Qvī́ x:Rb
- nvZ ʘK w' t̄q āt̄q̄t̄Q:
- m'vt̄Ūj c̄ti Uq̄tj t̄U ʘM̄t̄q̄Ūj ʘKbv:
- Uq̄tj t̄U t̄t̄Z Zvt' i t̄K t̄KD evav w' t̄'Q ʘKbv:
- t̄Ūt̄j -t̄ḡt̄q̄' i Avj v'v Uq̄tj t̄U i e'e'v ʘKbv:
- Uq̄tj t̄U cwb e'envt̄i t̄Kvb mgm'v nt̄'Q ʘKbv:
- chʘʘ cwb e'envi Ki t̄Q ʘKbv:

29. Uq̄tj U m'ú̄t̄K'ḡ Kvḡw̄i / t̄ḡ KZʘc̄t̄Ūi m'vavi Y gZvgZ:

.....
.....

30. Uq̄tj U m'ú̄t̄K'chʘeʘYKvixi m'weʘ gʘs' e':

.....
.....

Հոգի արձեղանքի խփում

1. արձեղանք-2 խփում ՀՀ արձեղանքի արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

2. խփում ՀՀ արձեղանքի կարգի հարցերը:

1. Մարտի կեսը (DTW)	2. Ապրիլի կեսը (STW)	3. Հունիսի կեսը (Tara TW)
4. Մայիսի կեսը	5. Ապրիլի (նոր թիվ):	

3. խփում ՀՀ արձեղանքի կարգի հարցերը (գրման կարգը):

4. արձեղանքի կարգի հարցերը:

5. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

6. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

7. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

8. արձեղանքի կարգի հարցերը:

1. խփում:/արձեղանք

2. խփում:/արձեղանք

3. արձեղանքի կարգի հարցերը:/արձեղանք

9. արձեղանքի կարգի հարցերը:

10. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

K. արձեղանքի կարգի հարցերը:

11. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

12. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ
(արձեղանքի կարգի հարցերը)

13. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

14. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

15. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ 3. արձեղանքի կարգի հարցերը

K. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

L. արձեղանքի կարգի հարցերը::

M. արձեղանքի կարգի հարցերը: 1. արձեղանքի կարգի հարցերը 2. արձեղանքի կարգի հարցերը
3. արձեղանքի կարգի հարցերը

16. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

K. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

17. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

18. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

K. արձեղանքի կարգի հարցերը:

19. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

K. արձեղանքի կարգի հարցերը:

20. արձեղանքի կարգի հարցերը: 1. ճիշդ 2. սխալ

K. hšó cwi gvY cwb bv DVtj Kvi Y uK:

1. hšystki Amjeav	2. ʼvcbvi Amjeav (mWKFvte ʼvcb Kiv nqib)	3. Abʼvbʼ (ubwʼ ʼ ʼ Ki ʼb)
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21. uDeI tɔj uI cwb ʼMʼgʼp uKbv (tLɔt ʼ Lteb Ges ʼɔj i QvTʼ-QvTʼ ʼ i wRtʼAm Ki ʼteb): 1. nuv 2. bv

22. cwb i ʼYMZgvb fvʼtj v uKbv (tLɔt ʼ Lteb Ges ʼɔj i QvTʼ-QvTʼ ʼ i wRtʼAm Ki ʼteb): 1. nuv 2. bv

K. bv ntj , uK Kvi ʼY fvʼtj v bv:

23. uDeI tɔj uI ubqvgZ eʼenvi ntʼQ uKbv: 1. nuv 2. bv

24. uDeI tɔj uI tZ meʼʼY/mv i v eQi cwb ʼvʼtK uKbv: 1. nuv 2. bv

K. bv ntj , tKvb mgq, KZwʼ b Ges uK Kvi ʼY meʼʼY cwb ʼvʼtK bv: tKvb mgq

KZwʼ b: uK Kvi tʼb:

25. uDeI tɔj uI AvʼtmʼbK ci xʼʼv Kiv ntɔtQ uKbv: 1. nuv 2. bv

26. uDeI tɔj uI tZ AvʼtmʼbK AvʼtQ uKbv: 1. nuv 2. bv

27. uDeI tɔj uI tZ ʼj v j 0 ev ʼmeR0 is wʼ tɔ wʼPyZ uKbv: (chʼʼeʼʼY Kʼi ʼ tʼ Lteb) 1. j v j 2. meR 3. tKvb wʼPy bvB

28. uDeI tɔj uI cwb ʼg KZʼʼʼ I QvTʼ-QvTʼ i v uK uK KvʼR eʼenvi Kʼi:

1. Lvl qv	2. nvZ-gj_ ʼavl qv	3. I RyKiv
4. Uqʼtj ʼU eʼenvi Kiv	5. Abʼvbʼ (ubwʼ ʼ ʼ Ki ʼb)	

29. ʼg KZʼʼʼ I QvTʼ-QvTʼ Qvov Abʼ tKD ev Gj vKvi tj vKRb GB uDeI tɔtj i cwb eʼenvi Kʼi uKbv: 1. nuv 2. bv

30. Abʼ eʼenvi Kvi xiv uK uK KvʼR eʼenvi Kʼi ʼvʼtK:

1. Lvl qv	2. ivbe	3. ʼj v v-cwb ʼavl qv	4. kvK-meʼR ʼavqv
5. ʼMwʼj Kiv	6. Kivo ʼavqv	7. Abʼvbʼ (ubwʼ ʼ ʼ Ki ʼb)	

31. uDeI tɔj uI mWKFvte ʼ Lʼvʼkivb/i ʼʼYvʼʼʼY Kʼi uKbv: 1. nuv 2. bv

32. tɔivgZ I i ʼʼYvʼʼʼY ʼK Kʼi b:

33. i ʼʼYvʼʼʼY I tɔivgZ LiP tK enb Kʼi:

34. uDeI tɔtj i hšysk Pni hvl qv ti vʼta tKvb eʼe ʼv MhY Kiv ntɔtQ uKbv: 1. nuv 2. bv

35. cKʼi KZʼ uDeI tɔj ʼwcz nI qvi dtj ʼɔj AvʼtMi tPʼtq QvTʼ-QvTʼ i msL v tetotQ uKbv: 1. nuv 2. bv

36. uDeI tɔj uI mʼutKʼʼg Kvguʼi/ʼg KZʼʼʼʼi mvavi Y gZvgZ:
.....

37. ʼɔj i QvTʼ-QvTʼ ʼ i wRtʼAm Ki ʼb, ʼɔj i uDeI tɔj uI eʼenvi Ki tZ Zvi v tKvb mgmʼv ev evavi mʼgʼxb nq uKbv: uK ai tʼbi mgmʼv ev evavi mʼgʼxb nq:
.....

38. ʼɔj i QvTʼ-QvTʼ ʼ i wRtʼAm Ki ʼb, ʼɔj i uDeI tɔj uI nI qvi dtj Zvʼ ʼ i uK uK mjeav ntɔtQ:
.....

39. chʼʼeʼʼYKvix wʼtʼR uDeI tɔj uI (bj Kc) eʼenvi Kʼi ʼ tʼ Lteb cwb wʼKgZ Avʼtm uKbv , cwb fvʼj uKbv, AvʼtmʼbK gʼp uKbv Ges cwb i ʼvcbw uI mʼutKʼʼʼgʼúo gZvgZ wʼ teb:
.....

Դձ Ի ՎԻՏ ԼՂՁ ՇԻՔԵՂԻԿ:

- ԻՎՏ ԼՂՁ ԳԻ ՔԻՎՈՒՄ ԱՏԿ: 1. **RCC** ՎԻՏ ՄՆ ԿԻՎ 2. ԲՂ ԿՇ (ԿՂՎ ԴՂԿ ԸՄԲ ԴՂՎ ՎԻ ԴԲ՝ ԱՄԲԻ/ՂՎԻ ԲՂ ԿԵ)
 3. ԸՎԿՎ ԸՄԴԳՑ 4. ԸՄԲ ՆԲՄՁԻԲԻ ԴՄԲ

1. ՎԻՏ ԼՂՁ ՈՒ ՄՔՂ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 Կ. ԲՎ ՆՂՂ, ՄԿ ԿՎԻՂԻ ՄԵԿՂ: 1. ԲՂ ԿՇ ԲՐ 2. ՎԻՏ ԼՂՁ ՈՒՂՂ ԸՄԲ ԲՎԲ 3. ՂՂ ԴՂԿ ԳՄՈՒ ԴԳՎ
 2. ՄՎԻՎ ԵՈՒ ԸՄԲ ՎԴԿ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 3. ԵՎԻԻ Ի ԴԿՆ ՎՂ Ղ ԸՄԲ ՇԻՔ ԿԻ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 4. ՄԿՂ ՈՎԻ-ՈՎԻ Ե՛ՆՎԻ ԿԻ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 5. ՎԻՏ ԼՂՁ Ի ՈՒԵԼ ԴՂՁ ՈՒ ՄԿ ԱՎՈ ՄԿԲՎ Ա՛Ր ՔՂ ՎԱՎՈ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 6. ՎԻՏ ԼՂՁ Ի ԸՄԲ ՄՄԳՅՑ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 7. ՎԻՏ ԼՂՁ Ի ՎԵՐԲՆԱՏԻԿԻ ՆԲԳՔ ՄԿ ԱՎՈ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 8. ԿՍՈՒՄԻ (ԸՎԿՎ) ԸՎՈՒՂԲ ԵՎ ԸՄԴԳՑ ԱՎՈ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ 3. Ի՛ ԳԳՄՈՒ ՄՂ ԴՐԶԿԻՎ ԿՈՒՎ ԸՎՈՒՂԲ
 9. ԸՄԴԳՑ ԸՎՈՒՂԲԻ ԵՂՅՎ ԱԵ՛Վ ԴԿԳԲ:

1. ԲՎՂՎ, ԴԿՎՂ ԸՎՈՒՂ ԵՎ ԲՎՂՎ ԲՎԲ	2. ԴԿՎՂ ԴԿՎՂ ԲՎՂՎ/ԸՎՈՒՂ ԳԻՎ
3. ԸՂԻՎՈՒՄ ԲՐ ՆՂՂ ԴՄՈՒ ԵՎ ԴՂՂՂ ԴՄՈՒ, ԸՎՈՒՂԲԻ ԴԿՆ ՄՔՂ ԴԲԲ 4. ԱԲՎԲ՝ (ՆԲՎ՝ Պ ԿԻ՛Բ)	

10. ԸՄԲ ՆԲՄՁԻԲԻ ԴԲ՝ ԸՎՈՒՂԲ (ԸՄԴԳՑ) ԴՄԲ ԱՎՈ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 Կ. ՆՈՒ ՆՂՂ, ԴՄԲ ՄԿ ԱՎՈ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 Լ. ԸՄԲ ՆԲՄՁԻԲԻ ԴՄԲ ՄԿԳՂ ՆԲԳՔ ՆՂՂՈ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 11. ԸՎՈՒՂԲԻ ՂՎՂ ՄԿ ԱՎՈ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 12. ԸՎՈՒՂԲԻ ՔԻ ՇՎ ԸՄՎԻ-ԸՄՎԻ ՊԵՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 Կ. ԲՎ ՆՂՂ, ԸՄՎԻ-ԸՄՎԻ ՊԵՄԿԻ ԱԵ՛Վ ԵՂՅՎ ԿԻՔ:.....
 13. ՎԻՏ ԼՂՁ Ի ՂՂ ՎԳ ԿՎՂ ԳՄՈՒ/ԵՄՂ ԴՂԳ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 Կ. ՆՈՒ ՆՂՂ, ԴԿ ԸՄՎԻ ԿԻ: 1. ՂՂ ԿՂՈՒ 2. ՈՎԻ-ՈՎԻՂ 3. ԵՎԻԻ ԿՂԳԿ 4. ԱԲՎԲ՝ (ՆԲՎ՝ Պ ԿԻ՛Բ)
14. ՎԻՏ ԼՂՁ Ի ՔԻ ՇՎ ԸՄՎԻ-ԸՄՎԻ ՊԵՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 Կ. ԲՎ ՆՂՂ, ԸՄՎԻ-ԸՄՎԻ ՊԵՄԿԻ ԱԵ՛Վ ԵՂՅՎ ԿԻՔ:.....
 15. ԴԳՎԳՂ Լ Ի ՂՂՎԵՂԻ ԴԿ ԿԻԲ:
 16. Ի ՂՂՎԵՂԻ Լ ԴԳՎԳՂ ԼԻՔ ԴԿ ԵՆԲ ԿԻ:
 17. ՎԻՏ ԼՂՁ Ի ԻՏՅԿ ՔԻՎ ԻՎԼ ՂՎ ԴԻՎՂ ԴԿՆ Ե՛Վ ՄԻՅ ԿԻՎ ՆՂՂՈ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 18. ԸԿԻ ԿՂԿ ՎԻՏ ԼՂՁ ՎՄՂ ՆԼ ՂՎԻ ԸՂՂ ԴՂՂ ԱՎՄԻ ԴՔՂ ՈՎԻ-ՈՎԻ Ի ՄՏԼՎ ԴԵՈՒՂ ՄԿԲՎ: 1. ՆՈՒ 2. ԲՎ
 19. ՎԻՏ ԼՂՁ ՄԵՍԴԿՑՂՂ ԿՂՈՒԼԻ/ՂՂ ԿՂԵԴՂԻ ՄՎԱՎԻ ԳՂՎԳՂ:

20. ԴՂ Ի ՈՎԻ-ՈՎԻՂՂ Ի ՄԴՂԱՄ ԿԻ՛Բ, ԴՂ Ի ՎԻՏ ԼՂՁ Ե՛ՆՎԻ ԿԻՂՂ ՂՎԻ ԴԿՆ ՄԳՄՎՎ ԵՎ ԵՎԱՎ ՄԵՂՆԲ ՆԳ ՄԿԲՎ: ՄԿ ԳԻՂԻ ԵՎԱՎ ՄԵՂՆԲ ՆԳ:

21. ԴՂ Ի ՈՎԻ-ՈՎԻՂՂ Ի ՄԴՂԱՄ ԿԻ՛Բ, ԴՂ Ի ՎԻՏ ԼՂՁ ՆԼ ՂՎԻ ԸՂՂ ՂՎՂ Ի ՄԿ ՄԿ ՄՅԵՎ ՆՂՂՈ:

22. ՇԻՔԵՂԻԿՎԻ ՆԲՐ ՎԻՏ ԼՂՁ ՈՒ Ե՛ՆՎԻ ԿԻՂՂ ԼԵԲ ԸՄԲ ՄԿԳՂ ԱՎՄ ՄԿԲՎ, ԸՄԲ ԲՂՂ ՄԿԲՎ, ԱՎՄՄԻՔ ԳՅՑ ՄԿԲՎ ԳԵՏ ԸՄԲԻ ԴՂԸՄՈՒ ՄԵՍԴԿՑՂՂ ԳՂՎԳՂ ՄՂ ԴԵԲ:

1. Դժի ԵՅԳ:.....
2. Դժի ԱԿԵ ԵՅԳՆ ՆՏՏՈ (ԳՅՄ Լ ԵՕԻ):
3. Դժի ԱԿԵՆ ԿՅԿՅԳ ԻԻԻՄ ԳԳ (ԳՅՄ Լ ԵՕԻ):
4. Դժի ԱԵԵԻ ԿԵ

K. Դժի ԱԿԵ ՐԳԻ ԸՅԳՅԵ:ԿԶԻՏԿ

L. Դժի ԱԿԵ Ս-ԳԻ Դժի ԱՅԳԶԵ: %ՆՔ.....ԱԳՍԻ ԸՕՐ: ԱԳՍԻ DՔԶԻ:ԱԳՍԻ

M. ԱԿԵ Ս ՄՏԼՎ:ԱԿ

N. Դժի ԱԿԵ ՄՏԼՎ:ԱԿ

O. Դժի ԱԿԵ ԿԵԿԵՏՏԻ ՄՏԼՎ (class room):ԱԿ

P. ԿԵՏՏԻ ԱԻԵ:

1. ԿԵԿԵՏՏԻ:	.....ԱԿ	4. ԴՕՎԻ ԻՔԳ:	.....ԱԿ
2. ԱՅԿՄ/ԸՅԳՅԵ ԱԿԵՆ ԿԵՆ:	.....ԱԿ	5. ԱԵՎԵՆ (ԱԵՎ Յ ԿԻՎ).....	.....ԱԿ
3. ԱԿԵՆ ԿԵՆ:	.....ԱԿ		

5. Դժի ԿԵՍԱ ԱԿԵԸ ՔԵԵԱՎՈ: 1. 1ԱԿ 2. 2ԱԿ

K. ԱԿԵԱ -ԳԻ ԳԳԳՄՔԵՏ

1Գ ԱԿԵԱ ԻԻԻՄ ԳԳԳԴ ԿԿԻ ԳԳԳԴ

2Գ ԱԿԵԱ ԻԻԻՄ ԳԳԳԴ ԿԿԻ ԳԳԳԴ

5. Դժի ԱԵՐ ՄՏԻՎԱ ԱՎՈ ԱԿԵՎ: 1. ՆԱԿ 2. ԵՎ

6. Դժի ԿԵՅԱՅՎԻ ԳՅՎ/ԸՅԳՅԵ ԱՎՈ ԱԿԵՎ: 1. ՆԱԿ 2. ԵՎ

7. Դժի ԱԵՎԵՆ ԿԵԻ ԵՎՎ ԱՎՈ ԱԿԵՎ, ԱԿԵՅ ԱԿ ԱԻՅԻ ԵՎՎ ԱՎՈ?

.....

8. 2013 ՄԵՅ ՕՎՏ ՕՅՎԻՔԻ Ի ԳԵՎ ԱԵՅԳՅԵՆ ԸՅՎՅԻ Կ ԱԵԶԻՔԻ ԶՅՄԼԵ ԻԻԻ:.....ԿԿԻ:.....

9. 2003-2011 ՄՏԵՅ Ի ԳԵՎ ԱԵԿԱՅԵ-2 ԸԿԵՐԻ ԳՅԱՔԳ Դժի ԱԿ ԱԿ ԿՅՐ ՆՏՏՈ/ ԱԿ ԱԿ ՄԵԻՎՆ ԿԻՎ ՆՏՏՈ/ԿԵԿԵՏՏՈ?

K. ԱԿ ԱԿ ԿՅՐ ՆՏՏՈ/ԱԿ ԱԿ ՄԵԻՎՆ ՆՏՏՈ?	L. յՔԻ ԳՅՎԻ ԿԶ ԱՕԵ?	M. ԸԿԶԸՔԻ ԿԶԱ ՆՏՏՈ/ ԿԵԿԵՏՏՈ?	N. ԿԵԿԵՅՄՏԵՅ ՆՏՏՈ?	O. յՔԻ ԳՅՎԻ ԱԵԿՅԱ ԵՎ ՆՏԵՅ, ԱԿ ԱԿ ԿՅԻՅ ՆԳՅ?
K. Civil Work				
1. ԿՅՄ ԻՔԳ ԴԵՅՅԵ, ԸՅ ԱԵԳՅԵ ԳԵՍ ԱԵԶԿԻԿ				
2. ԱՕՏԵ ԱԵԳՅԵ				
3. ԱԿԵԸ ԴՅ ԱԵԵ				
L. Machinery and Equipment				
4. Դժի ԱԵՎ				
5. Weighing machine				
6. ԿԱՅՅ ԿԵՅԵ				
7. ԵԱՎԻ ԿԳ				
M. Computer peripherals				
8. ԿՅՎԱԵԱՎԻ				
9. յՔԱԵԵ				
10. ԳՅԱՅԳԱՅՅԱՅ ԸՕՐՔԻ				
11. ԱԵԵ				
12. ԵԸԱԵԳՄ (UPS)				
13. ԵԱՎԻ ԿԵԱ ՄՏԻՎԱ				

11. Դժվարացված Ինքնազննում

Արժեքի նկարագրություն	ՀՀ տարածքում (մլն ՀՀ դր)	Գնումների համար/միջանկյալ (մլն ՀՀ դր)	ՀՀ արտադրող/արտերկրյան (մլն ՀՀ դր)
Furniture & Others			
1. Իրեր			
2. Քարտեզներ			
3. Իրեր			
4. Իրեր			
5. Իրեր (ԴՊ)			
6. Իրեր (ԽՊ)			
7. Այլ իրեր			
8. Իրերի արժեք			
9. Իրերի արժեք			
10. Իրերի արժեք			
11. Իրերի արժեքի համարժեք			
12. Իրերի արժեքի համարժեք			
13. Իրերի արժեքի համարժեք			
14. Իրերի արժեքի համարժեք			
Machinery and Equipment			
15. Իրեր			
16. Weighing machine			
17. Իրերի արժեք			
18. Իրերի արժեք			
Computer peripherals			
19. Իրերի արժեք			
20. Իրերի արժեք			
21. Իրերի արժեքի համարժեք			
22. Իրեր			
23. BDԻԿԳմ (UPS)			
24. Իրերի արժեքի համարժեք (Իրերի արժեքի համարժեք)			
25.			

12. Վերականգնման արժեքի Դժվարացված ինքնազննումի համար ՀՀ տարածքում 5 մլն ՀՀ դրից ավելի գնված իրերի արժեքի համարժեքը:

.....

.....

13. Վերականգնման արժեքի Դժվարացված ինքնազննումի համար ՀՀ արտադրողի կողմից 5 մլն ՀՀ դրից ավելի գնված իրերի արժեքի համարժեքը:

.....

.....

Մեծ վիճակագրության հարցազրույցի մասնակցի շնորհագրագիր

(Հանրապետության վիճակագրության կոմիտեի կողմից հավաքված և պահպանվող տվյալները (Official records) տեղեկացվում են միայն հարցազրույցի մասնակցի համար (անհատի անունով))

14. Հարցազրույցի արդյունքները հարցազրույցի 2010-2013 թվականներին կատարված զուգահեռաբանումների (հարցազրույցի մասնակցի անունով) արդյունքները

մյ	1 կ		2 կ		3 կ		4 կ		5 կ		6 կ	
	բն	մյ	բն	մյ	բն	մյ	բն	մյ	բն	մյ	բն	մյ
Հարցազրույցի արդյունքները												
2010 թ												
2011 թ												
2012 թ												
2013 թ												

15. Հարցազրույցի արդյունքները հարցազրույցի 2010-2013 թվականներին կատարված զուգահեռաբանումների (հարցազրույցի մասնակցի անունով) արդյունքները

մյ	Հարցազրույցի արդյունքները մասնակցի	Հարցազրույցի (Հարցազրույցի) արդյունքները մասնակցի		
		Հարցազրույցի	Հարցազրույցի	Հարցազրույցի
Հարցազրույցի արդյունքները				
2010 թ				
2011 թ				
2012 թ				
2013 թ				

16. Հարցազրույցի արդյունքները հարցազրույցի 2010-2013 թվականներին կատարված զուգահեռաբանումների (հարցազրույցի մասնակցի անունով) արդյունքները

մյ	1 կ		2 կ		3 կ		4 կ		5 կ		6 կ	
	բն	մյ	բն	մյ	բն	մյ	բն	մյ	բն	մյ	բն	մյ
K. Հարցազրույցի արդյունքները												
Բն												
Մյ												
Հարցազրույցի												
Հարցազրույցի												
2010 թ												
Բն												
Մյ												
Հարցազրույցի												
Հարցազրույցի												
2011 թ												
Բն												
Մյ												
Հարցազրույցի												
Հարցազրույցի												
2012 թ												
Բն												
Մյ												
Հարցազրույցի												
Հարցազրույցի												
2013 թ												
Բն												
Մյ												
Հարցազրույցի												
Հարցազրույցի												

0. 2013 m̄tb														
Bmj w̄g														
w̄n`y														
teSx														
Lr`vb														
Ab`vb`.....														

17. cKı er`I evq̄tbi c̄eP eQi Ges MZ w̄Zb eQi (2010, 2011 Ges 2012 m̄tb) `đj i QvI QvIxi Mo Dcw`w̄Zi nvi (%)t (kZKiv nvi ciY KiZ nte)

mj	1g tkYx		2q tkYx		3q tkYx		4_`kYx		5g tkYx		tgvU	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
cKı er`I evq̄tbi c̄eP eQi												
2010 m̄tb												
2011 m̄tb												
2012 m̄tb												

18. cKı er`I evq̄tbi c̄eP eQi Ges MZ w̄Zb eQi (2010, 2011 Ges 2012 m̄tb) c̄U_wgK mgıcbx ci`vıv AskM̄hYKvix 5g tkYxi QvI-QvI Ges Zv`i cvtki msL`v (2012 m̄tbi djvdj tiwR`vi t`ıL ciY KiZ nte)

mj	evj K		ewj Kv		tgvU	
	AskM̄hYKvix QvI i msL`v	cvtki msL`v	AskM̄hYKvix QvI i msL`v	cvtki msL`v	AskM̄hYKvix QvI - QvI i msL`v	cvtki msL`v
cKı er`I evq̄tbi c̄eP eQi						
2010 m̄tb						
2011 m̄tb						
2012 m̄tb						

19. cKı er`I evq̄tbi c̄eP eQi Ges MZ w̄Zb eQi (2010, 2011 Ges 2012 m̄tb) `đj i KZRb QvI-QvI c̄U_wgK mgıcbx ci`vıv mgıvB Kti gva`wgK `I ti fıwZ`ntqt0?

mj	QvI	QvIx	tgvU
cKı er`I evq̄tbi c̄eP eQi			
2010 m̄tb			
2011 m̄tb			
2012 m̄tb			

20. cKı er`I evq̄tbi c̄eP eQi i QvI-QvI c̄i i eQi , 2009 m̄tbi QvI-QvI 2010 m̄tb, 2010 m̄tbi QvI-QvI 2011 m̄tb Ges 2011 m̄tbi QvI-QvI 2012 m̄tb GKB tkYxiZ wi`w̄Uvi (c̄pi veP) msL`v: (cKı er`I evq̄tbi c̄i i eQi, 2011 Ges 2012 m̄tbi djvdj tiwR̄vi t`ıL ciY KiZ nte)

mj	1g tkYx			2q tkYx			3q tkYx			4_`kYx			5g tkYx		
	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU
cKı er`I evq̄tbi c̄eP eQi															
2010 m̄tb															
2011 m̄tb															
2012 m̄tb															

21. cKı er`I evq̄tbi c̄eP eQi Ges MZ w̄Zb eQi (2010, 2011 Ges 2012 m̄tb) `đj i QvI-QvI t`i c̄U_wgK w̄k`ıvPı mgıvBi nvi (%)t (kZKiv nvi ciY KiZ nte)

mj	QvI	QvIx	tgvU
cKı er`I evq̄tbi c̄eP eQi			
2010 m̄tb			
2011 m̄tb			
2012 m̄tb			

22. cKí ev`Í evqtbí c#eP eQi Ges 2010 t_#K 2013 m#b `#j i K'vP#gU Gj Kvq 3 eQi t_#K 10 eQi eq#mi t#uU evj K ewj Kví mSL'v t

m#j	3 eQi eqm		4 eQi eqm		5 eQi eqm		6 eQi eqm		7 eQi eqm		8 eQi eqm		9 eQi eqm		10 eQi eqm	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
cKí ev`Í evqtbí i c#eP eQi																
2010 m#b																
2011 m#b																
2012 m#b																
2013 m#b																

23. cKí ev`Í evqtbí c#eP eQi Ges 2010 t_#K 2013 m#b `#j i K'vP#gU Gj Kvq 3 eQi t_#K 10 eQi eq#mi DcRmZ Ges kvixi K c#ZeUx evj K -ewj Kví mSL'v t

w#l q	3 eQi eqm		4 eQi eqm		5 eQi eqm		6 eQi eqm		7 eQi eqm		8 eQi eqm		9 eQi eqm		10 eQi eqm	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
DcRmZ																
K. cKí ev`Í evqtbí c#eP eQi																
L. 2010 m#b																
M. 2011 m#b																
N. 2012 m#b																
O. 2013 m#b																
kvixi K c#ZeUx																
K. cKí ev`Í evqtbí c#eP eQi																
L. 2010 m#b																
M. 2011 m#b																
N. 2012 m#b																
O. 2013 m#b																

24. cKí ev`Í evqtbí c#eP eQi Ges 2010 t_#K 2013 m#b 6 eQi t_#K 10 eQi eq#mi DcRmZ Ges kvixi K c#ZeUx evj K -ewj Kví `#j f#ZP mSL'v t

w#l q	w#kí #kYx		1g tkYx		2q tkYx		3q tkYx		4_#kYx		5g tkYx	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
DcRmZ												
K. cKí ev`Í evqtbí c#eP eQi												
L. 2010 m#b												
M. 2011 m#b												
N. 2012 m#b												
O. 2013 m#b												
kvixi K c#ZeUx												
K. cKí ev`Í evqtbí c#eP eQi												
L. 2010 m#b												
M. 2011 m#b												
N. 2012 m#b												
O. 2013 m#b												

25. cKí ev`Í evq`bi c`eP eQi Ges 2010 t_`K 2013 m`b `kYw`f`E`K kvLvi (fmKkb) msL`v: (GKwaK fmKkb bv_vKtj , 1 wj tL ciY Ki`b)

wel q	wk`i `ik`wY	1g `ik`wY	2q `ik`wY	3q `ik`wY	4_`q`k`wY	5g `ik`wY
cKí ev`Í evq`bi c`eP eQi						
2010 m`b						
2011 m`b						
2012 m`b						
2013 m`b						

26. cKí ev`Í evq`bi c`eP eQi Ges 2010 t_`K 2013 m`b `qj i wkdu-Gi msL`v: (GKwaK wkdu bv_vKtj , 1 wj tL ciY Ki`b)

cKí ev`Í evq`bi c`eP eQi	2010 m`b	2011 m`b	2012 m`b	2013 m`b

27. eZ`g`v`b `qj i wk`q`i`Ki c` msL`v t

m`gK bs	c`ex	Ab`g`w`Z c` msL`v	eZ`g`v`b (KgP`Z) c` msL`v		Lw`j c` msL`v	`j cwi`k`f`bi mgq Dcu`Z	g`S`f`e`
			g`w`j`v	cj`l			
1.	c`a`v`b wk`q`K						
2.	mnKvix wk`q`K						
3.	Ab`v`b` (w`b`w` o`q`Ki`b)						

28. cKí ev`Í evq`bi c`eP eQi Ges MZ w`Zb eQi (2010, 2011 Ges 2012 m`b) `qj wk`q`K`i` Mo Dcu`w`Zi nvi (%)t (kZKiv n`fi ciY Ki`Z nte)

c`ex	cKí ev`Í evq`bi c`eP eQi ..	2010 m`b	2011 m`b	2012 m`b
1. c`a`v`b wk`q`K				
2. mnKvix wk`q`K				
3. Ab`v`b` (w`b`w` o`q`Ki`b)				

29. w`m-Bb-GW, wel q w`f`w`E`K c`k`q`Y Ges t`k`w`K`i`q` c`w`v`b c`x`w`Z c`k`q`Yc`b` wk`q`K msL`v t

c`ex	w`m-Bb-GW c`k`q`Y		wel q w`f`w`E`K c`k`q`Y		t`k`Y`k`i`q` c`w`v`b c`x`w`Z c`k`q`Y (Need based)	
	wk`q`K	wk`w`q`Kv	wk`q`K	wk`w`q`Kv	wk`q`K	wk`w`q`Kv
1. c`a`v`b wk`q`K						
2. mnKvix wk`q`K						
3. Ab`v`b` (w`b`w` o`q`Ki`b).....						

WZxq c0_wgK wkqv Dbqb Kgmp (ucBwuc-2) kxl R cKtí i cFve gj vqb

cAg tkYi wkqv_@ i wLb AMWZ cwi gvtc Rb ckeT

tKm baf

--	--	--

wefw: tKw bs: tRj v: tKw bs:

DctRj v: tKw bs: BDubq: tKw bs:

tj i bvg: tj i tKw bs:

tj i wKvbr:

tj i aibt

1. miKwi cBgwi tj (GPS):
K. Model School L. Non- Model School
2. weUbKZ temi Kwi cBgwi tj (RNGPS)
3. KugDubiU tj (CS)
4. ciwqvj K tj (Experimental School: PTI Attached)

mcvi fvBRti i bvg Zwi Lt

chfeYKvixi Rb wbt wKv

- ⇒ chfeYKvix cAg tkYi mKj QvT-QwT i tK ckeT mautKmsTjt e j teb
- ⇒ chfeYKvix cAg tkYi mKj QvT-QwT i Rb GKwJvT ckeT eUb Kiteb Ges th tkvb GKRbK ciY KitZ ej teb | ewK mevBtK DEi c0vfb mnvZv KitZ ej teb
- ⇒ QvT-QwT i tK ckeT ciY Kivi Rb 10 wubU mgq w teb
- ⇒ QvT-QwT i tK ckeT eUb Kti mgq t Lteb
- ⇒ GKwJ wv 0 mgtq QvT-QwT iv ckeT ciY i i Kite
- ⇒ ckeT ciY i i Kivi wK 10 wubU ci QvT-QwT i KvQ t tK ckeT msM0 Kiteb

i x DEti WJK wPu (✓) `vl

Avgvi evsj v eB

1. wI cji vi tj vKRb K_v etj tKvb fvlvq?	K. evsj vq	L. wnw` tZ	M. D`fZ	N. BstI RxtZ
2. DigqK?	K. b`x	L. tXD	M. GKwU tqtqi bvg	N. mwMi
3. K`vIvi` cvl qv hvq?	K. AvndKvq	L. evsj vt`tk	M. Atotij qvq	N. AvtgmI Kvq

cO_wgK MwYZ

1. tKvbwU m=úK@cZxK?	K. =	L. +	M. Ñ	N. ?
2. ARZ A_qK ?	K. 100	L. 1000	M. 2000	N. 10000
3. fVR` ?	K. fVRK xfvMdj +fvMtKl	L. fVMtKl + fVRK xfvMdj	M. fVRK +fvMdj xfvMtKl	N. fVRK x fVMtKl + fVMdj

ENGLISH FOR TODAY

1. Where does David work?	K. In a school ever	L. In a NGO	M. In a Farm	N. In a Shop
2. Who is going to Book Fair?	K. Mamun	L. Badal	M. Shima	N. Lina
3. Who is in the well?	K. Tomy	L. Mouse	M. Pussy	N. Sheep

cO_wgK weÁvb

1. wbtPi tKvbwU Rb` cWY Dv`m` i Dci wbfP`Kxj?	K. cwb	L. Lv`	M. Avtjv	N. evqy
2. Dv`m` i Lv` `Zwi tZ wbtPi tKvbwU mnvqZv Kti?	K. AwKRb	L. KveBwWBAKtnvBW	M. evqy	N. tKvti wcdj
3. th bj Ktci cwb tZ AvtmBk i tqtO ZvtK tKvb is w` tq wPuZ Kiv nq?	K. jvj	L. meR	M. bxj	N. njj

evsj vt` k I wekpwI Pq

1. 6`dv Avf`vj b nq tKvb mvtj?	K. 1952	L. 1966	M. 1969	N. 1971
2. thS_ewnbx MVb Kiv nq 1971 mvtj i tKvb Zwi tL?	K. 26 tk gvP ^o	L. 7B btF=ft	M. 21 tk btF=ft	N. 16B wWtm=ft
3. 1905 mvtj wK ntqmQj?	K. wncvnx wef`tn	L. evsj v fVM	M. fvi Z wef ³	N. chwKi mbomx wef`tn

შედეგის ანგარიშის დასაწყისი კითხვები

№	კითხვა	დიაპაზონი	შედეგი	შედეგის აღნიშვნა	შედეგის აღნიშვნა	შედეგის აღნიშვნა
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

შედეგის ანგარიშის დასრულება

კ. შედეგის აღნიშვნის დასრულება

1. შედეგის აღნიშვნის დასრულება? კ. კითხვების დასრულება?
2. დასრულება - 2 კითხვის დასრულება? კ. კითხვის დასრულება?
- კ. შედეგის აღნიშვნის დასრულება? კ. კითხვის დასრულება?
- ლ. დასრულება დასრულება? კ. კითხვის დასრულება?
- მ. შედეგის აღნიშვნის დასრულება? კ. კითხვის დასრულება?

ლ. შედეგის აღნიშვნის დასრულება

3. კითხვის დასრულება? კ. კითხვის დასრულება?
4. დასრულება დასრულება? (Infrastructure facility and Quality of Education, School etc.)
5. შედეგის დასრულება? კ. კითხვის დასრულება?
6. შედეგის დასრულება? კ. კითხვის დასრულება?
7. შედეგის დასრულება? კ. კითხვის დასრულება?
8. კითხვის დასრულება? კ. კითხვის დასრულება?
9. კითხვის დასრულება? კ. კითხვის დასრულება?

M. cKtí i _YMZ cñve

10. cKí ev`evqtbi dtj cteP Zj bva eZgvtb Kgnis`vtbi mñhm tetotQ wk? teto _vKtj tKb?
11. cKí ev`evqtbi dtj cteP Zj bva eZgvtb AvZy`-Kgnis`vtbi mñhm tetotQ wk? teto _vKtj tKb?
12. cKí ev`evqtbi dtj cteP Zj bva eZgvtb gñj vt` i Kgnis`vtbi mñhm tetotQ wk? teto _vKtj tKb?
13. cKí ev`evqtbi dtj cteP Zj bva eZgvtb gñj viv KvR tewk AskMhb Ki tQ wk? Kti _vKtj tKb?
14. cKí ev`evqtbi dtj AĪ Gj vKva mvgMk `wi`Zv Kgni tñtĪ tKvb cñve ctotQ wk? cto _vKtj tKb Ges wk ai tbi cñve ctotQ?
15. cKí ev`evqtbi AvtM I eZgvtb Avcbvt` i Gj vKva tQtj -tgtqt` i `tj fñZP nvi (cteP eZgvtbi kZKiv nvi) tKgb (tQtj I tgtqt` i c_Kfvte AvbtZ nte)? K. fñZP nvi teto _vKtj wk Kvity tetotQ etj gtb Ktib?
16. cKí ev`evqtbi AvtM I eZgvtb Avcbvt` i Gj vKva tQtj -tgtqt` i `tj Dcw`wzi nvi (cteP eZgvtbi kZKiv nvi) tKgb (tQtj I tgtqt` i c_Kfvte AvbtZ nte)? K. Dcw`wzi nvi teto _vKtj wk Kvity tetotQ etj gtb Ktib?
17. cKí ev`evqtbi AvtM I eZgvtb Avcbvt` i Gj vKva tQtj -tgtqt` i `tj Sti covi nvi (cteP eZgvtbi kZKiv nvi) tKgb (tQtj I tgtqt` i c_Kfvte AvbtZ nte)? K. Sti covi nvi Ktg _vKtj wk Kvity Ktg tQ etj gtb Ktib?
18. cKí ev`evqtbi AvtM I eZgvtb Avcbvt` i Gj vKva QvĪ-QwĪ t` i wkñvPµ mgwβi nvi (cteP eZgvtbi kZKiv nvi) tKgb (tQtj I tgtqt` i c_Kfvte AvbtZ nte)? K. wkñvPµ mgwβi nvi teto _vKtj wk Kvity tetotQ etj gtb Ktib?
19. GB cKí ev`evqtbi dtj cKtí i DĪĪ k`/mvdj` KZUKi (KZFvM) ARB ntqtQ etj Avcbviv gtb Ktib? K. tKb Avcbviv Ggbw gtb Ktib?

N. cKtí i mdj I `pP w` K mgn Ges mpcwi k

20. wBwWw-2 cKtí i KvR ev`evqtbi tñtĪ Avcbviv tKvb mgn`v, evav ev Amjeavi m=§_xb ntqtQb wk? ntj wk ai tbi mgn`v ev evavi m=§_xb nt`Qb?
21. wBwWw-2 cKtí i `pP w` K_s tj v Kx Kx?
22. wBwWw-2 ev`evqtbi mdj (kw³kvj x) w` K_s tj v Kx Kx?
23. fñel`tZ G ai tbi cKí mñKfvte m=úbaKivi Rb` Ges cKtí i Kvñrg Dbz I `vqtZi Rb` Avi I wk wk c`tñc tbi qv thtZ cñi tm nel tQ Avcbviv mpcwi k mgn Kx Kx?

11. cKí er-Í evq̄tbi c̄eP eQi Ges 2010 t_+K 2013 m̄b †Rj vi c̄Bgwi -ḡj i tgvU wk̄¶iKi msL'v t

-ḡj i aib	wk̄¶iKi msL'v														
	cKí er-Í evq̄tbi c̄eP eQi			2010 m̄b			2011 m̄b			2012 m̄b			2013 m̄b		
	cj"l	ḡnj v	tgvU	cj"l	ḡnj v	tgvU	cj"l	ḡnj v	tgvU	cj"l	ḡnj v	tgvU	cj"l	ḡnj v	tgvU
K. mi Kwí c̄Bgwi -ḡj (GPS)															
L. ubeUbKZ temi Kwí c̄Bgwi -ḡj (RNGPS)															
M. Kw̄gD̄ibulU -ḡj (CS)															
N. Experimental Schools															
tgvU															

12. cKí er-Í evq̄tbi c̄eP eQi Ges 2010 t_+K 2013 m̄b †Rj vi wm-B-GW (C-in-Ed) c̄K¶Yc̄B tgvU wk̄¶iKi msL'v t

-ḡj i aib	wm-B-GW (C-in-Ed) c̄K¶Yc̄B wk̄¶iKi msL'v														
	cKí er-Í evq̄tbi c̄eP eQi			2010 m̄b			2011 m̄b			2012 m̄b			2013 m̄b		
	cj"l	ḡnj v	tgvU	cj"l	ḡnj v	tgvU	cj"l	ḡnj v	tgvU	cj"l	ḡnj v	tgvU	cj"l	ḡnj v	tgvU
K. mi Kwí c̄Bgwi -ḡj (GPS)															
L. ubeUbKZ temi Kwí c̄Bgwi -ḡj (RNGPS)															
M. Kw̄gD̄ibulU -ḡj (CS)															
N. Experimental Schools															
tgvU															

13. cKí er-Í evq̄tbi c̄eP eQi Ges 2010 t_+K 2013 m̄b †Rj vi c̄Bgwi -ḡj f̄vZP Dc̄ihwM tgvU wk̄¶lv_¶i msL'v t

-ḡj i aib	f̄vZP Dc̄ihwM tgvU wk̄¶lv_¶i msL'v														
	cKí er-Í evq̄tbi c̄eP eQi			2010 m̄b			2011 m̄b			2012 m̄b			2013 m̄b		
	ej K	ejj Kv	tgvU	ej K	ejj Kv	tgvU	ej K	ejj Kv	tgvU	ej K	ejj Kv	tgvU	ej K	ejj Kv	tgvU
K. mi Kwí c̄Bgwi -ḡj (GPS)															
L. ubeUbKZ temi Kwí c̄Bgwi -ḡj (RNGPS)															
M. Kw̄gD̄ibulU -ḡj (CS)															
N. Experimental Schools															
tgvU															

14. cKí ev-Í evq̄tbi c̄eP eQi Ges 2010 t_ik 2013 m̄b tRj vi c̄Bgwi t̄dj i tgvU QvÍ-QvÍ fivZ̄msL'vt

t̄dj i aib	QvÍ-QvÍ fivZ̄msL'v														
	cKí ev-Í evq̄tbi c̄eP eQi			2010 m̄b			2011 m̄b			2012 m̄b			2013 m̄b		
	evj K	evj Kv	tgvU	evj K	evj Kv	tgvU	evj K	evj Kv	tgvU	evj K	evj Kv	tgvU	evj K	evj Kv	tgvU
K. mi Kwí c̄Bgwi t̄dj															
L. ubeÜbKZ temi Kwí c̄Bgwi t̄dj (RNGPS)															
M. KugDibiU t̄dj (CS)															
N. Experimental Schools tgvU															

15. cKí ev-Í evq̄tbi c̄eP eQi Ges 2010 t_ik 2013 m̄b tRj vq c̄Bgwi t̄dj i tkYmfiEK tgvU QvÍ-QvÍ fivZ̄msL'vt (nviRiv tiRóvi t̄ik ciY KiZ n̄e)

mvj	1kí tkYx		1g tkYx		2q tkYx		3q tkYx		4_9kYx		5g tkYx		tgvU	
	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv
cKí ev-Í evq̄tbi c̄eP eQi														
2010 m̄b														
2011 m̄b														
2012 m̄b														
2013 m̄b														

16. cKí ev-Í evq̄tbi c̄eP eQi Ges 2010 t_ik 2013 m̄b tRj vq c̄Bgwi t̄dj i agAbmvi tkYmfiEK tgvU QvÍ-QvÍ fivZ̄msL'vt (tiRóvi t̄ik ciY KiZ n̄e)

mvj	1kí tkYx		1g tkYx		2q tkYx		3q tkYx		4_9kYx		5g tkYx		tgvU	
	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv
K. cKí ev-Í evq̄tbi c̄eP eQi														
Bmj vq														
wn`y														
teSx														
Lx²= vb														
Ab`vb`														
L. 2010 m̄b														
Bmj vq														
wn`y														
teSx														
Lx²= vb														
Ab`vb`														
M. 2011 m̄b														
Bmj vq														
wn`y														
teSx														
Lx²= vb														
Ab`vb`														
N. 2012 m̄b														
Bmj vq														
wn`y														
teSx														
Lx²= vb														
Ab`vb`														

muj	1q tkYx		2q tkYx		3q tkYx		4_9kYx		5g tkYx		tgvU	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
0. 2013 m1b												
Bmj vg												
wn`y												
teSx												
Lx^vb												
Ab`vb`.....												

17. cKf ev`f evqtbi cteP eQi Ges MZ Zb eQti (2010, 2011 Ges 2012 m1b) tRj vi c0Bgwi `4j i QvT-QvT i Mo Dcw`mZi nvi (%t (kZKiv nvti ciY KiTz nte)

`4j i aib	QvT-QvT i Mo Dcw`mZi nvi (%)											
	cKf ev`f evqtbi cteP eQi			2010 m1b			2011 m1b			2012 m1b		
	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU
K. mi Kwii c0Bgwi `g												
L. ube0bKZ temi Kwii c0Bgwi `g (RNGPS)												
M. KwgDibulU `g (CS)												
N. Experimental Schools												
tgvU												

18. cKf ev`f evqtbi cteP eQi Ges MZ mZb eQti (2010, 2011 Ges 2012 m1b) tRj vi c0Bgwi `4j i tkYmfiEK QvT-QvT i Mo Dcw`mZi nvi (%t (kZKiv nvti ciY KiTz nte)

muj	1g tkYx		2q tkYx		3q tkYx		4_9kYx		5g tkYx		tgvU	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
cKf ev`f evqtbi cteP eQi.....												
2010 m1b												
2011 m1b												
2012 m1b												

19. cKf ev`f evqtbi cteP eQi Ges MZ mZb eQti (2010, 2011 Ges 2012 m1b) `4j i c0ugK mgvcYx ciX`lvq AskMhYKvix 5g tkYxi QvT-QvT Ges Zv` i cvtki msL`v`

muj	evj K		ewj Kv		tgvU	
	AskMhYKvix QvT i msL`v`	cvtki msL`v`	AskMhYKvix QvT i msL`v`	cvtki msL`v`	AskMhYKvix QvT i msL`v`	cvtki msL`v`
cKf ev`f evqtbi cteP eQi.....						
2010 m1b						
2011 m1b						
2012 m1b						

20. cKf ev`f evqtbi cteP eQi Ges MZ mZb eQti (2010, 2011 Ges 2012 m1b) tRj vi c0Bgwi `4j i QvT-QvT i c0ugK mK`lvPm mgvB i nvi (%t (kZKiv nvti ciY KiTz nte)

`4j i aib	QvT-QvT i c0ugK mK`lvPm mgvB i nvi (%)											
	cKf ev`f evqtbi cteP eQi			2010 m1b			2011 m1b			2012 m1b		
	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU
K. mi Kwii c0Bgwi `g												
L. ube0bKZ temi Kwii c0Bgwi `g (RNGPS)												
M. KwgDibulU `g (CS)												
N. Experimental Schools												
tgvU												

21. cKí ev-Í evqłbi cłeP eQi i QvÍ-QvÍ cłi eQi GKB tkYłZ wıncłvi (cłivewÉ), 2009 młbi QvÍQvÍ 2010 młb, 2010 młbi QvÍQvÍ 2011 młb Ges 2011 młbi QvÍQvÍ 2012 młb GKB tkYłZ wıncłvi (cłivewÉ) msl'v: (cKí ev-Í evqłbi cłi eQi, 2011 Ges 2012 młbi djıdj tıwRıvı t'łL cıY KiłZ nte)

mvj	1g tkYx		2q tkYx		3q tkYx		4_łkYx		5g tkYx		tgvU	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
cKí ev-Í evqłbi cłeP eQi												
2010 młb												
2011 młb												
2012 młb												

22. cKí ev-Í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb łRjıq 3 eQi t_łK 10 eQi eqłmi tgvU evj K ewj Kvı msl'v t

mvj	3 eQi eqım		4 eQi eqım		5 eQi eqım		6 eQi eqım		7 eQi eqım		8 eQi eqım		9 eQi eqım		10 eQi eqım	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
cKí ev-Í evqłbi cłeP eQi																
2010 młb																
2011 młb																
2012 młb																
2013 młb																

23. cKí ev-Í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb tkYwıfıEK kvıvı (łmKkłbi) msl'v: (GKwaK łmKkb bv_ıKłj, 1 wıłL cıY Ki'ıb)

welq	wkí łkıY	1g łkıY	2q łkıY	3q łkıY	4_łkıY	5g łkıY
cKí ev-Í evqłbi cłeP eQi						
2010 młb						
2011 młb						
2012 młb						
2013 młb						

24. cKí ev-Í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb łg wıfıEK wkdU -Gi msl'v: (GKwaK wkdU bv_ıKłj, 1 wıłL cıY Ki'ıb)

łđjı aıb	cKí ev-Í evqłbi cłeP eQi	2010 młb	2011 młb	2012 młb	2013 młb
K. miKwi cłBgwi łg (GPS)					
L. wbeUbkZ temiKwi cłBgwi łg (RNGPS)					
M. KıgDıbıU łg (CS)					
N. Experimental Schools					
tgvU					

25. cKí ev-Í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb łRjıq 3 eQi t_łK 10 eQi eqłmi DcRwıZ Ges kvıwıK cıZeUıx evj K -ewj Kvı msl'v t

welq	3 eQi eqım		4 eQi eqım		5 eQi eqım		6 eQi eqım		7 eQi eqım		8 eQi eqım		9 eQi eqım		10 eQi eqım	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
DcRwıZ																
K. cKí ev-Í evqłbi cłeP eQi																
L. 2010 młb																
M. 2011 młb																
N. 2012 młb																
O. 2013 młb																

wɛl q	3 eQi eqɔm		4 eQi eqɔm		5 eQi eqɔm		6 eQi eqɔm		7 eQi eqɔm		8 eQi eqɔm		9 eQi eqɔm		10 eQi eqɔm	
	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv
kvi xmi K cɔZeUx																
K. cKí er-í eqɔtbi cɛeP eQi																
L. 2010 mɛb																
M. 2011 mɛb																
N. 2012 mɛb																
O. 2013 mɛb																

26. cKí er-í eqɔtbi cɛeP eQi Ges 2010 t_ɛK 2013 mɛb tRj vq tkiYvfiEK DcRwZ Ges kvi xmi K cɔZeUx ej K -ewj Kv t_ɛj fwiZP msL v t

wɛl q	wki tkyx		1g tkyx		2q tkyx		3q tkyx		4_ɛkyx		5g tkyx	
	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv
DcRwZ												
K. cKí er-í eqɔtbi cɛeP eQi												
L. 2010 mɛb												
M. 2011 mɛb												
N. 2012 mɛb												
O. 2013 mɛb												
kvi xmi K cɔZeUx												
K. cKí er-í eqɔtbi cɛeP eQi												
L. 2010 mɛb												
M. 2011 mɛb												
N. 2012 mɛb												
O. 2013 mɛb												

Note: wɛl mɛvi fviBRvi MY tRj v c0_ɔgK wkiYv Awɛm t_ɛK 2003 t_ɛK 2013 mɛb i Dcɛiv³ Z_ɛtj v Aek B msMh Ki tɛb |

ՊԶԻԳ ՇԵՆԵՔԻ ՄԻՆԻՍՏԵՐԱԿԱՆՈՒԹՅԱՆ ԴԵՊԱՐՏԱՄԵՆՏ (ԽԵՄԻԱԿԱՆ-2) ԿՆՔ ԸՆԴՈՒՆՈՒՄԻ ԸՆԴՈՒՆՈՒՄԻ ԿԱՆՈՒՆՈՒՄԻ

ԸՆԴՈՒՆՈՒՄԻ ԿԱՆՈՒՆՈՒՄԻ ԿԱՆՈՒՆՈՒՄԻ

(ԱՅՍԻ ԿԱՆՈՒՆՈՒՄԻ ԸՆԴՈՒՆՈՒՄԻ ԿԱՆՈՒՆՈՒՄԻ ԸՆԴՈՒՆՈՒՄԻ ԸՆԴՈՒՆՈՒՄԻ ԿԱՆՈՒՆՈՒՄԻ ԸՆԴՈՒՆՈՒՄԻ ԿԱՆՈՒՆՈՒՄԻ)

No.:

Ստորագրող:	Համար:	Ամսաթիվ:	Համար:
Ընդունող:	Համար:	Հասցե:	
Փոստ:	Ընդունողի անուն:		

Ընդունողի կողմից ԽԵՄԻԱԿԱՆ-2 ընդունման արձագանքագրության միջոցով մատչելի դարձնվող հարկային հաշիվների (Official records) 2003-2012 թվականների Ընդունողի մասին տեղեկատվություն հավաքելու և ընդունողի մասին տեղեկատվության հարկային հաշիվների և այլ տեղեկատվության հավաքելու նպատակով հարկային հաշիվների և այլ տեղեկատվության հավաքում և օգտագործում և այլ տեղեկատվության հավաքում և օգտագործում:

1. Ընդունողի հարկային հաշիվ	.....
2. Ընդունողի հարկային հաշիվի մասին տեղեկություն	.....
3. Ընդունողի ԽԵՄԻԱԿԱՆ-2 ընդունումից հետո հարկային հաշիվի ստեղծում	..... (գումար է)	
4. Ընդունողի ԽԵՄԻԱԿԱՆ-2 ընդունումից հետո հարկային հաշիվի փակում	..... (գումար է)	
	ընդունողի փակումից հետո հարկային հաշիվի	.....
5. Ընդունողի հարկային հաշիվի մասին տեղեկություն	.....	.....
6. Ընդունողի հարկային հաշիվի մասին տեղեկություն	հարկային հաշիվի համար: հարկային հաշիվի կոդ: հարկային հաշիվի տեսակ:	հարկային հաշիվի համար: հարկային հաշիվի կոդ: հարկային հաշիվի տեսակ:
7. Ընդունողի 6-10 թվականների մասին տեղեկություն	.....	.....
8. Ընդունողի հարկային հաշիվի հարկային հաշիվի փակումից հետո հարկային հաշիվի ստեղծում % %
9. Ընդունողի կողմից ընդունումից հետո հարկային հաշիվի	.....	.....
Կ. Ընդունող:	.....	.....
Լ. Ընդունող:	.....	.....
Մ. Ընդունող:	.....	.....

10. cKí ev`Í evq̄tbi c̄eP eQi Ges 2010 t_1K 2013 m̄b Dc̄Rj vi tgvU c̄Bgm̄i `đj i mSL`v t

`đj i aiY	c̄Bgm̄i `đj i mSL`v				
	cKí ev`Í evq̄tbi c̄eP eQi	2010 m̄b	2011 m̄b	2012 m̄b	2013 m̄b
K. mi Kw̄i c̄Bgm̄i `đj (GPS)					
L. ubeUbKZ temi Kw̄i c̄Bgm̄i `đj (RNGPS)					
M. Kw̄gD̄ib̄iU `đj (CS)					
N. Experimental Schools					
tgvU					

11. cKí ev`Í evq̄tbi c̄eP eQi Ges 2010 t_1K 2013 m̄b Dc̄Rj vi c̄Bgm̄i `đj i tgvU wk̄ŋt̄Ki mSL`v t

`đj i aib	wk̄ŋt̄Ki mSL`v														
	cKí ev`Í evq̄tbi c̄eP eQi			2010 m̄b			2011 m̄b			2012 m̄b			2013 m̄b		
	cj`l	ḡnj v	tgvU	cj`l	ḡnj v	tgvU	cj`l	ḡnj v	tgvU	cj`l	ḡnj v	tgvU	cj`l	ḡnj v	tgvU
K. mi Kw̄i c̄Bgm̄i `đj (GPS)															
L. ubeUbKZ temi Kw̄i c̄Bgm̄i `đj (RNGPS)															
M. Kw̄gD̄ib̄iU `đj (CS)															
N. Experimental Schools															
tgvU															

12. cKí ev`Í evq̄tbi c̄eP eQi Ges 2010 t_1K 2013 m̄b Dc̄Rj vi wn-B-GW (C-in-Ed) c̄kŋYc̄B tgvU wk̄ŋt̄Ki mSL`v t

`đj i aib	wn-B-GW (C-in-Ed) c̄kŋYc̄B wk̄ŋt̄Ki mSL`v														
	cKí ev`Í evq̄tbi c̄eP eQi			2010 m̄b			2011 m̄b			2012 m̄b			2013 m̄b		
	cj`l	ḡnj v	tgvU	cj`l	ḡnj v	tgvU	cj`l	ḡnj v	tgvU	cj`l	ḡnj v	tgvU	cj`l	ḡnj v	tgvU
K. mi Kw̄i c̄Bgm̄i `đj (GPS)															
L. ubeUbKZ temi Kw̄i c̄Bgm̄i `đj (RNGPS)															
M. Kw̄gD̄ib̄iU `đj (CS)															
N. Experimental Schools															
tgvU															

13. cKí ev`Í evq̄tbi c̄eP eQi Ges 2010 t_1K 2013 m̄b Dc̄Rj vi c̄Bgm̄i `đj f̄wZP Dc̄hw̄M tgvU wk̄ŋv_ŋ mSL`v t

`đj i aib	f̄wZP Dc̄hw̄M tgvU wk̄ŋv_ŋ mSL`v														
	cKí ev`Í evq̄tbi c̄eP eQi			2010 m̄b			2011 m̄b			2012 m̄b			2013 m̄b		
	ejj K	ejj Kv	tgvU	ejj K	ejj Kv	tgvU	ejj K	ejj Kv	tgvU	ejj K	ejj Kv	tgvU	ejj K	ejj Kv	tgvU
K. mi Kw̄i c̄Bgm̄i `đj (GPS)															
L. ubeUbKZ temi Kw̄i c̄Bgm̄i `đj (RNGPS)															
M. Kw̄gD̄ib̄iU `đj (CS)															
N. Experimental Schools															
tgvU															

14. cKí ev`Í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb DcłRj vi cłBgwi łłj i tgvU Qvł-Qvłł fıZmsL`vt

łłj i aib	Qvł-Qvłł fıZmsL`v														
	cKí ev`Í evqłbi cłeP eQi			2010 młb			2011 młb			2012 młb			2013 młb		
	evj K	evj Kv	tgvU	evj K	evj Kv	tgvU	evj K	evj Kv	tgvU	evj K	evj Kv	tgvU	evj K	evj Kv	tgvU
K. mi Kwii cłBgwi łłj															
L. łbełbKZ łemi Kwii cłBgwi łłj (RNGPS)															
M. KwgDłbłł łłj (CS)															
N. Experimental Schools tgvU															

15. cKí ev`Í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb DcłRj vi cłBgwi łłj i łkYłłfıŁK tgvU Qvł-Qvłł fıZmsL`vt (nłłRıv łıRıvı łłłK cıY KıtZ nłe)

mıj	łkı łkYł		1g łkYł		2q łkYł		3q łkYł		4_łkYł		5g łkYł		tgvU	
	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv
cKí ev`Í evqłbi cłeP eQi														
2010 młb														
2011 młb														
2012 młb														
2013 młb														

16. cKí ev`Í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb DcłRj vi cłBgwi łłj i ag`Abıvłı łkYłłfıŁK tgvU Qvł-Qvłł fıZmsL`vt (łıRıvı łłłK cıY KıtZ nłe)

mıj	łkı łkYł		1g łkYł		2q łkYł		3q łkYł		4_łkYł		5g łkYł		tgvU	
	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv	evj K	evj Kv
K. cKí ev`Í evqłbi cłeP eQi														
Bıjıg														
łłł`y														
łełx														
Lıł`vb														
Ab`vb`.....														
L. 2010 młb														
Bıjıg														
łłł`y														
łełx														
Lıł`vb														
Ab`vb`.....														
M. 2011 młb														
Bıjıg														
łłł`y														
łełx														
Lıł`vb														
Ab`vb`.....														
N. 2012 młb														
Bıjıg														
łłł`y														
łełx														
Lıł`vb														
Ab`vb`.....														

muj	1q tkYx		2q tkYx		3q tkYx		4_9kYx		5g tkYx		tgvU	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
0. 2013 m1b												
Bmj vg												
wn`y												
teSx												
Lx^vb												
Ab`vb`.....												

17. cKf ev`f evqtbi cteP eQi Ges MZ Zb eQti (2010, 2011 Ges 2012 m1b) tRj vi c0Bgwi `4j i QvT-QvT i Mo Dcw`mZi nvi (%t (kZKiv nvti ciY KiTz nte)

`4j i aib	QvT-QvT i Mo Dcw`mZi nvi (%)											
	cKf ev`f evqtbi cteP eQi			2010 m1b			2011 m1b			2012 m1b		
	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU
K. mi Kwii c0Bgwi `g												
L. mbe0bKZ temi Kwii c0Bgwi `g (RNGPS)												
M. KwgDnbUJ `g (CS)												
N. Experimental Schools												
tgvU												

18. cKf ev`f evqtbi cteP eQi Ges MZ mZb eQti (2010, 2011 Ges 2012 m1b) tRj vi c0Bgwi `4j i tkYmFmEK QvT-QvT i Mo Dcw`mZi nvi (%t (kZKiv nvti ciY KiTz nte)

muj	1g tkYx		2q tkYx		3q tkYx		4_9kYx		5g tkYx		tgvU	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
cKf ev`f evqtbi cteP eQi.....												
2010 m1b												
2011 m1b												
2012 m1b												

19. cKf ev`f evqtbi cteP eQi Ges MZ mZb eQti (2010, 2011 Ges 2012 m1b) `4j i c0_mgK mgvcYx ciX`lvq AskMhYKvix 5g tkYxi QvT-QvT Ges Zv` i cvtki msL`v`

muj	evj K		ewj Kv		tgvU	
	AskMhYKvix QvT i msL`v`	cvtki msL`v`	AskMhYKvix QvT i msL`v`	cvtki msL`v`	AskMhYKvix QvT i msL`v`	cvtki msL`v`
cKf ev`f evqtbi cteP eQi.....						
2010 m1b						
2011 m1b						
2012 m1b						

20. cKf ev`f evqtbi cteP eQi Ges MZ mZb eQti (2010, 2011 Ges 2012 m1b) tRj vi c0Bgwi `4j i QvT-QvT i c0_mgK mK`lvPm mgwBi nvi (%t (kZKiv nvti ciY KiTz nte)

`4j i aib	QvT-QvT i c0_mgK mK`lvPm mgwBi nvi (%)											
	cKf ev`f evqtbi cteP eQi			2010 m1b			2011 m1b			2012 m1b		
	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU	evj K	ewj Kv	tgvU
K. mi Kwii c0Bgwi `g												
L. mbe0bKZ temi Kwii c0Bgwi `g (RNGPS)												
M. KwgDnbUJ `g (CS)												
N. Experimental Schools												
tgvU												

21. cKí er-í evqłbi cłeP eQi i Qvı-Qvı cti eQi GKB tkYłZ wıwlıvi (cpi vePÉ), 2009 młbi QvıQvı 2010 młb, 2010 młbi QvıQvı 2011 młb Ges 2011 młbi QvıQvı 2012 młb GKB tkYłZ wıwlıvi (cpi vePÉ) msl'v: (cKí er-í evqłbi cti eQi, 2011 Ges 2012 młbi djıdj tıwRıvı t'łL cıY KiłZ nte)

mvj	1g tkYx		2q tkYx		3q tkYx		4_łkYx		5g tkYx		tgvU	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
cKí er-í evqłbi cłeP eQi												
2010 młb												
2011 młb												
2012 młb												

22. cKí er-í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb łRj vq 3 eQi t_łK 10 eQi eqłmi tgvU evj K ewj Kvı msl'v t

mvj	3 eQi eqłm		4 eQi eqłm		5 eQi eqłm		6 eQi eqłm		7 eQi eqłm		8 eQi eqłm		9 eQi eqłm		10 eQi eqłm	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
cKí er-í evqłbi cłeP eQi																
2010 młb																
2011 młb																
2012 młb																
2013 młb																

23. cKí er-í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb łkYwıfıEK kvıvi (łmKkłbi) msl'v: (GKwaK łmKkb bv_vKłj, 1 wj łL cıY Ki' b)

welq	wkí łkłY	1g łkłY	2q łkłY	3q łkłY	4_łkłY	5g łkłY
cKí er-í evqłbi cłeP eQi						
2010 młb						
2011 młb						
2012 młb						
2013 młb						

24. cKí er-í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb łj wıfıEK wkdU -Gi msl'v: (GKwaK wkdU bv_vKłj, 1 wj łL cıY Ki' b)

łđji aib	cKí er-í evqłbi cłeP eQi	2010 młb	2011 młb	2012 młb	2013 młb
K. miKwi cłBgwi łđ (GPS)					
L. wbeUbkZ temiKwi cłBgwi łđ (RNGPS)					
M. KıgDıwıU łđ (CS)					
N. Experimental Schools					
tgvU					

25. cKí er-í evqłbi cłeP eQi Ges 2010 t_łK 2013 młb łRj vq 3 eQi t_łK 10 eQi eqłmi DcRwZ Ges kvıwıK cıZeUx evj K -ewj Kvı msl'v t

welq	3 eQi eqłm		4 eQi eqłm		5 eQi eqłm		6 eQi eqłm		7 eQi eqłm		8 eQi eqłm		9 eQi eqłm		10 eQi eqłm	
	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv	evj K	ewj Kv
DcRwZ																
K. cKí er-í evqłbi cłeP eQi																
L. 2010 młb																
M. 2011 młb																
N. 2012 młb																
O. 2013 młb																

wēl q	3 eQi eqwm		4 eQi eqwm		5 eQi eqwm		6 eQi eqwm		7 eQi eqwm		8 eQi eqwm		9 eQi eqwm		10 eQi eqwm	
	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv
kvi xmi K cizēUx																
K. cKī er ī evqtbi cteP eQi																
L. 2010 mṭb																
M. 2011 mṭb																
N. 2012 mṭb																
O. 2013 mṭb																

26. cKī er ī evqtbi cteP eQi Ges 2010 t_ṭK 2013 mṭb tRj vq ṭkivvfiEK DcRwZ Ges kvi xmi K cizēUx ej K -ewj Kv ṭṭj
fivZP msL v t

wēl q	wki ṭkYx		1g ṭkYx		2q ṭkYx		3q ṭkYx		4_ṭkYx		5g ṭkYx	
	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv	ej K	ewj Kv
DcRwZ												
K. cKī er ī evqtbi cteP eQi												
L. 2010 mṭb												
M. 2011 mṭb												
N. 2012 mṭb												
O. 2013 mṭb												
kvi xmi K cizēUx												
K. cKī er ī evqtbi cteP eQi												
L. 2010 mṭb												
M. 2011 mṭb												
N. 2012 mṭb												
O. 2013 mṭb												

Note: wdi mpcvi fvBRvi MY DcṭRj v wqiv Awdm t_ṭK 2003 t_ṭK 2013 mṭb i Dcṭiv³ Z_ṭṭj v AekṭB
msMṭh Ki ṭeb |



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