

Grant No. 20
24 - Ministry of Primary and Mass Education
Medium Term Expenditure

(Taka in Thousand)

	Budget 2010-11	Projection 2011-12	Projection 2012-13
Non-Development	4866,63,82	5086,90,69	5306,19,74
Development	3207,32,00	3873,00,00	4862,00,00
Total	8073,95,82	8959,90,69	10168,19,74

1. Mission Statement and Major Functions

1.1 Mission Statement

Ensure standard quality primary and basic education for all through expansion of facilities and improvement of quality.

1.2 Major Functions

- (a) Formulate and implement policies concerning primary and mass education;
- (b) Implement and monitor the compulsory primary education programme;
- (c) Implement the mass education programme, literacy, skill development and life long education programme through non-formal education;
- (d) Develop the curriculum for primary and mass education;
- (e) Prepare, print and distribute textbooks;
- (f) Training and research activities relating to primary and mass education;
- (g) Coordinate the activities of other Ministries, Government agencies and NGOs in the field of mass and adult education.

2. Medium Term Strategic Objectives and Key Activities

Medium Term Strategic Objectives	Key Activities	Implementing Departments/Agencies
1. Expansion of opportunities for primary education	<ul style="list-style-type: none"> • Construction of school rooms and reconstruction & expansion of schools. • Construction of separate toilets for male and female students and installation of tube wells • Renovation and repair of school buildings • Stipend programme • Timely supply of free text books 	<ul style="list-style-type: none"> • Department of Primary Education

Medium Term Strategic Objectives	Key Activities	Implementing Departments/Agencies
	<ul style="list-style-type: none"> • Inclusion of registered non-Government schools and community schools in the Monthly Payment Order (MPO) list and provide part of the Government grants in time 	<ul style="list-style-type: none"> • Compulsory Primary Education Implementation and Monitoring Unit
2. Improve the quality of primary education	<ul style="list-style-type: none"> • Recruitment of teachers and preservation of 60% quota for women at the time of recruitment • Curriculum correction and amendment • Assessment test in class five • Training of teachers and those related to primary education • Training of persons associated with school management 	<ul style="list-style-type: none"> • Department of Primary Education • National Academy for Primary Education
3. Ensure equality and equity in the field of primary education	<ul style="list-style-type: none"> • Provision of stipend • Provide education allowance for the employed and deprived, extreme poor and drop out students • Construction of separate toilets for male and female students and installation of tube wells 	<ul style="list-style-type: none"> • Department of Primary Education
4. Increase enrolment, school attendance and primary education cycle completion rates of students from poor families	<ul style="list-style-type: none"> • Provide education allowance and stipend for the employed and deprived, ultra poor and drop-out students • Supply of high protein biscuits for male /female students 	<ul style="list-style-type: none"> • Department of Primary Education
5. Increase literacy rates	<ul style="list-style-type: none"> • Identify illiterate people among the age group of 15 to 45 years and provide literacy • Provision of 40 months basic education programme for 10-14 age group of working children 	<ul style="list-style-type: none"> • Bureau of Non-formal Education
6. Foster dynamism in post literacy activities through continued education programme	<ul style="list-style-type: none"> • Provide 3-month long continued post literacy basic education courses and assistance to the trained to obtain micro-credit • Life long education equivalence programme. 	<ul style="list-style-type: none"> • Bureau of Non-formal Education
7. Expansion of education opportunities for the ultra poor and inhabitants of	<ul style="list-style-type: none"> • Provide education allowance and stipend for the employed and deprived, ultra poor and 	<ul style="list-style-type: none"> • Department of Primary Education

Medium Term Strategic Objectives	Key Activities	Implementing Departments/Agencies
remote areas on a pilot basis	drop-out students <ul style="list-style-type: none"> Supply teaching aids 	
8. Ensure gender equality in primary education	<ul style="list-style-type: none"> Construction of separate toilets for male and female students and installation of tube wells. Recruitment of teachers and preservation of 60% quota for women at the time of recruitment 	<ul style="list-style-type: none"> Department of Primary Education
9. Development of skills of the teachers	<ul style="list-style-type: none"> C-in-Ed training for teachers and modification of the curriculum Undertake research and organization of workshop 	<ul style="list-style-type: none"> National Primary Academy

3. Poverty and Gender Reporting

3.1 Impact of Strategic Objectives on Poverty Reduction and Women's Advancement

3.1.1 Expansion of opportunities for primary education

Impact on Poverty Reduction: The children of poor families will receive opportunities to access primary education through stipend programmes, education allowances and infrastructural development etc. Infrastructural development programmes for improving access to education facilities will create employment opportunities for the poor.

Impact on Women's Advancement: Construction of 43,000 new class rooms and re-construction and repair of 32,296 schools will be undertaken in order to increase opportunities for primary education. The provision of stipend to 48.25 lakh male and female students and education allowances to 5 lakh drop-out male/female students under the ROSC programme will have direct impact on overall women's advancement.

3.1.2 Improve the quality of primary education

Impact on Poverty Reduction: Employment opportunities will be created for those who are qualified among the poor. On average 20,000 teachers will be trained annually. These trained teachers will be able to improve their standard of teaching and as a result, children of poor families will get higher quality education.

Impact on Women's Advancement: The construction of separate toilets in schools for female children in order to increase their participation in primary education and the provision of education allowances and grants for them will contribute to the development and empowerment of women including enhancement of their social security.

3.1.3 Ensure equality and equity in the field of primary education

Impact on Poverty Reduction: In order to establish equality and equity in primary education, stipends have been provided to 78.17 lakh male and female students and education allowances have been provided to 5 lakh male and female students. As a result, the children of poor families will have access to primary education which will improve their skill level and increase the possibility for gaining employment.

Impact on Women's Advancement: As a result of the provision of stipends and education allowances for male/female students, there will be overall improvement of the skills of women which means that their participation in decision making in the society will increase.

3.1.4 Increase enrolment, school attendance and primary education cycle completion rates of students from poor families

Impact on Poverty Reduction: The provision of stipend and the distribution of high protein biscuits will attract the children of poor families to attend schools. As a result, the children of poorer families will grow up as educated men and women which will increase their opportunity to gain employment.

Impact on Women's Advancement: The provision of stipend to the children of poor families where 50% of programme beneficiaries are women will have a profound impact on women's development.

3.1.5 Increase literacy rates

Impact on Poverty Reduction: Through the literacy programme, steps will be taken to provide basic education and income generating training to about 18 lakh poor people; this will increase their skills and improve employment opportunities.

Impact on Women's Advancement: As the Development Project Proforma (DPP) of the Post Literacy and Continuing Education (PLCE) programme requires 50% participation of women in literacy programmes and 60% in basic education, more women will get opportunities for employment.

3.1.6 Foster dynamism in post literacy activities through continuing education programme

Impact on Poverty Reduction: The income of 16 lakh beneficiaries will be increased through post literacy and continued education courses. In addition, 2 lakh working city boys and girl will be brought under basic education courses and 20,000 will be provided with employment oriented skill development training. As this programme will help to increase their income, it will contribute directly to reduction of their poverty.

Impact on Women's Advancement: As 50% of the beneficiaries of the post literacy, continuing education and basic courses are women; this will have profound direct impact on women's development.

3.1.7 Expansion of education opportunities for the ultra poor and inhabitants of remote areas on a pilot basis.

Impact on Poverty Reduction: Target oriented programmes (such as educational allowance, grants, dress, education kits) are offered on a pilot

basis for drop-out and deprived 5 lakh students of the ultra poor families and inhabitants of remote areas. These programmes will increase their skill levels and therefore employment opportunities. Life skill based training will be provided to 2 lakh urban working adolescents. This training will allow them to increase their income and therefore contribute to poverty reduction.

Impact on Women's Advancement: As per policy of implementing programmes for the ultra poor and in remote areas, 60 % of the total beneficiaries of these target oriented activities will be female students. As a result, this programme will play an important role in women's development.

3.1.8 Ensure gender equality in primary education

Impact on Poverty Reduction: As various programmes in the different areas of primary education ensure gender equality (such as recruitment of 60% female teachers), the rate of men/women participation in education from poor families will increase.

Impact on Women's Advancement: Making the schools female student friendly through separate toilets for girl student, appointment of female teachers, encouraging gender equity at various stages of primary education, the rate of female education at later stages will increase social security and income.

3.1.9 Development of skill of the teachers

Impact on Poverty Reduction: No direct impact

Impact on Women's Advancement: No direct impact

3.2 Allocation for Poverty Reduction and Women's Advancement

(Taka in Thousand)

Particulars	Budget 2010-11	Projection 2011-12	Projection 2012-13
Poverty Reduction	1445,21,18	1474,25,66	1611,21,74
Gender	688,10,67	709,15,62	782,59,43

4. Priority Spending Areas/Programmes

Priority Spending Areas/Programmes	Related Strategic Objectives
<p>1. Development of Skill of the Male/Female Teachers: Trained teachers are needed for improving the quality of education. Efforts are being made for qualitative improvement in education through imparting various training including C-in-Ed and subject based training to the teachers engaged in primary education. As the role of training for the improvement of the quality of education is such an important factor, it has been assigned highest priority.</p>	<p>Strategic Objective Number 9 Skill development of the teachers</p>

Priority Spending Areas/Programmes	Related Strategic Objectives
<p>2. Supply of Education Aids: The supply of different free teaching materials like books, bags, supplementary reading materials etc. to the primary school students will improve the quality of education and also will have a profound role in increasing the number of school going children. As the role of education aids for expansion of education and improvement of quality of education is indispensable, above activities have been assigned appropriate priority.</p>	<p>Strategic Objective Number 1 Expansion of opportunities for primary education Strategic Objective Number 2 Improve the quality of primary education.</p>
<p>3. Stipend/Education Allowance: Stipend and education allowances are given to the children of marginal poor families and deprived students in order to increase attendance, improve the completion of the education cycle and to eliminate the propensity for drop out. Education allowances are provided to the deprived children of 60 selected Upazilas of the country. As a result of these education allowances and stipends, net admission and attendance rate will increase and the rate of drop out children will be reduced.</p>	<p>Strategic Objective Number 1 Expansion of opportunities for primary education Strategic Objective Number 3 Ensure equality and equity in the field of primary education Strategic Objective Number 4 Increase enrolment, school attendance and primary education cycle completion rates of students from poor families</p>
<p>4. Recruitment of teachers: It is desirable to maintain the student-teacher ration at an appropriate level (1:30) in order to improve the quality of education. The present student-teacher ratio is 1:54. In bringing this ratio to the appropriate level, recruitment of adequate teachers every year is important, that is why this has been considered a priority area.</p>	<p>Strategic Objective Number 1 Expansion of opportunities for primary education Strategic Objective Number 2 Improve the quality of primary education</p>
<p>5. Repair, Reconstruction and Maintenance of existing Infrastructures: Children friendly infrastructures play a vital role in improving the quality of education. In order to ensure children friendly infrastructures, re-construction/repair/renovation of infrastructures built during the sixties and eighties has been given priority.</p>	<p>Strategic Objective Number 1 Increased opportunities for primary education Strategic Objective Number 2 Improve the quality of primary education Strategic Objective Number 4 Increase enrolment, school attendance and primary education cycle completion rates of students from poor families Strategic Objective Number 3 Ensure equality and equity in the field of primary education</p>

Priority Spending Areas/Programmes	Related Strategic Objectives
<p>6. Post literacy and continued education programme: Improve the literacy knowledge of the 18 lakh recently trained literates and provide them with training in income generating activities. Beneficiaries from training will be able to apply their learned skills in income enhancing activities which will play a role in the financial improvement of themselves and their family as well.</p>	<p>Strategic Objective Number 5 Increase literacy rates</p> <p>Strategic Objective Number 6 Foster dynamism in post literacy activities through continuing education programme.</p>

Key Performance Indicators (KPIs)

Indicators	Related Strategic Objectives	Unit	Target 2008-09	Actual 2008-09	Target 2009-10	Revised Target 2009-10	Medium Term Targets		
							2010-11	2011-12	2012-13
1. Contact Hour (Average)	2	Hour	898	898	898	898	923	923	923
2. Teacher-student ratio	1, 2, 7	Ratio	1:46	1:50	1:46	1:46	1:44	1:42	1:40
3. Net admission rate	1,3,5	%	90	88	90	90	92	93	94
4. C.in-Ed trained teachers	2	%	75	70	75	85	90	92	93
5. Learning aptitude of the student	2, 5, 6	%	65	55	65	65	65	65	65
6. Percentage of attendance	6	%	80	78	80	80	80	80	80
7. Rate of going to high school from primary school	2	%	85	84	85	85	85	86	87
8. Percentage of women teacher	1, 2 & 7	%	52	46	46	52	52	54	56

5. Recent Achievements, Key Activities and Outputs of the Departments and Agencies under the Ministry

5.1 Department of Primary Education

5.1.1 Recent Achievements: Through implementation of development programmes of the Government which aimed at improving the overall educational environment, the net enrolment (6-10 years) rate was increased from 87.2% in 2005 to 91.7% in 2007. The teacher-student ratio of Government primary schools was 1:54 in 2005 which reduced to 1:49 in 2007, while the student attendance rate rose to 80% in 2007 compared to 77% in 2005. The number of teacher-student contact hours improved to 840 hrs per annum. The Reaching Out of School Children (ROSC) project is being implemented to associate children with schools currently outside the education system. Under this project, Tk160 crore has been provided to 5 lakhs beneficiaries. The Pre-primary Education Operation Framework was approved in March 2008.

5.1.2 Key Activities, Outputs related to the Activity, and related Strategic Objectives

Key Activity	Outputs related to the Activity	Related Strategic Objectives
1. Construction of school rooms and reconstruction & expansion of schools	<ul style="list-style-type: none"> Construction of 40,000 new class rooms 	1
2. Installation of separate toilets for female and male students and installation of tube wells	<ul style="list-style-type: none"> Installation of 46,057 new toilets and sinking of 40,458 tube wells 	1,3,8
3. Repair and renovation of schools	<ul style="list-style-type: none"> Reconstruction and repair of 32,296 Schools 	1,2
4 Recruitment of teachers and preservation of 60% quota for women at time of recruitment	<ul style="list-style-type: none"> Recruitment of 45,000 teachers under PEDP-2 and 5,000 under the revenue budget annually 	2 ,8
5 Timely and free supply of text books	<ul style="list-style-type: none"> Distribution of 6 crore free text books annually 	1
6 Award of stipend	<ul style="list-style-type: none"> Award of stipends to 78.17 lakh male/female students 	1,3
7 Correction/ modification of curriculum	<ul style="list-style-type: none"> Correction and modification of required number of curriculums 	2,3
8. Provide education allowance to the working and deprived poor students	<ul style="list-style-type: none"> Provide education allowance for 5 lakh deprived children and children currently outside the education system in 60 selected and sub-selected Upazilas 	3,4,7
9. Supply of education aids	<ul style="list-style-type: none"> Suppl16 lakh school bags to primary school male/female students in the Sidr affected 10 districts 	7
10. Evaluation test at 5 th class.	<ul style="list-style-type: none"> Conducting 5th class final evaluation examination throughout the country 	2
11. Supply of nutrition biscuits to male/female students.	<ul style="list-style-type: none"> Supply of 75 gm of high nutrition biscuit to 8 lakh male/female students 	4

5.1.3 Output Indicators and Targets

Output Indicators	Unit	Actual 2008-09	Target 2009-10	Revised Target 2009-10	Medium Term Targets		
					2010-11	2011-12	2012-13
1. Number of students admission	Lakh	163.13	163.00	163.00	162.00	161.00	160.00
2. Teacher recruitment	Number	8,929	16,061	18,000	15,000	10,000	10,000
3. Classroom construction	Number	7,078	12,800	12,800	7,500	6,046	-
4. Provide Stipend	Lakh person	55.00	48.25	48.25	48.25	48.25	48.25

Output Indicators	Unit	Actual 2008-09	Target 2009-10	Revised Target 2009-10	Medium Term Targets		
					2010-11	2011-12	2012-13
5. Education allowance	Number	5,09,117	5,04,969	5,04,969	4,93,822	4,58,066	2,63,386
6. Toilet construction	Number	4,530	6,750	6,750	4,000	2,200	3,000

5.1.4 Forward Budget Estimates

(Taka in Thousand)

	Budget 2009-10	Revised 2009-10	Budget 2010-11	Projection 2011-12	Projection 2012-13
Non-development	48,97,50	48,49,53	257,94,92	344,81,03	362,41,54
Development	2609,10,00	2700,76,00	2921,00,00	3311,19,55	4188,94,25
Total	2658,07,50	2749,25,53	3178,94,92	3656,00,58	4551,35,79

5.1.5 List of Projects, Programmes and Operational Units

Operational Unit/Project/Programmes	Related Key Activity
Operational Unit (Non-development):	
1. Department of Primary Education (Head Quarter)	1,2,3,4,8,9
2. Government Primary Schools(Head Quarter)	
3. Primary Training Institutes (PTIs)	
4. Upazila Education Offices	
Approved Projects:	
1. Second Primary Education Development Programme (PEDP-2)	1,2,3,4,8,9
2. Reconstruction and Repair of Government Primary Schools: (2 nd Phase)	1,2,3
3. Registered Non-Government Primary Schools Development Project.(3 rd Phase)	2,4
4. Construction of Islamic Development Bank (IDB) Assisted Government Primary Schools	1,2,3
5. Reaching Out of School Children (ROSC) Project	3,7
6. Reconstruction of Primary Schools of the Areas affected by 2007 Flood and River Bank Erosion	1,2
7. Preparatory Technical Assistant for English in Action	2,4
8. Project Preparatory TA -2 nd PESDP	1,2
9. Stipend Project for Primary Education	3,4
10. EC Assisted School Feeding Programme	3,4
Probable Project:	
1. Construction of Boundary Wall of Government Primary Schools	3,8
2. Third Primary Education Development Programme (PED-3)	1,2,3,4,8,9
3. Re-construction and Repair of Government Primary Schools (3 rd Phase)	1,2,3
4. Registered Non-government Primary Schools Development Project (4 th Phase)	2,4

Operational Unit/Project/Programmes	Related Key Activity
5. Distribution of Free Text Books at Primary School Level Programme	1,2
6. School Feeding Programme in Poverty Prone Areas	1,2,4,7
7. Introduction of Pre-primary Education in Selected Areas	1,3,4,7

5.2 Bureau of Non-Formal Education

5.2.1 Recent Achievements: The Bureau of Non-Formal Education has been implementing different country wide programmes on basic literacy, post-literacy, continuing education and skill development training. Meanwhile, a non-formal education policy was prepared. Through the recently completed Post Literacy and Continuing Education for Human Development (PLCEHD-1) project and through the Post Literacy and Continuing Education for Human Development (PLCEHD-3) project, 74% of the target and 100% (6,300 persons) of the target trainees respectively were transformed into skilled human resources. Six non-Government organisations are conducting programmes for human resource development at field level in 6 districts under the PLCEHD-2 project

5.2.2 Key Activities, Outputs related to the Activity and related Strategic Objectives

Key Activity	Outputs related to the Activity	Related Strategic Objectives
1. Identify illiterate people among the age group of 15 to 45 years and provide literacy knowledge	<ul style="list-style-type: none"> 16 lakh new literates trained in different trades 	5
2. 40 days long basic education programme for the 10-14 age group of working children	<ul style="list-style-type: none"> 2 lakh working children trained in basic and life skill education 	5
3. Provide 3-month long continued post literacy courses and assistance to the trained to obtain micro-credit	<ul style="list-style-type: none"> Preparation of work plan for public-private partnership NFE Policy Implementation Plan 	6
4. Life long skill training and equivalence programme	<ul style="list-style-type: none"> 20,000 working trainees will become self reliant through training in livelihood skill in different organisations 	6

5.2.3 Output Indicators and Targets

Output Indicators	Unit	Actual 2008-09	Target 2009-10	Revised Target 2009-10	Medium Term Targets		
					2010-11	2011-12	2012-13
1. 9 month post- literacy continued education and training in different trades	Number in lakh	0.65	4.30	4.30	4.30	6.45	00
2. 40 month basic and skill development training	Number in Lakh	1.35	0.32	0.32	0.33	00	00
3. life-long skill training and become trained through training	Number in Lakh	00	00	00	0.05	0.08	0.07

5.2.4 Forward Budget Estimates

(Taka in Thousand)

	Budget 2009-10	Revised 2009-10	Budget 2010-11	Projection 2011-12	Projection 2012-13
Non-development	4,67,79	4,87,91	5,72,73	5,90,30	6,08,57
Development	219,33,00	122,42,00	100,00,00	561,80,45	673,05,75
Total	224,00,79	127,29,91	105,72,73	567,70,75	679,14,32

5.2.5 List of Projects, Programmes and Operational Units

Operational Unit/ Project/Programme	Related Key Activity
Operational Unit (Non-development)	
Bureau of Non-Formal Education	1-4
Approved Project:	
1. Post-Literacy and Continuing Education Project-2 for Human Development	1,2,3,4
2. Basic Education Project for City Working Children :2nd phase	
Unapproved Project:	
1. Basic Literacy and Continuing Education and Equivalence Creation Project	1,2
Probable Projects:	
1. Basic Literacy and Continuing Education Project under Non-Formal Education (61 district)	1
2. Non-Formal Pre-Primary, Primary, Old and Continuing Education for Accommodation	1
3. Non-Formal Basic Literacy and Continuing Education Project for the Hill Tract District (3 district)	1,4
4. Life Long Education Project through Information Technology	1,4
5. Basic Education and Skill Development Project for Working Children (56 district)	1,4
6. Non-Formal Equivalence Project in Bangladesh	1,4

5.3 National Academy for Primary Education (NAPE)

5.3.1 Recent Achievements: During the period from 2005-06 to 2007-08, a total of 5,245 persons which included concerned officers and staff of Primary Training Institutes, District/Upazila Education Offices and Upazila Resource Centre (URC) were provided training through 49 courses on office and financial management, professional skill development, academic supervision, computer training, and subject specific training in order to improve the quality and skill of primary education under revenue expenditure and the PEDP-2 Project. During the same time, 3 research programmes were taken up. A one year long C-in Ed training course was provided to 50,241 primary school teachers. 21 social enlightenment work shops were organised in different parts of the country in order to implement a compulsory and quality primary education programme. A teaching package was prepared through a review of the curriculum and the contents of different subjects under a JICA support programme. These packages are under implementation in a number of different Field Testing Schools.

5.3.2 Key Activities, Outputs related to the Activity and related Strategic Objectives

Key Activity	Outputs related to the Activity	Related Strategic Objectives
1. Training for teachers and those related to primary education	<ul style="list-style-type: none"> Provide C-in Ed training to 27,960 primary school teachers 	2
2. Training for schools management related ones	<ul style="list-style-type: none"> Training to 11,364 officers and staff related to primary education 	2
3. Conduct research and organization of workshop	<ul style="list-style-type: none"> Conducting 6 research surveys and 20 workshops programmes 	9
4. C-in-Ed training and curriculum modification	<ul style="list-style-type: none"> Completion of C-in-Ed curriculum modification and test book/Manual printing 	9

5.3.3 Output Indicators and Targets

Output Indicators	Unit	Actual 2008-09	Target 2009-10	Revised Target 2009-10	Medium Term Targets		
					2010-11	2011-12	2012-13
1. Number of teachers trained in C-in-Ed	Person	19,041	17,007	17,000	15,000	6,480	6,480
2. Officers/staff training	Person	1,954	3,834	3,834	4,014	2,280	4,300
3. Training of the president of school committees	Person	45	200	200	220	250	300
4. Research/survey	Number	3	6	6	7	7	7

5.3.4 Forward Budget Estimates

(Taka in Thousand)

	Budget 2009-10	Revised 2009-10	Budget 2010-11	Projection 2011-12	Projection 2012-13
Non-development	3,23,97	3,51,75	3,03,35	3,08,78	3,13,29
Development	0	0	0	0	0
Total	3,23,97	3,51,75	3,03,35	3,08,78	3,13,29

5.3.5 List of Projects, Programme, and Operational Units

Operational Unit/ Project/Programme	Related Key Activity
Operational Unit (Non-development)	
National Academy for Primary Education (NAPE)	1-3
Approved Project	
1. Modification of C-in-Ed Curriculum	5
2. To Study the Impact of Subject Based Training (Held at URC) To Enhance the Quality Teaching Learning At Primary School	3

5.4 Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU)

5.4.1 Recent Achievements: During the course of last three years, 2005-06 to 2007-08, the Compulsory Primary Education Implementation and Monitoring Unit enrolled 1,209 teachers including 301 from registered non-Government primary schools in the Monthly Payment Order (MPO). During the same period, through enrolling 429 community primary schools in the MPO, 1776 teachers were included in the honorarium allowance list. As a result of enrollment in the MPO, 2,985 teachers received the opportunity for employment. It was made compulsory to select 60% women in the recruitment of teachers in each school. Previously there was no post of head teacher in the MPO listed non-Government Primary Schools and in light of this, post of head teacher with appropriate pay scale was created in 19,681 schools during the FY-2007-08.

5.4.2 Key Activities, Outputs related to the Activity and related Strategic Objectives

Key Activity	Outputs related to the Activity	Related Strategic Objectives
1. Inclusion of registered non-Government schools and community schools in the Monthly Payment Order (MPO) list and provide the Government part of the grants in time	<ul style="list-style-type: none"> Continuation of MPO status of 19,681 non-government registered primary schools and inclusion on an average of 300 new registered non-Government primary schools in the MPO every year. 	1

5.4.3 Output Indicators and Targets

Output Indicators	Unit	Actual 2008-09	Target 2009-10	Revised Target 2009-10	Medium Term Targets		
					2010-11	2011-12	2012-13
1. School Inspection	Number	400	500	550	650	700	750
2. Rate of net admission	%	88	88	89	90	91	92

5.4.4 Forward Budget Estimates: Not Applicable

5.4.5 List of Projects, Programme, and Operational Units: Not Applicable

