Literacy Assessment Survey (LAS) 2011

May 2013

Bangladesh Bureau of Statistics (BBS)

Statistics and Informatics Division (SID)
Ministry of Planning
Government of the People's Republic of Bangladesh

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Message

I am delighted to know that Bangladesh Bureau of Statistics (BBS) has successfully completed the Literacy Assessment Survey (LAS) second time for assessing the status of adult literacy in Bangladesh. Government of Bangladesh and other stakeholders are increasingly interested in assessing the skills of the adult population in order to monitor how well prepared they are for facing the challenges of the modern knowledge-based society. Adults are expected to use information in complex ways and to maintain and enhance their literacy skills, to adopt ever-changing technologies. Literacy is important not only for personal development, but also for positive educational, social and economic outcomes.

On the international level, low skills pose problems for individuals trying to cope with work and life in modern societies where the demands for literacy skills are on the increase. BBS has designed LAS following the international procedures to assess the current status of the skills of individuals in the new information age to facilitate an appropriate assessment of the broad range of literacy skills required for the 21st century challenges. Therefore, the LAS is a relevant and time-need survey both for government policy initiatives and the analysis of labour market demands both for national & international. The LAS will provide information on literacy status for adult age, in particular, by including the skills of reading in digital environments and to identify ability of understanding, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. I believe, it will also enhance enabling individuals to be needful resource to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

I extend my thanks to the Secretary, Statistics and Informatics Division (SID) and Director General of Bangladesh Bureau of Statistics (BBS) for bringing out this valuable report. I hope it will be a useful document for policy-makers, planners, researchers and development partners in formulating their strategies and programmes for development of Bangladesh and facing the upcoming challenges.

Dhaka
February, 2013

Air-Vice Marshal (Rtd.) A K Khandker (BU) MP
Minister

Secretary
Statistics and
Informatics Division (SID)
Ministry of Planning
Government of the People's
Republic of Bangladesh

Message

I am glad to learn that Bangladesh Bureau of Statistics (BBS) has successfully completed the Literacy Assessment Survey (LAS) for assessing the rate of literacy in Bangladesh and the report is ready for publication. I hope this important exercise will increase our knowledge about conducting LAS.

As the movement to eliminate illiteracy is a global agenda, the need for detailed information about adult literacy has become greater than ever before. Bangladesh Bureau of Statistics conducted this survey second time of its kind with the adoption of their own methodologies from 17th to 28th November, 2011. This study has provided sound information on adult literacy status of Bangladesh. This report is based on the findings of the LAS for determining adult literacy rate in 2011. The definition and methodology adopted in this survey may be used for the future surveys of this kind. The survey result may be used by government organizations, researchers, policymakers, planners, teachers, scholars and students.

I like to extend my sincere thanks to Mr. Golam Mostafa Kamal, Director General, BBS, his colleagues and the concerned officials of BBS who worked hard to finalize the report on time.

I take this opportunity to express my sincere thanks to Bangladesh Bureau of Non-formal Education (BNFE), UNESCO Dhaka Office in Bangladesh and Begum Rasheda K. Chowdhury of CAMPE for their kind co-operation in undertaking this important survey.

Dhaka
February, 2013

Md. Nojibur Rahman
Secretary

Preface

Bangladesh Bureau of Statistics (BBS) is the national statistical organization responsible for conducting censuses and surveys and disseminating different statistical data in all the sectors of the economy. BBS has conducted a survey entitled Literacy Assessment Survey (LAS) for the second time of its kind.

The literacy assessment survey was conducted throughout the country in 73,204 households of 3350 Primary Sampling Units (PSUs) from 17th to 28th November, 2011 with the budget from the government. This survey provided valid, reliable and interpretable data on adult literacy status of the country. A set of instruments were developed by BBS under this assignment which can be used in future. The data generated through the survey will also be helpful for planners, policy makers, researchers, students and academicians.

I express my deep gratitude to all members of LAS 2011 Team and Technical Committee for their valuable comments and suggestions towards finalizing the questionnaire and assessment instruments of the program.

My special thanks to different directorates /departments namely, Directorat of Seconday and Higher Education (DSHE), Directorate of Primary Education (DPE), Bureau of Non- Formal Education (BNFE) and National Academy for Educational Management (NAEM) for their consultation and hard works in reviewing the report.

I like to express my thanks to Regional Statistical Officers, Upazila Statistical Officers and Interviewers for extending their support in collecting data and administering the Literacy Testing Instrument.

I express my sincere appreciation to The Director, Census Wing, Mohammad Abdul Kadir Miah, Deputy Director & Focal Point Officer for LAS 2011 and other officers and staff members of BBS for their untiring efforts in making the Literacy Assessment Survey a success and in publication of this report.

 Prof. Dr. Rafiqul Huda Chowdhury deserves special thanks for his valuable inputs in finalization of the tabulation plan of this survey.

Dhaka
May, 2013

Golam Mostafa Kamal
Director General
Bangladesh Bureau of Statistics (BBS)

Acknowledgement

Key Findings
Literacy Assessment survey (LAS) 2011

Description	Rural			Urban			National		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
1. Literacy rate(11-45 years)									
Bangladesh	53.8	47.0	50.5	68.7	62.3	65.6	56.9	50.2	53.7
Barisal	59.8	55.7	57.8	76.2	73.4	74.9	63.8	59.9	61.9
Chittagong	54.4	48.5	51.5	66.3	62.5	64.4	57.1	51.6	54.3
Dhaka	51.5	45.6	48.6	66.5	57.9	62.3	54.8	48.2	51.5
Khulna	56.3	50.0	53.3	72.1	65.0	68.7	59.2	52.8	56.2
Rajshahi	54.5	45.5	50.3	68.7	62.2	65.6	56.9	48.6	53.1
Sylhet	43.4	36.5	39.9	65.9	57.3	62.0	49.1	41.1	45.2
2. Literacy rate (15-45 years)									
Bangladesh	51.2	44.5	47.9	67.7	60.8	64.3	54.6	47.9	51.3
Barisal	57.1	52.9	55.0	76.1	72.6	74.4	61.8	57.6	59.7
Chittagong	52.5	46.4	49.3	65.3	60.8	63.0	55.4	49.7	52.4
Dhaka	48.7	43.1	45.8	65.6	56.7	61.1	52.5	46.0	49.2
Khulna	53.6	47.7	50.7	70.5	63.3	67.0	56.7	50.6	53.7
Rajshahi	51.5	42.9	47.4	67.2	60.5	63.9	54.2	46.1	50.4
Sylhet	42.1	33.1	37.4	65.6	55.9	61.0	48.2	38.2	43.1
3. Percentage distribution of respondents (11-45 years) by literacy level									
Non-literate	38.7	43.7	41.1	25.1	30.9	27.9	35.9	41.1	38.4
Semi-literate	07.5	9.2	8.4	6.2	6.8	6.5	7.3	8.8	8.0
Literate at initial level	12.9	14.3	13.6	12.4	12.2	12.3	12.8	13.9	13.3
Literate at advanced level	40.9	32.8	37.0	56.4	50.0	53.3	44.1	36.3	40.3
4. Percentage distribution of respondents (15-45 years) by literacy level									
Non-literate	41.8	46.3	44.1	26.4	32.3	29.3	38.6	43.4	41.0
Semi-literate	7.0	9.2	8.1	6.0	6.9	6.4	6.8	8.7	7.7
Literate at initial level	11.8	13.7	12.8	11.9	12.2	12.1	11.8	13.4	12.6
Literate at advanced level	39.4	30.8	35.1	55.8	48.6	52.2	42.8	34.5	38.7
Bangladesh	51.2	44.5	47.9	67.7	60.8	64.3	54.6	47.9	51.3
5. Levels of literacy for respondents of age 11-14 years									
Non-literate	21.1	16.5	19.5	17.5	14.8	16.5	20.4	16.2	18.9
Semi-literate	10.5	10.2	10.4	7.6	6.3	7.1	9.8	9.4	9.8
Literate at initial level	19.2	20.2	19.6	15.2	13.0	14.4	18.5	18.8	18.6
Literate at advanced level	49.2	53.1	50.6	59.7	66.0	61.9	51.3	55.6	52.8
6. Literacy rates by age groups									
11-15	68.3	74.0	70.3	75.2	79.1	76.6	69.6	75.0	71.5
16-20	67.8	65.7	66.9	76.0	76.3	76.1	69.4	68.0	68.8
21-25	59.9	55.2	57.1	72.3	65.1	68.3	62.5	57.0	59.4
26-30	49.2	45.4	47.0	65.1	62.6	63.8	52.7	48.8	50.5
31-35	42.5	36.9	39.8	66.9	59.3	63.1	47.5	41.7	44.7
36-40	39.1	26.8	33.4	62.0	49.0	56.0	44.0	31.5	38.3
41-45	38.0	20.5	29.5	60.4	41.8	51.9	43.2	25.0	34.4

KEY FINDINGS OF LITERACY ASSESSMENT SURVEY-2008

	National			Rural			Urban		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
1. Literacy rate (15 years and above)									
Barisal	45.7	42.9	44.3	42.9	40.2	41.6	62.5	58.8	60.7
Chittagong	54.9	54.6	54.8	53.7	52.8	53.3	58.5	60.1	59.3
Dhaka	51.1	48.8	49.9	47.1	45.1	46.1	58.7	56	57.3
Khulna	45.3	52.8	49	43.3	51.5	47.3	53.1	57.9	55.6
Rajshahi	44.5	46.7	45.6	42.9	44.8	43.9	53.2	57.3	55.2
Sylhet	44.9	42.8	43.9	43.5	42.1	42.9	54.5	48	51.2
National	48.6	49.1	48.8	46.1	46.7	46.4	56.7	57.1	56.9
2. Literacy rate (11 years and above)									
Barisal	44.3	45.7	42.9	41.6	42.9	40.2	60.7	62.5	58.8
Chittagong	54.8	54.9	54.6	53.3	53.7	52.8	59.3	58.5	60.1
Dhaka	49.9	51.1	48.8	46.1	47.1	45.1	57.3	58.7	56
Khulna	49	45.3	52.8	47.3	43.3	51.5	55.6	53.1	57.9
Rajshahi	45.6	44.5	46.7	43.9	42.9	44.8	55.2	53.2	57.3
Sylhet	43.9	44.9	42.8	42.9	43.5	42.1	51.2	54.5	48
National	48.8	48.6	49.1	46.4	46.1	46.7	56.9	56.7	57.1
3. Percentage distribution (15 years and above) by literacy skill levels									
Non-literate	33.8	33.1	33.5	38.5	37.6	38.1	24.1	23.5	23.8
Semi-literate	17.6	17.8	17.7	15.4	50.7	15.5	19.3	19.4	19.3
Literate	48.6	49.1	48.8	46.1	46.6	46.4	56.6	57.1	56.9
Literate at Initial Level	18.9	18.2	18.6	20.5	19.3	19.9	18.3	18.2	18.3
Literate at Advanced Level	29.7	30.9	30.2	25.6	27.3	26.5	38.3	38.9	38.6
4. Percentage distribution (11 years and above) by literacy skill levels									
Non-literate	34.4	33.8	34.2	37.8	37.3	37.5	24	22.7	23.3
Semi-literate	16.2	16.0	16.1	15.5	15.2	15.3	18.4	18.6	18.5
Literate	49.4	50.2	49.7	46.8	47.5	47.1	57.6	58.7	58.1
Literate at Initial Level	21.0	20.3	20.6	21.7	20.4	21.0	18.8	20.0	19.4
Literate at Advanced Level	28.4	29.9	29.1	25.1	27.1	26.1	38.8	38.7	38.7
5. Percentage distribution (11-14 years) by literacy skill levels									
Non-literate	30.4	30.3	30.4	32.6	34.5	33.5	23.4	16.9	20.0
Semi-literate	14.9	12.0	13.5	15.9	11.8	13.9	11.9	12.5	12.2
Literate	54.7	57.7	56.2	51.5	53.7	52.6	64.8	70.6	67.8
Literate at Initial Level	28.3	29.4	29.0	30.1	28.4	29.3	22.7	32.8	27.9
Literate at Advanced Level	26.4	28.3	27.2	21.4	25.3	23.3	42.1	37.8	39.9
6. Adult Literacy Rates by Age Groups									
11 to 14	56.7	60.8	58.7	51.5	53.7	52.6	64.7	70.6	67.8
15-19	49.8	47.3	48.6	43.5	45.1	44.3	58.8	50.7	55.0
20-24	50.8	49.9	50.3	46.7	44.4	45.5	56.4	57.1	56.8
25-29	50.1	49.7	49.9	48.2	46.8	47.4	52.8	54.3	53.6
30-34	52.2	53.9	53.1	48.8	48.0	48.4	56.9	62.5	59.8
35-39	50.7	52	51.4	47.9	46.2	47.1	54.8	60.8	57.8
40-44	52.1	51.5	51.8	47.4	49.3	48.4	58.4	54.6	56.6
45-49	51.2	51.8	51.5	45.7	48.0	46.8	60.0	57.6	58.8
50-54	48.0	53.8	50.4	42.4	45.8	43.8	55.6	64.5	59.4
55-59	45.2	46.8	45.7	48.9	45.3	47.0	54.1	50.0	52.5
60-64	45.3	43.0	44.0	40.7	53.2	46.4	53.0	52.8	52.9
65-69	44.6	42.0	43.0	43.3	48.8	45.9	52.9	64.2	58.7
70-74	42	41.0	41.4	47.1	34.0	41.5	61.9	60.0	61.0
76 and above	40.9	40.5	40.6	43.9	53.5	48.4	65.3	67.4	66.3

Executive Summary

This report presents final results from the second round of Literacy Assessment Survey (LAS) conducted by Bangladesh Bureau of Statistics. The Survey is undertaken under the shade of Medium Term Budget Frame Work (MTBF). The Key findings from LAS 2011 are that the literacy rate of the young population has increased significantly in recent years. This is the reflection of the education policy of the Government of Bangladesh as the government has given priority on education especially in primary education.

Survey period and sample size: Literacy assessment test was carried out during 17 to 28 November, 2011. The LAS 2011 covers 73,204 persons of age 11-45 years (one eligible person from each sample household was suppose to be assessed) drawn from 3,350 Primary Sampling Units (PSUs) which is a sub- sample of the sample designed for Sample Census 2011, from 70 strata-64 districts and 6 city corporations. Among 3,350 PSUs, 2605 were from Rural and 745 were from Urban Areas. Among the total respondents 37,522 were male and 35,682 were female. On the other hand 57,848 respondents were from rural areas and 15356 were selected from urban areas.

Testing Instrument and data collection: Four different measures of literacy level of the respondents were considered in the test. These are (i) reading (ii) writing (iii) numeracy and (iv) communication & comprehension. The total score for the test was 100, comprising of 25 in each measure type. Data collection and assessment test was carried out by competent and well trained staff members of BBS administering the pre determiner Literacy Testing Instruments. A strict quality control measure was applied to ensure the quality of data.

Literacy Levels: The test was carried out to assess four different skill of literacy level of the respondents. These are (i) Reading (ii) Writing (iii) Numeracy and (iv) Communication & comprehension. Based on the competencies four levels were defined as followings:

- **Non-literate:** Lack of ability to recognize and write alphabets, words and numbers. Respondents in this category could score within 0 to 24.99.

- **Semi-literate:** Ability to recognize and write some simple words, to count objects and numbers at a very basic level. Respondents in this category could score between 25.00 and 49.99.

- **Literate at initial level:** Ability to read and write sentences, possessing skills of four basic rules of arithmetic and limited use of literacy skills. Respondents in this category could score between 50.00 and 74.99.

- **Literacy at advanced level:** Ability to read and write fluently, competency in four arithmetic rules, ability to use the skills in everyday life. Respondents in this category could score between 75.00 and 100.

Out of these four levels of literacy skills, respondents falling in only two levels namely, Literate at initial level and Literate at advanced level have been considered as literates, while other methods of determining literacy, such as self-declaration or proxy-declaration used in censuses and other household level surveys, may include the semi-literates in the group of literates.

Literacy Status: The Literacy Assessment Survey, 2011 found overall literacy rate 53.7% for population of age 11 to 44 years. Following is the Summary of Key findings from the LAS 2011 :

Rural Literacy Rate (50.6%) is found to be much lower than that of urban areas (65.6%).

Advanced level literacy rate (40.3%) is found much more higher compared to that of initial level literacy rate (13.3%).

Literacy rate varies widely across the administrative divisions of the country. The highest literacy rate (61.3%) is found in Barisal division and the lowest (45.4%) is found in Sylhet division.

Percentage of population with different levels of literacy varies across rural and urban areas of the six divisions of that time in the country. It is highest (61.7%) in Barisal followed by Rajshahi (55.0%).

The distribution of scores for the rural and urban areas shows remarkable difference. In rural area 36.5% respondents obtained a score 10 or less while in urban areas 24.7% scored 10 or less. On the other hand, 21.2% respondents secured 91 or more in rural areas while 34.9% respondents secured 91 or more in urban areas.

The Literacy Rate (Literate at initial level and Literate at advanced level) for population of age 11-14 years population are found as follows :

Sex	Rural	Urban	Total
Male	68.4	74.9	69.8
Female	73.3	79.0	74.4
Total	70.2	76.3	71.4

- Female literacy rate is higher than that of male wherever he/she resides.
- Urban literacy rate is higher compared to rural.
- Remarkable difference is observed for male-female and urban-rural.
- The highest 76.0% respondents are literate in Barisal division and the lowest 59.4% respondents are literate in Sylhet division.
- The Literacy Rate (literate at initial level and literate at advanced level) for 15-45 years population are as follows :

Sex	Rural	Urban	Total
Male	51.2	67.7	54.6
Female	44.5	60.8	47.9
Total	47.9	64.3	51.3

- Female literacy rate is lower compared to male both in rural and urban areas.
- Urban literacy rate is higher compared to rural irrespective of sex.
- Literacy rates for the age groups: For the aged groups, literacy rate is the highest for 11-15 years age group (71.5%), which gradually decreases with increase in age. The literacy rate is 34.4% for population who belongs to the age group 41-45.

Residence	Muslim	Non-Muslim	Both
Rural	49.9	54.6	50.5
Urban	64.7	73.0	65.6
Total	53.1	57.9	53.7

- The literacy rate of Non-Muslim is higher compared to Muslim both in urban and rural areas. In rural areas difference of literacy rate between Muslim and Non-Muslim is comparatively lower than that of urban.
- Literacy rate in female headed household is 57.0% but it is 53.3% in male headed household.
- 17.4% are literate among respondents having no formal education.
- Respondents completed grades 10 are not all literate. Among them about 31% are illiterate.
- 4.5% of total respondents had no formal schooling.
- Literacy rate is higher in literate male headed households.

Abbreviations and Acronyms

ALBS	Adult Literacy Situation in Bangladesh
BBS	Bangladesh Bureau of Statistics
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BNFE	Bureau of Non-Formal Education
BQ	Background Questionnaire
BSIC	Bangladesh Standard Industrial Classification
CAMPE	Campaign for Popular Education
DPE	Directorate of Primary Education
EA	Enumeration Area
EFA	Education for All
EW	Education Watch
GIS	Geographic Information System
GDP	Gross Domestic Product
HH	Household
HIES	Household Income and Expenditure Survey
IMPS	Integrated Multipurpose Sample
IRL	International Record Layout
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupation
ISIC	International Standard Industrial Classification
LAS	Literacy Assessment Survey
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MOPME	Ministry of Primary and Mass Education
MTBF	Medium Term Budget Framework
NPA	National Plan of Action
ORS	Oral Rehydration Saline
PPP	Purchasing Power Parity
PRS	Poverty Reduction Strategy
PSU	Primary Sampling Unit
SMA	Statistical Metropolitan Area
SVRS	Sample Vital Registration System
TFR	Total Fertility Rate
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization

BANGLADESH
ALLOCATION OF PSUs

Chapter-1

Background of the Survey

Bangladesh is a developing country. Like other developing countries, literacy rate of Bangladesh is low. The functional literacy rate of the population of age 11-45 years is 53.7% according to this survey. To enhance the level of education, government of Bangladesh has given priority on education. To enhance the spreading of education government has adopted the National Education Policy 2010.

Literacy status of adult population in Bangladesh is reported differently by associated departments/organizations and also by different surveys and censuses. This is mainly due to lack of standard definition on literacy and unique methodologies to measure literacy rate. There should be precise definition of the terms that are used in literacy survey and only then the matter of debate will be stopped. The good news is that now Bangladesh has national definition of literacy which is adopted in Non-Formal Education Policy, approved in February 2006 and this definition was used in Literacy Assessment Survey-2008.

The present study used the definition drawn up by the UNESCO. Census Wing of Bangladesh Bureau of Statistics (BBS) conducted this survey in the shade of Medium-Term Budget Framework (MTBF) of Bangladesh Government in the fiscal year 2011-12. This is a household based survey and the second effort of its kind by BBS. The present study may be regarded as a continuation of Education Watch-2002 by Campaign for Popular Education (CAMPE), Literacy Status in Bangladesh-2005 by the UNESCO and LAS-2008 by BBS. However, all these surveys had a little variation in methodology.

Data on literacy are increasingly used by the Government of Bangladesh for formulating policy and monitoring their effects. The need for basic education was strongly articulated in the World Conference on Education for All (WCEFA) in Jomtein in 1990. The EFA goals were reaffirmed in the world Education Forum in Dakar in 2000. The notion of Education for All was made concrete and placed within the international development agenda in the UN Millennium Declaration. The MDGs have also education related goals. The Government of Bangladesh is committed to these international declarations and has been implementing various programs to enhance access to basic education and adult literacy rate by 2015.

BBS has been using the self-assessment definition of literacy in censuses and surveys in measuring the general literacy level i.e. the respondents reporting (by self or proxy declaration) as capable of writing a letter in any language are treated as literate. This does not give a valid measure of national literacy rate, nor does the measure indicate a good parameter for planning and assessing the impact of any social and economic development of the population. So this definition is being questioned. On the other hand this traditional method of measuring literacy doesn't have the capacity of international comparison. To overcome the limitation of adopting this definition and to provide data on functional literacy, BBS conducted Literacy Assessment Survey-2008 with the financial and technical support of the UNESCO for the first time. The Literacy Assessment Survey (LAS) 2011 is the second effort of BBS which provided test-based (functional) literacy rates in Bangladesh. This will provide capability of cross country and cross culture comparison of literacy.

1.1 Socio-economic scenario

In Bangladesh the estimated annual per capita income was US$ 848 and annual GDP growth rate was 6.32% in FY 2011-12. The Household Income and Expenditure Survey (HIES) 2010 shows that average monthly household income is Tk.11,479 at the national level, Tk.9,648 in rural area and Tk.16,477 in urban area. Headcount poverty rates based on both the upper as well as lower poverty lines show poverty in Bangladesh have declined considerably between 2005 and 2010. In 2005, 40% of Bangladesh's population was poor (as measured by the upper poverty line) as compared to 31.5% in 2010. Similarly, 25% of the population was very poor (i.e. below the lower poverty line) in 2005 as compared to 17.6% in 2010.

Bangladesh is a small country in consideration of its area. But it has a large size of population. Population of Bangladesh has grown from 44.1 million in 1951 to 149.77 million in 2011 with average annual growth rate 1.34% (2001-11) according to the Population and Housing Census -2011 (Community Report).

Recent improvement in Total Fertility Rate (TFR), immunization coverage, access to safe drinking water and sanitation is praiseworthy. The TFR has decreased from 2.56 in 2001 to 2.11 in 2011. According to the report of SVRS-2011, proportion of population using improved source of drinking water is 98.2 and proportion of population using an improved sanitation facility is 63.6.

The Multiple Indicator Cluster Survey (MICS) 2009 reveals that 81.3 percent of children of primary school age in Bangladesh are attending primary & secondary school and secondary schools are attended by 49.0 percent, gender parity index for primary school is 1.03 and that for secondary school is 1.17, primary school drop out rate is 1.2 whereas secondary school dropout rate is 3.5.

Though traditionally rural and agrarian, the Bangladesh society is undergoing rapid changes. People earn livelihood from diversified economic activities. The role of women in economic and social activities has been improving during recent few years making significant contribution to family income and poverty reduction. However, poverty level is still a big challenge to achieve universal primary education and enhance literacy rate.

According to the report of SVRS-2011, the average life expectancy in Bangladesh in 2011 was 67.9 for men and 70.3 for women. The infant mortality rate was 35 per thousand live births and the child death rate was 2.4 per 1000 mid year population of same age group in 2011. The maternal mortality ratio has decreased to 2.09 per 1000 live births.

1.2 Definition and measurement of literacy

Different organizations use the term literacy differently still today. Therefore, proper measurement of literacy cannot be done. As a result, literacy rate vary among the surveys.

BBS generally uses self/proxy reporting definition i.e., respondents reporting as capable of writing a letter in any language are considered as literates for getting general literacy information in the regular censuses and household surveys. This limited definition neither gives a valid measure of national literacy rate, nor does this measure indicate a good parameter for planning and assessing the impact of any social and economic development of the population. Recognizing the fact, for conducting Literacy Assessment Survey 2008 BBS adopted the definition of literacy from Non-Formal Education Policy 2006. This definition is quoted below.

"Literacy is the ability to read, understand, interpret, communicate and compute in verbal and written forms in varying contexts. It involves a continuum of learning that enables individuals to develop their potentials and knowledge base and to participate fully in community affairs and wider social and development context."

Internationally literacy is defined in different ways. Literacy experts from different countries in a meeting organized by the UNESCO in June 2003 attempted to formulate a definition of literacy that would guide development of appropriate measures for assessment of literacy. From that meeting, the UNESCO proposed the following definition:

"Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potentials, and participate fully in the community and wider society."

Literacy Assessment Survey 2011 is conducted by adopting the above mentioned definition of the UNESCO. Hence, the word 'literacy' is used throughout the report to mean the 'functional literacy' in order to avoid the confusion (if there is/are any) between literacy rate stated in this report and stated in other published reports of censuses and surveys of BBS.

1.3 Rationale for conducting Literacy Assessment Survey

Like the Literacy Assessment Survey 2008, the LAS-2011 survey aims at providing valid, reliable, comparable and interpretable literacy data through administering cognizance test using literacy assessment/testing instruments. These data will help the government and other stakeholders to focus on real needs and allow them to fix target and assess the resources that required implementing the target. The reliable and valid data set will also allow development partners more confidence to deal with poverty alleviation, economic growth and social advancement.

Information provided by this Literacy Assessment Survey can be used in/ by

- Policymakers to plan programs for improvement of literacy skills;

- Education and literacy programs can be enhanced by relevant authority;

- Awareness for need of literacy may be developed by mass media through informing the people about similarities and differences between literacy status of Bangladesh and other countries;

- Educational and other organizations to understand the skills of the workforce and plan programs to develop skills required by the national economy and

- United Nations Educational, Scientific and Cultural Organization (UNESCO) to compare literacy rate cross nations and cross cultures.

1.4 Objectives of the Literacy Assessment Survey 2011

The main objectives of the Literacy Assessment Survey 2011 are:

(a) To assess the literacy status of adult population aged 11-45 years in Bangladesh;

(b) Classify the adult population by levels of literacy skills they possess and

(c) To build up national capacities in the measurement of literacy and to develop and use literacy assessment survey methodology for future assessment.

Specific objectives of the LAS-2011 are

(i) To develop and adopt a methodology for providing quality data on the distribution of the literacy skills of population of 11-45 years in Bangladesh and

(ii) To obtain qualitative data on functional literacy status in Bangladesh and to promote its effective use in formulating national policy, designing appropriate program to improve literacy levels and to monitor the progress.

Through the process of conducting this assessment, capacity of BBS has also been enhanced which can be used for conducting such type of assessment in the future. At the same time BBS has acquired capacity to move towards undertaking initiative to conduct Literacy Assessment and Monitoring Program (LAMP) in future.

Chapter-2

Methodology

There has been a continuing debate on what constitutes literacy and how to define it. It is obvious that the literacy rates derived from national census and household surveys do not measure the literacy skills and thus do not reflect the exact functional ability of the people on literacy rate in the country. BBS tried to come out from the traditional method to assessment based method for measuring literacy rate in Bangladesh for the first time in 2008. It is the second effort of BBS in this regard. On that mission however, accurate measurement of literacy skill is very difficult when there is no standard methodology for doing so. This assessment effort tried to pull the experience of the previous assessment efforts mentioned earlier.

2.1 Method of data collection

The Literacy Assessment Survey 2011 was carried out on household basis. Eligible persons were interviewed at their normal residence. Direct interview method was followed during data collection. The interviewers personally visited the individuals of the sample households for a face to face interview and conducted literacy test using printed literacy testing instruments (Assessment Questionnaires). These questionnaires contained Bangla words and a paragraph for reading, four sentences on self introduction, name of days of week and writing five sentences about the area of his/her respective residence, doing arithmetic with identification of numbers, addition, subtraction, multiplication, division, arranging numbers in a definite order, understanding of family accounts and a few gestations on application skill tests.

Background information about individuals and households were taken from the Sample Census-2011 which was collected just before administering the assessment of literacy test in the same household.

An eligible individual from each of the sample households selected for conducting Sample Census-2011 was selected using Kish Table to avoid bias in selection of individuals. The selected person was tested for assessing literacy skills through administration of the assessment questionnaire, which was designed to measure reading, writing, numeracy and communication & comprehension of the respondent. While the interviewers conducted the assessment, the supervisors randomly verified the tests. Later on the test papers were scored through checking the test script using a predetermined standard of marks.

Literacy Assessment Survey-2011 was carried out on household basis, where household is defined as *"person or persons related or unrelated, living together and taking food from the same kitchen/cooking pot that constitute a household"*. One household was supposed to have a one targeted respondent who was to be interviewed and tested.

2.1.1 Sample design and sample size

Literacy Assessment Survey-2011 was conducted in 3,350 selected PSUs which is a sub sample of the total PSUs of the Sample Census 2011 of the Population and Housing Census 2011. The sampling design was a two-stage cluster sampling method where at the first stage EAs (Enumeration Areas comprising about 100-120 households each were formed all over the country and GIS maps were developed for each EA prior to the Census-2011) were selected and within the selected EAs, sample households listed in the 2011 Census were selected at the second stage.

Before selection of PSUs, entire country was divided into 64 administrative districts and 6 city corporations (during the time of conducting this survey there were 6 Metropolitan Cities in the country). So, there were 6 city corporation strata and 64 district strata making a total of 70 strata in the population. Considering national and divisional requirement of estimation, each district stratum was further segregated in rural and urban excluding metropolitan city corporations. Independent sampling was done within each stratum.

The sampling design was basically a two-stage cluster sampling with EAs being the first stage sampling units and households being the second stage units for each of the strata. The ultimate sampling unit for LAS-2011 is an eligible individual (among 11-45 years members of household) from the sample households selected for conducting Sample Census-2011.

Selection of cluster (EA) and household

The list of EAs obtained from the pre-census GIS mapping was considered as the first stage sampling frame. The list of households of selected EAs, obtained from the Sample Census 2011, is considered as the second stage sampling frame.

As the EAs do not vary much in size, so, these were selected from each stratum with the help of simple systematic sampling without replacement. For selection of EAs, a random start and an interval was applied. Random start is a random number between 1 and the calculated number.

In the same way following the selection procedure of EA, 25 households were selected from each of the selected EA from the list of households of that EA.

Estimation procedure

Since the method of selection is the same for each stratum, following estimating formulae will be applicable to each stratum:

Let y_{ij} be the measure of a variable Y, for j^{th} HH in i^{th} cluster or EA ($j = 1, 2, 3, ..., N_{2i}$; $i = 1, 2, 3, ..., N_1,$). Let Y= $\sum_{i=1}^{N_1} \sum_{j=1}^{N_{2i}} y_{ij}$ be total of values of Y for all HHs in the whole stratum, where N_1 is the number of EAs in the stratum and N_{2i} is the number of HH in the ith EA.

Estimate of population, total Y

The estimated total is given by

$$\hat{Y} = \sum_{i=1}^{n_1} \sum_{j=1}^{n_{2i}} w_i y_i \text{...(1)}$$

Where $W_i = \dfrac{N_1}{n_1} \text{ x} \dfrac{N_{2i}}{n_{2i}}$ is the weight for the measure y_{ij} introduced due to two stage cluster sampling, n_1 is the number of selected EAs in the stratum and n_{2i} is the number of HH in the selected EA.

Estimate of population proportion, P

Proportion is a special case of mean when the variable y, is defined as

$$y_{ij} = \begin{cases} 1 \text{ if the } (i,j)^{th} \text{ HH the characteri stic under consideration} \\ 0 \text{ otherwise} \end{cases}$$

With this definition of variable y, the estimation formula in (1) may be applied for estimation of proportion.

National estimates

The national estimates are weighted estimates of all the strata together.

2.2 Allocation of primary sampling units and size of ultimate sampling units

Primary sampling units have been distributed 3350 areas of six divisions in both rural and urban strata. Table 2.1 shows that a total of 2605 Primary Sampling Units (PSUs) have been selected from rural areas and 745 from urban areas.

Table 2.1: Distribution of Primary Sampling Units (PSUs) by residence and administrative divisions for LAS 2011

Area	Administrative divisions						Total
	Barisal	**Chittagong**	**Dhaka**	**Khulna**	**Rajshahi**	**Sylhet**	
Rural	245	436	677	418	655	174	2605
Urban	90	140	181	109	159	66	745
Total	335	576	858	527	814	240	3350

Dhaka division has the highest population and Dhaka SMA, also a Mega City, has the highest population as well. Naturally the highest number of PSUs (858) is allocated to Dhaka division and it is 25.6% of the total.

As stated earlier 25 households are selected from each of the selected PSU (EA), the total sample size stands at 83750 households. Following Kish method and Kish table one individual of 11-45 years of age was selected from each selected household and finally 73,204 eligible respondents were selected and interviewed (tested) in the survey.

2.3 Questionnaire

Bangladesh Bureau of Statistics developed two types of instrument for collecting data by conducting Literacy Assessment Survey(LAS-2011). These are:

(a) Sample Census Questionnaire, which contains the requisite background information and

(b) Literacy testing instrument.

Background information

It was decided earlier that required background information will be taken from the filled-in schedules of the Sample Census-2011 and be linked these data with the concerned households where literacy tests were completed. Before conducting the Sample Census-2011, a questionnaire was developed by the experts, pre-tested in the field, revised and finalized the questionnaire based on the experience and results of the pre-test and approved by the concerned technical committee. The household information, those are picked-up from the sample census questionnaire are relating to the questions of the followings:

Sample Census 2011 Questionnaire module no.	Question relating to
1	• address • total number of members
2	• number of living rooms
3	• source of drinking water • toilet facilities • whether read newspaper, listen to radio, watch television, use internet
4	• line number of the selected person • age • relationship with the head of the household • sex • religion • present residence • type of institutions where read • years of schooling
5	• whether student • working status

The respondent was an eligible adult member (11-45 years of age) of the sample household. The questions considered essential for Literacy Assessment Survey were taken from the Sample Census-2011 to find out mainly the socio-economic, demographic and educational features of the sample households.

Assessment Questionnaire (Literacy Testing Instrument)

The assessment questionnaire contained test items to validate different levels of skills of the selected persons. Total score is 100 marks. This questionnaire is divided into 4 modules. Module 1 consists of reading items such as words and literature, Module 2 consists of writing items, Module 3 consists of arithmetic such as recognition of numbers, addition, subtraction, multiplication, division and understanding of personal budget and general knowledge and Module 4 consists of pictorial objects, communication & comprehensions. Components of Assessment Questionnaire (Literacy Testing Instrument) are shown in Table 2.2.

Table 2.2: Different measures followed in assessment test with distribution of score

Subject	Components	Score (each)	Total Score
Reading	Five words	$\frac{1}{2} \times 5$	$2\frac{1}{2}$
	Five words	$1\frac{1}{2} \times 5$	$7\frac{1}{2}$
	Comprehension with five sentences		15
	(i) can read with hard effort	5	
	(ii) can read roughly	10	
	(iii) can read fluently	15	
Sub Total			25
Writing	Four sentences about myself	2×4	8
	Name of seven days in a week	1×7	7
	Five sentences about the locality where resides	2×5	10
Sub Total			25
Arithmetic	Reading out four numbers	$\frac{1}{2} \times 4$	2
	One addition, one subtraction, one multiplication and one division	2×4	8
	Counting of money	2	2
	Arranging of five numbers from greater to smaller	2	2
	Accounts after visit a market for buying some things	6	6
	Knowledge about distribution of some fruits equally to some persons	5	5
Sub-total			25
Communication/ Comprehension	Finding time from a clock in picture	3	3
	Finding country in given direction or mention direction of sea in a map of Bangladesh	3×3	9
	Write answer of a question after reading a given paragraph	3	3
	Identification of two renowned pictorial persons	$1\frac{1}{2} \times 2$	3
	Identification of three pictorial objects	1×3	3
	Colors used in our national flag	2×2	4
Sub-total			25
Grand Total			**100**

Each module contains 25 marks which aggregate to a total of 100 marks. Functional literacy rate is classified into four levels to determine the skill of the persons under investigation. The levels are non-literate, semi-literate, literate at initial level and literate at advanced level on the basis of the scores obtained by the persons. The selected

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respondents were requested to sit for the test when none of the household members was allowed to stay nearby to avoid copying or adopting any unfair means in the test. The classifications based on scores are shown in table 2.3.

Table 2.3:   Functional literacy levels based on score in each area of skill

Level of Literacy	Area of Skill	Score Range
Non-literate	Lack of ability to decode alphabet, recognize words/numbers and count money/objects	0-24.99
Semi-literate	Ability to recognize and write some words, to count objects and numbers at a very basic level	25-49.99
Literate at initial level	Ability to read and write simple sentences in a familiar context; possessing four basic rules of arithmetic; limited use of these abilities and skills in familiar context in life situations	50-74.99
Literate at advanced level	Ability to read and write with fluency in varying contexts; competency of four arithmetic rules and mathematical reasoning; ability to use these skills in everyday life and independently in future learning	75-100

The respondents were assessed on the basis of their performance in reading, writing, arithmetic and general knowledge test. A respondent is non-literate if he/she obtains less-than 25 marks, semi-literates if score is between 25 and 49.99, initial literate if score is within 50-74.99 and advanced literate if score is equal to or above 75.

This study has considered non-literate and semi-literate as illiterate and initial literate and advanced literate as literate.

2.4 Execution of survey in the field

A total of 950 interviewers and 50 supervising officers were properly trained to be engaged in data collection. They all were regular employees of BBS. Among them 840 interviewers and 30 supervising officers were deployed at the filed level to conduct the survey. Field work was undertaken in two phases, i) Listing operation as well as selection of an eligible respondent was completed along with the field operation of Sample Census during the period 15 to 25 October 2011 and ii) Assessment Questionnaire (Literacy Testing Instrument) was administered during 17 to 28 November, 2011. The first one was phase-3 of the Population and Housing Census 2011. Background information about the respondents was taken for LAS-2011 from this

survey. Each interviewer was assigned four PSUs. From each PSU, 25 households were selected by adopting systematic sampling technique. Following Kish method and Kish table one eligible individual (11-45 years of age) was drawn from each selected household. Thus a total of 100 individuals were covered by an interviewer from these 4 PSUs under him. The time allotted to an interviewer was 12 days to complete the field work. Like other surveys of BBS, the interviewer was instructed well to introduce himself with the selected individual at first, then describe the objective of the survey in brief and make clear to the selected individual about his responsibilities in filling-up the testing modules. The interviewer was also instructed to seek cooperation from the respondent as it was a different and sensitive type of data collection method. Then the selected individual was requested to sit for the test. After completion of the test he thanked the respondent and examined the test paper and put score for each question separately and made a total of all the scores obtained by the person. In this way, the interviewer completed the entire data collection work assigned to him.

2.4.1 *Quality control*

Throughout the data collection period there was mechanism for monitoring the interviewers work by the supervisors. At the beginning of data collection, each interviewers work was carefully monitored. During the training period, interviewers were informed that their work would be monitored. A total of thirty supervisors were engaged to supervise the field work of Literacy Assessment Survey. The well trained supervisors observed each interviewer's work cautiously and continuously every day during the whole data collection period. The supervisors were instructed to review status of work of each interviewer such as found out how much they have worked, quality of collected data, reviewed the problem associated with collected data and motivated them to finish the work on time. On the other hand, the officers' both from the then Statistics Division (now Statistics and Informatics Division) and BBS visited the field frequently to observe and monitor the data collection work.

2.5   *Editing and data processing*

A great deal of quality control depends on post data collection activities including editing and processing. Utmost effort was made to ensure quality of data through appropriate editing and processing. The methods adopted for data editing, coding, entry and processing were as follows:

2.5.1   Data editing system

The survey collected data through two sets of questionnaires. A group of trained staff members primarily edited the data based on some predetermined principles. They were instructed to check ID, range and consistency and they corrected the data wherever necessary. Besides these an edit program was developed to produce error list. An expert programmer developed the edit program to clean the data efficiently and logically. Edit program was tested several times with a good number of records. The final edit program was run after all data have been captured. After running the edit program, errors and inconsistencies were detected and were printed out as an error-list. Then these were checked by a group of operators using data from the original filled-in questionnaires and corrected records accordingly. During computer editing internal consistency, omission, duplication and validation of data/records were checked. Thus the data file has been made error-free.

2.5.2 Tabulation

Two programmers were assigned for writing programs for required number of statistical tables as per the approved tabulation plan. Some inconsistencies regarding table formats and variables used in different columns and rows of tables were found in the tests. These issues were resolved after discussion with the responsible programmers. The statistical tables were produced in micro computer environment of Census Wing of BBS.

Chapter - 3

Functional Literacy Status in Bangladesh

This chapter presents the overall functional literacy scenario of the population of age 11-45 years and categorizing the respondents according to the 4 levels of literacy skill mentioned earlier. The level of literacy by gender and stratum across rural and urban areas are also presented here. Functional literacy status for the population of age 15-45 years is also presented in a separate section in this chapter.

3.1 Regional variations in literacy rates

Functional literacy status for six divisions is given in Table 3.1. This rate ranged over a wide interval from 45.2% in Sylhet to 61.9% in Barisal. In all divisions female literacy rates were lower than that of the male. Male-female difference in respect of functional literacy rate varied from 4 to 8 percentage points among divisions.

Table 3.1: Percentage distribution of respondents (11-45 years) by residence, sex and functional literacy rate

Division	Rural			Urban			Total		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Barisal	59.8	55.7	57.8	76.2	73.4	74.9	63.8	59.9	61.9
Chittagong	54.4	48.5	51.5	66.3	62.5	64.4	57.1	51.6	54.3
Dhaka	51.5	45.6	48.6	66.5	57.9	62.3	54.8	48.2	51.5
Khulna	56.3	50.0	53.3	72.1	65.0	68.7	59.2	52.8	56.2
Rajshahi	54.5	45.5	50.3	68.7	62.2	65.6	56.9	48.6	53.1
Sylhet	43.4	36.5	39.9	65.9	57.3	62.0	49.1	41.1	45.2

As regards rural areas, the lowest was 39.9% for Sylhet and the highest was 57.8% for Barisal. Male-female difference in case of functional literacy rate was lowest in Barisal and highest in Rajshahi. Urban functional literacy rates were very close in all the divisions except Barisal. It was the highest 74.9% in Barisal preceded by 68.7% in Khulna. Male-female difference in case of functional literacy rate was smaller for all divisions.

Figure 3.1: Distribution of respondents (11-45 years) by residence and sex
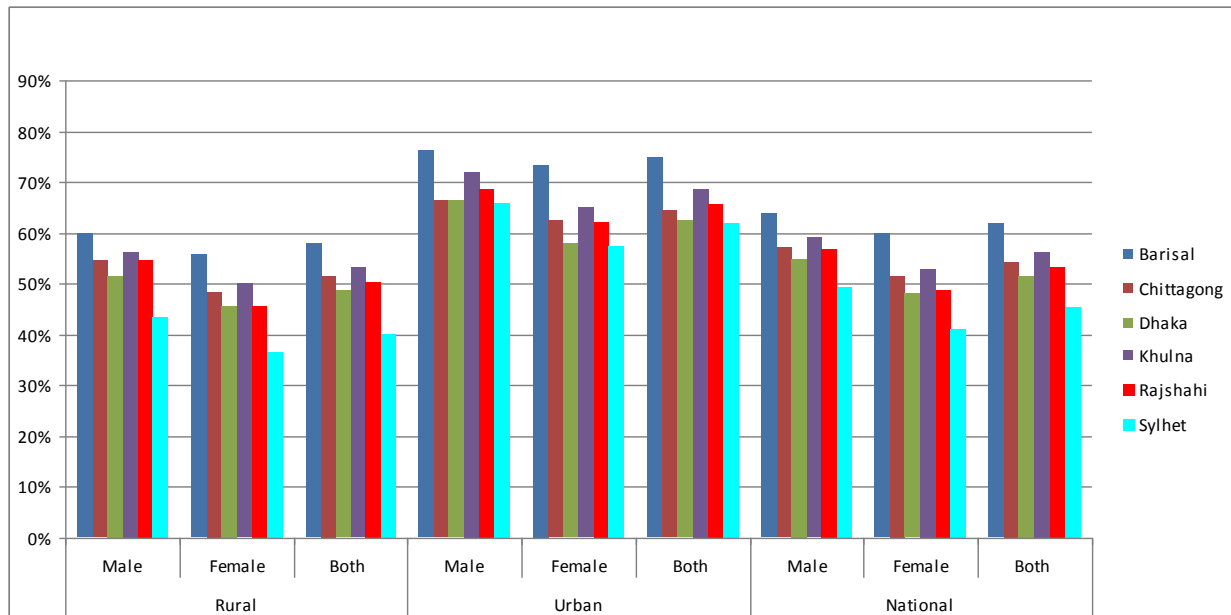
Figure 3.1 depicts the functional literacy rate variations among divisions, rural-urban areas and by sex.

BANGLADESH
FUNCTIONAL LITERACY STATUS

30   0   30   60 Kms

INDIA

INDIA

Rajshahi
Rural-50.3
Urban-65.6
Total-53.1

Sylhet
Rural-39.9
Urban-62.0
Total-45.2

INDIA

Dhaka
Rural-48.6
Urban-62.3
Total-51.5

Khulna
Rural-53.3
Urban-68.7
Total-56.2

INDIA

Barisal
Rural-57.8
Urban-74.9
Total-61.9

Chittagong
Rural-51.5
Urban-64.4
Total-54.3

BAY OF BENGAL

MYAN
MAR

Legend
Barisal
Chittagong
Dhaka
Khulna
Rajshahi
Sylhet

GIS Project-2013

3.2 Functional literacy by skill levels, gender and residence

Four levels of functional literacy were measured based on scores obtained by the respondents in the test (detail is mentioned in the chapter of methodology). Functional literacy status is shown in Table 3.2. At national level 46.4% were functionally illiterate and 53.6% were functionally literate. Further classification showed that 38.4% were non-literates and about 8.0% were semi-literates.

Table 3.2: Percentage distribution of respondents (11-45 years) by functional literacy level, residence and sex

Functional Literacy level	Rural			Urban			National		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Non-literate (Test score 0-24.99)	38.7	43.7	41.1	25.1	30.9	27.9	35.9	41.1	38.4
Semi-literate(Test score 25.00-49.99)	07.5	9.2	8.4	6.2	6.8	6.5	7.3	8.8	8.0
Literate	53.8	47.1	50.6	68.8	62.2	65.6	56.9	50.2	53.7
Literate at initial level (Test score 50.00-74.99)	12.9	14.3	13.6	12.4	12.2	12.3	12.8	13.9	13.3
Literate at advanced level(Test score 75.00-100)	40.9	32.8	37.0	56.4	50.0	53.3	44.1	36.3	40.3

Although the respondents in the semi-literate category have some literacy skill but they could not overcome the minimum acceptable level (at least 50% marks) to be qualified as functionally literate. Table 3.2 showed that among the respondents only 13.3% were at the initial level of functional literacy and 40.3% were at the advanced level of functional literacy. The distribution of functional literacy at 4 levels is shown in figure 3.2.

Figure 3.2: Functional literacy at four levels of literacy skill
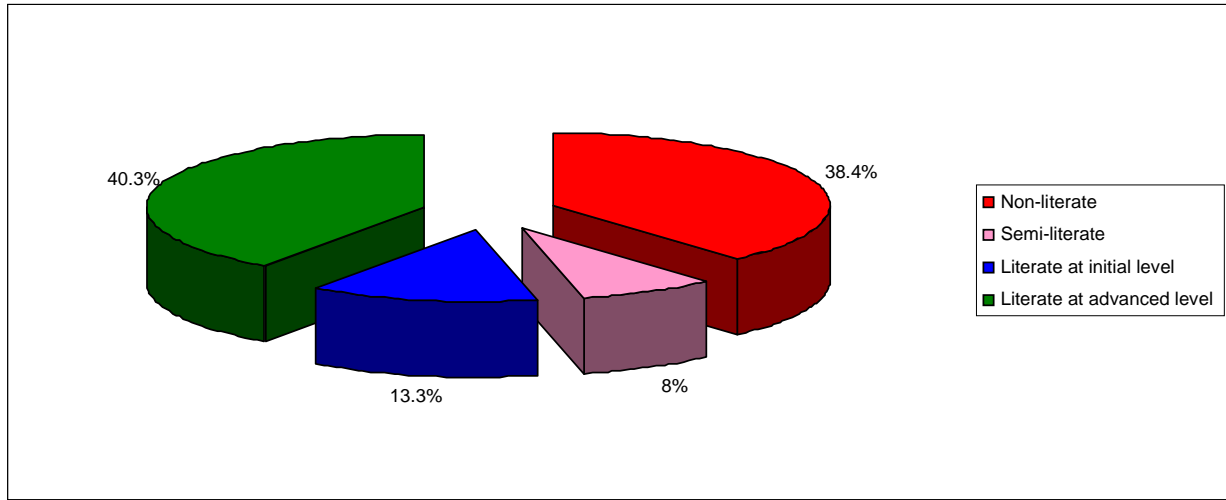
3.2.1: Sex differentials

Table 3.2 also showed that females were ahead of males in respect of functional literacy levels of non-literate, semi-literate and literate at initial level while males were ahead of females only in literate at advanced level. Functional literacy rate for male was 56.9 while for female, it was 50.2. Females were ahead of male at the literate at initial level by about 1 percentage point while females were lagging behind of males at the literate at advanced level by 7.8 percentage points. Sex and rural-urban differentials are shown in Figure 3.3

Figure 3.3: Functional literacy at four levels of literacy skill by sex and residence
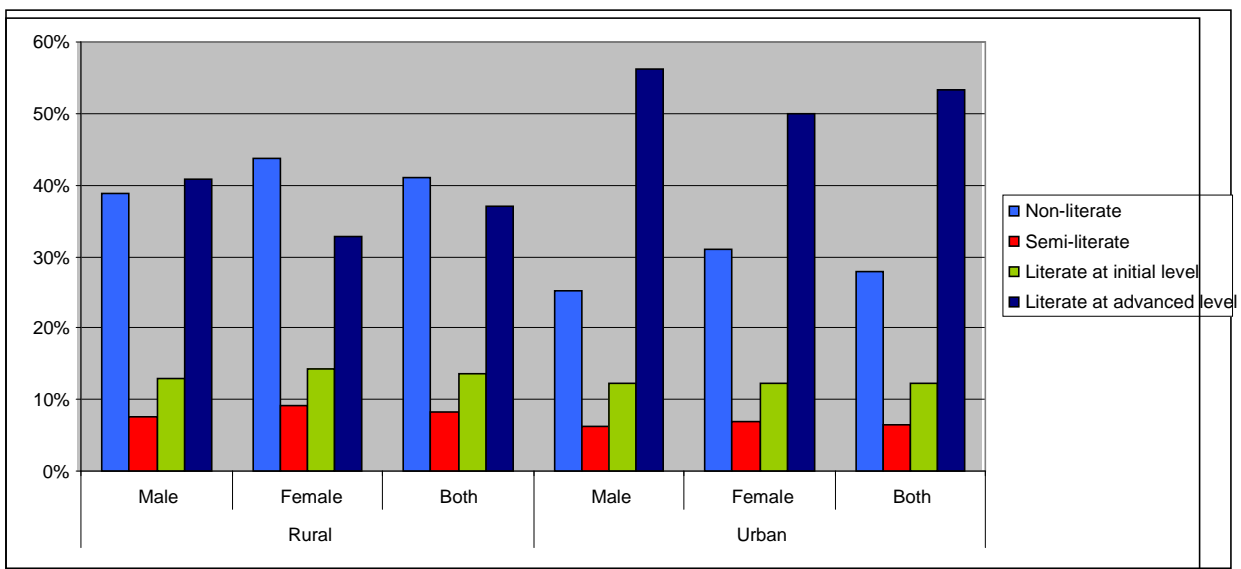
3.2.2: Rural and urban differences

The functional literacy levels as measured for non-literate, semi-literate and literate at the initial level of rural respondents were higher compared to urban respondents while for literate at the advanced level, urban respondents were much higher than that of rural respondents (Table 3.2). It was found that, overall 65.6% urban respondents were functionally literate and 34.4% of them were functionally illiterate. While in rural areas 50.6% respondents were functionally literates and 49.4% were functionally illiterates.

It is noticed that 53.3% of population of urban areas reached at the advanced level in functional literacy skills, while about 37.0% of population of rural areas reached at this level. Initial level literacy was nearly one fourth of advanced level in urban areas and near about one third in rural areas (Figure 3.3).

 It was also found that almost half of the total rural population was functionally illiterate. Gender difference was observed in both rural and urban areas for all of the four levels of functional literacy. However, differences are smaller. This indicates the reducing in gender disparity.

3.3: Regional variations in functional literacy levels by residence

Functional literacy at both advanced and initial level was the highest for Barisal division. Urban literacy at initial level in Khulna division was 13.8% which was the highest followed by 13.2% in Barisal division. Lowest urban literacy at initial level was observed in Rajshahi division and it was 10.6%. While urban literacy at advanced level, the highest 61.7% was found in Barisal division followed by 55.0% in Rajshahi division and 54.9% in Khulna division.

Table 3.3: Percentage distribution of respondents (11-45 years) by level of functional literacy and residence

Division	Literacy level							
	Non-literate		Semi-literate		Literate at initial level		Literate at advanced level	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Barisal	18.2	31.5	7.0	10.7	13.2	17.8	61.7	41.0
Chittagong	27.7	39.3	8.0	9.3	12.9	14.8	51.5	36.8
Dhaka	30.9	43.3	6.7	8.2	13.0	12.6	50.3	36.0
Khulna	24.9	38.9	6.4	7.8	13.8	13.8	54.9	39.5
Rajshahi	29.6	42.3	4.9	7.3	10.6	12.6	55.0	37.7
Sylhet	31.9	51.6	6.1	8.5	12.8	12.3	49.2	27.6
Bangladesh	**27.9**	**41.1**	**6.5**	**8.4**	**12.3**	**13.6**	**53.3**	**37.0**

Rural literacy at initial level, the highest 17.8% was found in Barisal division followed by 14.8% in Chittagong division. The same for the other divisions had no remarkable

differences. Rural literacy at the advanced level, the highest 41% was found in Barisal division and that was followed by 39.5% in Khulna division. The lowest 27.6% was found in Sylhet division for the same.

3.4 Literacy by each measure of functional literacy skills

To assess a person's functional literacy skill by different measures namely i) reading, ii) writing, iii) numeracy and IV) communication & comprehension were applied. Thus literacy rate was calculated for each measure by level of literacy and presented by division as well as national in table 3.4.

Table 3.4: Administrative division wise functional literacy rate of respondents (11-45 years) by different measures of skills.

Functional literacy levels	Reading	Writing	Numeracy	Communication & Comprehension	All measures
Barisal Division					
Non-literate	25.9	28.8	31.3	32.0	28.3
Semi-literate	13.6	13.8	8.1	8.7	9.7
Literate at initial level	17.7	21.0	10.0	11.3	16.7
Literate at advanced level	42.8	36.4	50.6	48.0	45.3
Chittagong Division					
Non-literate	33.3	37.3	39.2	41.1	36.7
Semi-literate	13.5	10.7	7.7	7.4	9.0
Literate at initial level	16.8	17.2	8.1	9.2	14.3
Literate at advanced level	36.5	34.9	45.0	42.2	40.0
Dhaka Division					
Non-literate	37.2	42.0	43.0	43.6	40.6
Semi-literate	12.1	10.9	6.4	6.4	7.9
Literate at initial level	13.9	12.9	8.0	9.0	12.5
Literate at advanced level	36.8	34.3	42.5	40.9	39.1
Khulna Division					
Non-literate	33.9	37.7	37.8	39.2	36.3
Semi-literate	11.9	10.7	6.4	6.8	7.5
Literate at initial level	16.4	14.9	8.4	9.6	13.8
Literate at advanced level	37.8	36.9	47.5	44.4	42.4
Rajshahi Division					
Non-literate	37.3	41.4	41.4	43.0	40.0
Semi-literate	11.2	11.1	5.8	6.3	6.9
Literate at initial level	13.6	13.8	7.4	8.3	12.2
Literate at advanced level	38.0	33.8	45.3	42.3	40.8
Sylhet Division					
Non-literate	42.4	46.7	51.1	50.6	46.9
Semi-literate	9.4	10.7	7.0	7.3	8.0
Literate at initial level	11.7	17.8	8.1	8.4	12.5
Literate at advanced level	36.6	24.9	33.9	33.8	32.7
National					
Non-literate	35.3	39.4	40.6	41.7	38.4
Semi-literate	12.0	11.1	6.7	6.9	8.0
Literate at initial level	14.9	15.3	8.2	9.1	13.3
Literate at advanced level	37.7	34.2	44.6	42.2	40.3

Table 3.4 shows that respondents from Barisal, Khulna and Rajshahi did best in numeracy. Respondents from Chittagong, Dhaka and Sylhet did best in reading. In

reading, writing, numeracy and communication & comprehension, the range of the percentage of functional literates were between 42.0 and 60.6 in administrative divisions of Bangladesh.

Figure 3.4: Functional literacy at four levels of skill by administrative division
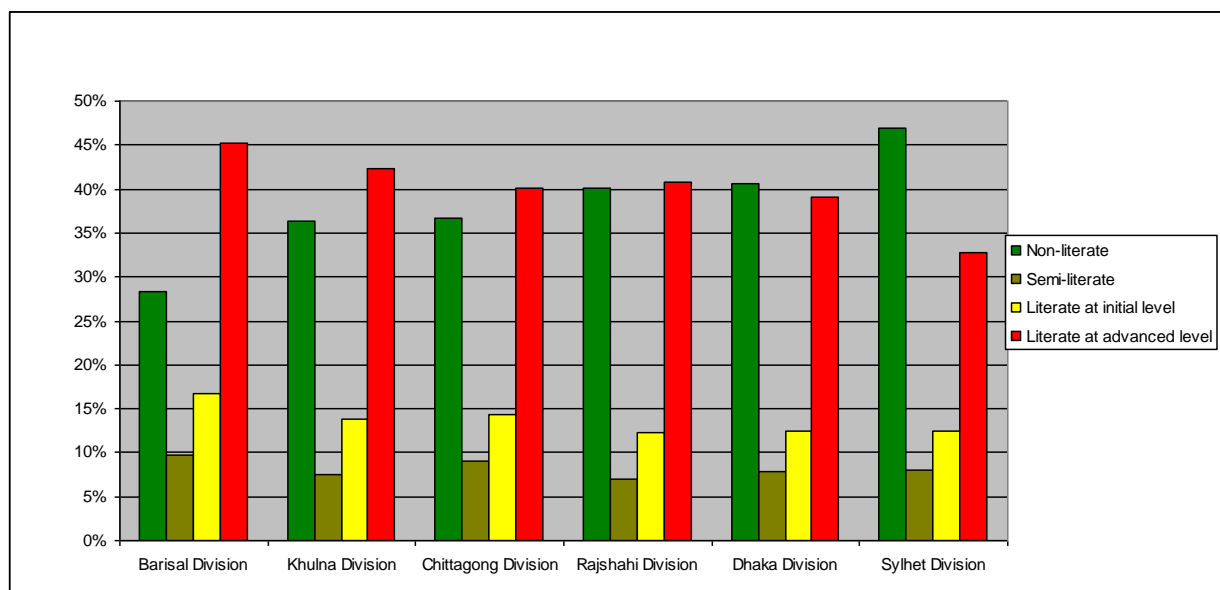
3.5 Distribution of respondents by scores obtained in the literacy test

Table 3.5 shows that there was no remarkable difference between male and female wherever he/she resides. At the national level 34.0% of respondents obtained a score of 10 or less and 24.1% obtained over 90. More than 35% (35.7%) respondents got more than 80 marks.

Table 3.5: Percentage distribution of respondents (11-45 years) by score obtained, residence and sex

Score	Rural			Urban			National		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
0-10	34.8	38.3	36.5	22.7	26.8	24.7	32.3	35.9	34.0
11-20	2.8	4.0	3.4	1.9	3.3	2.5	2.6	3.8	3.2
21-30	2.6	3.3	2.9	1.7	2.3	2.0	2.4	3.1	2.7
31-40	2.9	3.5	3.2	2.2	2.6	2.4	2.8	3.4	3.1
41-50	3.5	4.3	3.9	3.1	3.0	3.0	3.4	4.0	3.7
51-60	4.2	5.0	4.6	3.8	3.7	3.8	4.1	4.8	4.4
61-70	5.6	6.1	5.9	5.5	5.6	5.5	5.6	6.0	5.8
71-80	7.4	7.3	7.4	7.2	7.8	7.5	7.3	7.4	7.4
81-90	12.0	10.2	11.1	13.9	13.5	13.7	12.4	10.9	11.6
91-100	24.2	18.0	21.2	38.1	31.5	34.9	27.1	20.8	24.1

The distribution of scores for the rural and the urban areas show remarkable difference. In rural area 36.5% obtained a score of 10 or less while in urban areas 24.7% scored 10 or less. On the other hand 21.2% respondents secured 91 or more marks in rural areas while 34.9% respondents secured 91 or more marks in urban areas.

Figure 3.5: Distribution of scores by sex
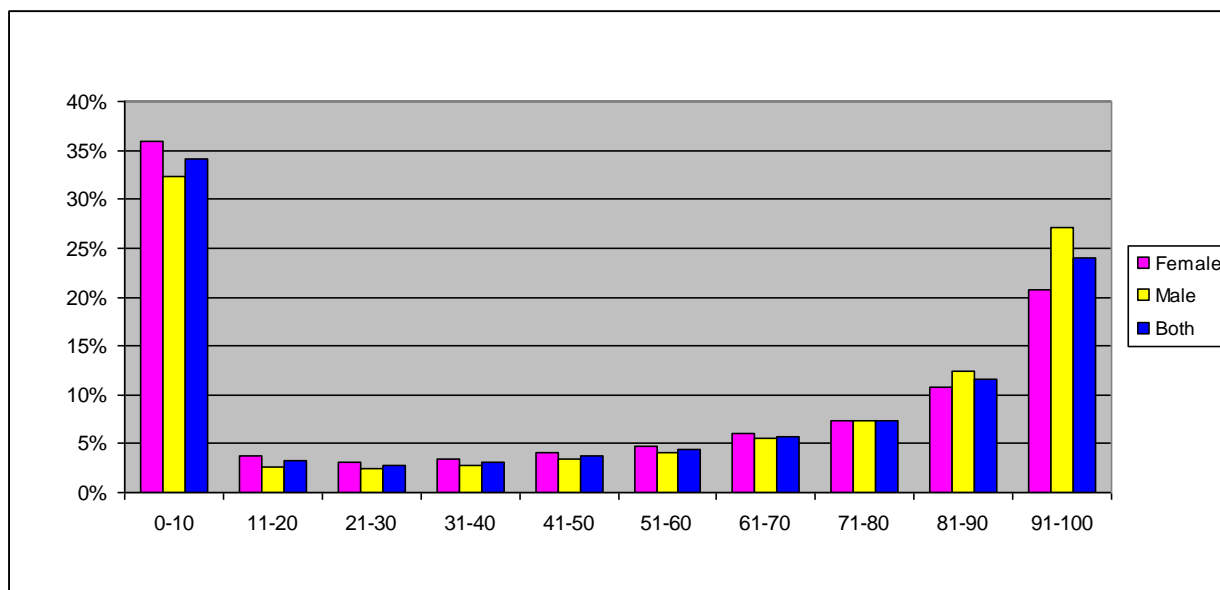
From Figure 3.5 it is seen that the distribution of scores of male and female shows minor difference.

3.6 Levels of functional literacy for respondents of age 11-14 years

As stated earlier, in this survey four levels of functional literacy were compared. These are Non-literate, Semi-literate, Literate at Initial level and Literate at advanced level. The status by functional literacy level is shown in Table 3.6.

Table 3.6:   Percentage distribution of respondents (11-14 years) by functional literacy level, residence and sex

Functional literacy level	Rural			Urban			National		
	Male	**Female**	**Both**	**Male**	**Female**	**Both**	**Male**	**Female**	**Both**
Non-literate	21.1	16.5	19.5	17.5	14.8	16.5	20.4	16.2	18.9
Semi-literate	10.5	10.2	10.4	7.6	6.3	7.1	9.8	9.4	9.8
Literate at initial level	19.2	20.2	19.6	15.2	13.0	14.4	18.5	18.8	18.6
Literate at advanced level	49.2	53.1	50.6	59.7	66.0	61.9	51.3	55.6	52.8

Table 3.6 shows that among the children of age 11-14 at the national level, functional literacy rate was 71.4%. Among them 18.6% were at initial level and 52.8% were at advanced level. Both at initial and advanced level, females were proportionately higher compared to males. Among the functionally illiterates near about two thirds were non-literate.

The table also shows the differences between male-female and rural-urban. Literates at advanced level are much higher in urban areas compared to rural areas. Remarkably females are ahead in both rural and urban areas in advanced literacy. Also, proportion of non-literates in rural areas is higher than that of urban areas.

Figure 3.6: Male-Female variations by level of functional literacy
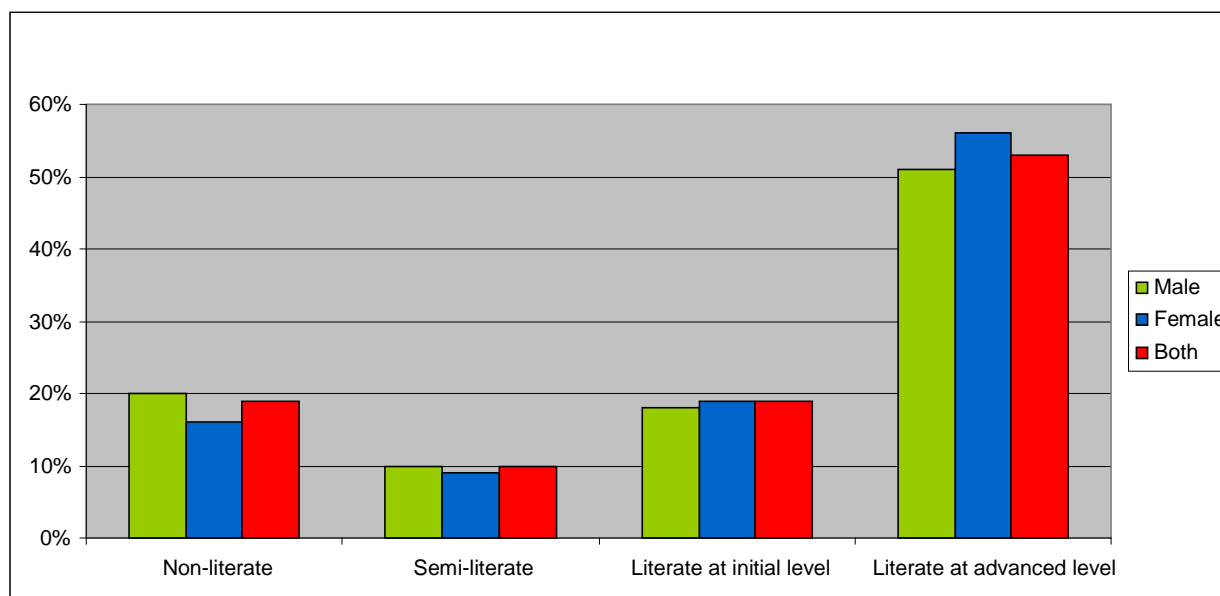
Figure 3.6 shows that variation in functional literacy levels between male and female is minor.

3.7 Rural and urban differences in functional literacy for age 11-14 years

Table 3.7 shows that functional literacy rates in Barisal, Khulna and Rajshahi divisions are very close to each other in spite of small differences. Functional literacy rates in Chittagong and Dhaka divisions are alike. The lowest functional literacy rate (59.4%) was observed in Sylhet division. The highest functional literacy rate of 76.0% was observed in Barisal division. The difference is 16.6 percentage points. Female functional literacy rate is higher compared to male functional literacy rate in all the divisions. In case of male functional literacy rate, the highest (74.7%) was found in Rajshahi division and the lowest (53.8%) was found in Sylhet division. In case of the functional literacy

rate of female, the highest (79.0%) was found in Barisal division and the lowest (70.1%) was found in Sylhet division.

Table 3.7: Functional literacy rates of respondents (11-14 years) by administrative division, residence and sex

Division	Rural			Urban			Total		
	Male	**Female**	**Both**	**Male**	**Female**	**Both**	**Male**	**Female**	**Both**
Barisal	73.4	78.7	75.4	77.1	80.0	78.2	74.2	79.0	76.0
Chittagong	63.3	70.3	66.4	72.1	82.1	75.7	65.8	72.7	68.2
Dhaka	67.2	70.4	68.4	72.1	72.2	72.1	68.2	70.7	69.1
Khulna	72.6	75.6	73.6	82.1	82.6	82.3	74.3	76.9	75.2
Rajshahi	73.9	77.0	74.9	78.5	82.5	79.9	74.7	78.1	75.8
Sylhet	49.8	68.7	56.6	67.3	76.3	69.9	53.8	70.1	59.4

In case of functional literacy rates, the highest 13.3 percentage point rural-urban difference in Sylhet division and the lowest 2.8 percentage point rural-urban difference in Barisal division were observed. In all the divisions, urban functional literacy rates are higher compared to rural functional literacy rates. The highest rural male-female difference in case of functional literacy rate is found 18.9 percentage points in Sylhet division. The highest urban male-female difference in case of functional literacy rate is found 10 percentage points in Chittagong division.

Figure 3.7: Functional literacy rates (11-14 years) by division and sex
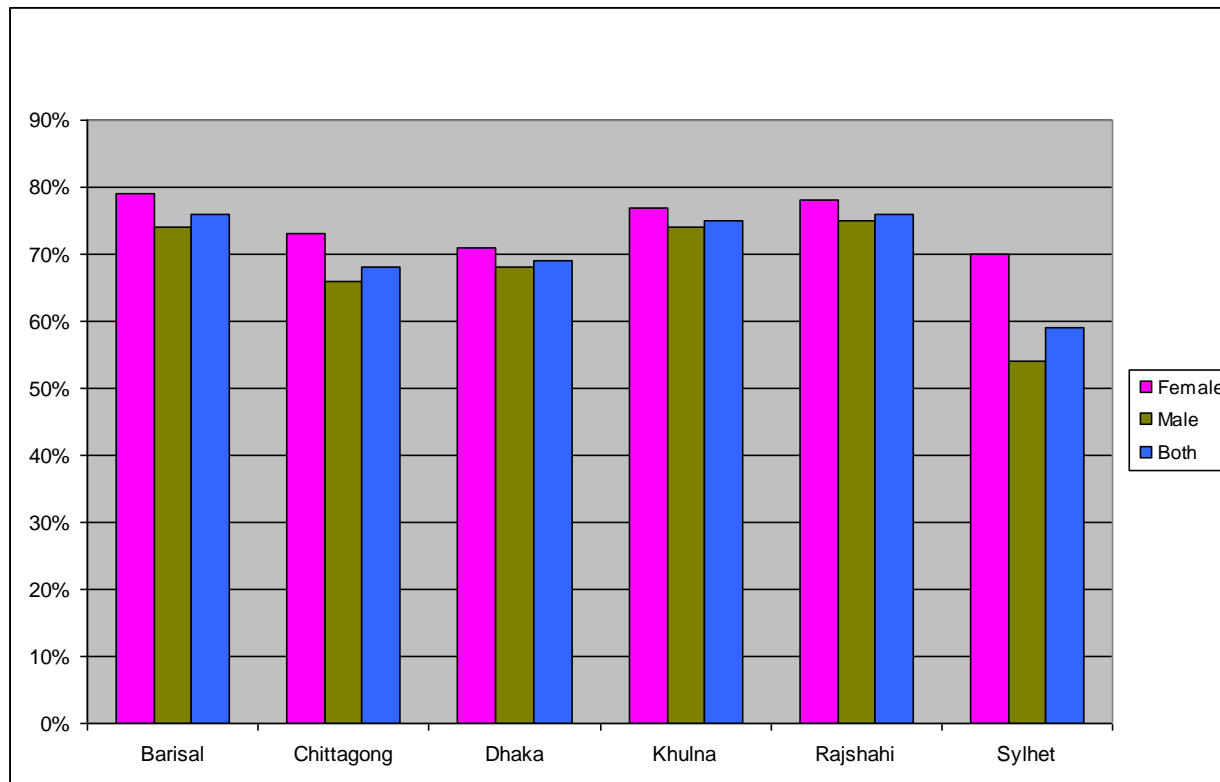
The Figure 3.7 shows the variations of functional literacy rates among divisions as well as between male and female within divisions.

3.8 *Functional literacy by different measures of literacy skills for respondents of age11-14 years*

The survey revealed overall functional literacy level of 71.4% for the children of age 11-14 years. However variation is observed among their reading, writing, numeracy and communication & comprehension skills.

Table 3.8: Functional literacy level of respondents (11-14 years) in percent by different measures of literacy skills

Literacy level	Reading			Writing			Numeracy			Communication & Comprehension		
	Male	Female	Both	Male	Female	Both	Male	Female	Both	Male	Female	Both
Non-literate	18.0	13.1	16.2	21.1	16.1	19.3	22.5	19.1	21.3	24.0	19.6	22.4
Semi-literate	15.2	14.4	14.9	12.7	11.4	12.2	9.1	10.1	9.4	10.0	10.3	10.1
Literate	66.8	72.5	68.8	66.3	72.5	68.5	68.4	70.8	69.3	66.0	70.1	67.5
Initial level	*21.7*	*20.6*	*21.3*	*20.8*	*20.6*	*20.7*	*10.9*	*12.5*	*11.5*	*13.1*	*14.8*	*13.7*
Advanced level	*45.1*	*51.9*	*47.5*	*45.5*	*51.9*	*47.8*	*57.5*	*58.3*	*57.8*	*52.9*	*55.3*	*53.8*

Table 3.8 shows that among the functionally literates, the lowest (67.5%) was for communication & comprehension skill. The highest (69.3%) was observed for numeracy followed by reading (68.8%). In all measures of identifying functional literates, the advanced level was higher compared to initial level.

In all measures of functional literacy skills namely, reading, writing, numeracy and communication & comprehension females are higher compared to males. In all the testing measures non-literate females are lower compared to males.

3.9. Distribution of score secured by respondents of age 11 to 14 years

It is found that 14.7% children scored between 0-10, 16.4% scored between 81and 90 and 30.0% scored between 91 and 100. Frequency of other score groups lies in the range of 2.9% to 10.4%. Table 3.9 reveals that 56.8% scored 71 and above.

Table 3.9: Percentage distribution of respondents (11-14 years) by score obtained, residence and sex

Score	Rural			Urban			Total		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
0-10	16.5	12.2	14.9	14.9	11.9	13.8	16.2	12.1	14.7
11-20	3.2	2.8	3.1	2.1	2.2	2.1	3.0	2.8	2.9
21-30	3.4	3.4	3.4	1.8	2.8	2.1	3.1	3.3	3.3
31-40	3.8	3.1	3.5	2.9	2.0	2.6	3.6	2.9	3.4
41-50	5.2	5.6	5.3	3.7	2.8	3.4	4.9	5.0	5.0
51-60	6.1	6.5	6.2	4.4	4.4	4.4	5.7	6.1	5.9
61-70	8.4	9.0	8.6	6.7	5.9	6.4	8.1	8.4	8.2
71-80	11.0	11.0	11.0	8.5	7.7	8.2	10.5	10.3	10.4
81-90	16.4	16.0	16.3	16.8	17.8	17.2	16.5	16.3	16.4
91-100	25.0	30.5	27.6	38.2	42.8	39.8	28.4	32.9	30.0

In rural, females are higher in percentage points than that of males while counting scores 51 and above. Similarly in urban, females are higher in percentage points than that of male while counting scores 81 and above. 30.2% rural respondent secured score 50 or less while 24.1% urban respondent secured score 50 or lesser.

Figure 3.8: Distribution of scores by sex
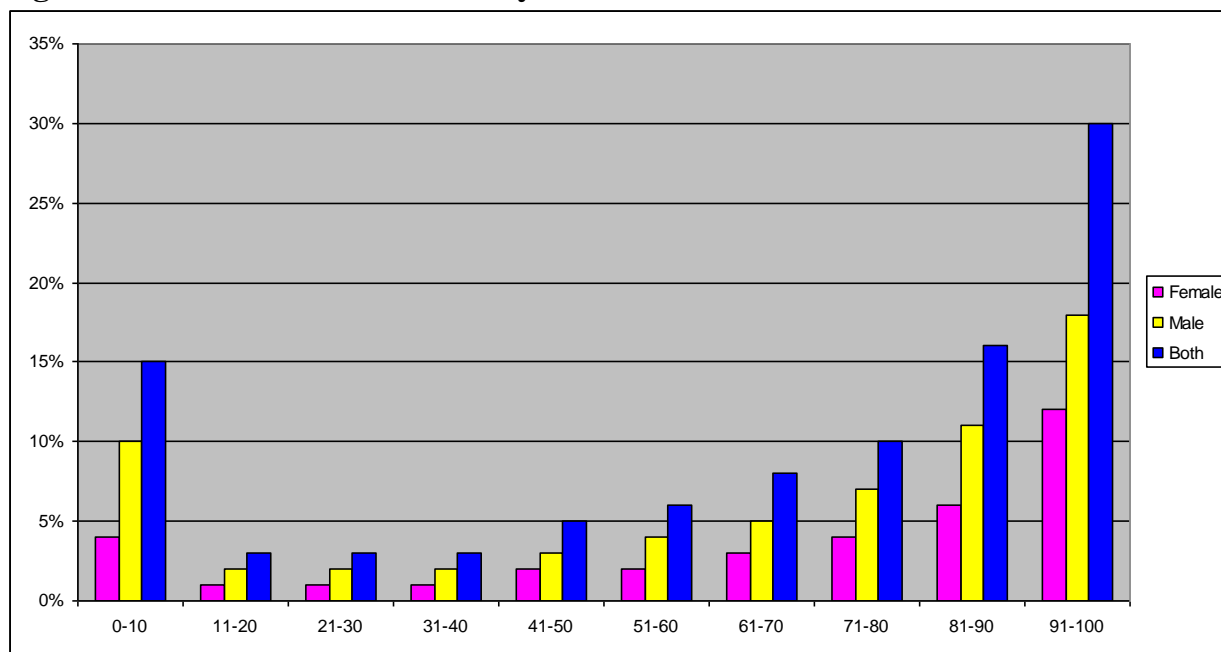
Figure 3.8 shows the scores of male and female respondents. In each score groups male-female variation is also depicted in it.

3.10 Functional Literacy skill by level of respondent of age 15-45 years

Among the functionally literates of age 15-45 years, 38.7% were at advanced level and 12.6% were at initial level. On the other hand, 41.0% were in non-literates category. Proportion of literates at advanced level is much higher than that of literate at initial level. In the illiterate category, proportion of non-literates is much higher than that of semi-literates.

Table 3.10: Percentage distribution of respondents (15-45 years) by functional literacy level

Literacy level	Rural			Urban			National		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Non-literate	41.8	46.3	44.1	26.4	32.3	29.3	38.6	43.4	41.0
Semi-literate	7.0	9.2	8.1	6.0	6.9	6.4	6.8	8.7	7.7
Literates	51.2	44.5	47.9	67.7	60.8	64.3	54.6	47.9	51.3
Initial level	*11.8*	*13.7*	*12.8*	*11.9*	*12.2*	*12.1*	*11.8*	*13.4*	*12.6*
Advanced level	*39.4*	*30.8*	*35.1*	*55.8*	*48.6*	*52.2*	*42.8*	*34.5*	*38.7*

51.2% males in rural and 67.7% males in urban were functionally literate while 44.5% females in rural and 64.3% females in urban were functionally literate. Females lagged behind in functional literacy both in rural and urban areas.

It is found that, overall 51.3% respondents were functionally literate, 64.3% respondents of urban and 47.9% respondents of rural were functionally literate which shows urban-rural variations in functional literacy level.

Figure 3.9: Functional literacy rates(11-45 years) at four levels of literacy skill by sex
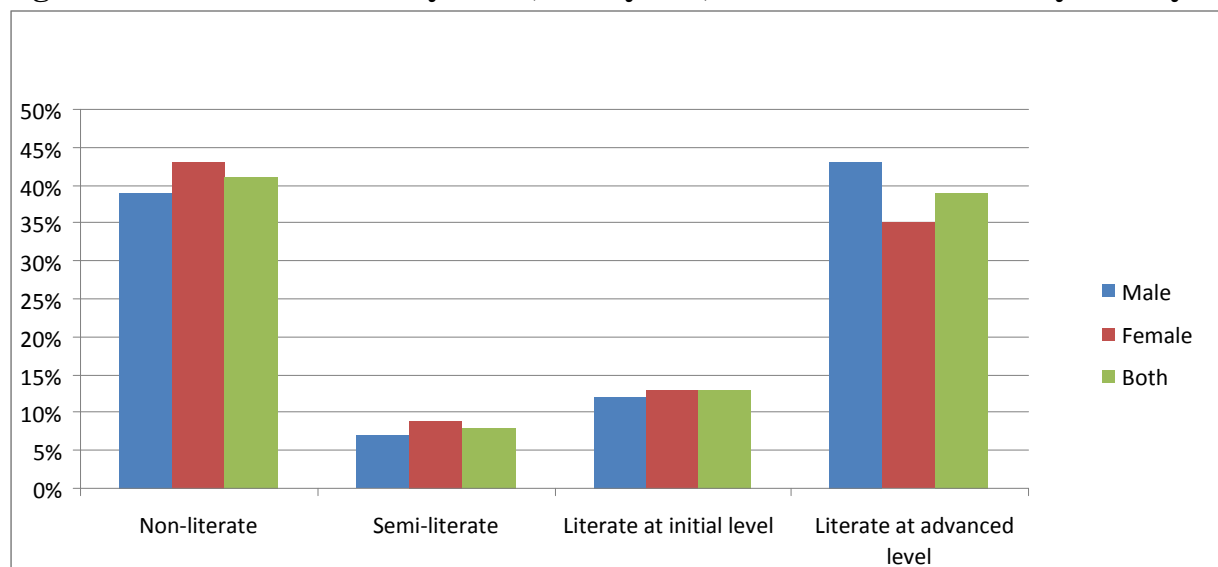
Figure 3.9 shows the distribution of population 15-45 years of age by levels of functional literacy. It is seen, in the literate category, proportion of literate is much higher than that of literate at initial level. Similarly, in the illiterate category, proportion of non-literates is much higher than that of semi-literate.

3.11 Division wise variations of respondents of age 15-45 years

Variation of functional literacy rates among the administrative divisions and rural-urban areas is observed. Division-wise literacy rates, disaggregated by rural-urban and male-female are shown in table 3.11.

Table 3.11: Functional literacy rate of respondents (15-45 years) by administrative division, residence and sex

Division	Rural			Urban			National		
	Male	**Female**	**Both**	**Male**	**Female**	**Both**	**Male**	**Female**	**Both**
Barisal	57.1	52.9	55.0	76.1	72.6	74.4	61.8	57.6	59.7
Chittagong	52.5	46.4	49.3	65.3	60.8	63.0	55.4	49.7	52.4
Dhaka	48.7	43.1	45.8	65.6	56.7	61.1	52.5	46.0	49.2
Khulna	53.6	47.7	50.7	70.5	63.3	67.0	56.7	50.6	53.7
Rajsahi	51.5	42.9	47.4	67.2	60.5	63.9	54.2	46.1	50.4
Sylhet	42.1	33.1	37.4	65.6	55.9	61.0	48.2	38.2	43.1

Table 3.11 shows that functional literacy rate of respondents of age 15-45 is the highest (59.7%) in Barisal division, where male 61.8% and female 57.6%. Sylhet ranked the lowest with functional literacy rate of 43.1% (Male 48.2% and Female 38.2%). Female functional literacy rate is lower compared to male in all the divisions.

Figure 3.10: Variation in functional literacy rates (15-45 years) by division and sex
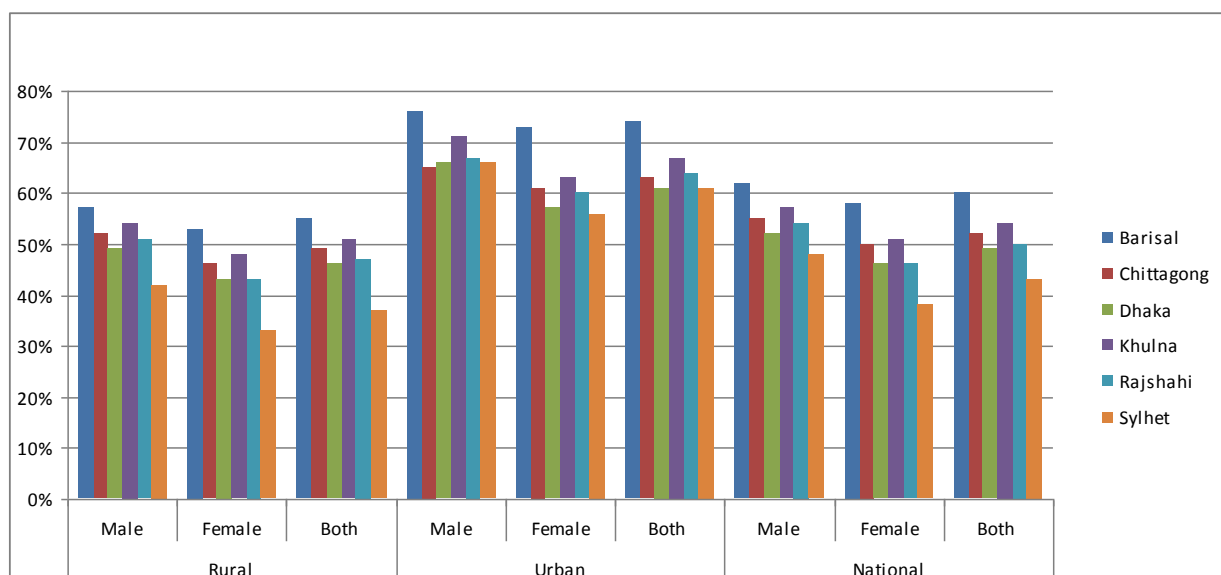
As seen in Figure 3.10, disparity between rural and urban functional literacy is the highest in Sylhet division. Disparity between male and female is also the highest in this division, where more males are literate than females.

Chapter - 4

Socio-economic Correlates of Literacy

The Literacy Assessment Survey 2011 looked into the socio-economic correlates of literacy. The survey was designed to use the necessary background information from the Sample Census 2011 of Population & Housing Census 2011. Literacy Assessment Survey 2011 was conducted almost simultaneously with the Sample Census 2011. Correlation between the literacy rate, levels of literacy and the socio-economic variables have been analyzed and briefly presented in the following sections.

4.1 Age group and literacy

The functional literacy rate for the 11-15 years age group is the highest (71.5%). It was true for male and female also and the corresponding rates were 69.6% and 75.0% respectively. The rate gradually decreased with the increase in age which is revealed from the table 4.1.

Table 4.1: Functional literacy rate by age group, residence and sex

Age group	Rural			Urban			National		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
11-15	68.3	74.0	70.3	75.2	79.1	76.6	69.6	75.0	71.5
16-20	67.8	65.7	66.9	76.0	76.3	76.1	69.4	68.0	68.8
21-25	59.9	55.2	57.1	72.3	65.1	68.3	62.5	57.0	59.4
26-30	49.2	45.4	47.0	65.1	62.6	63.8	52.7	48.8	50.5
31-35	42.5	36.9	39.8	66.9	59.3	63.1	47.5	41.7	44.7
36-40	39.1	26.8	33.4	62.0	49.0	56.0	44.0	31.5	38.3
41-45	38.0	20.5	29.5	60.4	41.8	51.9	43.2	25.0	34.4
Bangladesh	**53.8**	**47.0**	**50.5**	**68.7**	**62.3**	**65.6**	**56.9**	**50.2**	**53.7**

The same pattern was observed in the case of urban-rural and male-female also. This rate gradually decreased with the increase in age. There were remarkable differences between urban-rural and male-female. Urban functional literacy rate in each age group was higher than that of rural.

Figure 4.1: Functional literacy level by age group and sex
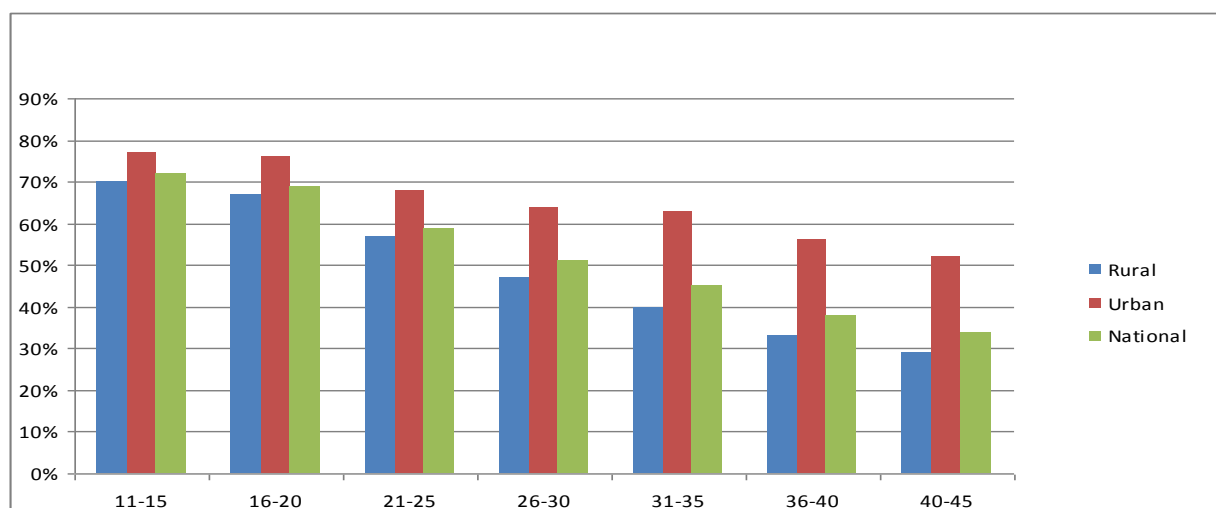
The trend of decreasing the functional literacy rates with the increase in age is shown in Figure 4.1

4.2 Religious affiliation and functional literacy

Two major religions are Muslims and Hindus. Other religions are Buddhism and Christianity. Muslims are vast majority of total population. Functional literacy rate of Muslim population was 53.1% and Non-Muslim population was 57.9%. The difference at national level was 4.8 percentage points.

Table 4.2: Functional literacy rate of respondents (11-45 years) by residence and religious affiliation.

Division	Rural			Urban			Total		
	Muslim	Non-muslim	Both	Muslim	Non-muslim	Both	Muslim	Non-muslim	Both
Barisal	56.4	69.3	57.8	73.6	86.8	74.9	60.6	73.0	61.9
Chittagong	52.6	47.1	51.5	62.7	74.1	64.4	54.9	51.8	54.3
Dhaka	47.8	57.6	48.6	61.6	70.7	62.3	50.8	60.5	51.5
Khulna	50.6	62.6	53.3	67.5	77.2	68.7	54.6	65.0	56.2
Rajshahi	50.0	52.8	50.3	66.3	58.1	65.6	53.0	53.5	53.0
Sylhet	38.5	47.0	39.9	58.9	80.0	62.0	43.5	54.0	45.2
Bangladesh	**49.9**	**54.6**	**50.5**	**64.7**	**73.0**	**65.6**	**53.1**	**57.9**	**53.7**

Although at national level the Non-Muslims were more literate, the literacy rate of Non - Muslims in Chittagong was lower than Muslims. Sample Census 2011 revealed that this division has large number of tribal population and they are Non-Muslim.

Difference in functional literacy rates between Muslims and Non-Muslims were small in rural areas compared to the difference between these two religious groups in urban areas.

Figure 4.2: Functional literacy rate by religion
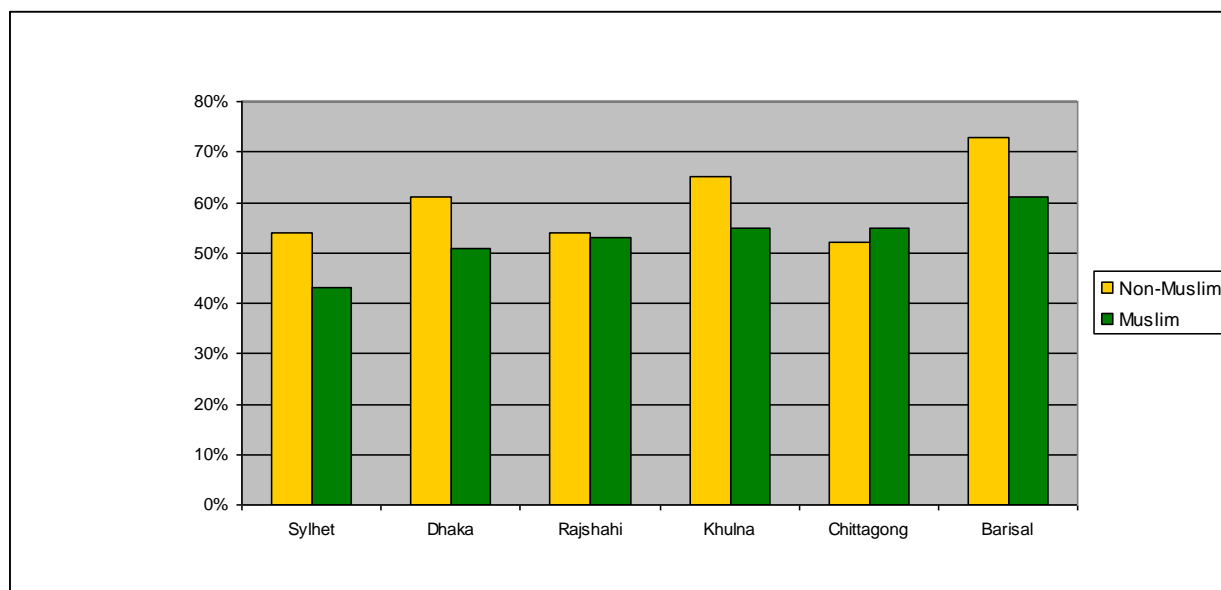
This Figure shows that the literacy rates of Non-Muslims were remarkably higher than that of Muslims. The difference was highest in Barisal.

4.3 Functional literacy rate in male and female headed households

Table 4.3: Functional literacy rate in male and female headed households

Sex of household head	Percent of total households	Literacy rate (11-45 years)
Male	89.2	53.3
Female	10.8	57.0

Table 4.3 shows the functional literacy rate of male headed households and female headed households. Among the total households, only 10.8% are female headed. The survey covered a total of 73,204 respondents aged 11 to 45 years by using Kish method to select a person from each household. Literacy rate of male headed household was 53.3% and female headed household was 57.0%. This shows that female headed households' literacy rate is higher compared to male headed households. The survey reveals that male headed households are almost nine times higher of female headed households.

4.4. Formal education and functional literacy

A strong relationship, as expected, was observed in table 4.4 between level of formal education and functional literacy. The rate of functionally literates increased with the increase in level of education.

Table 4.4: **Functional literacy rate of respondent of age 11-45 years by years of schooling completed, residence and sex**

Class completed	Rural			Urban			National		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
0	20.1	14.5	17.0	21.7	16.4	18.7	20.4	14.9	17.4
1	26.3	21.9	24.3	27.9	19.7	24.4	26.6	21.5	24.3
2	25.3	24.6	25.0	35.6	24.3	31.2	27.0	24.6	26.0
3	37.9	30.6	34.7	46.8	33.7	41.0	39.3	31.0	35.7
4	45.0	34.6	40.4	56.1	40.9	49.2	46.8	35.6	41.7
5	42.6	34.9	38.6	53.3	42.6	48.0	44.4	36.1	40.1
6	63.0	52.6	57.8	67.5	65.2	66.5	63.9	54.5	59.3
7	62.0	54.7	58.2	69.3	66.2	67.6	63.2	56.6	59.7
8	59.7	55.2	57.2	71.8	63.9	67.8	62.0	56.7	59.2
9	63.9	61.5	62.6	77.4	72.7	74.9	66.6	63.7	65.0
10	66.9	64.0	65.7	79.9	77.7	78.8	70.0	68.0	69.1
11 and above	65.1	62.9	64.4	83.4	83.7	83.5	71.4	71.9	71.6

From the table 4.4, it was observed that only 44.4% male and 36.1% female completing primary education were found functionally literate. Hence, it is interesting to note that completion of primary education is not a guarantee of attaining functional literacy. It is also noteworthy that among the respondents, who have no formal education at all, 17.4% were functionally literate and all the respondents completed grade 10 were not functionally literate. About 31% of them were found functionally illiterate. Incremental rate of functional literacy was the highest between completions of primary education and completions of class 6 and this is true for both rural and urban areas. Functional literacy rate of female is lower compared to male both in rural and urban areas. But the functional literacy rate of female is slightly higher (83.7%) compared to male (83.4%) in eleven and above class completed.

Figure 4.3: Functional literacy rates (11-45 years age) by years of schooling completed
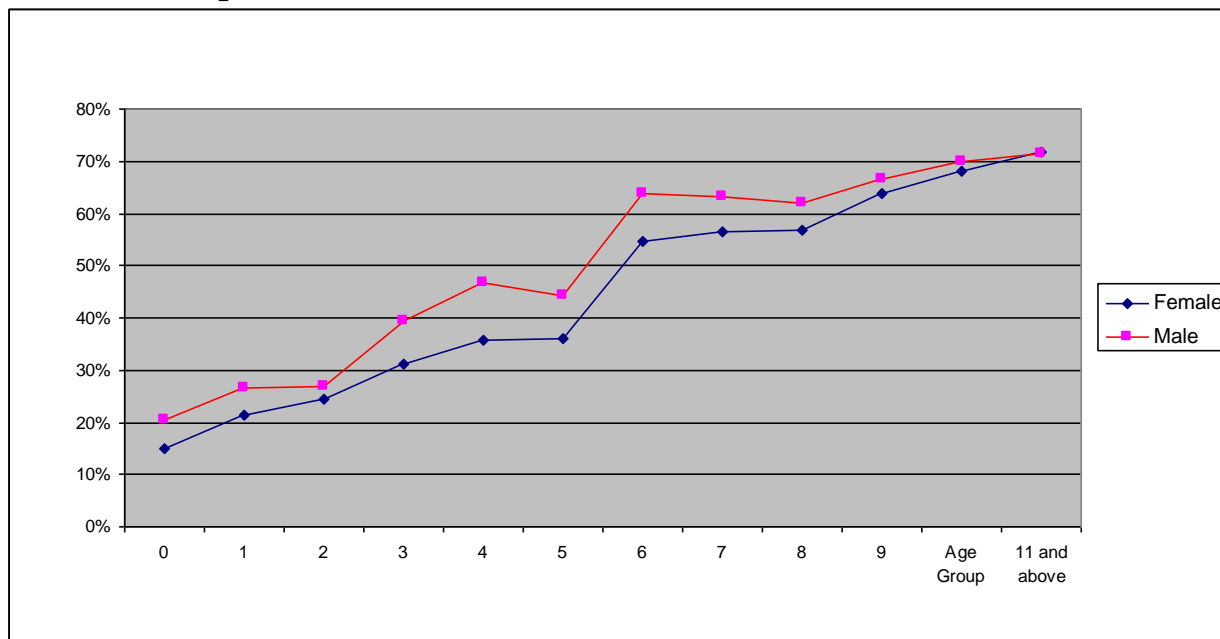
Figure 4.3 shows that there exists negligible difference between functional literacy of males and females after completion of 10 years of schooling.

4.5 Distribution of respondents by score obtained and years of schooling completed

Table 4.5: Percentage distribution of respondents (11-45 years) by score obtained and years of schooling completed

Score	Class completed												Total
	0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11 & above**	
0-10	3.25	0.46	1.17	1.74	3.07	8.37	1.82	2.26	3.40	3.03	2.86	2.83	34.28
11-20	0.17	0.03	0.15	0.21	0.34	0.91	0.20	0.24	0.29	0.26	0.20	0.15	3.17
21-30	0.11	0.03	0.09	0.21	0.31	0.79	0.19	0.20	0.28	0.20	0.17	0.12	2.70
31-40	0.09	0.03	0.10	0.18	0.33	0.87	0.23	0.29	0.32	0.26	0.17	0.14	3.02
41-50	0.12	0.02	0.13	0.27	0.41	0.92	0.32	0.35	0.44	0.34	0.22	0.14	3.68
51-60	0.14	0.03	0.09	0.23	0.48	1.16	0.41	0.41	0.56	0.46	0.28	0.15	4.40
61-70	0.12	0.05	0.12	0.31	0.55	1.29	0.50	0.64	0.79	0.75	0.41	0.21	5.74
71-80	0.16	0.03	0.12	0.26	0.59	1.49	0.70	0.77	1.08	1.00	0.71	0.42	7.33
81-90	0.18	0.05	0.12	0.29	0.69	1.77	0.94	1.21	1.61	1.79	1.77	1.18	11.60
91-100	0.17	0.04	0.10	0.32	0.79	2.02	1.35	1.79	2.65	3.50	4.83	6.50	24.07
Bangladesh	**4.52**	**0.77**	**2.20**	**4.02**	**7.57**	**19.59**	**6.67**	**8.15**	**11.43**	**11.60**	**11.62**	**11.85**	**100.00**

The table 4.5 shows that 34.28% respondents scored between 0-10. It is interesting to note here that among the 0-10 scored respondents 71.67% were primary or higher grades

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passed. This table also shows that 4.52% of total respondents had zero years of schooling i.e., no formal schooling. Among them 17.04% respondents obtained score above 50. Among the total respondents, 80.91% either completed grade 5 or above and 53.14% secured score 51 or above out of which 11.34% (6.03% of total) respondents completed grade 4 or less and also some had no formal education.

4.6 Functional literacy rate in the households of literate and illiterate head of households.

Table 4.6 is developed to examine the functional literacy status in the household headed by literate and illiterate heads. This table also wanted to show the functional literacy status of the respondents based on the sex of the household heads.

Table 4.6: Functional literacy rate of literate and non-literate head of household by sex

Status of the head of the households	Functional literacy rate (11-45 years)		
	Male	**Female**	**Both**
Literate male	76.2	66.0	71.3
Non-literate male	38.6	35.3	37.1
Literate female	84.8	72.2	76.3
Non-literate female	55.2	31.6	42.0
Total	**56.9**	**50.2**	**53.7**

The highest 76.3% respondents were found functionally literate in households where literate females were head of households. The rate was 71.3% in the households having literate males as head of households. Functional literacy rate of male was higher compared to female irrespective of the sex and literacy level of the heads of the households.

Chapter -5

Comparison of Functional Literacy Rates with General Literacy Rates

This chapter tries to compare literacy rate of the same group of persons in two ways. In the general and traditional way, if a person is reported (self or proxy) capable of writing a letter in any languages he/she is considered as a literate. On the other ways, a person is tested with a prescribed questionnaire (Literacy Testing Instrument) and based on the score obtained he/she is identified either as functionally literate or not. Data from Sample Census-2011 and Literacy Assessment Survey-2011 of the same persons were used to find out the literacy rates as well as to examine correlation between literacy rates of these two types. Some specific variables were also analyzed and presented in the following tables.

5.1. Literacy rates by some selected characteristics of sample households

Table 5.1: Percentage distribution of households by average number of persons per bed room and literacy rates by sex

Average persons per bed room	Households (in %)	Literacy rate (11-45 years)					
		Sample Census 2011 (On self/proxy reporting basis)			LAS-2011 (On assessment basis)		
		Male	Female	Both	Male	Female	Both
1	4.7	80.6	63.3	71.1	69.9	51.3	59.7
1.1-2.0	33.6	72.0	63.8	68.0	63.4	52.9	58.2
2.1-3.0	30.8	63.4	59.5	61.5	54.6	49.1	52.0
3+	30.9	52.8	50.2	51.6	44.8	40.3	42.7
Total :	**100.0**	**63.6**	**58.4**	**61.1**	**56.9**	**50.2**	**53.7**

Table 5.1 compares literacy rates of Sample Census-2011 and the same of Literacy Assessment Survey-2011 by average number of persons per bed room. This table shows that literacy rates were decreased with the increased number of persons per bed room. Overall Functional literacy rate was 53.7% compared to 61.1% in Sample Census-2011. In case of single person per bed room, functional literacy rate was 59.7% as compared with 71.1% in Sample Census-2011. In case of more than 3 persons per bed room, functional literacy rate was 42.7% as compared to 51.6% in the Sample Census 2011. Here it is found that only 4.7% households had bed rooms where single person can live alone.

Table 5.2 shows that, in both the surveys, the highest literacy rate was observed in the households those used tap as source of drinking water followed by pond as source of drinking water. Overall and male/female functional literacy rates were lower than that of general/traditional literacy rates.

Table 5.2: Percentage distribution of households by source of drinking water and literacy rates by sex

Source of drinking water	Households (in %)	Literacy rate (11-45 years)					
		Sample Census 2011 (On self/proxy reporting basis)			**LAS-2011** (On assessment basis)		
		Male	**Female**	**Both**	**Male**	**Female**	**Both**
Tap	4.5	82.1	76.2	79.3	69.8	63.0	66.5
Tube–well / Deep Tube-well	91.0	63.0	58.2	60.7	54.7	47.8	51.3
Well	1.2	55.8	36.3	46.6	46.6	25.5	36.7
Pond	1.7	66.5	58.9	62.7	58.6	50.4	54.5
River/Ditch/Canal	0.9	50.4	39.1	44.9	35.0	27.6	31.4
Other	0.7	54.9	37.7	46.5	46.6	33.3	40.2
Total:	**100.0**	**63.6**	**58.4**	**61.1**	**56.9**	**50.2**	**53.7**

The lowest literacy rate (in both ways) was observed in the households those used river/ditch/canal as the source of drinking water. Literacy rates varied from 44.9% to 79.3% in the Sample Census 2011 and 31.4% to 66.5% in the LAS-2011 based on the source of drinking water. In both the surveys, it is found that literacy rates are comparatively higher at the households using tap-water for drinking purpose.

Table 5.3: Toilet facility reported by households and literacy rates

Toilet facility	Households (in %)	Literacy rate(11-45 years)					
		Sample Census 2011 (On self/proxy reporting basis)			LAS-2011 (On assessment basis)		
		Male	Female	Both	Male	Female	Both
Rural							
Sanitary (water sealed)	19.3	75.1	70.0	72.7	67.2	59.0	63.3
Sanitary (not water sealed)	27.3	64.9	60.5	62.7	55.5	48.4	52.0
Non-sanitary/Kancha	28.0	53.4	47.8	50.7	45.2	38.6	42.0
Other types	6.6	38.8	33.2	36.0	31.3	24.8	28.1
Total:	81.2	61.3	56.1	58.8	52.8	45.6	49.3
Urban							
Sanitary (water sealed)	7.8	85.2	82.6	84.0	78.2	72.8	75.6
Sanitary (not water sealed)	6.8	70.8	64.4	67.8	61.2	53.0	57.4
Non-sanitary/Kancha	3.8	59.0	49.8	54.5	48.5	39.2	44.0
Other types	0.5	38.0	31.1	34.5	30.1	24.9	27.4
Total:	18.9	73.6	68.1	71.0	64.9	57.7	61.5
National							
Sanitary (water sealed)	27.0	78.0	73.7	75.9	70.3	63.0	66.8
Sanitary (not water sealed)	34.0	66.1	61.3	63.7	56.6	49.3	53.0
Non-sanitary/Kancha	31.9	54.1	48.0	51.1	45.6	38.7	42.2
Other types	7.0	38.7	33.3	35.9	31.3	24.8	28.1
Total:	**100.0**	**63.6**	**58.4**	**61.1**	**56.9**	**52.2**	**53.7**

Table 5.3 shows that the highest respondents (66.8%) in LAS-2011 and also in Sample Census-2011 (75.9%) were found literate in the households those use water sealed sanitary latrine. The lowest literacy rate was observed in both the surveys for the households those use other types of toilet/open space as their toilet. There were remarkable differences in literacy rates among males-females and also among rural-urban areas. As is expected, urban literacy rates are higher compared to rural whatever be the facilities available for toilet except other types of toilet.

Table 5.4: Literacy rates in the households having access to selected facilities by sex

Name of the facilities	Facilitated persons (In %)	Literacy rate (11-45 years)					
		Sample Census 2011 (On self/proxy reporting basis)			LAS-2011 (On assessment basis)		
		Male	Female	Both	Male	Female	Both
Rural							
Reading Newspaper	12.7	61.2	56.1	58.8	52.8	45.6	49.3
Listening Radio	3.9	75.1	69.6	72.4	64.9	58.2	61.6
Watching T.V.	39.1	67.4	62.0	64.9	58.8	50.8	55.0
Using Internet	0.5	69.0	64.8	67.0	60.0	53.5	56.8
Total:		**61.2**	**56.1**	**58.8**	**52.8**	**45.6**	**49.3**
Urban							
Reading Newspaper	25.8	73.6	68.1	71.0	64.9	57.7	61.5
Listening Radio	4.1	89.9	87.7	88.8	83.6	79.5	81.6
Watching T.V.	68.9	78.7	73.9	76.4	69.9	63.7	67.0
Using Internet	3.9	79.0	74.1	76.6	70.6	64.0	67.4
Total:		**73.7**	**68.1**	**71.0**	**64.9**	**57.7**	**61.5**
National							
Reading Newspaper	15.3	63.6	58.3	61.0	55.0	47.9	51.6
Listening Radio	3.9	78.8	74.2	76.6	69.5	63.8	66.7
Watching T.V.	44.8	70.1	64.8	67.6	61.4	53.8	57.9
Using Internet	1.1	71.9	67.2	69.6	63.0	56.4	59.7
Total:		**63.7**	**58.3**	**61.0**	**56.9**	**50.2**	**53.7**

Table 5.4 shows literacy rates of the respondents who have access to one or more facilities say, reading newspaper, listening to radio, watching television (T.V) and using internet. Among the total sample persons 15.3% have had access in reading newspaper, 3.9% have listened to radio, 44.8% watched T.V and 1.1% used internet.

The highest literacy rate was found among the respondents who were listening radio. This is fact in rural and urban also comparing the access to the mentioned four facilities. The lowest literacy rate was observed among the respondents who were reading news paper. Here also, urban literacy rates were higher compared to rural for both at functional literacy rates measured by LAS-2011and at general literacy rates found in Sample Census-2011.

Table 5.5: Literacy rate of the respondents by employment status

Employment status	Households (in%)	Literacy rate (11-45 years)					
		Sample Census 2011 (On self/proxy reporting basis)			LAS-2011 (On assessment basis)		
		Male	Female	Both	Male	Female	Both
Employer	0.8	71.7	62.8	70.8	60.4	58.0	60.7
Employee	11.6	68.2	59.2	66.5	57.0	49.7	55.6
Self employed (agri.)	11.7	46.8	38.7	46.3	40.0	28.5	39.2
Self employed (non- agri.)	10.9	56.1	52.6	55.8	47.1	46.0	47.0
Family helper	2.3	61.7	42.5	54.2	50.8	32.8	43.8
Others	62.7	74.6	59.1	63.9	66.9	48.4	54.1
Total	**100.0**	**63.6**	**58.4**	**61.1**	**56.9**	**50.2**	**53.7**

Table 5.5 shows literacy rate of the respondents by their employment status. In both the surveys, highest literacy rate was observed in case of employer, lowest literacy rate was found in case of self employed in agricultural sector. There found differences in literacy rates on the basis of employment status among male-female in both the surveys.

5.2 Comparison of literacy rate between Sample Census-2011 and LAS-2011

Table 5.6 compared literacy rates of Sample Census-2011 and Literacy Assessment Survey-2011. Two surveys were conducted separately by different enumerators in the same households. So, these surveys were independent from each other since the definitions of literacy were not same in these two surveys. As stated earlier Sample Census-2011 treated a person as literate if he can write a letter. But Literacy Assessment Survey-2011 arranged a cognizance test by administering predesigned questionnaire (instruments) and based on the result of the test the person was considered either as literate or as illiterate.

Table 5.6: Response difference of literacy level of respondents between LAS-2011 and Sample Census-2011

LAS-2011	Sample Census-2011		
	Literate	Non-Literate	Total
Literate	46.9	6.8	53.7
Non-Literate	16.0	30.3	46.3
Total	**62.9**	**37.1**	**100.0**

Both the surveys agreed 46.9% respondents as literate and 30.3% respondents as illiterate. So, the total agreement between the surveys was 77.2%. Beside the Literacy Assessment Survey-2011 identified 6.8% respondents as literate while Sample Census-2011 treated them as illiterate. On the other hand, LAS-2011 considered 16.0% respondents as illiterate while according to Sample Census-2011 they were literate. Thus the total disagreement between the surveys was 22.8.

5.3 Migration for the purpose of education

Table 5.7 shows the percentage distribution of persons migrated mainly for education to the total migrants from a district to another by age group and residence.

Table 5.7: Percentage distribution of persons migrated mainly for education to the total migrants from a district to another by age group and residence

Age group	As percent of total migrants		
	Rural	Urban	National
11-15	11.2	9.2	10.8
16-20	7.1	6.1	6.9
21-25	3.6	5.7	3.8
26-30	2.9	1.0	2.7
31+	2.8	4.3	3.0
Total	**3.8**	**4.7**	**3.9**

Among total rural migrants, only 3.8% migrated for the purpose of education. The same for urban was 4.7%. Nationally the rate of migration mainly for education purpose was 3.9%. Table 5.7 revealed that the highest migration occurred in the age group 11-15 and the lowest occurred in the age group of 26-30.

5.4 Distribution of students by types of institutions

Table 5.8 shows the distribution of students of age 3 years and above by type of educational institutions and residence.

Table 5.8: Percentage distribution of students 3 years and above by type of educational institutions and residence

Type of educational institute	Students (in %)		
	Rural	Urban	National
Government	38.9	47.5	41.0
Non govt./MPO	51.2	46.0	49.9
Religious	8.4	4.4	7.4
Non-formal	0.8	1.0	0.9
Others	0.7	1.1	0.8
Total:	**100.0**	**100.0**	**100.0**

Sample Census 2011 revealed that among the total students, 77.2% read in rural educational institutions and the rest in urban and among the total students, 59% read in non-govt. /MPO institutions. The above table shows that 38.9% rural students and 47.5% urban students read in government institutions and only 7.4% students read in religious institutions.

Kish Table

Household Serial Number			Number of eligible persons in the household									
			1	2	3	4	5	6	7	8	9	10+
1	11	21	1	2	1	2	1	2	6	4	7	6
2	12	22	1	1	1	1	3	5	3	5	5	2
3	13	23	1	2	1	3	4	1	5	2	1	4
4	14	24	1	1	2	2	2	3	1	3	4	7
5	15	25	1	1	2	1	4	4	2	1	3	9
6	16		1	2	3	3	3	5	4	7	2	3
7	17		1	1	3	3	2	4	6	6	6	6
8	18		1	2	3	1	1	1	5	6	8	4
9	19		1	1	1	2	1	3	3	3	6	5
10	20		1	2	2	2	2	4	4	4	3	8

বাংলাদেশ পরিসংখ্যান ব্যুরো

নমুনা শুমারি ২০১১

(গোপনীয়)

2011050

সেকশন ১: গৃহ সংক্রান্ত

সেকশন ২: গৃহতালিকা ও খানার মাঠ–সংক্ষেপ

১a. খানার ঠিকানা:

১b. সনাক্ত শাখা এব

২a. নমুনা শুমারি খানা নম্বর

২b. শুমারি খানা নম্বর

সেকশন ৩: খানা সংক্রান্ত

৩. খানার সদস্য: (মোট) পুরুষ মহিলা

a. সদস্য সাধারণত:
এ খানায় বসবাস করে

b. সদস্য সাধারণত: এ খানায়
বসবাস করে কিন্তু বর্তমানে
অনুপস্থিত

c. খানার সাধারণ সদস্য
বর্তমানে বিদেশে বসবাস করে

d. অতিথি

e. খানায় সাধারণত সদস্য বিগন
শিশুদিলেন এবং গত ৫
বছরের মধ্যে (৩০% এপ্রেলস)

৪. গৃহের প্রকার		৫. প্রধান গৃহের দেয়ালের উপকরণ		৬. প্রধান গৃহের ছাদের উপকরণ		৭. প্রধান গৃহের (মেঝের উপকরণ)
আলাদা	☐	খড়/বাঁশ/পলিথিন/ প্লাস্টিক/কাগজ	☐	খড়/বাঁশ/পলিথিন/ প্লাস্টিক/কাগজ	☐	মাটি ☐
সেমিপাকা	☐	মাটি/কাঁচা ইট	☐	টিন (সিমেন্ট)	☐	কাঠ/বাঁশ ☐
সংযুক্ত/বাজার হাউস	☐	টিন (সিমেন্ট)	☐	টালি	☐	ইট-সিমেন্ট ☐
		কাঠ	☐	ইট-সিমেন্ট	☐	মোজাইক/টাইলস ☐
		ইট-সিমেন্ট	☐	অন্যান্য	☐	অন্যান্য ☐

৮. বাসস্থান

(মোট কক্ষ সংখ্যা)
(শোবার কক্ষ সংখ্যা)

৯. ইহা কি ভাড়াবাসা?
হ্যাঁ ☐   না ☐

সেকশন ৪: খানার সংক্রান্ত

১০. ইহা কি খুদ হ্যা-(গোষ্ঠী) খানা?
হ্যাঁ ☐   না ☐

১১. গৃহ মালিকানা:
১=নিজ
২=ভাড়া
৩=বিনা ভাড়া

১২. খানার পানি

a. খানার পানির প্রধান উৎস
b. এ খানায় (আয়রন) (যাতনা) কিন্তুবসিক
c. পানির উৎসের দুরত্ব
১০০ মিটারের
১০০ মিটারের
হ্যাঁ ☐ না ☐

১৩. পায়খানার প্রকার		১৪. কঠিন বর্জ্য নিষ্কাষন ব্যবস্থাপনা		১৫. আলোর উৎস		১৬. রান্নার জ্বালানী
	☐		☐	বিদ্যুৎ ☐		☐
	☐		☐	কেরোসিন ☐		☐
	☐		☐	সোলার ☐		☐
	☐		☐	অন্যান্য ☐		☐

১৭. খানার কতজন কৃষক ও মহিলা সদস্য মোবাইল ফোন ছাড়ি, রেডিও চ্যানেল, টেলিভিশন চ্যানেল অথবা ইন্টারনেট ব্যবহার করে?

	হ্যাঁ	না
a. পত্রিকা পড়া	☐	☐
b. রেডিও শোনা	☐	☐
c. টেলিভিশন দেখা	☐	☐
d. ইন্টারনেট ব্যবহার করে	☐	☐

২০. এ খানায় নিজস্ব আছে কি?

	হ্যাঁ	না
রেডিও	☐	☐
টেলিভিশন	☐	☐
মোবাইল ফোন	☐	☐
টেলিফোন	☐	☐
কম্পিউটার	☐	☐
রিক্সা/ভ্যান	☐	☐

মডিউল-৮: ব্যক্তি সংক্রান্ত

21. লাইন নম্বর	22. খানার সদস্যের নাম	23. বয়স	24. খানা প্রধানের সাথে সম্পর্ক	25. লিঙ্গ	26. মায়ের লাইন নম্বর	27. মা কি জীবিত?	28. বাবা কি জীবিত?	29. ধর্ম	30. মাতৃভাষা	31. বিয়ের তথ্য	32. অব্যাহূবা করায়ছে?			33. বর্তমান তথ্য	34. গত এক বছর পূর্বে অবস্থান			35.	36.	37.	38.	39.
											a. অব্যাহূবা	b. জেলা (থানা) (পৌর) কোড	c. জন্মস্থানের এলাকা		a. গত বছর পূর্বে (কি/কোথায়) বসবাস করেন?	b. জেলা (থানা) এলাকা (পৌর) কোড	c. বসবাসের এলাকা					
১																						
২																						
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৪																						
৫																						
৬																						
৭																						
৮																						
৯																						
০																						

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মডিউল ৫: অর্থনৈতিক কর্মকাণ্ড (১০ বছর ও তদূর্ধ্ব বয়সের সদস্যদের জন্য) নারীর জন্য

মডিউল ৬: বিবাহ সংক্রান্ত (১০ বছর ও তদূর্ধ্ব বয়সের জন্য)

ক্রমিক নম্বর	40.			41.	42.	43.a	43.b	44.	45.a	45.b	46.		47.	48.		49.	50.	51.	52.	53.	54.	
	হাঁ	না	নাই								হাঁ	না		হাঁ	না						হাঁ	না
১	☐	☐	☐								☐	☐		☐	☐						☐	☐
২	☐	☐	☐								☐	☐		☐	☐						☐	☐
৩	☐	☐	☐								☐	☐		☐	☐						☐	☐
৪	☐	☐	☐								☐	☐		☐	☐						☐	☐
৫	☐	☐	☐								☐	☐		☐	☐						☐	☐
৬	☐	☐	☐								☐	☐		☐	☐						☐	☐
৭	☐	☐	☐								☐	☐		☐	☐						☐	☐
৮	☐	☐	☐								☐	☐		☐	☐						☐	☐
৯	☐	☐	☐								☐	☐		☐	☐						☐	☐
০	☐	☐	☐								☐	☐		☐	☐						☐	☐

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মডিউল ৩: আন্তর্জাতিক মাইগ্রেশন

(৫ বছর ও তদুর্ধ্ব বয়সের লোকজন যারা জন্মের সময় যেখানে ছিল তার চেয়ে অন্য বিদেশি থেকে ৬ মাস বা অধিক থাকতে বিদেশ গেছে)

ক্রমিক নম্বর	67. জন্মের নাম	68. লিঙ্গ	69. বয়স	70. মূলত যেখানে ছিল	71. বিদেশে থাকার সময়কাল	72. বিদেশ যাওয়ার কারণ	73. প্রবেশের স্থানে
১							
২							
৩							
৪							

মডিউল ১২: বিগণ (মৃত সম্পর্কিত জন্য)

ক্রমিক নম্বর	64. কোন (সেল হতে কতটুকু এসেছেন?)		65. বিগণ হতে কতদিন (কতটুকু এসেছেন?)		66. বিগণ হতে কারণ কী?
	প্রদত্ত নাম	পিতৃর কোড	মাস	বছর	

মডিউল ১০: মৃত্যু সংক্রান্ত (গত ১২ মাসে)

সকল বয়সের সম্পাদের জন্য

ক্রমিক নম্বর	74. গত ১২ মাস ও বছরে কোন সম্পদ মৃত্যুবরণ করেছেন কি?	75. মৃতের নাম	76. লিঙ্গ	77. মৃত্যুকাল বয়স কত ছিল?	78. (কারণ মাত্র)			79. নাম-মৃত্যু সময় গর্ভবতী ছিলেন কি?	80. নাম-গর্ভাবস্থা সময় অথবা গর্ভপাত মৃত্যু ৪২ দিনের মধ্যে মাত্র		81a. নাম-বাচ্চা হওয়ার সময় মৃত্যু মধ্যে মাত্র কি?		81b. হওয়ার ৪২ দিনের মধ্যে মাত্র কি?	
	হ্যাঁ / না → পরবর্তী যান		পুরুষ / নারী		ভ্রূণ / শিশুকাল / বার্ধক্য			হ্যাঁ / না	হ্যাঁ / না		হ্যাঁ / না		হ্যাঁ / না	
১	☐☐		☐☐		☐☐☐			☐☐	☐☐		☐☐		☐☐	
২	☐☐		☐☐		☐☐☐			☐☐	☐☐		☐☐		☐☐	
৩	☐☐		☐☐		☐☐☐			☐☐	☐☐		☐☐		☐☐	
৪	☐☐		☐☐		☐☐☐			☐☐	☐☐		☐☐		☐☐	

মডিউল ৯: জীবিত সন্তান (বর্তমান বিবাহিত/তালাকপ্রাপ্ত/বিধবা/বিচ্ছিন্ন মহিলাদের জন্য যাদের বয়স ১০-৪৯ বছর)

ক্রমিক নম্বর	55. মোট জীবিত জন্মের সংখ্যা	56. জীবিত পুত্র/মেয়ের সংখ্যা যারা বাড়িতে বসবাস করে		57. জীবিত পুত্র/মেয়ের সংখ্যা যারা অন্যত্র বসবাস করে		58. জীবিত পুত্র/মেয়ের সংখ্যা যারা মারা গেছে		59. গত ১২ মাসে জীবিত জন্ম হয়েছিল কি?	60. জীবিত জন্মের লিঙ্গ	61. যমজ কি?	62. নাম-বাচ্চা জন্মের সময় (কে মায়াগত)	63. কোথায় বাচ্চা হয়েছিল?
		পুত্র	কন্যা	পুত্র	কন্যা	পুত্র	কন্যা	হ্যাঁ / না → পরবর্তী সম্পদ	পুত্র / কন্যা	হ্যাঁ / না		
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Bangladesh Bureau of Statistics

(CONFIDENTIAL)

Bangladesh Bureau of Statistics
Sample Census 2011

22011050

Module 1: Identification and Household Summary

1a. Household Address:

1b. Continuation pages ____ pg.

2a. Sample Census Household Number

2b. Census Household Number

3. Household members

	Total	Male	Female
a. Members usually living in the HH			
b. Members usually living in the HH but currently absent			
c. Former members of the HH now living abroad			
d. Visitors			
e. Members of the HH that returned from abroad in the 5 past years			

Module 2: Housing related

4. Type of dwelling?
- ☐ Separate
- ☐ Apartment
- ☐ Joint/Barrack house

5. Construction material of walls?
- ☐ Straw/Bamboo/Polythene/Plastic/Canvas
- ☐ Mud/Unburnt brick
- ☐ Tin (CI Sheet)
- ☐ Wood
- ☐ Brick-Cement
- ☐ Others

6. Construction material of roof?
- ☐ Straw/Bamboo/Polythene/Plastic/Canvas
- ☐ Tin (CI sheet)
- ☐ Tally
- ☐ Brick-Cement
- ☐ Others

7. Construction material of floor?
- ☐ Mud
- ☐ Wood/Bamboo
- ☐ Brick/Cement
- ☐ Mosaic/Tiles
- ☐ Others

8. Dwelling
- a. Total number of rooms
- b. Number of rooms used for sleeping

9. Is it a slum dwelling? ☐ Yes ☐ No

Module 3: Household Related

10. Does your hh belong to an ethnic community? ☐ Yes ☐ No

11. Tenancy of house 1=Owned 2=Rented 3=Rent free

12. Drinking water

a. Main source of drinking water: ☐ Tap ☐ Tubewell/Deep tubewell ☐ Well ☐ Pond ☐ River/ditch/Canal ☐ Others

b. Does the household drink boiled/bottled/filtered water? ☐ Yes ☐ No

c. Distance to source of water: ☐ Inside dwelling ☐ Within 200 meters ☐ More than 200 meters

13. Type of toilet: ☐ Sanitary with water seal ☐ Sanitary without water seal ☐ Non-sanitary/Kutcha ☐ Open space

14. Disposal of solid waste: ☐ Managed dustbin ☐ Unmanaged dump site ☐ Bury/inside pit ☐ Burn

15. Source of light: ☐ Electricity ☐ Solar energy ☐ Kerosene ☐ Bio-gas ☐ Others

16. Cooking fuel: ☐ Wood ☐ Kerosene ☐ Gas/LPG ☐ Electricity ☐ Straw/leaf/dried cowdung ☐ Bio-gas

17. How many male and female members of the household read newspaper, listen to radio, watch television or use internet?

a. Read newspaper		b. Listen to radio		c. Watch television		d. Use internet	
Male	Female	Male	Female	Male	Female	Male	Female

Does any member of the HH own a house/land?

18a. House? If no, skip to Q.19a		18b. If yes, how many own house?		19a. Land? If no, skip to Q.20		19b. If yes, how many own land?	
Yes	No	Male	Female	Yes	No	Male	Female
☐	☐			☐	☐		

20. Does this household own the following? (Ask question for each item. If the answer is yes put cross on 'yes' box else put cross on 'no' box)

Item	Yes	No
Rickshaw	☐	☐
Push Cart/Rickshaw Van	☐	☐
Bull/Buffalo Cart	☐	☐
Boat	☐	☐
Bicycle	☐	☐
Motorcycle	☐	☐
Motor Car/Bus/Truck	☐	☐
Scooter/CNG/Auto rickshaw	☐	☐
Telephone	☐	☐
Mobile	☐	☐
Television/Radio/Transistor	☐	☐
Sewing Machine	☐	☐
Dish Antenna	☐	☐
Computer	☐	☐
Freezer/Deep Freezer	☐	☐

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FORM LongFormEnumeration_P1_Front (05/17/11)

Module 4: Individual

21. Line Number	22. Name of Household member	23. Age	24. Relationship with Head of Household	25. Sex	26. Line number of mother	27. Is mother alive	28. Is father alive	29. Religion	30. Mother tongue	31. Second language	32. Location of birth place			33. Current Zila		34. Location of living 5 years ago			3 years or more aged member		7 years or more aged member		
											a. Birth place	b. Different Zila/Country Code	c. Type of locality of birth	a. Duration of living in this Zila	b. Main reason for coming to this Zila	a. Previous residence, 5 years ago	b. Different Zila/Country Code	c. Type of locality of former residence	35. School attendance	36. Type of school	37. Literacy	38. Highest class passed	39. Field of education
	Write names of all members usually living in the HH. Write the nickname in English in block letters. Write the names in the order: head, spouse, youngest child, older child, other relative and other non-relative.	Write the number of completed years, enter "00" if less than one year	1-Head of household 2-Wife/husband 3-Children 4-Parents/ parents-in-law 5-Daughter/ son-in-law 6-Brother/sister and brother/ sister-in-law 7-Grandchildren/ great grandchildren 8-Other relative 9-Non-relative	1-Male 2-Female	Write '00' if biological mother is not a member of the household If mother is a member of HH → Go to Q.28	1-Yes 2-No 3-Don't know	1-Yes 2-No 3-Don't know	1-Islam 2-Hindusm 3-Buddhism 4-Christianity 5-Others	1-Bengali 2-Others	1-Bengali 2-English 3-Others 4-None	1-Same Zila → Q.33a 2-Different Zila 3-Different Country	(Write using code list)	1-Rural area 2-Metropolitan area 3-Other urban area	(Completed years) If Q.32a = 1 → Q.34a	1-Marriage 2-Education 3-Employment/ Business 4-In search of work 5-Natural calamity 6-Family quarrel 7-Tortured/ deserted by spouse 8-Other	1-Same Zila → Q.35 2-Different Zila 3-Different Country	(Write using code list)	1-Rural area 2-Metropolitan area 3-Other urban area	0-Don't currently attend → Q.37 1-Pre-primary 2-Primary 3-Junior secondary 4-Secondary/ higher secondary 5-Graduate 6-Masters and over	1-Government 2-Non-government/ NPO 3-Religious/ 4-Non-formal 5-Others	1-Cannot read and write → Q.40 2-Can read only → Q.40 3-Can read and write	(Education code)	1-General 2-Technical/ Vocational 3-Religious
1																							
2																							
3																							
4																							
5																							
6																	1						
7																							
8																							
9																							
0																							

FORM LongFormEnumeration P1 Back (05/17/11)

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Module 5: Economic Activities (For members of age 10 years and above) | **Module 6: Nuptiality (For members of age 10 years and above)**

Line Number	40. Was he/she engaged in any gainful activity for at least 1 hour during the last 7 days?			41. How many hours did he/she work during the last 7 days? (Write number of hours, then → Q.43)	42. What is the main reason for not working during the last 7 days? (Write code, then → Q.46) 1-Student 2-Housewife and child care 3-Old age/ retired 4-Physical or mental problem 5-Sick/ Accident 6-No work found	**43. Description of economic activity**			44. Activity status 1-Employer 2-Employee 3-Self-Employed-Agriculture 4-Self-Employed-Non-Agriculture 5-Family Helper 6-Others	**45. Main Occupation**		46. Was he/she engaged in any activity for HH gain or own consumption for at least 1 hour during the last 7 days? (Fruits, vegetables, poultry and live stock rearing, catching of fish, collection of woodi/water, cottage industry, threshing and drying of crops etc.)		47. How many hours did he/she work for HH gain or own consumption during the last 7 days?	48. Is he/she looking for a job or any income generating activity?		49. Marital status 1-Never married → next person 2-Married 3-Widower/widowed 4-Divorced 5-Separated	50. Age at first marriage (Completed years)	51. Number of times married If once, (female) → Q.55 (male) → next member	**For males who married more than once**				
	Yes	Has a job but did not work because on leave or sick → Q.43	No → Q.42			a. In which field of activity did he/she work?	b. Activity code (Supervisor will write 2 digit code using BSIC)			a. What type of work did he/she do? (designation or description)	b. Occupation code (Supervisor will write 2 digit code using BSOC)	Yes	No → Q.48		Yes	No				52. How many wives now live in the house-hold?	53. How many wives now live in other house-holds?	54. Is the first wife alive?	
																						Yes	No
1	☐	☐	☐									☐	☐		☐	☐						☐	☐
2	☐	☐	☐									☐	☐		☐	☐						☐	☐
3	☐	☐	☐									☐	☐		☐	☐						☐	☐
4	☐	☐	☐									☐	☐		☐	☐						☐	☐
5	☐	☐	☐									☐	☐		☐	☐						☐	☐
6	☐	☐	☐									☐	☐		☐	☐						☐	☐
7	☐	☐	☐									☐	☐		☐	☐						☐	☐
8	☐	☐	☐									☐	☐		☐	☐						☐	☐
9	☐	☐	☐									☐	☐		☐	☐						☐	☐
0	☐	☐	☐									☐	☐		☐	☐						☐	☐

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Module 7: Fertility (For currently married/divorced/separated/widowed women of age 10 years and above)

Line Number	55. Total number of live births	56. Number of live births who usually live in the HH		57. Number of live births who usually live outside the HH		58. Number of children born alive who later died		For women currently of age 10 to 49 years					
		Son	Daughter	Son	Daughter	Son	Daughter	59. Gave a live birth during last 12 months? 1-Yes 2-No → next member	60. Sex of the live birth 1-Son 2-Daughter	61. Is the child still alive? 1-Yes 2-No	62. Who assisted in delivery? 1-Doctor 2-Nurse/health worker 3-Skilled birth attendant 4-Unskilled birth attendant 5-Others	63. Where did the delivery take place? 1-Gov. hospital and health care centre 2-NGO health care centre 3-Private hospital and health care centre 4-At home
1												
2												
3												
4												
5												
6												
7												
8												
9												
0												

Module 8: Members returned from abroad

For HH members who returned from abroad in the past 5 years

Line Number	64. Country where he/she returned from		65. Date when he/she returned from abroad		66. Main reason for return 1-Completion of tenure 2-Pushed out/illegal 3-Returned intentionally 4-Health reason 5-On leave 6-Poor salary 7-Others
	Name	Code	Month	Year	

Module 9: International Migration

For person 5 years and above who were the members of this household but migrated for 6 or more months

Serial No.	67. Name of migrant (Nickname)	68. Sex 1-Male 2-Female	69. Age (Year)	70. Degree (Education code)	71. Duration (Year)	72. Reason for leaving 1-Work, 2-Study 3-Dependency 4-Others	73. Destination (Country Code)
1							
2							
3							
4							

Module 10: Death (During last 12 months)

	For members of all ages						For female members of age 10 to 49 who died during the last one year										
Serial Number	74. Did any member of the household die during last 12 months? If No → next household Yes / No	75. Name of deceased	76. Sex Male / Female	77. Age at the time of death (Completed year)	78. Where died? Home / Hospital / Other			79. Was she pregnant at the time of death? Yes / No		80. Did she die during abortion or during 42 days after abortion? Yes / No		81a. Did she die during delivery? Yes / No		81b. Did she die within 42 days after delivery? Yes / No	
1	☐ ☐		☐ ☐		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	☐ ☐		☐ ☐		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	☐ ☐		☐ ☐		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	☐ ☐		☐ ☐		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

FORM LongFormEnumeration_P2_Back (05/17/11)

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

পরিকল্পনা মন্ত্রণালয়

পরিসংখ্যান বিভাগ

বাংলাদেশ পরিসংখ্যান ব্যুরো

ই,২৭/এ, আগারগাঁও, ঢাকা-১২০৭

লিটর‍্যাসি অ্যাসেসমেন্ট সার্ভে ২০১১

পরিচিতি ও ফলাফল(এ অংশ গণনাকারী/তথ্য সংগ্রহকারী পূরণ করবেন)।

পরিচিতি

জেলার নাম -- কোড ☐ ☐   PSU Serial ☐ ☐

ফলাফল

মোট নম্বর	1	0	0
প্রাপ্ত নম্বর			

গণনা এলাকা নম্বর		
খানা নম্বর		
লাইন নম্বর		

মডিউল-১ পঠন দক্ষতা যাচাই :

(পূর্ণমান-25)

(ডান পাশের সংখ্যাগুলো প্রশ্নের মান জ্ঞাপক)

প্রশ্ন-১ (ক) নিচের শব্দগুলো পড়ুন :

আমার	বাড়ি	হিসাব	নারী	অধিকার

মান $\frac{1}{2}$ x 5 = $2\frac{1}{2}$ প্রাপ্তনম্বর ☐

সাক্ষরতা	বন্যা	নিয়ন্ত্রণ	বৌদ্ধ	হৃদয়

মান $1\frac{1}{2}$ x 5 = $7\frac{1}{2}$ প্রাপ্তনম্বর ☐

প্রশ্ন-১(খ) নিচের অনুচ্ছেদটি পড়ুন :

হাকিম আলী একজন চাষি। তিনি খুব সুখী লোক। তাঁর একটি ছেলে ও একটি মেয়ে আছে। তিনি তাদেরকে খুব ভালবাসেন ও যত্ন নেন। তাঁর ছেলে-মেয়েরা মনোযোগ দিয়ে লেখাপড়া করে এবং তাঁর স্ত্রী তাদের দেখাশুনা করেন। তিনি একজন ভাল সমাজকর্মী। তাঁর সন্তানগণ একদিন বড়ো হয়ে পরিবার, সমাজ ও দেশ গড়বে।

মান বণ্টন ও প্রাপ্তনম্বর

	মান	প্রাপ্তনম্বর
পড়তে না পারলে	0	
কষ্ট করে পড়তে পারলে	5	
মোটামুটি পড়তে পারলে	10	
ভালভাবে পড়তে পারলে	15	

.মডিউল-২ লিখন দক্ষতা যাচাই :

(পূর্ণমান-25)

প্রশ্ন-২(ক) আপনার নিজের সম্পর্কে নিচের বাক্যগুলো পূর্ণ করে লিখুন :

১) আমার নাম ....

২) আমার বয়স ....

৩) আমি একজন (পেশা)..

8) আমি .... বাস করি

মান 2 x 4 = 8   প্রাপ্তনম্বর ☐

প্রশ্ন-২(খ) সপ্তাহের সাত বারের নাম লিখুন :

১। ---

২। ---

৩। ---

8। ---

৫। ---

৬। ---

৭। ---

মান 1 x 7 = 7   প্রাপ্তনম্বর ☐

প্রশ্ন-২ (গ) আপনি যেখানে বাস করেন সে স্থান (গ্রাম/শহর) সম্পর্কে ৫টি বাক্য লিখুন :

১।...

২।...

৩।...

8।...

৫।...

মান 2 x 5 = 10   প্রাপ্তনম্বর ☐

মডিউল-৩ গাণিতিক দক্ষতা যাচাই :
(পূর্ণমান-25)

প্রশ্ন-৩ (ক) নিচের সংখ্যাগুলো পড়ুন :

৫৪, ৯৯, ২০৮, ৩৬৮   মান $\frac{1}{2}$ x 4 = 2   প্রাপ্তনম্বর

প্রশ্ন-৩ (খ) যোগ করুন :   প্রশ্ন-৩ (গ) বিয়োগ করুন :   প্রশ্ন-৩ (ঘ) গুণ করুন :   প্রশ্ন-৩(ঙ) ভাগ করুন :

      ৮৫   ৮৫   ৭   ৫)২৫(

      ১৭   ১৭   ৩

মান 2 x 4 = 8   প্রাপ্তনম্বর

প্রশ্ন-৩ (চ) ৩টি ৫০ টাকার নোট = কত টাকা ?   উত্তর :--------- টাকা ।   মান   2   প্রাপ্তনম্বর

প্রশ্ন-৩ (ছ) নিচের সংখ্যাগুলো বড় থেকে ছোট ক্রমানুসারে সাজিয়ে লিখুন :

১২৫, ২৮০, ৭০, ৩০০, ৫০

উত্তর : -------------, --------------, -------------, -------------, -------------।

মান   2   প্রাপ্তনম্বর

প্রশ্ন-৩ (জ) আপনি ৫০০ টাকা নিয়ে বাজারে গিয়ে ২০০ টাকার চাল, ১৮০ টাকার মাংস, ২০ টাকার আলু এবং

৪০ টাকার মসলা কিনলেন। আপনার কাছে আর কত টাকা অবশিষ্ট রইল ?   উত্তর : ----------------

টাকা   মান 6   প্রাপ্তনম্বর

প্রশ্ন-৩ (ঝ) ১১৭টি লিচু ৩ জনের মধ্যে সমানভাবে ভাগ করে দিলে ১ জনে কয়টি লিচু পাবে ? উত্তর -----------
টি

মান 5   প্রাপ্তনম্বর

মডিউল -৪ প্রায়োগিক (কমুনিকেশন/কম্প্রিহেনসন) দক্ষতা যাচাই :   **(পূর্ণমান-25)**

প্রশ্ন-৪ (ক) চিত্রের ঘড়িটিতে কয়টা বাজে ?

উত্তর : ----------- টা -------------মি.   মান 3   প্রাপ্তনম্বর [   ]

উত্তর

পশ্চিম   পূর্ব

দক্ষিণ

চিত্রের ম্যাপ দেখে উত্তর লিখুন :

প্রশ্ন-৪ (খ) বাংলাদেশের পশ্চিমে কোন দেশ অবস্থিত ?   উত্তর : ----------------------------|

মান 3   প্রাপ্তনম্বর [   ]

প্রশ্ন-৪ (গ) বঙ্গোপসাগর বাংলাদেশের কোন দিকে অবস্থিত ?   উত্তর : ----------------------------|

মান 3   প্রাপ্তনম্বর [   ]

প্রশ্ন-৪ (ঘ) বাংলাদেশের দক্ষিণ-পূর্ব দিকে কোন দেশ অবস্থিত ?   উত্তর :----------------------------|

মান 3   প্রাপ্তনম্বর [   ]

প্রশ্ন-৪ (ঙ) প্রশ্নের অনুচ্ছেদটি পড়ে উত্তর লিখুন :

যৌতুক আমাদের সমাজের একটি কুপ্রথা। যৌতুক দিতে পারে না বলে অনেক মেয়ের বিয়ে হয় না। যৌতুক না দিলে স্বামীর বাড়িতে অনেক মেয়ে নির্যাতিত হয়। যৌতুকের দাবী পূরণ করতে গিয়ে অনেক পরিবার পথে বসেছে। আমাদের সমাজে মেয়েদের সঠিক ম যাদা দেয়া হয় না। যৌতুক দেয়া-নেয়া দুটোই সমান অপরাধ। যারা যৌতুক দিতে ও নিতে সাহায্য করে তারাও অপরাধী। যৌতুকের অভিযোগে প্রথম শ্রেণির জুডিসিয়াল ম্যাজিস্ট্রেটের আদালতে মামলা করা যায়।

        ✱ যৌতুকের অভিযোগে কোথায় মামলা করা যায় ?

উত্তর : ---

মান 3   প্রাপ্তনম্বর [   ]

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প্রশ্ন-৪ (চ) ছবির ব্যক্তিগণের নাম লিখুন :
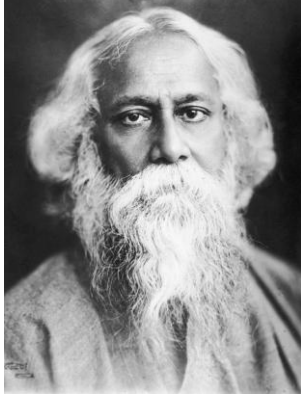
উত্তর : --------------------------------

উত্তর : --------------------------------

মান $1\frac{1}{2} \times 2 = 3$ প্রাপ্তনম্বর

প্রশ্ন-৪(ছ)   নিম্নের ছবি দেখে ফুল, মাছ ও ফলটির নাম লিখুন :

উত্তর : --------------   উত্তর : --------------   উত্তর : ---------------

মান ১ x ৩ = ৩   প্রাপ্তনম্বর

প্রশ্ন-৪ (জ) আমাদের দেশের জাতীয় পতাকায় কী কী রং আছে ?

উত্তর :   ১। ------------------------------------

          ২। ------------------------------------

মান ২ x ২ = ৪   প্রাপ্তনম্বর

তথ্য সংগ্রহকারীর নাম   :   সমন্বয়কারীর নাম   :

তথ্য সংগ্রহকারীর পদবি :   সমন্বয়কারীর পদবি :

স্বাক্ষর :   স্বাক্ষর   :

তথ্য সংগ্রহের তারিখ :   তথ্য সংগ্রহকারীর নিকট হতে গ্রহণের তারিখ :

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Government of the People's Republic of Bangladesh
Ministry of Planning
Statistics Division
Bangladesh Bureau of Statistics
E-27/A, Agargaon, Dhaka-1207
www.bbs.gov.bd

Literacy Assessment Survey-2011

Identification & Result (to be filled in by the data collector)

Identity

District Name --------------------------- Code [|]   PSU Serial [|]

Result

Enumeration Area No.		
Household No.		
Line No.		

Total Marks	1	0	0
Score			

Module-1 Reading skill test: **(Full mark-25)**

(Figures at the right side indicating the marks for a particular question)

Q-1(a) Read the following words :

My	House	Account	Women	Right

Mark $\frac{1}{2}$ x 5 = $2\frac{1}{2}$ Score [ ]

Literacy	Flood	Control	Buddhist	Heart

Mark $1\frac{1}{2}$ x 5 = $7\frac{1}{2}$ Score [ ]

Q-1(b) Read the following paragraph :

Hakim Ali is a farmer. He is a very happy person . He has one son and one daughter. He loves them very much and takes care of them. His children study attentively and his wife looks after them. He is a good social worker. One day his children will build their family, society and the nation.

Distribution of Marks & Score

	Marks	Score
Can't read	0	
Read hardly	5	
Read averagely	10	
Read fluently	15	

Module- 2: Writing skill test :   **(Full mark-25)**

Q-2(a) Complete the following sentences about yourself :

    1. My name is --

    2. I am   --

    3. I am a (Profession) --

    4. I --- live

                                   Mark 2 x 4 = 8   Score

Q-2(b) Write the name of seven days of the week :

    1. --

    2. --

    3. --

    4. --

    5. --

    6. --

    7. --

                                   Mark 1 x 7=7   Score

Q-2(c) Write 5 sentences about your own village or town :

    1. --

    2. --

    3. --

    4. --

    5. --

                                  Mark 2 x 5=10   Score

Module-3 Numeracy test :   **(Full marks-25)**

Q-3 (a) Read the following figures :

      54, 99, 208, 368   Mark 2x4=8   Score ☐

Q-3   (b) Add   Q-3(c)   Q-3(d)   Q-3(e) Divide

     85   85   7   5) 25 (
     17   17   3
   ----------------   ----------------   ------------------

                                      Mark 2 x 4 = 8   Score ☐

Q-3(f) 3 note of Tk.50 = How much Tk.?   Answer : Tk. ....

                                       Marks   2   Score ☐

Q-3 (g) Arrange the following figures in descending order:

    125, 280, 70, 300, 50

     Answer :................, ..., ..., ..., ...

                                      Marks 2   Score ☐

Q-3 (h) You went to the market with Tk.500 in your pocket. You bought rice for Tk. 200, meat
      for Tk.180, Potato for Tk. 20, and spices for Tk. 40. How much money will remain
      with you ?

                        Answer : Tk. ....

                        Marks 6   Score ☐

Q-3 (i) How many lichis will be received by every persons, if 117 lichis are divided among 3
      persons.

                        Answer : Tk. ....

                        Marks 5   Score ☐

Module-4 Communication/Comprehension skill test : (Full marks-25)

Q-4 (a) What is the time according to the watch depicted ?

Answer :..................... hour .... minutes   Marks 5 Score [ ]

North

West   East

South

Give your answer according to the map :

Q-4 (b) Which country is at the west of Bangladesh ?   Answer :.............................

Mark 3   Score [ ]

Q-4 (c) In which side of Bangladesh the Bay of Bengal is situated ? Answer :.............................

Mark 3   Score [ ]

Q-4 (d) Which country is at the south-east of Bangladesh?   Answer:.............................

Mark 3   Score [ ]

Q-4 (e) Read the passage and answer the question :

Dowry is a bad custom of our society. Many girls' remain unmarried due to the inability of fulfilling the demand of dowry. Many bride have to face punishment at husbands' house due to this reason. Many families have lost all of their valuables because of fulfilling the dowry demand. Women seldom get due honor in our society. Both giving and taking of dowry is a crime. Anybody who helps in giving and taking dowry is a criminal. Legal case can be filled in the court the of 1st Class judicial magistrate Hakim regarding dowry .

** Where one can file a legal case regarding dowry?

Ans :.. Mark 3   Score ☐

Q-4 (f) Write the name of persons shown in the photographs:
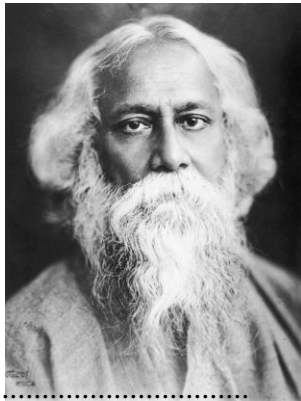
Ans :...   Ans :...

Mark $1\frac{1}{2}$ x 2 = 3   Score ☐

Q-4(g) Write the name of the flower, fish and fruit below:

Ans :.................................   Ans....................................   Ans....................................

Marks -1x3=3   Score ☐

Q-4(h) What are the colours of our National Flag ?

Ans :   1...

            2...   Marks 2x2=4   Score ☐

Name of the   Name of the
Data Collector: Supervising officer:

Position   :   Position   :

Signature   :   Signature   :

Date of data collection: Date of Receiving
                                               from the Data Collector:

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Technical Committee on Census Wing

01.	Mr. Waliul Islam, Retired Secretary, Statistics Division	Chairman
02.	Director General/Deputy Director General, BBS	Co-Chairman
03.	Prof. Kazi Saleh Ahmed, Ex- Vice Chancellor, Jahangirnagar University	Member
04.	Joint Secretary, Statistics and Informatics Division (SID)	Member
05.	Dr. Rafiqul Huda Chowdhury, Ex- UN Expert	Member
06.	Prof. Barkaat-e-Khuda, Department of Economics, University of Dhaka	Member
07.	Representative, Department of Gender Studies, University of Dhaka	Member
08.	Chairman, Department of Population Science, University of Dhaka	Member
09.	Director General, NIPORT	Member
10.	Prof. M. Kabir, Department of Statistics, Jahangirnagar University	Member
11.	Project Director, Population and Housing Census Project	Member
12.	Mr. Abdul Baten, Retired Director, BBS	Member
13.	Director, Census Wing, BBS	Member-Secretary

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2. Mr. Dr. Dipankar Roy   Deputy Director, Member
3. Mr. Mohammad Abdul Kadir Miah   Deputy Director & FPO, Member Secretary

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