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Problems and Doings of Elementary Education for Girls in the Char Region: An Observational Study from the Teacher's Perspective

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Background of the Study- Education is the way to live well in this vast workplace. Education exposes us to creativity, adapting to the surrounding world. Education is the key to development. The scope of education is very wide and broad. Very important in terms of education. Education is a human process that directs a person to the desired behavior in order to achieve a specific goal. Education is behind any civilization change. Education reaches the nation at its peak. And education is the mainstay of development of any country. And the basic premise of education is primary education. Different types and levels of education have been seen in the social system of Bangladesh since ancient times. One of these levels is the elementary education level. It is through this stage that a child begins to receive the most important education in his life. It is through this education that she gradually begins to grow as a child.

In Bangladesh's education structure, primary education is divided into two levels. 1) Pre-primary education level 2) Primary education level. Pre-primary education has been organized to ensure the development of universal humanitarian scholarship and the necessary mental and physical preparation such as infinite curiosity, infinite curiosity, joy, and endless enthusiasm for the child to begin formal education for the child.

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PROBLEMSANDDOINGSOFELEMENTARYEDUCATIONFORGIRLSINTHECHAR REGIONANDOBSERVATIONALSTUDYFROMTHETEACHERSPERSPECTIVE

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Problems and Doings of Elementary Education for Girls in the Char Region: An Observational Study from the Teacher's Perspective

Dr. Prosannajid Sarkar [α], Mst. Anowary Parvin [σ], Md. Rafiqul Islam [ρ] & Md. Motaher Hossain [ω]

I. Background of the Study

Education is the way to live well in this vast workplace. Education exposes us to creativity, adapting to the surrounding world. Education is the key to development. The scope of education is very wide and broad. Very important in terms of education. Education is a human process that directs a person to the desired behavior in order to achieve a specific goal. Education is behind any civilization change. Education reaches the nation at its peak. And education is the mainstay of development of any country. And the basic premise of education is primary education. Different types and levels of education have been seen in the social system of Bangladesh since ancient times. One of these levels is the elementary education level. It is through this stage that a child begins to receive the most important education in his life. It is through this education that she gradually begins to grow as a child.

In Bangladesh's education structure, primary education is divided into two levels. 1) Pre-primary education level 2) Primary education level. Pre-primary education has been organized to ensure the development of universal humanitarian scholarship and the necessary mental and physical preparation such as infinite curiosity, infinite curiosity, joy, and endless enthusiasm for the child to begin formal education for the child. The government has recognized pre-primary education as a distinct and distinct category in light of the important directions of the National Education Policy, 2010 for teachers and the existing child development and education set for this pre-primary education level. The age of the baby here is between 3 years and 4 years. In the primary education level, the age of the child is from 3 years to 4 years. It is through this stage that a child begins to receive his formal and formal education. This education is from 1st grade to 5th grade. Which is 5 years. Primary education level education in Bangladesh has been made public, unpaid and compulsory for 5 years. This level of education has been made compulsory by enacting parliamentary legislation. If the child is in the age of 5 years to 6 years, he has the law to provide compulsory primary school admission. Percentage of enrollment in primary schools has been enacted. So that this child at the primary education level can be exploited for the welfare of the country and the world. It is the responsibility of the society to provide the child with the opportunity to receive such education only when he/she is of primary age.

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II. Problems of the Study

Bangladesh is one of the largest islands in the world. Numerous rivers have flowed over this sub-island of three nature landmarks. And that is why Bangladesh is well known as a riverine country (Contemporary World: Bangladesh International and Other Context-Page-1) Due to increasing population crisis and river erosion, the people of this country have been living in the past for long time to settle the housing crisis. Is coming Livelihoods of livestock are mainly dependent on agriculture and fisheries. But drought, floods and hailstorms are affecting the agriculture of the Chara region constantly. Residents of Chowar spend most of their time struggling to survive in adverse weather and disaster conditions. The quality of life of people in the Chara region is almost always equal. Child labor is a common occurrence in the Char regions. The Charavibis themselves, as laborers, employ their children as their assistants, in the name of acquiring their professional skills before they reach the ripe old age. Moreover, the lack of schooling, transportation problems, various constraints of education administration due to lack of appropriate activities due to lack of proper activities impedes the speed of primary education in the Char region. This problem is more pronounced in the case of daughters' children. The feminist aspect deprives the children of the education of the girls of the Char region, and in addition to the family discrimination, including the marriage of the children, the children of the children who are able to go to primary school in the char region have to live. Which hinders implementation of compulsory

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primary education. On the other hand, the International CDO Charter, National Women's Development Policy, has impeded implementation of the Millennium Development Goals.

III. Rational of the Study

Since primary education is the mainstay of education. And this education is founded on the next level of education and educational life. Therefore, the success of the next level of education and the student depends especially on seeing this level of education properly. Primary level students are soft children at this time. Everything they learn at this time is affected throughout their lives. No nation can improve without education. Therefore, if the girls are left behind in primary education, the country will be left behind as an educated nation. At present, there is a great need for women's education in Bangladesh. At present, the female literacy rate in the Char region is 6 percent. The present study has the rationale for integrating with the pioneer students of the girl students who are left behind in the Char region. What kind of problems exist in the backdrop of girl students from elementary education to the present, and the current research has a rationale for the concept of backwardness.

Goal:

From elementary education, check the daughters of the girls of Char region to see if they are lagging behind and to find a way to solve it if they fall behind.

Purpose:

- To check the involvement of girl children of Char region in primary education.
- To select religious and social barriers to the education of the girls of the region of Char.
- To know the existing problems of the primary education activities of the girls of the region.
- To provide recommendations for improving the primary education activities of the girls of the Char region.

Permitted decisions:

1. The physical infrastructure of the government primary school in the Char region is poor.
2. In the primary education, the girl child of the region of Char is part of the primary education not saturated.
3. There are various obstacles to the education of the children of the girls of the Char region.
4. The primary education activities of the girl children of the Char region are underdeveloped.

IV. Related Literature Review

Prior research and literature review are very important in any one study. The subject of research that the researcher has to review related research and literature before selecting. According to the researcher, no research has been done in the Rangpur Government Teachers Training College or any Teacher Training College belonging to the National University. In this regard, the research work is completely new. However, a research paper titled "Children's opinion zip / 20" in connection with this study was found.

V. Methods and Methodology

The survey method has been followed in carrying out the research work. In this study, data related to the physical activities of the primary elementary school of the region, teaching methods, use of educational materials, library, toilets, teacher-student boundary wall, etc. were collected. The data was collected through direct interviews with the respondents in light of the questionnaire for data collection. The results are presented by applying different statistical methods in processing and analyzing the data collected for the study. Data were collected separately from schools of different grades (A and B). As a result, there is an opportunity to analyze the data of government primary schools in different grades of grades separately.

a) Sample selection of research

Generally, the number of educational institutes in the Char region is low. In order to carry out the research work, eight government primary schools were selected out of 16 schools in different Char area of Gangachara Upazila under Rangpur district administrative areas. Of them, 4 were selected from Lohani char, 3 from Binabina char and 1 from Mutukpur char. The data were collected from selected 8 government primary school teacher were selected 16 primary teachers by using snowball sampling technique.

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VI. Results and Discussion

Figure 1: Does your school have separate toilets for girls? Statistics for the answer to this question are shown in the pie chart below and 62.5% of schools do not have separate toilets for girl students.

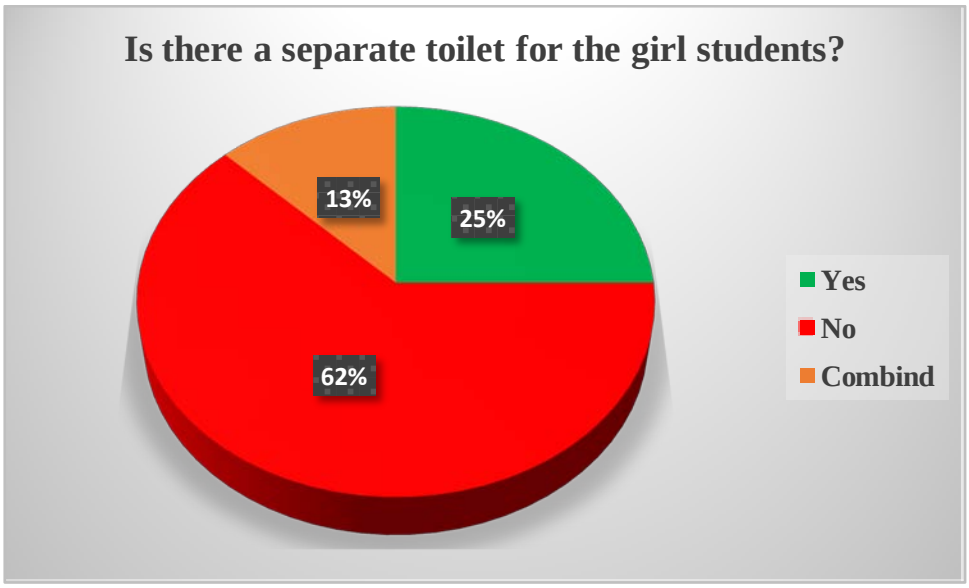


Figure 1: Is there a separate toilet for the girl students in the pie chart?

Figure 2: Is there a school restroom or common room for girl students?

The answer to this question is shown through the below pie chart and 12% of schools do not have a restroom or common room for girls.

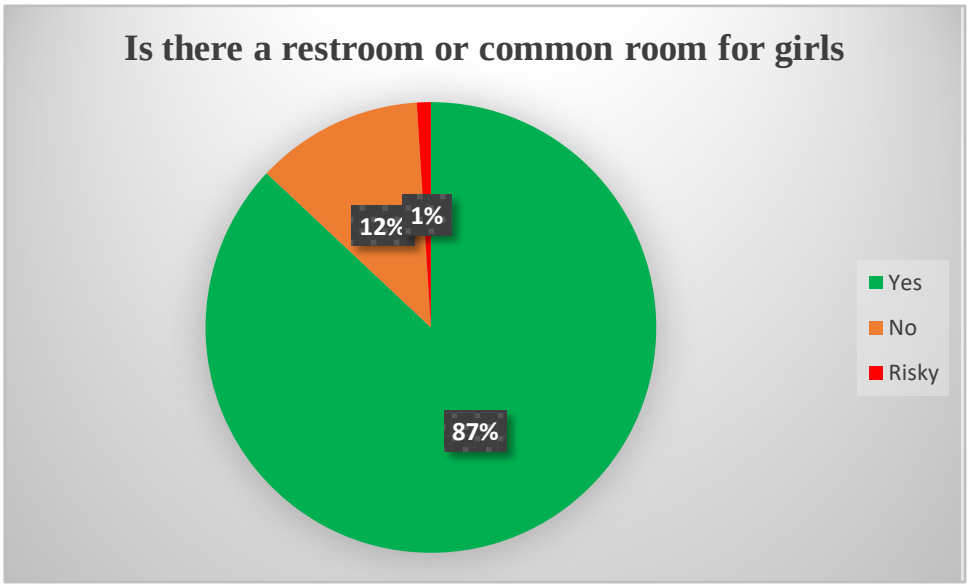


Figure 2: Is there a restroom or common room for girls in the pie image?

Figure 3: Are there female teachers required to attend school?

The answer to this question is shown through the pie chart and 69% of the schools do not have the number of female teachers required for teaching.

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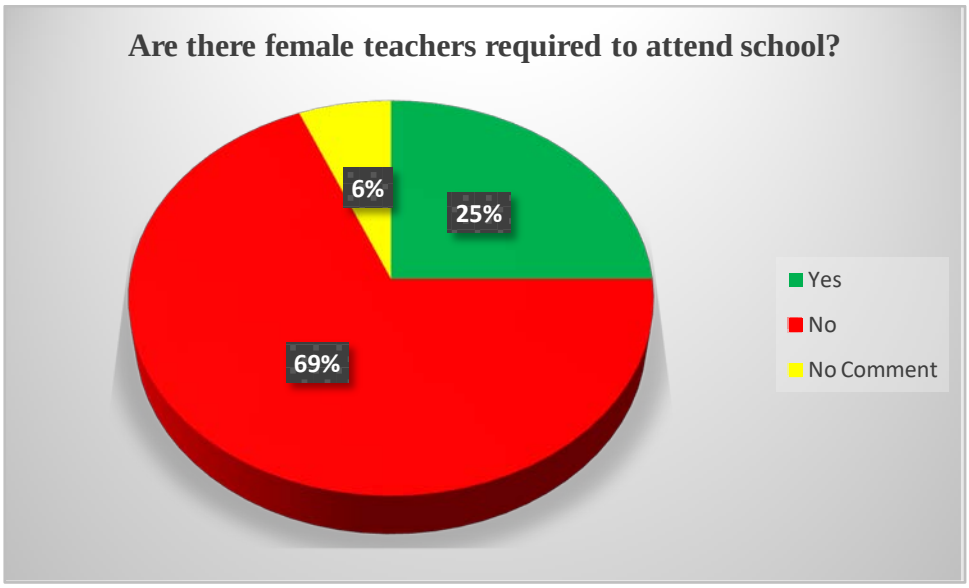


Figure 3: Are there female teachers required to attend school?

Table 1: Do members of the SMC preserve their daughter's rights properly?

Statistics for the answer to this question are shown in the table 1, and 62.50 percent of school members in SMC do not do properly exercise their daughters' rights.

Table 1: Members of the SMC- preserve their daughters rights properly?

Do	Do not do	Some do
3 (18.75)	10 (62.50)	3 (18.75)

Figure 4: Do teachers have friendly relationships with female students?

The answer to this question is shown through pi chart. The study revealed that the teachers do not have a student friendly relationship with the girls' students in 31% of schools.

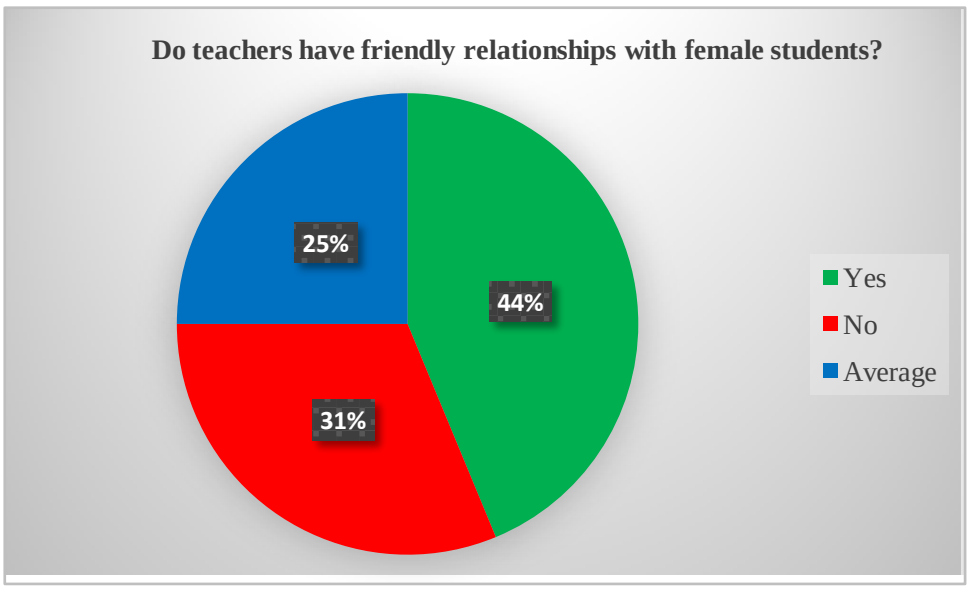


Figure 4: Do teachers have friendly relationships with female students?

Figure 5: Do the girl learners regularly participate in the classmates' regular activities with other students?

The answer to this question is shown through the pie diagram. The study illustrate that 37.5% of school girls do not participate in regular school-class activities with other students.

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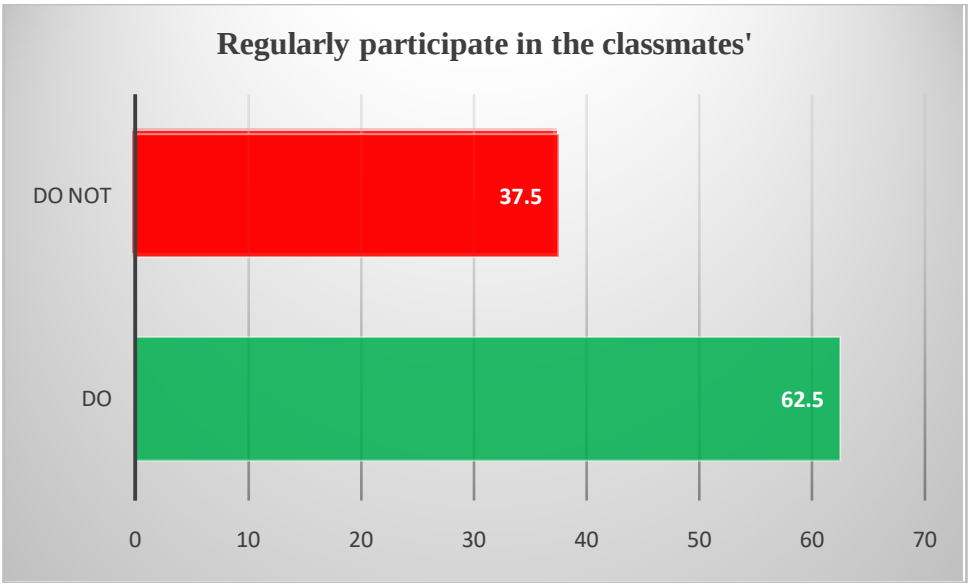


Figure 5: Do pie girls, female students, regularly engage with other students in sequential activities?

Table 2: Is there a safe way to walk to your school?

Statistics for the answer to this question are shown in the Table 2. The study displayed that 31.25% of school do not have safe walking street to go to school.

Table 2: Is your school safe way for walking on the road?

There is	There are some parts	No
2 (12.5)	5 (56.25)	9 (31.25)

The above table number in parenthesis indicated percentage

Table 3: Are there any different sports items for girl students?

The statistics for the answer to this question are shown in the Table 3. The study exhibited that 50% of schools do not have any separate sports content for girl students.

Table 3: Are there any different sports items for girl students?

There is	There are rough	No
3 (18.75)	5 (31.25)	8 (50)

Figure 6: What do you think child marriage is a barrier to the development of primary education for girl students?

The answer to this question is shown through the pie diagram and 69 percent school teachers believe that there is a barrier to the development of primary education for the girls.

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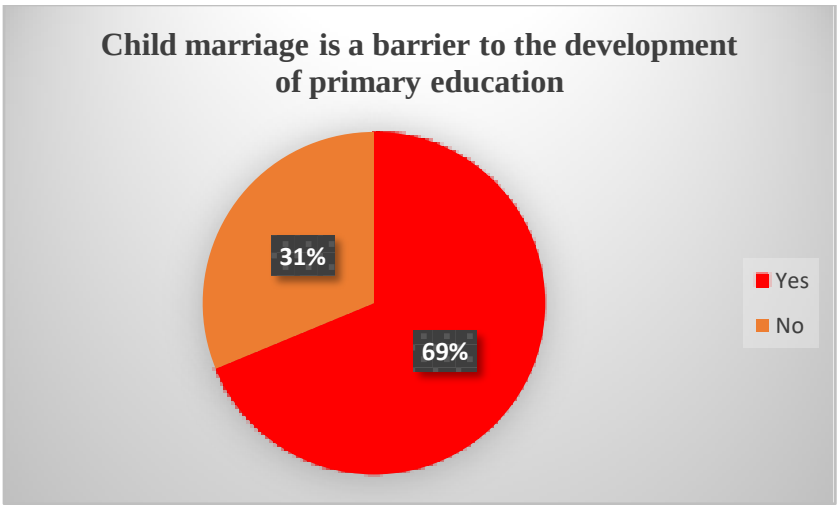


Figure 6: Child marriage is a barrier to the development of primary education of girl students.

Figure 7: Are female students engaged in harvesting/harvesting potatoes?

The answer to this question is shown in the figure sunburst as below. The data showed that 62% of school girls are engaged in harvesting/harvesting potatoes.

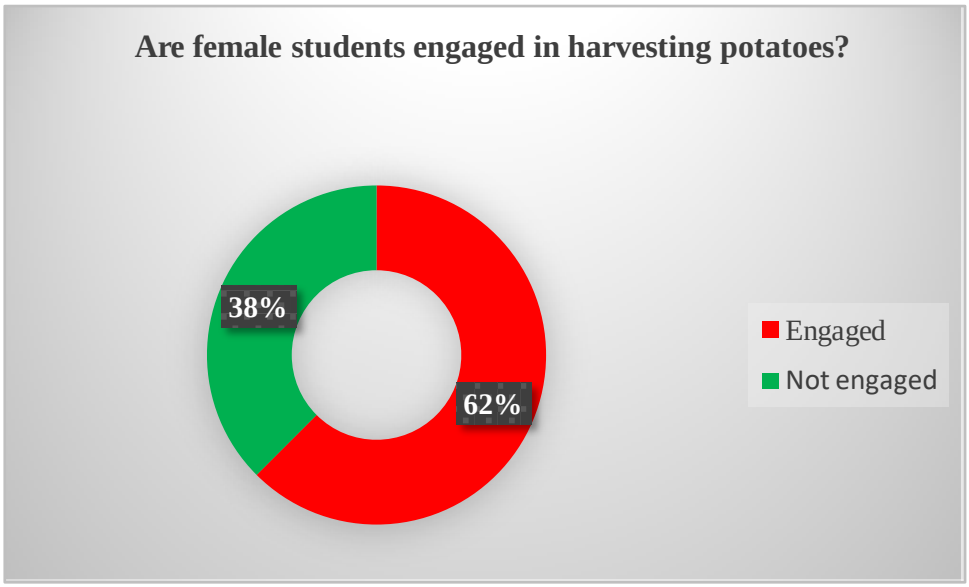


Figure 7: Are female students engaged in harvesting/harvesting potatoes?

Figure 8: Is there any secure way for female students in the time of menstruation?

The answer to this question is shown through the pie diagram, and 1.25% of school girls have no safe way to go in monthly.

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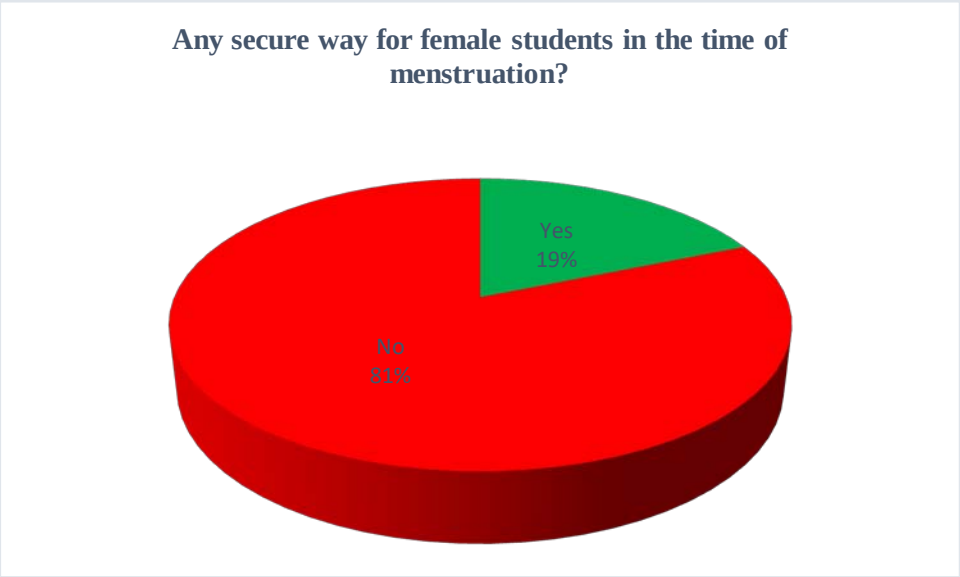


Figure 8: Is there any secure way for female students in the time of menstruation?

Table 4: Are Girl Students Employed as Garment Workers?

Statistics for the answer to this question are shown in the Table 4. The study showed that 50% of the girls are employed as garment workers in the school.

Table 4: Are Girl Students Employed as Garment Workers?

Appointed as garment worker	Number (Percentage)
Being	8 (50%)
Not being	1 (6.25%)
Being rough	7 (43.75)

VII. Findings of the Study

This study can be called an exceptional and unique single study. The study not only examined the problems and causes of primary education of the girls of the government primary schools in the Char area but also highlighted the overall condition of all primary schools in the country. After obtaining the necessary research and validation decisions, one can get an idea of the elementary education of the girl students of the Government Primary School in the Char region and come to the following written conclusions about the presence of girls in the schools. The physical infrastructure of the government primary schools in the Char region is poor. Therefore, there is a lack of necessary infrastructure in proportion to the needs of the girl students.

i. No separate modern facilities for girl students have been added to government primary schools in the Char region.
ii. iThe required number of female teachers was not recruited in the government primary schools in the Char region.
iii. Not all the combined efforts and initiatives of primary education of girl students were seen in the government primary schools of the Char region.
iv. The government primary schools in the Char region have not yet been converted into a sanctuary for female students, considering the overall aspect.

VIII. Recommendations

Research is an ongoing process. The main objective of the present study is to inform the girls about the real situation of primary education of girls in Char area, subject to the "problems and causes of primary education of girl children of Char region". By analyzing the various material, data and data collected along with this study, more information was given about the importance of enhancing the primary education of girls in the region. The recommendations that the researcher has made to continue the research work in the future are:

i. Schools should be helpful for the development of children for girls.
ii. It is necessary to increase the supply of appropriate education.
iii. Teaching of the school should be continued in an age-appropriate science-based teaching and learning system.
iv. Friendship with daughter students and teachers should be maintained in a friendly relationship.

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v. Modern facilities should be increased in schools for girl students.
vi. It is necessary to appoint the highest qualified and talented female teachers at the proportionate rate in the schools.
vii. The school should be equipped with materials that attract the child's mind.
viii. The authorities should take immediate steps to remove any problem, fearing that the school may be in the middle of a girl child.
ix. All children should keep an eye on the basic education of their daughters.

IX. Conclusion

Finally, by analyzing the results, it can be said that, for each student, his or her school is one of the most attractive places, where each student will be in a spontaneous position and every student will be surrounded by his or her classmates' education and dreams for the future. In order to make that dream a reality, every person living in the society today should give priority to the education where the light of education spreads. The innocent child should be given the maximum opportunity to smooth the path of growth. This requires the development of appropriate school. More needed are the great teachers who have truly established themselves as craftsmen to make people. Government should ensure availability of proper curriculum and modern education with the help of developing the dormant talent of the child. The progress of education should be continued in accordance with the modern scientific methodology in time. All children must be school-oriented to ensure quality basic education. The child must do whatever is necessary for primary education. Parents must be aware of the importance of elementary education. This importance is especially widespread, especially for children of daughters. The role of mothers in child education is more pronounced. A single mother is the first teacher of a child's primary education. The child's education relationship with the mother's education is very close. If the mother is educated then the child will be educated at least in primary education and if the mother is educated then the nation will also be educated.

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