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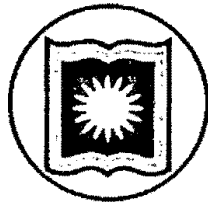
Disparity in Primary education of Bangladesh and Its Adverse Impact: A Comparative Study of Rural and Urban Education

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Disparity in Primary education of Bangladesh and Its Adverse Impact: A Comparative Study of Rural and Urban Education



M. Phil Thesis

Researcher

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**Institute of Education and Research (IER)
University of Rajshahi
Rajshahi-6205, Bangladesh.**

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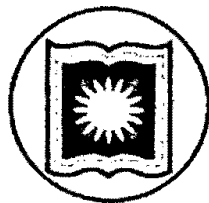
*A Dissertation Submitted to the Institute of Education and Research
(IER) in Partial Fulfillment of the Requirements for the*

*Degree
of
Master of Philosophy*

**Institute of Education and Research (IER)
University of Rajshahi
Rajshahi-6205, Bangladesh.**

June 2011

Disparity in Primary education of Bangladesh and Its Adverse Impact: A Comparative Study of Rural and Urban Education



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June 2011

*Dedicated
To
My Beloved Parents*

Abstract

Bangladesh is a large populated country in a very small area. The natural resources are insufficient for this population. In our country 85% people live in rural area. That's why more than 85% children live in rural area. The facilities of Primary Education in rural area are lower than urban. The rural people are less conscious than the people of urban. Beside this, Bangladesh wants to achieve Millennium Development Goal. To ensure primary education for all children and to remove poverty, it needs to find the lacking of primary education system because it is the foundation of all educations. The aim of the proposed study is to explore the disparity of primary education between rural and urban area and its adverse impact in Bangladesh. We have seen various disparities in primary education from the history of Bengal. These disparities were between higher and lower class, Hindu and Muslim. The Pakistani rulers have made clear disparity in education sector between East and West Pakistan. At that time the education of Bengal also neglected. Bangladesh has tried her best to improve the education but still now there are some disparities in primary education between urban and rural area. We have found that the primary students of urban area are more skilled, punctual and their school attendance also higher than the students of rural area. The beneficiaries of urban primary education are more aware in socio-political and legal issues than that of rural. Not only this, the former students of Urban Primary Education are doing better in economic changes on livelihood than that of Rural Primary Education. The main findings of the study are the disparities of those education by the name; nutrition, schooling and knowledge. The adverse impacts of those disparities are parent's education, awareness and economic condition. The disparity and adverse impact are rolling circularly. To stop this circle, necessary steps will be implemented.

Declaration

I do hereby declare that the dissertation entitled “Disparity in Primary education of Bangladesh and Its Adverse Impact: A Comparative Study of Rural and Urban Education” submitted to the Institute of Education and Research, University of Rajshahi, Bangladesh for the degree of Master of Philosophy is an original work of mine. No part of it, in any form, has been submitted to any Institute or University for any degree or for other similar purpose. I am sole proprietress of this dissertation.

June, 2011

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Certificate

I certify with pleasure that the dissertation entitled “Disparity in Primary education of Bangladesh and Its Adverse Impact: A Comparative Study of Rural and Urban Education” is an original research work of Most. Asma Ferdous, M. Phil Fellow (2006-2007), Institute of Education and Research, University of Rajshahi. She has done the work under my direct supervision in partial fulfillment of the requirements for the degree of **Master of Philosophy**. As far as I know, this is the fellow’s own achievement and is not a conjoint work. She has completed this dissertation along with my direct guidance.

I also certify that I have gone through the draft and final version of the dissertation. I am satisfied to submit this work to Institute of Education and Research, University of Rajshahi, Bangladesh for M. Phil degree.



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Supervisor

June, 2011

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Author

Acronyms

AC	After Christ
ADB	Asian Development Bank
APEID	Asia and the Pacific Program of Educational innovation for Development
AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BC	Before Christ
BRAC	Bangladesh Rural Advancement Committee
DPE	Directorate of Primary Education
FFE	Food for Education
FFYP	Fifth Five Year Plan
FGD	Focus Group discussion
FSP	Female Stipend Program
GEP	General Education Project
IBS	Institute of Bangladesh Studies
IER	Institute of Education and Research
MDG	Millennium Development Goal
MOPME	Ministry of Primary and Mass Education
NFE	Non Formal Education
NGO	Non Government Organization
PE	Primary Education
PEDP	Primary education Development Program
PMED	Primary Mass Education Project
PTI	Primary Training Institute
RPE	Rural Primary Education
RU	Rajshahi University
SAARC	South Asian Association for Regional Cooperation
TFYP	Third Five Year Plan
UN	United Nation
UNESCO	United Nations Educational Scientific
UNICEF	United Nations International Children's Emergency Fund
UPE	Urban Primary Education
WCEFA	World Conference Education for All

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Chapter One

Introduction and Methodology

1.1 Introduction

Man is a rational being. Education is a very essential element to develop the rationality. There are various steps of education. Primary education is the foundation of those steps.

“Primary education is a base for a person, from where the person has started to build the educational citadel for his own that is also the important part of social knowledge. In fact the primary education shapes up the mental make up of a human being.”¹

Bangladesh wants to fulfill Millennium Development Goal. The goal (MDG-2) is to “Achieve Universal Primary Education; Target 1: ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling”². Bangladesh government has taken necessary steps to provide the program of ‘primary education for all children’. General and compulsory primary education didn’t come in a day in Bangladesh. It has a long historical background. Bangladesh has become a British colony after the battle of Palasi in 1757. Though it was a part and parcel state of Pakistan from 1947, the ruler of West Pakistan took it as like their colony. British and Pakistani rulers wanted to destroy the social, political and economical structures of Bangladesh. In these views they had introduced a partial education system which was made the pupil nothing but clerk. The English came here only for trade and they didn’t get any

¹ Kazi Mohoshin Al Abbas, “Primary Education in Bangladesh”, 2009, <http://www.groundreport.com/Business/Primary-Education-in-Bangladesh/2906275>. Accessed online 03 January, 2010.

² United Nations Millennium Development Goal-2.

attempt to spread education in this continent in their early period. Pakistan rulers had also made disparity in education between East and West wings of the country. This matter will be clear when we see Hamidur Rahman Commission Report, 1966:13,

“Under the Pakistan government, the then East Pakistan faced serious inequality in all sphere of primary education. This disparity was due to poor allocation of funding, non-fulfillment of commitment and introducing policy against the secular aspirations of the Bengali people. ... Due to discriminatory policy of Pakistan Government, the number of schools in East Bengal was decreased to 29000 and the number of schools in West Pakistan increased to 400000 i.e. about five times; whereas, East Bengal had 56% population of the total population of the country.”³

Primary education is the first step to make a person skilled and productive. So the primary education is a very important stage. On this context it has taken general compulsory primary education in 1980 in our country. Taking all children in the age limit of 6 to 11 under primary education is one of the most important targets. Government has taken various necessary steps such as to build new school, to supply furniture, to rapier old school, recruit new teachers, to trend up teachers, to improve P.T.I, to supply free text books, to improve administration, management, monitoring and inspection to fulfill this desire within 2000. From the decade 80 the UN, UNICEF, UNESCO and many international organizations were loud for children's education and rights. In this time Bangladesh was obliged on UN charter 'Education for all' International summit in Thailand 1990, 1993 Delhi declaration. "One common message that came out of all these was to ensure education for all

³ A F M Fazle Rabbi, Primary Education in Bangladesh: Viability of Achieving Millennium Development Goals, <http://dspace.bracu.ac.bd/bitstream/10361/410/1/Primary%20education%20in%20Bangladesh.pdf> Accessed online 03 January.2010.

children.”⁴ Bangladesh has taken decision to enroll 95% children within 2000, and the reducing dropout controlled within minimum stage. Thus Bangladesh has taken “Primary Education (Compulsory) Act, 1990.”⁵ This rule has come into effective all over the country from 1993. In spite of all this initiatives, equally development of primary education did not possible. Every now and then we see the result of public examination of rural and urban area is not equal. This shows that there is rural education is lower than that of urban. “Marginalized and disadvantaged groups in general – particularly the rural and urban poor- have had significantly less access to education than other groups.”⁶ In this country only 15% people live in urban area but 70% of education expenditure is used for this area. So there is a disparity between rural and urban primary education. Though there are some works has been done on the primary education but there is no study on the disparity of urban and rural primary education. In the proposed study that will be done.

1.2 Statement of the Problem

General PE was ignored before liberation. The education system of Eptadai Madrasha dominated over all the primary education at that time. In Pakistan period the rulers wanted to impute Urdu medium education in lieu of Bangle medium education. But at the same time the people of our country wanted to avoid Urdu medium education and wanted to take only Bangle medium education by the influence of 1952’s mother tang

⁴ A. Mushtaque R. Chowdhury¹, Samir R. Nath² and Rasheda K. Choudhury, “Equity Gains in Bangladesh Primary Education,” Research and Evaluation Division, BRAC, Dhaka 2001.

⁵ Primary Education (Compulsory) Act, 1990, Act No. 27, Bangladesh Parliament, Dhaka, 13 February, 1990.

⁶ Kalene Ardt, *et al.*, “Report on Primary Education in Bangladesh: Challenges and Success,” Produced by BANBAIS, 2005. <http://ih.stanford.edu/rosenfield/resources/Primary%20Education%20in%20Bangladesh.pdf> Accessed online 05 December, 2009.

movement. Beside this in British period the rulers wanted to practice only English in education to achieve their intentions. This nation did not take it in mind because English was the language of different religious groups. For this reason the education system can not develop quietly in our country. After liberation we have got full freedom and therefore gave emphasis on Bangla medium education. As a result we were separated from the world. In the decade of 80s the nation wanted to reform PE by the influence of various world conferences. In fact from this time we have seen a bent of mind to English medium education. There were various types of Kindergarten and English medium schools were established at that time. At the same time government has taken the policy of universal primary education. Various NGOs are trying to ensure 100% enrolment of children with government. Now a day we are observing a clear division in PE. The children of higher class and highly educated society are taking one kind of education and the children of middle class and rural area are taking other kinds of education. Here we are looking some disparity between the primary education of urban and rural area. It will be find the nature of that disparity and their impacts to fulfill Millennium Development Goal in due time.

1.3 Research Questions

On the basis of the statement of the problem the following research questions may arise:

- (1) What is the present status of rural and urban primary education?
- (2) If there any disparity between the primary education of urban and rural area, what is the nature of that disparity?
- (3) What are the adverse impacts of that disparity?
- (4) What is the historical background of Primary Education?

1.4 Objectives

1. **Broad Objective:** The broad objective of the study is to explore the disparity of primary education between rural and urban and its adverse impact in Bangladesh.
2. **Specific Objectives:** The specific objectives of the study are as follows:
 1. To evaluate the present status of rural and urban primary education in Bangladesh (A case study in the Government Primary School of Puthia Upazilla, Rajshahi and Govt. and Non Govt. Primary School in Rajshahi Town.)
 2. To observe the historical back ground of the Primary Education of Bangladesh
 3. To assess the socio-political and legal awareness of rural and urban primary beneficiaries
 4. To assess the economic changes on the livelihood of rural and urban primary alumnae

1.5 Definition of the Key Terms

In the proposed study primary education (PE) means the formal and non formal education for the children within the age limits of 6 to 11. It includes all the government and non government primary school, Ibtadai madrasa, non formal education such as NGO School, satellite school, Anondo School, English medium school etc. Here disparity means the inequality of curriculums, teaching methods, teachings staffs, teaching materials, teaching duration, environments etc. Adverse impacts mean the qualitative difference of previous students of those kinds of school. Urban area means

the Pouro Corporation and City Corporation in gross sense. Actually it means the area where the modern teaching technology, system and instruments are used. On the other hand where these education systems are absent are mentioned as the rural area.

1.6 Review of Literature

Kalene Ardt, et al. **Report on Primary Education in Bangladesh: Challenges and Success**, Produced by BANBAIS, 2005; It is a report which bears a scene of primary education in Bangladesh. This report shows the historical background of primary education, ground of compulsory primary education, development and problem of primary education. In this report it analyzes equity and access issues, quality issues of government and NGO primary school, gender discrimination etc. There is no focus on urban- rural disparity in this study.

A. Mushtaque R. Chowdhury¹ , Samir R. Nath² and Rasheda K. Choudhury, **Equity Gains in Bangladesh Primary Education**, Research and Evaluation Division, BRAC, Dhaka, 2001; This is a survey report on over 44,000 households in Bangladesh. This paper uses recent field level data from Bangladesh to examine the levels and trends in selected indicators of primary education, including enrolment and quality of learning, with particular focus on the degree to which equity in education has been achieved for different gender, urban-rural, economic, and ethnic groups. This paper also discusses various programmes i.e., The Food For Education (FFE), Female stipend programme (FSP), and The BRAC non-formal schools programme. In this work there is a little analysis on urban-rural disparity which is limited within the enrolment of children.

Md. Amirul Islam, **Non-formal Education and its Socio-economic Impact: A Study on Rajshahi District**, Institute of Bangladesh Studies (IBS). This work was limited within formal and non-formal education perspective. There is no objective on urban-rural disparity of primary education in Bangladesh in this research work.

1.7 Justification of the Study

The proposed study is very essential for our country. The reasons are given below:

- (1) The review of literature suggests that there exist a knowledge gap in the field of present research, and that makes the main justification for undertaking this research. To the best of the researcher's knowledge, no research work was conducted to explore the disparity between rural and urban primary education and their adverse impact in Bangladesh. So, it can be said that this research will be fruitful in the context of Bangladesh.
- (2) Bangladesh is in the aim to fulfill sustainable development goal. To meet this goal it needs to educate every people of the country. Primary education is the foundation of literacy. So it is the burning issue to verify disparity in PE if any.
- (3) Bangladesh wants to achieve millennium development goal. So it needs to remove poverty from the country. To remove poverty educated and skilled people are very essential. If there is any disparity in PE, balance development can never be possible. Thus the proposed study demands important consideration.

- (4) In our country 85% people live in rural area. They are less conscious than the people of urban. That's why more than 85% children live in rural area. The facilities of PE in rural area are lower than urban. For this reason it needs to clarify in what sectors that PE is lower.
- (5) Bangladesh is a large populated country in a very small area. The natural resources is insufficient for this population. If the people get skill it will become a resource of the country. A large number of children are dropping out after completing PE. If their PE maintain standard level like urban they may achieve some capability for their livelihood. So it needs close analyses the condition of the PE of rural and urban area.
- (6) There are various kinds of PE institutions e.g. government primary school, non government primary school, NGO primary school, (non formal PE) Eptadai Madrasa, English medium school, kindergarten school etc. The education level is not equal in these schools. These schools have different kinds of syllabus, curriculum, teaching methods and environments. That's why the outputs of these schools are different. There are some disparities in these PE. The results of these disparities make some adverse impacts in rural and urban area. So it is very essential to clarify the nature of disparities and their adverse impacts.

1.8 Hypothesis and its Testing Tools (Variables and Indicators)

Table 1.1

The following table shows the indicators and statistical tools, which will be used to test the hypotheses

Hypotheses	Indicators	Statistical Tools
<i>Following are the specific hypotheses of this study presented in either the positive or the null forms.</i>		
Hypothesis 1: The UPE graduates are more likely to have done better performance in socio-economic activities compared to their matched pairs.	Child education Age at marriage Food security	
<i>Subsidiary hypotheses formulated for the different components of impacts of UPE are:</i>		
Hypothesis 2: UPE beneficiaries are more likely to do better in achieving life skill knowledge.	Use of safe water Use of sealed latrine. Garbage disposing	Chi-square (χ^2)
Hypothesis 3: The people who have experienced from UPE schools are more likely to have better socio-political awareness than their matched pairs.	Knowledge about voting age Name of chairman Name of the president	
Hypothesis 4: The alumnae of UPE are more likely to do better in doing economic changes on the livelihood than their matched pairs.	Annual income, Housing pattern Annual savings,	

1.9 Feasibility of the Study

The researcher is confident of completing the proposed research successfully by assessing mentioned below:

- The researcher was a teacher of rural primary school. She has practical knowledge on the problems of primary education. She has theoretical orientation in research along with the coursework conducted in IER (RU) can help her to formulate the study.
- A lot of studies relating to primary education are undertaken in Bangladesh. Reports of those studies are available in printed form and website that may be used as reference material and guideline.
- The proposed study is researchable and achievable because data collecting and processing from the selected area is easy to researcher.
- Close monitoring and supervision of supervisor, logistic support from IER, Rajshahi University and intellectual help from the scholars of different strata will help to make the research successful.

1.10 Methodology of the Research

1.10.1 Types of the research

The proposed study is explanatory, evaluative and comparative type of research. To get in-depth information and for better understanding explorative, evaluation and comparative research will be conductive.

1.10.2 Methods of the Research

Mainly survey method will be used in conducting this research.

1.10.3 Types of data to be used

Both quantitative and qualitative data will be used for this research.

1.10.4 Data Sources (Primary and secondary data sources)

Both primary and secondary sources of data will be used. The primary data sources are the raw materials of the research which will be collected from the fields of research area. In this case the data will be collected from the responders of the students of class five and previous students (alumnae, alumni and guardian) in research area. The secondary data sources are the related books, articles, published and unpublished dissertations and internet etc.

1.10.5 Study area selection

This is a comparative study and there are two groups of responders e.g. rural and urban. Rajshahi City Corporation area has selected as the urban area. Because this city is known as education city and it is one of the largest ancient city of Bangladesh. As the rural area Puthia Upazilla has selected except Puthia Pourosova. It is one of the oldest localities of Bangladesh and related to Rajshahi District.

1.10.6 Sample size and sampling

Sampling

The respondents of the study were divided into two groups; UPE (Urban Primary Education) group (experimental group) & RPE (Rural Primary Education) matched pairs group (control group). The respondents of the UPE group consisted of former students of urban primary education. They took education from any school or training institute (Govt. Non-govt.

English medium UPE.) at least four years ago. They are expected to have higher livelylihood in entering family, social and the economic process. Matching with (age, education, economic status and family background etc) them, all the participants of the matched peers group were chosen for selection. Selected both groups of participants were for comparison and calculation of the impacts of urban primary education. These are given in the table below:

Table 1.2
Groups of the Respondents

Name of Group	The sample/participants/respondents of the group
UPE group: (Experimental group)	The participants (formally educated or not) of the UPE group were those who took urban primary education from any school or training institution of Govt. or nongovt. of the study area. The participants of this group were called UPE graduates.
Matched pairs group: (Control group)	The participants of the matched pairs group were those who took rural primary education. But their socio-economic and demographical background was almost the same like the respondents of the UPE group. The participants of this group were called matched pairs.

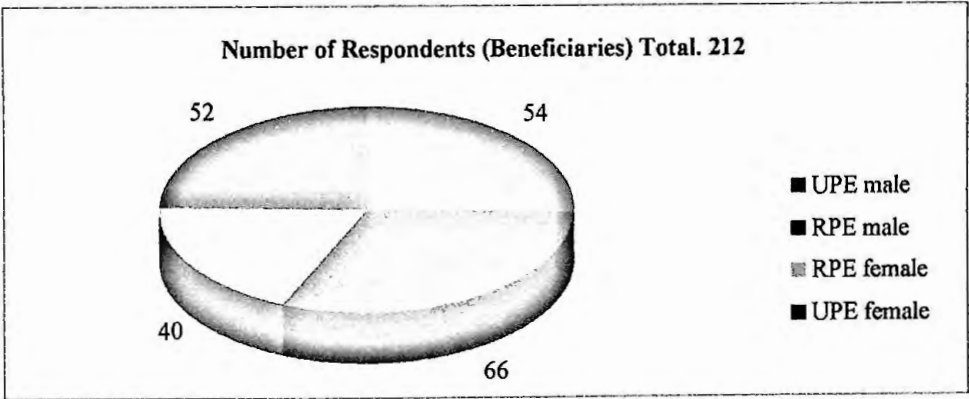
According to the table 1.2, the difference between the two groups is that the matched pairs group has no urban primary education. Except this the matched peers group carries almost all of the characteristics or components of UPE group. The participants were taken into account on the basis of their availability of the research area.

Sample size

Matched pairs sampling procedure is followed for selecting sample to collect data. The sample size is shown in the following table:

Table 1.3
Sampling Design

Stratum	Population of the study		Respondents (Sample)		Total
	Male	Female	Male	Female	
RPE Students (Matched Peer Control group)	10,469	10,438	53 (.5%)	53 (.5%)	106
UPE Students (Experimental Group)			53	53	106
Total			106	106	212
			212		



1.10.7 Data collection Techniques

Required qualitative and quantitative data on desire will be collected by personal interview through structured questionnaire survey. Secondary data will be collected through various sources, e.g. books, articles, journals,

published and unpublished dissertations, internet etc. The number of respondents will be 212. The respondents will be selected through simple random and purposive sampling respectively. In-depth interview will be used to obtain a deeper knowledge from respondents. This interview will be carried out using close and open-ended questionnaire. The researcher will interview those people who have experience in this field as key information. The focus group discussion (FGD) will be used to depict the different aspects of social values and perceptions towards the disabled and verify the information provided by other respondents.

1.10.8 Data Analysis and Interpretation

Qualitative data will be condensed and interpreted through classification and coding. Necessary attitude scale will be used to measure the socio-economic conditions of the previous primary students who have completed PE at least five years ago. Quantitative data will be processed and analyzed with the help of necessary computer software and different graphical presentations will be used.

1.11 Scope and Limitation of the research

The proposed research is a new field of study. The study seeks to explore the issues of the disparity in PE between urban and rural areas of Bangladesh. The study will explain the present situation of PE. It will examine the output of urban and rural PE. The research will be conducted based on sample survey in Rajshahi City Corporation and Puthia Upazilla. The questionnaire will be set as per the research objectives. Besides this, the researchers shall try to minimize the problems if any limitations are found while conducting the research.

Chapter Two

Historical Background of Rural and Urban Primary Education in Bangladesh

2.1 Introduction

It needs to study the historical background of rural and urban primary education if we want to know the present situation of primary education. It needs to find is there any disparity in primary education in history. We have known very little about the education and culture of ancient Bengal. "The pre-Aryan race had art-literature-music."¹ "The archaeological investigation of Shalbon Behar of Maynamoti, Mohasthan of Bogra prove that the ancient people of Bengal had bloomed a strong civilization."² Where there were some are, culture and literature it may possible there exist some education systems. This land was being ruled by various nations e.g. Drabber, Arian, Sathaia, Mongol, Semitic, Turkey, Mongol, Olondaj, British and Pakistani from the ancient age. Their habit, religion, language, art, literature and education had influenced deeply to our socio-political and cultural life. In fact our history has created by those various nations. The history of our education is also created by the same. "But there is no historical evidence on pre-Vedist education."³ The history of education of ancient Bengal has started mainly in the period of Vedic-brahman-uponasad. The education which stated in Vedic had come into touch to Bengal in later. "Though in that period they had some education system they had no any alphabet."⁴ So

¹ Niharranjan Roy, *Bangalir Itihas: Adiparba*, (Calcutta: Des Publishing, 1402 (Bangle), p. 566.

² Md. Amirul Islam, *Bangladeshar Shekkha Babosta: Khulna jala*, (Dhaka: Sathakatha Prokash, 2010), p. 96.

³ Niharranjan Roy, *Ibid.*

⁴ *Ibid.*

their education had not flow into next period. We have needed to discuss about ancient education of Bengal if we want to discuss the contemporary primary education of Bangladesh.

2.2 Ancient Period

Before the Arian race the people of Bengal had led their life very simple and modest. There were no any formal educational systems. Not only this, there was no theoretical education. In that period education means that teaching which is useful for earning livelihood. The children were taught agriculture and tending by their elder. After the settlement of the Arian race in this land the host people was fall into a cultural crises. The Arian was more skilled in agriculture, war and livelihood than the host. The settler had a strong cultural and educational background. So generally they had started dominant on the indigenous people of this land. By this time the non-Arian people had started formal education to dignified their culture. But they failed to protect their cultural purity and started cultural interaction.

The Aryan had started domination over this land within the century of 4th BC to 5th BC. It is inferred that this domination had gotten strong foundation in Goupto age. This inference is drawn from the royal edict inscribed on copper plate Bengal. In this period the Arian Brahman had migrate here to settle. There were four social classes in the Arian society e.g. Brahman, Khatratio, Bashaio and Shudro. The Brahman was known as higher class and religious authority. They had control over rest of the classes. At that time only the Brahman had gotten the opportunity to study. Education was forbidden for other classes. After a few periods the khatratio and the Shudro had gotten a little right to take education. This system of education had hampered to education for all. In this education the children

had gotten orientation to alphabet at first time in house from the elder. After that they were gone to the grove (the abode of preceptor) of an ascetic and taught by the preceptor. In the abode of preceptor the pupils were taught the rules and morels of everyday life. The expenses of the preceptor, his family and the followers were maintained by the financial help of local society. In this system a very few students were gotten the chance of education who were known as the member of higher caste. Beside this there were another kind of educational system were established and that was known as higher education center at that period. Literature, Math and astrology were taught in that center. This education was also reserved for higher society. Though this education were failed to put any impact on social life it has made the social class stronger and asceticism and Brahmanism had developed by the governed of this education system.

2.3 The Pala Dynasty

A new history of education was started after the spreading of Buddhist religion in Bengal. The self realization of Bengali was started at that time and it was shown the development of ancient education. In the Buddhist period combined education system was introduced in lieu of preceptor centered education. The Buddhist society was established on the principle of social equality. So where in Arian period a very little amount has gotten the right of education but in Buddhist society all kinds of social class had gotten the right that. This education of Buddhist period has created the concept of democracy into the mass population. The chinese traveler Fa-Yen, Hiean sang, I-tsing were appreciate the education of Bengal in that period. According to I-tsing (671Ac-695 Ac) in the sixth to seven century Ac the number of Behars and monks in Bengal was as the following chart.

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Table 2.1
Number of Behar and Monks

Place	Number of Behars	Number of Monks
Kjngala	6/7	Above 300
Pundrabardhan	20	Above 3000
Samatat	30	Above 2000
Karnasubarno	10	Above 2000
Tamralipi	10	2000
Nalanda Mohabehar		10000
Total =		Above 19300

Source: Nehar Rangan Roy.

The influence of Buddhist religion was being shorted within fifth and sixth century. This fallen influence was being recovering by the establishment of Pala dynasty in middle eighth century. The kings of Pala dynasty were the flowers of Buddhist religion. They wanted to spread Buddhist religion all over their kingdom. Though they were the flower of Buddhism they also care of classical literature and Sanskrit. At that time the state had played significant role in spreading of education and religion. Thus the literature, culture and higher education were developed then. In care of Pala kings Bengali language is established as an independent language in the middle tenth century. The Buddhist Behars of Bengal were known as the centre of culture. They had spent much money to established Nalanda, Bicrimshila, Odontapuri and Jagdala of Barandra behar. This behars were become higher education centre. This education centers were governed by the state. The domination of Pala dynasty and Buddhist thought was continuing to the end of eleven century.

2.4 The Sane Dynasty

The Sane dynasty had been ruling over Bengal from the end of Pala dynasty to twelve century. The kings of Sane were orthodox Brahmanism. The opportunity of education was centered within the higher class Hinduism. Mass population was far from education. The holy classic literature and religious books is in Sanskrit language. The ruling language of kings was also Sanskrit. So the aristocrat class and the Brahman enjoy education and learning. The Sane were very liberal to practice Sanskrit language and learning Brahmanism rules. Except the Kings and their officials, the language of layman was Bengal at that time. That is why then Bengali language was neglected. Sanskrit language is introduced in lieu of Bengali language. Beside that there is no entrance of Bengali language in religious practicing. The aristocrat class totally stopped the Bengali language practice. In this time, there had not any steps to spread mass education. It is known from royal edict inscribed on copper plate at that time land was given to Brahman scholar the development of Sanskrit language. "The higher class Brahman has gotten only right of education in the Sane dynasty." ⁵

2.5 Muslim Period

The tyranny was higher to general people by the Brahman in the rule of Lakkhan sane (1178-1204). It was shown discontent everywhere. The people were trying to break the Brahman rule. Ikhtiyār al-Dīn Muhammad bin Bakhtiyār Khaniljī puts the seed of Muslim rule in Bengal to overthrow Lakkhan Sane from Lakkhnawatī. Tyrannous Hindu and Buddhist saved

⁵ R.C. Majumdar (ed.), *History of Bengal*, Vol-1 (Dhaka: University of Dhaka, 1963), p. 395.

themselves in the touch of Turki ruler. It observed a basic change in social infrastructures and started a new life style after coming and settling the Turki in Bengal. "The Turki Muslims who were the bearers of higher civilization from meddle East Asia came to Bengal with prosperous education and culture."⁶ According to Islam, taking education is essential duty to all man and woman. "this close connection with the Quoran roots in the conception of knowledge as religious knowledge; this is not to say that the Muslims do not care for secular knowledge;..."⁷ Therefore, in this period the right of education was open for all social classes. "In this light many educational institutions were established in every important corner of the state in the aims to teach all euthenics classes of citizen."⁸ "Speking about his (Bakhtiyār Khaniljī) achievements Minhāj (text.p.151) states that "through his praiseworthy endeavors and those of his amirs, masjids, madrasahs and khanquas (seminaries) were founded in those parts."⁹ "Be that as it may, the next notable ruler, Ghiyathal-Din Iwad Khalji, a principal lieutenant of the former, is stated to have 'built a superb mosque, a college, and a caravanserai at Lakhnawati' Soon after his accession."¹⁰ Not only Muslims, simple and lower class Hindu peoples got inspiration to take education. The Turki brought three kinds of language- Arabic, Persian and Turkic. Their mother language is Turkic, official Language is Persian and

⁶ Ahamed Hussan Dhani, *Muslim Architecture in Bengal* (Dacca: Asiatic Society of Pakistan, 1961) p. 2.

⁷ M. Fazlur Rahman, *The Bengali Muslims and English Education (1765-1835)*, (Dacca: Bengal Academy, 1st ed. 1973), p. 2.

⁸ Dr. Sharifa Khatun, *Tulanamulak Shikshatattva*, (Dhaka: Bangla Academy, 1983), p. 227.

⁹ Muhammad Mohar Ali, *History of Muslim of Bengal*, (Saudi Arabia: Imam Muhammad IBn Sa'ud Islamic University, Fifth ed., 1985), p. 828 [Note. Here college means madrasa].

¹⁰ N.N.Law, *Promotion of Learning in India, During Muhammadan Rule* (London: Longmans Green and Co., 1916) p. 106.

religious language is Arabic. "Bengali language was mentioned as the language of mass population."¹¹ The ruler and their officials used to practice the above-mentioned three languages. "... The importance given to the Persian language in the administration of justice, and police, and in the collection of the revenue, has had considerable influence."¹² They fully neglected Bengali and Sanskrit language.

There are various kinds of education in Muslim period. "By the time Muslim rule was established in Bengal education in the central Islamic lands used to be imparted chiefly through four kinds of institutions – mosque, maktab, majlises or halqas and madrasas."¹³ Wealthy persons used to maintain teachers in their houses for the tuitions of their own children as well as those of their poor neighbors who could not afford to maintain such private teachers or pay for their education. Adam gives a description of them in his Second Report: "The scholars are taught in the house of one of the parents. The parents are the Mandal and Molls of the village who allow the teacher a salary and board and lodging..."¹⁴ Two madrasas were constructed in Tribany at the time of Sultan Rukon al-Din kaikus (1301-1332) and Shams al-Din Firoz shah. Religious and secular both kinds of educations were taught in madrasa. "Sultan Nasir Shah was again a great patron of vernacular literature. The first Bengali rendering of

¹¹ A.H. Dhani, *Bibliography of the Muslim Inscriptions of Bengal*, (Dhaka: Asiatic Society of Pakistan, 1957), p. 102.

¹² (W. Adam, pp. 155-156 M. Fazlur Rahman, *The Bengali Muslims and English Education (1765-1835)*, *Ibid.*, p. 9.

¹³ Muhammad Mohar Ali, *History of Muslim of Bengal*, *Ibid.*, p. 826.

¹⁴ Adam, William, *Report on the State of Education in Bengal*, Published by order of the Government, Calcutta, 1835-1838, Table II, No. 199, p. 558, A. N. Basu (ed.), (Calcutta: Calcutta University Press, 1941), M. Fazlur Rahman, *The Bengali Muslims and English Education (1765-1835)*, *Ibid.*, p. 7.

the Hindu epic Mahabharata was done under his orders.”¹⁵ At that time Persian was the official language; so far, the medium of education was Persian. The headmaster of the madrasa offered the curriculums with the help of his colleagues. At the end of courses, students had gotten certificate as per their qualifications. In fact, madrasas were fulfilling social, cultural, intellectual and religious demand of Bengal. The Ain-I-Akbari stated that

“Every student had to memories gradually ethics, mathematics, agriculture, measurement logy, geometry, astrology, home-economics, political science, medical science, logic, higher mathematics, science and history.”¹⁶

The social customs of Hindus were being change in coming of Muslim ruler. When education was spread in Muslim community then Hindus were change their view to take education. Muslim ruler started recruiting in government service from Hindu ethnic group. So the Hindus were taking education in the aim to get service. Not only this, they also learnt Persian. Another primary education institution was pathsala. In pathsala Hindu children were taught primary education. Local wealthy person or jaminder the representative of ruler maintained the expenses of educational institutions. Five years old, Hindu children were admitted into the pathsala and continued their study here for six years. Eager student went totle for higher education after they had completed pathsala's education. Bengal was included under Mogol emperor after the fallen of Daud Khan Karrani in 1576 and Bengal was name as Subah Bengal. A new horizon was opened in front of Bengali intellectual and cultural life when victorious Mogul

¹⁵ M. Fazlur Rahman, The Bengali Muslims and English Education (1765-1835), *Ibid.*, p. 3.

¹⁶ Md. Amirul Islam, Bangladeshar Shekkha Babosta: Khulna jala, *Ibid.*, p. 103.

brought teachers, physicians and artists from various corner of India into Bengal. The Mogul rulers followed the existing education system of Bengal introduced by Sultana's rulers.

2.6 British Period (1757-1947)

The primary education of Bengal was hampered during the colonial rule when an alien and elitist system was developed. The traditional education system of Bengal was continued until the establishment of British rule by the Polasi war in June 23, 1757. It is the greatest discontinuity of the history of education occurred in Bengal, when East India Company- a mercantile company of England becomes the virtual ruler of this region through conspiracy. After the establishment of British rule, the political situation was changed. The socio-economic condition was fallen in a great dangerous. Practice of wisdom and intellect was stopped. So the basic creativity was stopped. There was no any steps for new education system in lieu of traditional system in the early stage of Company rule. A. Howell mentioned in 1872 that,

“education in Indian subcontinent under the British government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on pre-independent footing.”¹⁷

They thought that the new education system could create freedom thinking into the host citizen which may be the cause of destroying British Kingdom. “Between 1757 to 1800, the government was absolutely reluctant on the

¹⁷ A.N. Basu (ed.), *Report on the state of education in Bengal*, (Calcutta: University of Calcutta, 1941), p. xiii.

educational matter and tried to commercialize the power to fulfill its accumulation of wealth motive.”¹⁸ Thus they did not involve any intervention into the religious, educational and social life of Bengali population. They had created a policy to make division into Muslim and Hindu community. Firstly, they had stopped the facilities of Muslims because the British fair of them. Muslims were the immediate previous ruler of Bengal whom they over through from power. Their unpublished policy was to emphasis the Hindu people in every sector. Before the end of the 18th century a group of missionaries had begun to press the government to introduce Western learning or even to replace the existing educational system. “In certain cases when a proposal was made to the company government to take up initiative for bringing in ‘schoolmaster and missionaries’ it was firmly opposed by the Board of Directors”¹⁹ “The East India Company was in the early years of its control over Bengal opposed to missionary work and largely indifferent to education.”²⁰ Warren Hastings came to India as a governor general in 1772. He realized that if they want to continue British rule longer they had to make a group of high official from the host people who were skilled in language and culture. Besides that, Language is the easy way to communicate and dominate any community. In any case, an educational initiative would not readily be taken by rulers from a country in which education was not regarded as being among the concerns of Government.

¹⁸ A.F.M. Fazle Rabbi, *Primary Education in Bangladesh: Viability of Achieving Millennium Development Goals*, p. 5.

¹⁹ A.N. Basu (ed.), *Report on the state of education in Bengal*, (Calcutta: University of Calcutta, 1941) p. xiii.

²⁰ M. A. Laird, *Missionaries and Education in Bengal 1793-1837*. (Oxford: Oxford University Press, 1972), p. 60.

“Warren Hastings did realize that this was not true of India: he founded the Calcutta Madrasa in 1780, and the Sanskrit Collage at Banaras followed in 1791, but this isolated examples of government patronage were institutions of traditional Indian learning rather than pointers to future developments.”²¹

The Charter Act of 1813 that authorize the East India Company to undertake the education and moral uplift of the Indian people, however, was the earliest attempt through which the concept of state education in the Indian Subcontinent came up. Article 43 of this act defined the objective of the company’s education policy in India. The article reads as follows:

“It shall be lawful for the Governor General in Council to direct that ... A sum not less than one lakh (lack) of rupees in each year shall be set apart and applied to the revival and improvement of the learned natives of India, and for the introduction and promotion of knowledge of the science among the inhabitants of ...India.”²²

“As the allocation of the sum of one lakh rupees for education was not obligatory, the end result was that nothing substantial had happened for the improvement of primary education.”²³ “In spite of impoverishment, the Muslims tried to keep up their tradition in education. They succeeded in preserving to some extent their primary education for a few years during the Company’s rule.”²⁴ Though the government was not agree, some private individuals and societies e.g., missionaries, chaplains, the Indian zamindars, and British and Bengali officials; acting in their personal capacity, came forward for providing basic education to the youngsters.

²¹ M. A. Laird, *Missionaries and Education in Bengal 1793-1837*, *Ibid.*

²² M. A. Laird, *Missionaries and Education in Bengal 1793-1837*. *Ibid.*, p. 68.

²³ Dr. Sharifa Khatun, *Tulanamulak Shikshatattva*, *Ibid.*, p. 68.

²⁴ Muhammad Abdur Rahim, *The Muslim Society and Politics in Bengal A.D. 1757-1957*, (Dacca: The University of Dacca, 1978), p. 113.

Missionaries established some educational Institutions in different areas of Bengal. "The missionaries were directly concerned with the vernacular schools and it is in connection with these that their contribution was outstanding."²⁵ A Bengali elementary school was opened by them with 40 students at Serampore in 1800. "The Serampore missionaries were the only ones who established schools outside the four main centers (Chinsura, Serampore, Burdwan, and Calcutta) before 1823."²⁶ The missionaries emphasized to a sound education must start with teaching the pupils effectively to read and write their mother tongue. They made some experiments with elementary, secondary and higher education; with the medium of instruction, the curriculum, and method of teaching; textbooks were written, and a beginning was made with the education of girl in Bengal at the same period. "Ram Mohan Roy and his circle were the first Bengali who appreciate the higher possibilities of English, and they were only beginning their work of reform in 1816."²⁷ "The fact that the Muslims did not take to English education as early and as kindly as their compatriots the hind us, presents an important historical problem for examination."²⁸

In the meantime, the colonial government perceived that they need the co-operation of a group of indigenous English educated people who would help them in their administrative and clerical functions. The ideological shifting from opposition to encouragement was first traced in Wood's Education Dispatch, which formed the basis of the education policy of the

²⁵ M. Fazlur Rahman, *The Bengali Muslims and English Education (1765-1835)*, *Ibid.*, p. 41.

²⁶ M. A. Laird, *Missionaries and Education in Bengal 1793-183*, *Ibid.*, p. 77.

²⁷ M. A. Laird. *Ibid.*, pp. 94-95.

²⁸ M. Fazlur Rahman, *The Bengali Muslims and English Education (1765-1835)*, *Ibid.*, p. i.

East India Company's government in India since 1854. For creating a properly articulate system of education, the dispatch ordered that the attention of the government should be devoted more to primary, then to higher education and that the active measures of government should be directed toward the education of masses.

However, *Wood's Education Dispatch* intended to provide elementary education all over the country regardless of religion, caste, race, color and region, but practically the elementary schools emerged as the preserver of the children of the upper classes of the society. "The government's attempt served the rich and high class because most of the schools were established in cities, towns and important commercial places"²⁹

There were mainly two types of elementary education system, *Pathshalas* and religious elementary education system built around Mosques and Temples before British period. But instead of making uniform, different types of elementary educational institution were introduced under British rule. In his reports William Adam provided a classification of elementary education that contained indigenous elementary schools, non indigenous elementary schools, elementary Bengali schools, elementary Persian schools, elementary Arabic schools, elementary Persian and Bengali schools, native female schools and English schools. The placing of different types of education system ultimately destroyed social bondage, uniformity, social values and divided the society into different segments based on wealth, religion, caste, race and region (Laird. 1972:51). The differentiation

²⁹ A.N. Basu (ed.), *Report on the state of education in Bengal*, (Calcutta: University of Calcutta, 1941), p. xli.

of elementary education system introduced malice and spite within the mind of children. This flawed policy was successfully and deliberately introduced by the government to initiate the notorious divide and rule policy among the natives of this country. Throughout the 19th century, primary education in Bengal suffered many handicaps and the available facilities fell short of the requirements for a number of reasons. In England, compulsory elementary education was introduced in 1876 and this might have led the alien rulers of India to conclude that the provision of primary education on a universal scale in a subject country must wait longer on both financial and other grounds. In addition to these basic factors, there were a few other government policies accounting partially for the retarded growth of primary education in the country. The vast rural areas were neglected and a few cities and towns were built at their cost, primarily as seats of government. Even out of the limited funds available, the allocations for education and for primary education in particular, were meager and disappointing.

2.7 The Pakistan Period

Bangladesh was separated from India as the eastern wing of Pakistan in 1947 and it showed in its education policy a tilt towards Islamic identity. Government of Pakistan took some initiatives to formulate educational policies in line with the religious philosophy of the state after got freedom. According to the evidences, it can be said that the educational policies formulated during the long 25 years of united Pakistan neither met the secular aspiration, nor equipped school kids to grow up with the modern outlook. Many controversies in the newborn country were created in the question of national identity, State Language debate, and imposition of

Urdu as a medium of instruction. Urdu was adopted as its national language and therefore became the medium of instruction in most of the public schools. The experiments with Urdu in education during that period were linguistically and philosophically defensible from a narrowly patriotic or nationalistic point of view.

However, at the time of independence there was a considerable presence of missionary schools and colleges in which the medium of instruction was English. "In line with the central government, the government of the then East Bengal introduced compulsory primary education in the province in 1947; but the scheme was suspended in 1953 and finally abolished in 1957."³⁰ The government was appointed the former District Inspector of Schools as Chief Executive of the office under the guidance of the Deputy Commissioner. These initiatives were not fruitful for the primary education of the country. The government amended the *Bengal (Rural) Primary Education Act* in 1951 as one of the various initiatives experiments regarding primary schooling. To make primary education compulsory the government selected 5000 primary schools in the rural areas to be run as 'Compulsory Primary Schools', and the rest were to operate as 'Non-compulsory Primary Schools' during this time. The result of this initiative the split of the primary schools into 'compulsory primary schools' and 'noncompulsory primary schools', discontent spread amongst the teachers. To control this situation the government, therefore, in 1957 renamed the 5000 compulsory primary schools as 'Model Primary Schools', and the rest as 'Non-Model Primary Schools'. In 1965, the

³⁰ Dr. Sharifa Khatun, *Tulanamulak Shikshatattva*, *Ibid.*, p. ii.

government renamed the Model and Non-Model Primary Schools as 'Managed Free Primary Schools' that were brought under one administration and the teachers received pay and allowances according to their qualifications. However, government gave emphasis on universal access to primary education in the First Five Year Plan. The government simultaneously formed four Education Commissions that were named after Maulana Akram Khan, S M Sharif, Justice Hamidur Rahman and Air Matshal Noor Khan, and these were established in 1949, 1958, 1964 and 1969 respectively. The recommendations of those commissions were not fully implemented at any time.

Under the Pakistan government, the then East Pakistan faced serious inequality in all sphere of primary education. This disparity was due to poor allocation of funding, non-fulfillment of commitment and introducing policy against the secular aspirations of the Bengali people. Statistics from the Central Bureau of Education of Pakistan in 1969 showed the disparity of growth of the primary schools in two wings of Pakistan. In 1947-48, there were 29633 primary schools in East Bengal and 8413 schools in West Pakistan. In 1960, there were 18000 primary schools in West Pakistan as against 26300 in East Pakistan. The second five 10 year plan proposed that 15200 new primary schools should be built in West Pakistan and the quality of 13300 primary schools in East Pakistan should be improved so that the percentage of children of that age group attending schools in both wings should be increased roughly 63%. Due to discriminatory policy of Pakistan Government, the number of schools in East Bengal was decreased to 29000 and the number of schools in West Pakistan increased to 400000 i.e. about five times; whereas, East Bengal had 56% population of the total population

of the country. In 1950, the East Bengal provincial authority introduced compulsory primary education scheme but due to lack of financial support from the central government it could not sustain (Primary Education, 2003:7). Moreover, the Pakistan government's policy about teaching Urdu as a compulsory language in schools raised serious controversy in East Bengal. The Language Movement of 1952 paved the way for the solution of the controversy over national language. Due to strong protest of the Bengali citizen, the policy of teaching Urdu in the primary schools changed in mid-1950s. Thereby, Pakistan government's non-committal attitude and indifferent behavior put the primary education of East Pakistan in great uncertainty until the region went for a civil strife in the late 1960s. There were disparity of government expenses for education sector between East and West Pakistan as the following table.

Table 2.2
Number of educational Institutions, Students, Teachers and Expenses³¹
Est Pakistan

Time	Institutions	Students	Teachers	Government expenses(Million)
1947-48	35484	2719533	99009	12.4
1952-53	31582	3324156	89009	43.6
1956-57	32154	3488230	94698	43.2

³¹ Md. Amirul Islam, Bangladeshar Shekkha Babosta: Khulna Jala, *Ibid.*, p. 135.

West Pakistan

Time	Institutions	Students	Teachers	Government expenses(Million)
1947-48	11193	1076248	36668	22.3
1952-53	15293	1831483	50663	60.7
1956-57	20308	2355650	68922	97.1

Total government education expenses (million taka)

Time	East Pakistan	West Pakistan
1947-48	12.4	22.3
1952-53	43.6	60.7
1956-57	43.2	96.1
1967-68	348.6	365.3

It is clear from above tables that the educational foundation of East Pakistan was stronger than West Pakistan at the period of 1947 separation. The numbers of students and institutions proves it. However, the educational expenses were different. After few period of separation, West Pakistan became stronger in economic sector than the East. Besides that, it showed unequal distribution in every where between the two wings of Pakistan. As a result, Bangladesh fought for freedom to free from sovereign in 1971.

From the above discussion, we can say that primary education of today is not shaped in a day. It had gone through changes in different time and under different regime. Bangladesh has had a faulty education system through its colonial bequest, though it had a glorious indigenous elementary education

system. Subsequent colonial rules introduced not only exploitation, communalism, and dependence but also incorporate the seeds of then elements of their education. Exploitation remained as a source of conflict and was demonstrated in the enormous gaps between rich and poor. As a result of not having a goal oriented policy, our elementary education system thus became diverse instead of owing to the needs of the society. Various steps had been felt for shaping pro-people primary education but key essence of education was missing. For breaking away from the previous stagnant situation in primary education, a goal oriented national commitment became imperative for the post independent governments of Bangladesh.

2.8 Post Independent Period

Now it will be observe how a diversification system of education has evolved in the post-independent Bangladesh from the backdrop of historical experiences of the pre-colonial and colonial pasts. Bangladesh has given priority in constructing her primary education since 1971. The political thrust behind the functional relevance of primary schooling has been towards creation of access to basic education for the masses, with an emphasis on better opportunities for the rural poor and females. This conception has been reflected in the first Constitution, adopted by independent government 1972, wherein Article 17 pronounced providing primary education as a constitutional obligation of the government (Article 17, 1998:9-10).

The government had formed *Kudrat-e-Khuda Education Commission* in 1972 to recommend objectives, strategies and action plans for creating a modern education system suited to the needs of an independent nation and

compatible with the systems of the neighboring countries. The report of the commission was published in 1974 and it outlined the objectives of primary education as follows:

“To develop and nurture the child’s moral, mental and social personality; to bring up the child as a patriotic, responsible, inquiring and law-abiding citizen, and develop in him/her love for justice, dignity, labor, proper conduct and uprightness; to learn to read and write in the mother tongue, and to be able to count and calculate; to be able to acquire the fundamental knowledge and skills needed for a future citizen; to prepare for next stage of higher education.”³²

The Commission placed different recommendations before the government for the development of primary education e.g. introduction of universal primary education up to class VIII. “To attract a greater number of female students, it recommended for the appointment of female teachers at the primary level, and if required to build girls school.”³³ The report gave emphasis the need for implementation of compulsory primary education by 1980 and extension of primary education up to class VIII by 1983. It arose further attention for prevention of dropouts, introduction of an attractive curriculum, and development of appropriate textbooks and creation of proper environment in schools. The report suggested harmonious uniform system of education that would be scientific, realistic, and compatible with social conditions and environmental needs. Recommendations also lined up introduction of pre-primary education; expansion of teacher system, setting up of primary education academy and a national primary education board.

³² Bangladesh Education Commission Report, 1974:23.

³³ Bangladesh Education Commission Report, 1974:24.

“Government decided universal primary education as a goal of education and there was no drop out in the official records.”³⁴ The government had two basic goals e.g., the universal primary education and eradication of illiteracy. The important achievements under Second Five Year Plan were establishment of Directorate of Primary Education (DPE) in 1981, creation of 1834 posts of Assistant Upazila Education Officer (AUEO) to strength field level supervision, free supply of text books in phases and free distribution of textbooks among students by 1985, creation of 500 posts of female teachers, creation of infrastructural facilities for schools. (Second Five Year Plan, 1983:291).

UNESCO prepared the report for achieving equity of educational opportunity and proposed the development of specific program to promote the education of girls in countries whereby low female enrolment is perceived to be major obstacles to universal education. “A panel selected by UNESCO, visited different countries of Asia- Pacific region including Bangladesh and discussed with different key persons on problems relating to the girls and on national policies and programs.”³⁵

To fulfill the international obligations and the implementation the constitutional provision for free, universal and compulsory education, the ruling government launched the Universal Primary Education Program during the early 1990s. In 1991, the government made primary education free for all children in government schools. Compulsory primary education

³⁴ Sattar. E., *Universal Primary Education Policy in Bangladesh*. (Dhaka: University Press Limited, 1982.), p. 117.

³⁵ UNESCO, *Towards Equity of Educational Opportunity*, (Bangkok: UNESCO Regional Office for Education in Asia and the Pacific, 1985), p. 37-3.

for every child was being introduced with a full coverage by year 2000. “Increasing donor support for primary education is reflected in the US \$310 million ‘General Education Project (GEP) 1991-96’.”³⁶ Important measures taken to expand and improve primary education in the early 1990s include: introduction of the law on free and compulsory primary education; free textbooks for all children in primary school; food-for education that provides a food ration to 20% of the poor primary school children in rural areas. To implement the compulsory primary education Act the government took legal and administrative measures. The whole country was brought under compulsory primary education program by 1993. A new series of textbooks and teachers guidebooks was prepared and introduced at that time. A separate Ministry-level division, the Primary Mass Education Division (PMED) was established in 1992. The PMED has been raised into the Ministry of Primary and Mass Education (MOPME) in 2003.

The donor funded educational development projects were in fact pipelined at the turn of the 1980s when the World Conference Education for All (WCEFA) emerged as a watershed event that changed the face of educational development in Bangladesh. In March 1990, Bangladesh became an enthusiastic signatory to the World Conference Education for All frameworks at Jomtien, Thailand; where the world community has strongly backed the goal of “education for all” at global gatherings.”³⁷

³⁶ Hossain, H. *et al* (eds), *From crisis to development: Coping with Disasters in Bangladesh*, (Dhaka: The University Press Limited, 1992), p. 33.

³⁷ Monzoor, S. & Kabir, D. H. M., *Primary education in Bangladesh Streams, Disparities and Pathways for Unified System* (Dhaka: Unnayan Onneshan, 2008) p. 16.

The notable achievements of government in the Fifth Five Year Plan during 1996-97, were establishment of 1046 satellite schools, construction, reconstruction, repair, of schools and offices etc. "In 1997, the government took a comprehensive Primary Education Development Program (PEDP) that required a total investment of US\$1600 million over a period of five years from 1997 to 2002."³⁸ The achievements during the FFYP were construction of 354 schools in unschooled areas, construction, reconstruction and repair of 4420 satellite schools, providing C-in-Ed training for 30000 school teachers. Also supervision and monitoring activities has been strengthened, home visit program for teachers and AUEOs have been made compulsory as a part of social mobilization drive. National Education Policy adopted by the government in 2000 recommended for the introduction of one year pre-primary schooling for children of 5 years and above to be available in all primary schools by 2005. "It also suggested for the extension of present five year primary education to an 8 year long primary education by 2010."³⁹

Bangladesh Government made commitment in the World Education Forum held at Dakar, Senegal in April 2000, towards achievement of Education for All goals and every citizen by the year 2015. The Millennium declaration of the United Nations adopted on 8 September 2000 by all member states in the millennium Summit agreed eight goals to be achieved by 2015 (UN, 2005:3). Besides the eight goals, there are 18 targets and 48 indicators in

³⁸ Primary Education in Bangladesh, 2003, Directorate of Primary Education, Ministry of Primary and Mass Education, Government of the Peoples Republic of Bangladesh, p. 16.

³⁹ A F M Fazle Rabbi, 'Primary Education in Bangladesh: Viability of Achieving Millennium Development Goal <http://dspace.bracu.ac.bd/bitstream/10361/410/1/Primary%20education%20in%20Bangladesh.pdf> Date. 24.01.2010).

the MDGs. All these aspects are pertinent to combat poverty, hunger, illiteracy, diseases, inequality between man and woman, infant mortality, maternal mortality, environmental degradation and improving global partnership for development. The second Goal has designated universal primary education that emphasizes the implicit objective of equal education for boys and girls alike and to be able to complete a full course of primary schooling. It takes a rights-based approach and identifies four strategic objectives: creating opportunity towards realizing the full potential of children i.e. access to health, nutrition, education, water and sanitation; ensuring the best interests of children in national, social, family and personal situations i.e. empowerment of children; ensuring safety and security at home and in the public space i.e. protection against abuse, exploitation and violence and establishing and protecting children's rights i.e. social inclusion, decent work and livelihood.

2.9 Conclusion

The above discussion says that in the early period of this nation there was no any education. After coming of Arian race the formal education was started. From the long history of Bengali nation it observed that there is no any initiative to make equity of education between urban and rural area, wealthy and poor children. But the difference of child education between higher and lower class are shown very much in Arian age, Sane dynasty and in British period. In Pakistan period there were some disparity that was in between two parts (East and West) of the state. In summing up the discussion it can be said that Bangladesh has been improving in primary education significantly since independence. Though primary education has

been given priority from the emergence of the country but some dramatic changes has been noticed in the 1990s. This decade saw a renewed dedication to the expansion of primary education, and consequently primary education experienced significant enhancement during the period. In 1990, in major policy direction Bangladesh made commitment to international compliance. Similar major international initiatives were taken in 2000. World Education Forum at Dakar and the UN Millennium Conference at New York, fixed various targets and goals, named as MDGs. As a signatory country, Bangladesh is now committed to attain these targets by 2015. Currently primary education in Bangladesh is undergoing the second MDGs phase and it is a matter of concern for the country to reach the target within stipulated time.

Chapter Three

Present Situation of Primary Students in Rural and Urban Area

3.1 Introduction

The education system of any country is the main controller of its socio-economic condition. Primary education is the first step of the system of formal education. It is the most significant part of education of all countries. Primary education means that child education in which every child should attain in school. Actually it is the interval period of education from childhood to adolescence. In this education the age limits of children is 6 to 11. There is a clear commitment in the constitution of the People's Republic of Bangladesh to spread education in all stages of citizen. Article 17 in second part of the constitution says,

The state shall adopt effective measures for the purpose of establishing a uniform, mass-oriented and universal system of education and expanding free and compulsory education to all children to such stage as may be determined by law; relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;¹

Various international summits on primary education for all children were held in decade 80. Bangladesh government has taken 'Primary Education (Compulsory) Act, 1990' by the influence of those summits. The act says,

“(2) The guardian of any child dwelling permanently in a area where primary education is obligatory shall, in the absence of justified reasons, get his child admitted for the

¹ Article 17, Part 2, The Constitution of the People's Republic of Bangladesh.

purpose of receiving primary education in a primary education institute of the said area in the vicinity of his place of residence." ²

Not only this, Bangladesh government wants to fulfill Millennium Development Goal. That's why it has taken many steps for the success o education for all children. In spite of those steps still now 0.4 million children are out of primary education in the country. It needs to find out why they are out of education system. In the current chapter it will be observe the net enrolment rate, completion rate of 5 years primary school cycle and drop out rate. We want to find out the teacher-student ratio and its impacts. It will observe the socio-economic and demographic background of respondents student's parents e.g., their education, profession, income and family size. It will be analyzed about schooling of the students e.g., school attendance percentage, main problem to go to school, school environment and last exam result. It will be measure student's skill ness about general knowledge. Last of all it will be made a comparative discussion in this chapter.

² Primary Education (Compulsory) Act, 1990, Act No. 27, Bangladesh Parliament, Dhaka, 13 February, 1990.

Table 3.1
Number of schools, teachers and students in different types of primary level institution in Bangladesh, 2008

Type of Primary level Institution	Number of Primary Schools	Number of Teachers	Number of Students	Teacher Students Ratio
Government Primary Schools(GPS)	37,672	182,899	9,537,571	1:52
Registered non-government primary schools(RNGPS)	20,083	76,875	3,472,799	1:45
Experimental schools	54	221	10,346	1:47
Community schools	3,263	8,772	388,051	1:44
Non-registered non-government primary schools	966	2,460	99,564	1:41
Kindergarden	2,987	16,980	226,187	1:13
NGO schools	408	763	25,872	1:34
Primary sections of secondary schools	1,139	13,021	270,790	1:21
Ebtedayee madrasahs	6,726	28,227	919,065	1:33
Primary sections of dakhil, alim, fazil and kamil madrasahs	8,920	35,707	1,051,360	1:30
Total =	82,218	365,925	16,001,605	1:44

Source: Directorate of Primary Education, 2008 Annual Sector Performance Report (Published in may, 2009.)

This table shows that the average number of teacher per school is 4.45 and the average number of students per teacher is 43.73 in Bangladesh. Students per teacher are very high (1:52) in government primary school.

Table 3.2
Basic Information of Primary School in Bangladesh (In million)

Key Statistics	Boys	Girls	Total
Child population (age 6 to 10)	7.9	8.5	16.4
Total enrolment Grade 1 to 5	7.9	8.1	16.0
Enrolment aged 6-10 year in Grade 1-5	7.5	7.4	14.9
Net Enrolment rate in primary school	87.9%	94.0%	90.8%
Primary school children reaching Grade 5	53%	57%	50.0%
Average no. of years to complete primary school	8.7	8.5	8.6
Completion rate of the 5 years primary school cycle			50.7%
Stipend recipients			4.8
Teacher : students ratio			1 : 49
Number of schools with at least 900 hours per year			105
2008 public expenditure on education as % of GNP			2.14%

Source: Directorate of Primary Education, 2008 Annual Sector Performance Report (Published in may, 2009.)

There are 16.4 million primary school children (6 to 10 years) in Bangladesh which is the largest primary education system in the world. Among this children 16.0 million are in enrolment and .4 million of children are out of enrolment. There are 82,218 schools in ten different types of schools system. In these schools 365,925 teachers are working in where approximately 53% and 23% of headmaster are women. The drop-out rate before completion 5 years primary education are 49.3%. “The school census information reveals that the primary education dropout rate in

Government Primary Schools (GPS) and Registered Non-Government Primary Schools (RNGPS) has increased from 47.2% in 2005 to 50.5% in 2007...”³

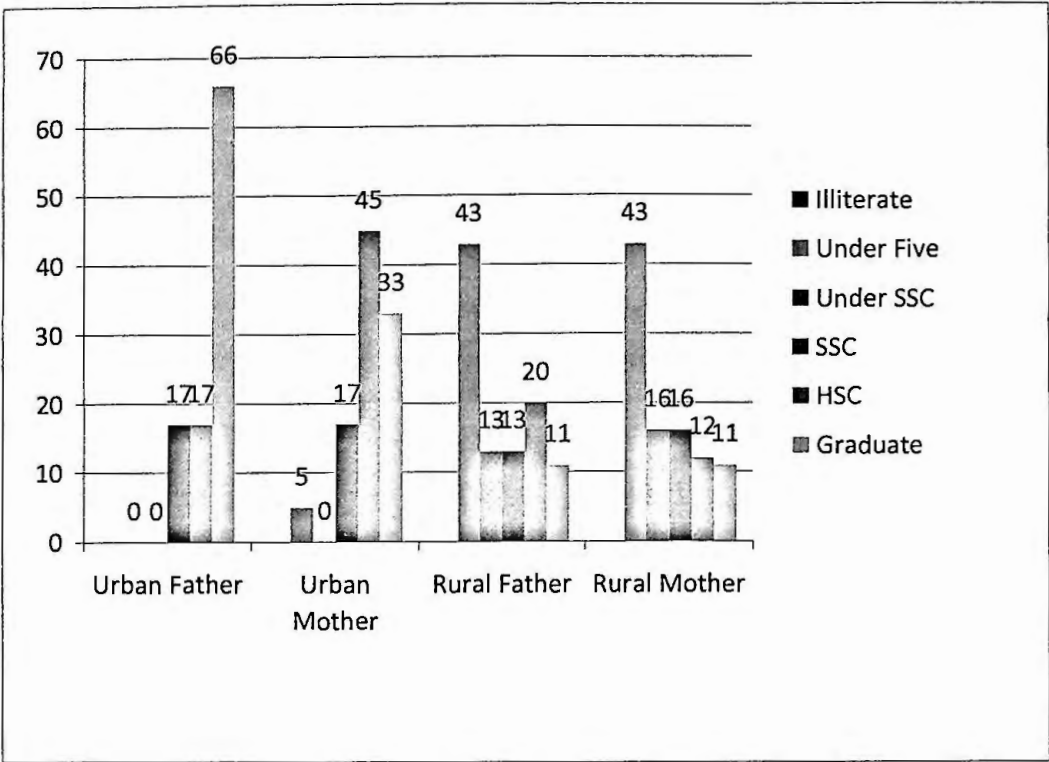
3.2 Socio-economic and Demographic Background of the Students' Parents by Stratum

Table 3.3
Percentage distribution of father and mother by residence and level of education

Educational Qualification	Urban		Rural		Total
	Father	Mother	Father	Mother	
Illiterate	-	-	-	-	-
Under Class Five	-	05	43	43	22
Under SSC	-	-	13	18	08
Secondary	17	17	13	16	16
Higher Secondary	17	45	20	12	24
Graduate and Above	66	33	11	11	30

³ Jamil H Chowdhury, et, al. Participatory Evaluation: Causes of Primary School Drop-Out, Directorate of Primary Education, Dhaka, 2009, p. vii.

Figure 3.1
Percentage distribution of father and mother by residence and level of education

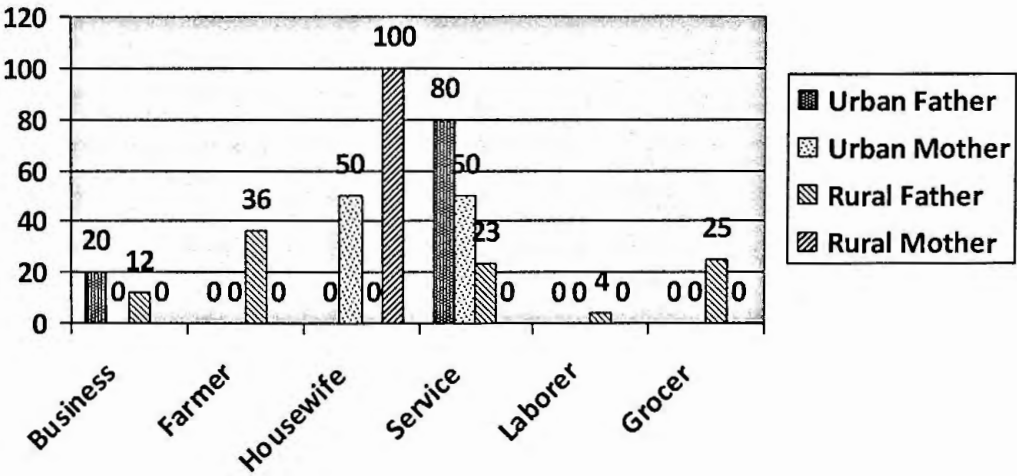


The table indicates that there is no illiterate parent's of the student's even in rural area of the study population. It is clear that there is no father and only 5% mother under class five in urban area on the other hand most of the parents of rural area (43%) are under class five. Graduate parents (father 66%, mother 33%) are highest in urban area and a few (11%) in rural area.

Table 3.4
Percentage distribution of father and mother by residence and level of education and Profession

Socio-economic Variables	UPE		RPE	
	Father	Mother	Father	Mother
Business	20		12	
Farmer			36	
Housewife		50		100
Service	80	50	23	
Day laborer			04	
Grocer			25	

Figure 3.2
Percentage distribution of father and mother by residence and level of education and Profession



All the mothers of rural children are housewife. On the other hand 50% urban mothers are housewife and 50% are service holder. In the case of urban father profession, service holders are 80% respondents.

3.3 Monthly Income and Family Members**Table 3.5**
Distribution of parents by monthly income and residence

Monthly Income	UPE		RPE	
	Number	Percent	Number	Percent
15001+	53	50	01	01
10001-15000	18	17	05	05
7001-10000	18	17	12	11
4001-7000	17	16	32	30
Bellow 4000			56	53

Table 3.6
Distribution of parents by family members and residence

Family Members	UPE		RPE	
	Number	Percent	Number	Percent
6+ Persons			10	09
6 Persons			07	07
5 Persons	18	17	33	32
4 Persons	35	33	47	44
3 Persons	53	50	09	08

These two table show that at least 50% urban respondents have 15000/= and above taka income, and have three persons family size. In this case the probability of per head monthly expenses capacity 5,000/= are 50% family in urban area and that is in rural area only 1% family. Most of the families of rural area are enjoying lowest income label (bellow 4,000/=), but there is

no family in this label in urban area. There are 16% families in rural area such that are containing 6 or more members but there is no family in urban area like this size.

3.4 Schooling

Table 3.7
Distribution of students by school attendance and residence

School Attendance %	UPE		RPE	
	Number	Percent	Number	Percent
90 % +	53	50	35	33
86% - 90%	18	17	36	34
81% - 85%	17	16	06	06
76% - 80%	01	01	13	12
71% - 75%			03	03
65% - 70%	17	16	07	07
less than 65%			06	06

Table 3.8
Distribution of students by school attendance and residence

Main problem to go to school	Rural		Urban	
	Number	Percent	Number	Percent
Financial Insolvency	1			
For helping domestic work			2	2
Work for Income			1	1
Early Marriage				
Another (sickness)			1	1

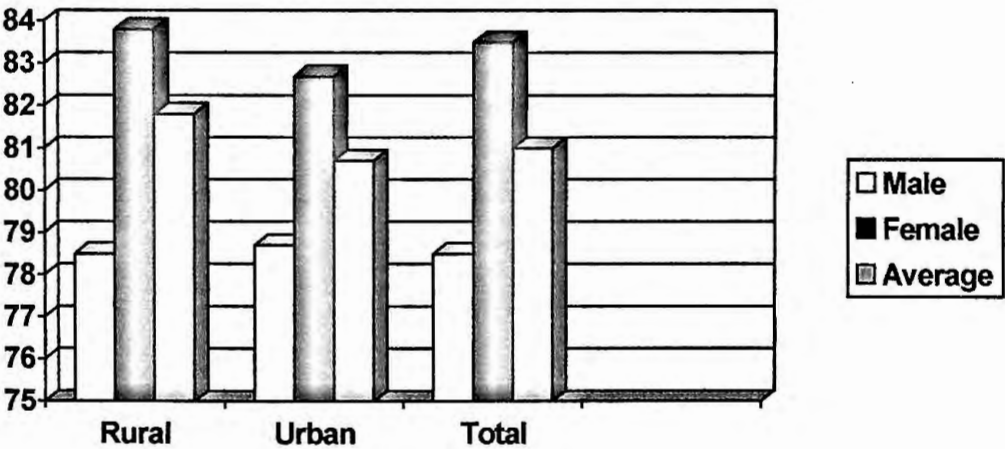
In rural area only 33% of the students have attendance percentage, above 90% whereas in case of urban area this rate is 50%. Again only 4% rural and 1%urban student said that they had some problem to go to school. Thus it is clear from the table that a large amount of students seems to absent from the school is an easy matter. It is to be noted that the attendance of students in school depend on their parents' consciousness.

A statistics has served by UNESCO for the attendance rate of rural and urban students of Bangladesh. That is shown in table bellow.

Table 3.9
Bangladesh 2006: Primary Net Attendance Rate by groups⁴

Net Attendance Rate (%)	Urban	Rural	Total
Male	78.7	78.5	78.5
Female	82.7	83.8	83.5
Average	80.7	81.2	81

Figure 3.3
Bangladesh 2006: Primary Net Attendance Rate by groups



⁴ Education: UNESCO Institute for Statistics, Data Centre, <http://ststs.uis.unesco.org/unesco/ReportFolders/reportFolders.aspx>, on January, 2008.

Table 3.10
Distribution of students according to last exam results and residence

Marks obtained	UPE		RPE	
	Number	Percent	Number	Percent
90 % +	19	18	19	18
86% - 90%	16	15	12	11.5
81% - 85%	13	12	21	20
76% - 80%	22	21	16	15
71% - 75%	13	12	11	10
65% - 70%	12	11.5	12	11.5
less than 65%	11	10	15	14

The result of last exam is more or less equal in rural and urban area. 18% students of both rural and urban have gotten above 90% marks per subject. The results show that rural and urban students have more or less equal merit.

Table 3.11
Percentage of students having knowledge about the environment of the school

Do you like the environment of your school?	UPE		RPE	
	Number	Percent	Number	Percent
Yes	106	100	106	100
No	-	-	-	-
Do you like the teacher's behavior of your school?				
Yes	106	100	106	100
No	-	-	-	-
Do you like the teacher's teaching method of your school?				
Yes	106	100	106	100
No	-	-	-	-
What is your future plan?				
If any	95	90	74	70
None	11	10	32	30

All the students of urban and rural area have said that they like their school environment, teacher's behaviors and teaching method. But the researcher observe that there are some schools where there is no silted latrine, there is no sufficient bench to sit on. Not only this, still now some teachers bit their students for their faults. Some students are taking private tutor for their home works. These measures show that students have some objections to their school and teachers. By the influence of culture the students take it as a sin to say against teacher. Maximum students said that they have some future plan both rural and urban area. But their plan verifications are different in rural and urban students. Urban students future plan is sufficiently upgrade i.e., scientist, barrister, computer engineer etc. The general future plan of rural students is to be a doctor. These show the ambition verification of students.

Table 3.12
Percentage of students having knowledge about favourite hobby

What is your favorite hobby	UPE		RPE	
	Number	Percent	Number	Percent
TV watching	02	02	05	05
Playing	30	29	32	30
Gossiping	-	-	07	07
Fishing	-	-	09	08
Noble reading	14	13	13	12
Domestic working			03	03
Drawing, painting	30	28	28	26
Singing	14	13	06	06
Dancing	16	15	01	01
Another	-	-	02	02

Hobbies of two groups of respondents are more or less equal. Gossiping is a hobby of 7% rural students and nun to urban. So it can be said that urban students makes their time more proper use than rural students. Beside this a large numbers of students are involved in cultural activities (13+15=28%) in urban area, that are very poor (06+01=07%) in rural area. Domestic work as a hobby to the rural students is 3% that is nun to urban. Thus urban students are growing up in skilled and cultural environment.

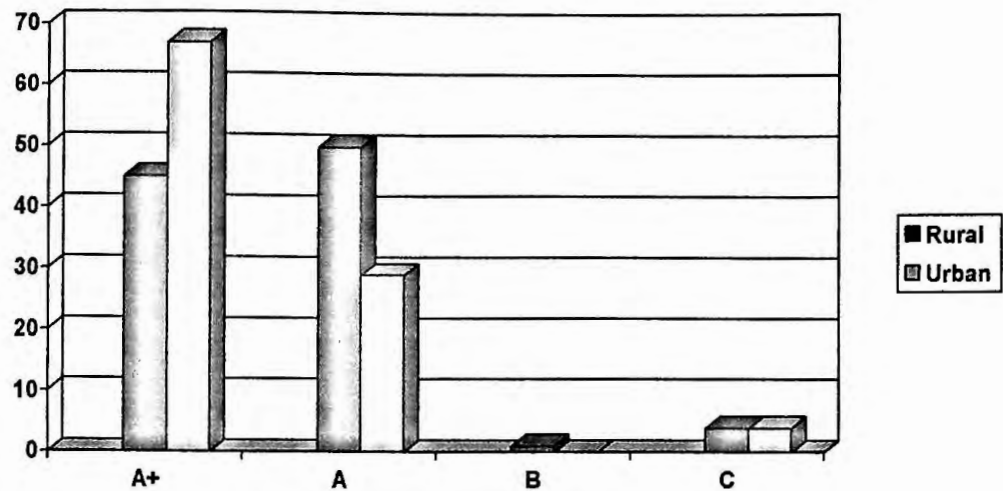
3.5 Student’s skill about general knowledge

Grade: A+= Right answer in English,
A= Right answer in Bengali,
B= Wrong answer,
C= Silent.

Table 3.13 (a)
Percentage of students having knowledge about the
name of headmaster

Question	Grade	UPE		RPE	
		Number	Percent	Number	Percent
Headmaster/ mistress name	A+	71	67	48	45
	A	30	29	53	50
	B	-	-	01	01
	C	05	04	04	04

Figure 3.4
**Percentage of students having knowledge about the
name of headmaster**



The above table shows that 96% students of UPE have given right answer either in English or Bengali and 93% to RPE but their knowledge on language are more different. 67% UPE students have given right answer in English and 45% RPE students have given in English.

Table 3.14 (b)
**Percentage of students having knowledge about the
name of the president**

Question	Grade	UPE		RPE	
		Number	Percent	Number	Percent
Name of the president of Bangladesh	A+	17	16	11	10
	A	18	17	18	17
	B	18	17	28	27
	C	53	50	49	46

The students of UPE have given right answer of the name of the president are 33% and 27% of rural students. Urban students are more skilled in English language than rural students.

Table 3.15 (c)
**Percentage of students having knowledge about the name of the
continent**

Question	Grade	UPE		RPE	
		Number	Percent	Number	Percent
Name of the continent	A+	89	84	15	14
	A	17	16	49	46
	B	-	-	16	15
	C	-	-	26	25

The above table shows that 37% rural students have given right answer and 100% urban students have given right answer. The difference of English language between urban and rural students is highly significant.

Figure 3.5
Knowledge about name of the continent

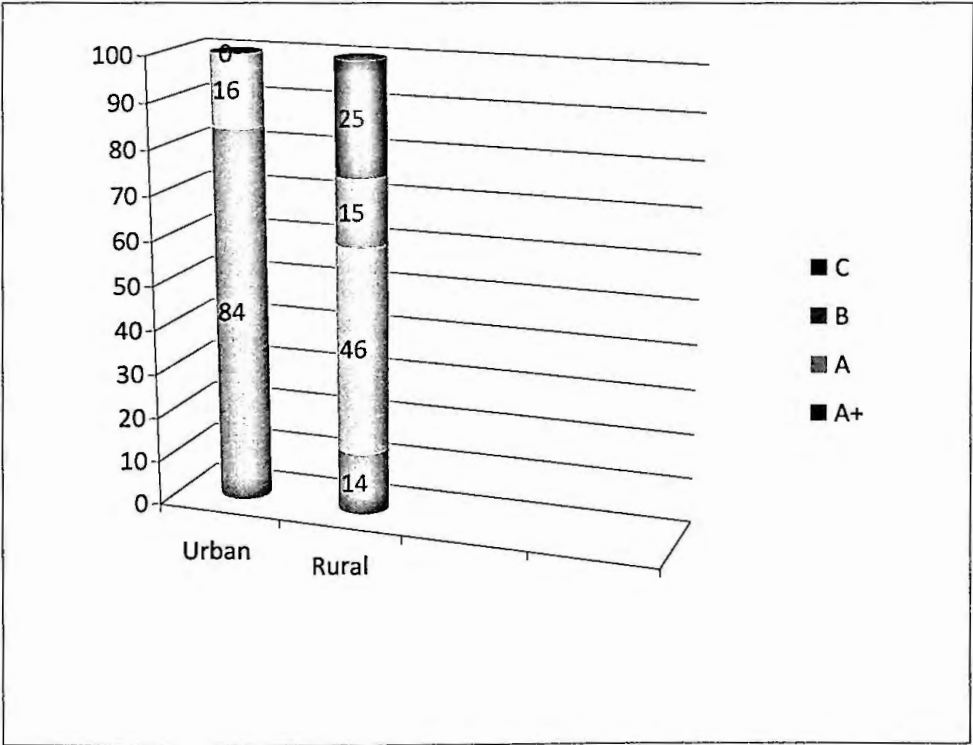
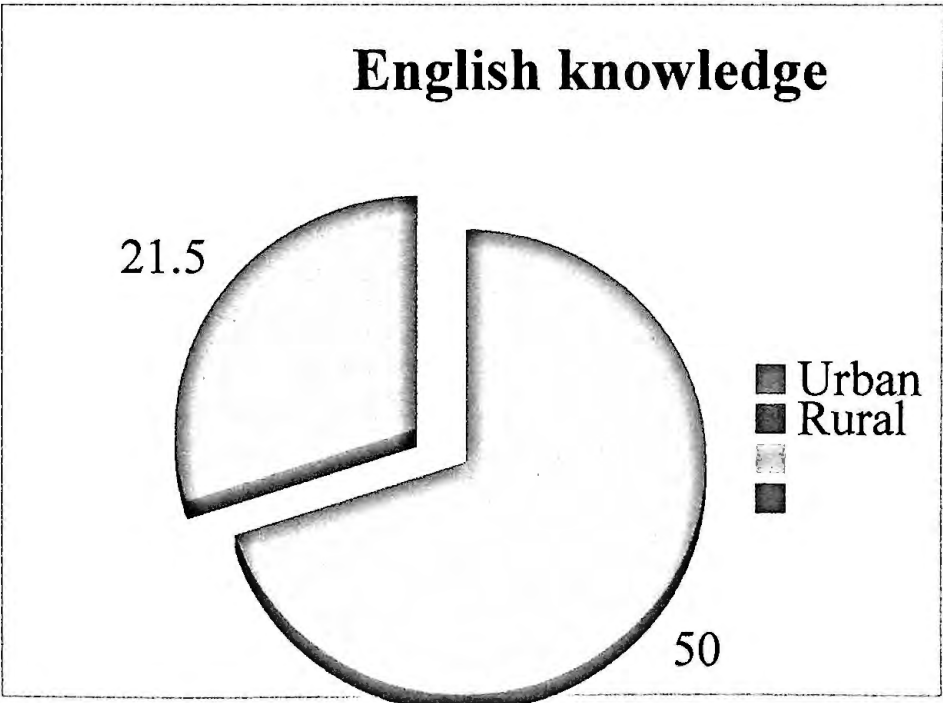


Table 3.16 (d)
**Percentage of students having knowledge about the
name of local chairman**

Question	Grade	Rural		Urban	
		Number	Percent	Number	Percent
Name of the local chairman/commissioner	A+	35	33	18	17
	A			28	27
	B			18	17
	C	71	67	42	49

This table shows that 17% rural students have given right answer and 33% urban students have given right answer in English. Urban students are more qualified than rural students in English language and the difference is highly significant.

Figure 3.6
English knowledge



From above tables relating to general knowledge, it can be said that 50% students of urban students have given right answer in English and in the same case only 21.5% rural students have given right answer.

3.6 General Observation

In this chapter we have find that .04 million children are out of primary education system which are the children of illiterate people of our country because it has shown that there is illiterate parents in the study area. Teacher-students ratio (1:49) is very large for close monitoring. The amount of GNP for education (2.14%) is very small to maintain high quality education. In study area the number of graduate mothers are 33% in urban and 11% in rural area. This event may be mentioned as a factor to the inequality of education in rural and urban children. Monthly family income and family size is more suitable to get education of urban children than rural children. Urban children are getting more nutrition and monitoring which is helpful for their better education than other group of children. Net attendance of urban children is higher than rural. Obtaining number of last examination is more or less equal to the both group of respondents. Most of the students of urban area (90%) have future plan and in rural area 70% students have that. In the case of general knowledge urban students are more aware and their English skill is significantly higher than rural students. From this study it can be said that the quality of rural primary students are lower than urban primary students.

Chapter Four

The Impact Assessment of Socio-Political Awareness of the UPE & RPE Beneficiaries

4.1 Introduction

This is very important chapter of the study. In this chapter it is try to examine the socio-political awareness of the Urban Primary Education (UPE) beneficiaries and Rural Primary Education (RPE) beneficiaries. The respondents were asked 72 questions in this connection. The variables are divided in five headlines i.e. immunization, child education, Marriage and divorce law, family planning practice and political awareness. The assessments of these interviews are help to clarify the respondents on awareness of social phenomenon. The analyses of data will be make division between more skilled and less skilled group that will show which school's output are better.

4.2 Immunization

Awareness about six deadly diseases is very important variable. Knowledge about this disease can helps kept baby safe from serious sickness which effects is permanent for all lifelong.

Table 4.1
Percentage of respondents having correct knowledge about six
deadly diseases by stratum

Name of the diseases	Stratum		Level of significance		
	1. UPE n=106	2. RPE n=106	1 vs 2		
			χ^2	df	p-value
Tetanus	27.4	31.1	.365	1	.546
Diphtheria	27.4	34.0	1.087	1	.297
Whooping cough	1.9	24.5	26.527	1	.000
Polio	99.1	49.1	68.527	1	.000
Measles	10.4	22.6	5.783	1	.016
Tuberculosis	41.5	26.4	5.384	1	.020

This table shows that knowledge about whooping cough is better to RPE from UPE group. But in the case of polio UPE has kept better knowledge. 22% RPE respondents couldn't say any name of six deadly disease where only 9.43% of UPE group respondent are in same type .Not only this ,only 2.83 UPE respondents knowledge about those disease and 22% RPE respondent have all six disease knowledge . This statistics means that RPE is more aware. But the fact is that those 39.62% RPE is related to primary school teaching. So it can be said that UPE is more aware than RPE in this study.

Table 4.2
Percentage of respondents having correct knowledge about six
deadly diseases by stratum and sex

Name of the diseases	Stratum					
	UPE		1vs 2	RPE		3vs4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Tetanus	11.1	44.2	14.621	25.4	41.0	2.817
			.000			.093
Diphtheria	18.5	36.5	4.328	23.9	51.3	8.253
			.307			.004
Whooping cough	1.9	1.9	.001	20.9	30.8	1.298
			.979			.255
Polio	100.0	98.1	1.048	40.3	64.1	5.589
			.306			.018
Measles	3.7	17.3	5.271	13.4	38.5	8.817
			.022			.003
Tuberculosis	27.8	55.8	8.849	22.4	33.3	1.519
			.003			.218

Here it can be seen that in both groups of respondents women were more aware than men. 100% UPE male respondent are aware about polio which helps making polio free Bangladesh. In that case RPE respondents are in very below position. Not all case is significant at 5% level. Between male and female groups of urban area in the cases tetanus, measles and

tuberculosis we have the differences are significant by both from chi-squares and p- value.

Table 4.3
Percentage of respondents having knowledge about child immunization by stratum

Name of the vaccines	Stratum		Level of significance		
	1. UPE n=106	2. RPE n=106	1 vs 2		
			χ^2	df	p-value
BCG	6.6	14.2	3.246	1	.072
DPT	8.5	9.4	.058	1	.810
Hepatitis B	68.9	22.6	45.631	1	.000
OPV	10.4	7.5	.520	1	.471
Measles	17.0	7.5	4.384	1	.036
Vitamin A	69.8	31.1	31.720	1	.000

The above table shows that UPE respondents are more aware than RPE in correct knowledge about six government child immunizations. 4.72% of UPE respondents have known all six immunizations name. In the same case RPE respondents are 3.77% which is bellow to UPE. In the variables hepatitis B and vitamin A the differences of two groups are significant.

Table 4.4
Percentage of respondents having correct knowledge about
child immunizations by stratum and sex

Name of the vaccines	Stratum					
	UPE		1vs2	RPE		3vs4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
BCG	3.7	9.6	1.501	10.4	20.5	2.056
			.221			.152
DPT	3.7	13.5	3.246	6.0	15.4	2.557
			.072			.110
Hepatitis B	81.5	55.8	8.169	16.4	33.3	4.027
			.004			.045
OPV	7.4	13.5	1.044	4.5	12.8	2.459
			.307			.117
Measles	7.4	26.9	7.159	4.5	12.8	2.459
			.007			.117
Vitamin A	57.9	82.7	8.036	19.4	51.3	11.685
			.005			.001

This table shows that the female respondents are more aware than the male respondents of their own group. Female respondents of UPE are better than the same to RPE group. Not all cases are statically significant at 0.05 levels. Hepatitis B, Measles and vitamin A are shown significant between male and female in UPE group and RPE group only in vitamin A.

Table 4.5
Percentage of respondents having knowledge about child immunization starting and ending age by stratum

Variables	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Starting age	100	51.9	67.155	1	.000
Ending age	100	47.2	76.103	1	.000

This table shows that 100% UPE respondents have knowledge about child immunization starting and ending age. At the same time the RPE respondents are below to their match pear. In this study it is highly significant.

Table 4.6
Percentage of respondents having knowledge about child immunization starting and ending age by stratum and sex

Variables	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Starting age	100	100	.	37.3	76.9	15.492
						.000
Ending age	100	100	.	31.3	74.4	18.304
						.000

The above table shows that the male and female respondents of UPE are 100% aware but the respondents of RPE are below from that. Female

respondents of RPE are more aware than its male respondents. The differences are significant at $p=.05$.

Table 4.7
Percentage of child immunization status of respondents' household

immunization status of respondents' household	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Fully Immunized	84.0	69.8	5.972	1	.015
Partly Immunized	11.13	8.5	.476	1	.490

Percentage of child immunization is very important variable. 84% of UPE respondents have completed all the immunization vaccine where as in rural about 70% respondents have completed that. The difference is significant at $p=.05$. But the difference of partly immunization is not significant.

Table 4.8
Percentage of child immunization status of respondents' household and sex

immunization status of respondents' household	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Fully Immunized	77.8	90.4	3.127	61.2	84.6	6.416
			.077			.011
Partly Immunized	22.2	9.6	13.031	38.8	15.4	.051
			.000			.882

The above table shows that in the both cases of urban and rural female respondents are more aware for child immunization than the male respondents of their own group. In between RPE male and female respondents difference are significant at $p=.05$ level. In the case of partly immunization male and female are significantly different of UPE group.

4.3 Child Education

Child education is very important variable because it will help the nation to achieve Millennium Development Goal. The analyses of these data are given bellow.

Table 4.9
Respondent's knowledge about first school going age by stratum

Variables	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Know	75.5	73.6	.099	1	.753
Don't Know	24.5	26.5			

When the respondents were asked about the first school going age, a large number of them answer that it is five. They might start their child education in the age of five. Kinder garden education system has provide them this kind of activities. UPE and RPE respondents are more or less equal to the right answer of that question. So that is not statistically significant.

Table 4.10
Respondent's knowledge about first school going
age and sex by stratum

Variables	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Know	87.0	63.5	7.945	70.1	79.5	1.106
			.005			.239
Don't Know	23	36.5		29.9	20.5	

The right answer of the question of first school going age the male respondents are more aware than female in UPE group and the difference is significant at $p=.05$. But the female respondents are more aware in RPE group but the difference is not significant.

Table 4.11
Children's educational status by stratum

Enrolment status	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=97	1 vs 2		
			χ^2	df	p-value
Continuing	100	94.3	6.175	1	.013
Dropped out	.0	.0	-	-	-
Never Enrolled	.0	5.7	8.038	1	.004

This table shows that 100% children of UPE are continuing their study, but RPE children are 94.3% and there is no dropped out in both the groups. In

RPE 5.7% children never go to school, they are either bellow age or some are out of education. I n both cases they are significantly different.

Table 4.12
Children’s educational status and sex by stratum

Enrolment status	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=31	χ^2
			p-value			p-value
Continuing	100	100	-	98.5	87.2	.015
						.000
Dropped out	.0	.0	-	00	00	00
Never Enrolled	.0	.0	-	00	3.23	.003
						.007

In this table male and female of UPE group are not different but these two sub groups are different in RPE. There is no never enrolled child of male respondents of RPE group but in the same group female respondents have never enrolled child. This shows that female respondents are backward in education. Here all the cases are statistically significant at $p \leq .05$ level.

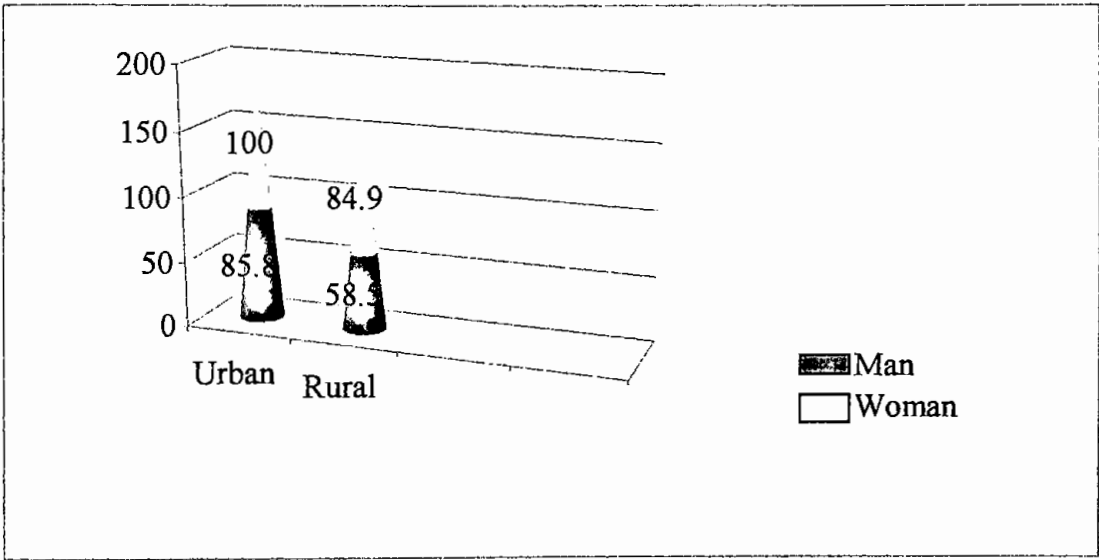
4.4 Marriage and Divorce

Knowledge of marriage and divorce law helps a person to keep his/her right. Women of our country are very much sufferer by family torture. Ignorance of marriage and divorce law they can’t get their right. Let’s see the respondents awareness given bellow.

Table 4.13
Percentage of respondent’s knowledge about legal age at marriage by stratum

legal age at marriage	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Legal marriage age of man	85.8	58.5	19.751	1	.000
Legal marriage age of woman	100	84.9	17.306	1	.000

Figure 4.1
Percentage of respondent’s knowledge about legal age at marriage by stratum



Legal marriage age is directly related to health. This question was asked to respondents and two main groups were significantly different on this knowledge.

Table 4.14
Percentage of respondents knowledge about legal age at marriage and sex by stratum

legal age at marriage	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Legal marriage age of man	96.3	75.0	9.890	56.7	61.5	.236
			.002			.627
Legal marriage age of woman	100	100	-	77.6	97.4	7.559
			-			.006

The above table shows that the male and female of UPE have more knowledge about these matters than male and female of RPE. So those sub groups also significantly different. Between male and female respondents of each group in the case of legal marriage of man is significant to UPE and Legal marriage age of woman to RPE.

Table 4.15
Percentage of respondents married at their legal age by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=100	1 vs 2		
			χ^2	df	p-value
Married at legal age	83.4	71.7	17.320	1	.000

This table show that 83.4% of UPE groups married in their legal age but in RPE group 71.7% are married at their legal age. So the UPE groups are more conscious than that of RPE. As a result they are significantly different about this knowledge.

Table 4.16
Percentage of respondents married at their legal age and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=60	4.Female n=40	χ^2
			p-value			p-value
Married at legal age	100	86.5	7.783	76.1	64.1	1.754
			.005			.185

UPE male respondents percentage are more marriage at legal age than that of female of same group and rural respondents. This study means the urban education beneficiaries wanted to marry after financial establishment which helps them making solvent livelihood. One the other hand female respondents of rural area are lower to all which helps enjoying weak health.

Table 4.17
**Percentage of respondents having knowledge about
divorce law by stratum**

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Knowledge about divorce law	38.7	8.5	26.801	1	.000

This table shows that the respondents of UPE are more conscious than RPE about their right. The difference of UPE and RPE is significant statically at the rate of .05 level and the chi-square test also show this different.

Table 4.18
Percentage of respondents having knowledge about divorce law and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Knowledge about divorce law	13. 0	65.4	30.692	9.0	7.7	.051
			.000			.822

In this table the female group of UPE has more knowledge than that of male and the different are statistically significant, but the male and female groups of UPE are more conscious than RPE male and female group.

Table 4.19
Respondents having freedom of life partner selection by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Freedom of life partner selection	80.2	38.7	37.877	1	.000

In the age of free thinking this table shows that more than 80% people of UPE have freedom to select their life partner. On the other hand only 38.7% people of RPE can get this opportunity. So the different of these groups are significant by both from chi-square and p-level.

Table 4.20
Respondents having freedom of life partner selection and sex by stratum

Variable	Stratum					
	UPE		1 vs 2	RPE		1 vs 2
	1.Male n=52	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Freedom of life partner selection	100	59.6	27.195	43.3	30.8	1.628
			.000			.202

In this table 100% male and more than 50% female of UPE have freedom to select their life partner ant different is significant, but in RPE at least 57% male and 69 female have no freedom to select their life partner and the different is not significant. This question is asked to both marred and unmarried respondent.

4.5 Family Planning Practice

Awareness of family planning makes a person skilled to maintain family size according to income. It helps keeping good health. Some questions asked to the respondents to asses this knowledge. The data are given bellow.

Table 4.21
Percentage of respondents use specific family planning
methods by tratum

Family planning methods	Stratum		Level of significance		
	1.UPE n=92	2.RPE n=82	1 vs 2		
			χ^2	df	p-value
Oral pill	44.3	36.8	2.392	2	.302
Ligation	0.00	6.6	7.239	1	.007
Injection	.0	.9	1.005	1	.316
Copper T	.0	.9	1.005	1	.316
Condom	41.5	29.2	3.487	1	.062
Natural Method	.0	.0	-	-	-

The above table shows that 14.20% UPE respondents and 25.6% RPE respondents are not using any kind of family planning methods. But they have known about family planning methods. They may be wanted to get next baby. Only in the variable of ligation the difference is significant at $p=.05$ and in other cases are not significant.

Table 4.22
Percentage of respondents use specific family planning method by sex

Family planning methods	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=44	2.Female n=48	χ^2	3.Male n=48	4.Female n=34	χ^2
			p- value			p- value
Oral pill	3.7	85.5	73.708	16.4	71.8	32.506
			.000			.000
Ligation	.0	.0	.0	10.4	.0	4.363
						.037
Injection	.0	.0	.0	.0	2.6	1.734
						.188
Copper T	.0	.0	.0	1.5	.0	.588
						.443
Condom	77.8	3.8	59.637	43.3	5.1	17.343
			.000			.000
Natural Method	.0	.0	-	.0	.0	-
			-			-

The above table shows that most of the cases male and female respondents are significantly different.

Table 4.23
Percentage of respondents desire of taking children

Number of children	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
One children	6.6	19.8	8.065	1	.005
Two children	83.0	56.6	17.546	1	.000
Three children	4.7	21.7	13.332	1	.000
More than three children	5.7	.9	3.693	1	.055

Majority of UPE and RPE respondents have wanted to take two children. The deference of RPE and UPE are statistically significant by chi-square and p-value except more than three children.

Table 4.24
Percentage of respondents' desire of taking children by sex

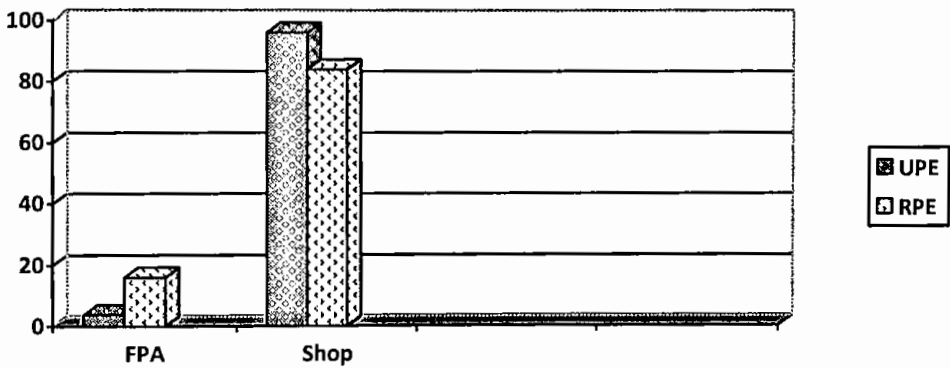
Number of children	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
One children	1.9	11.5	4.030	9.0	38.5	13.509
			.045			.000
Two children	94.4	71.2	10.193	58.2	53.8	.191
			.001			.662
Three children	3.7	5.8	.251	31.3	5.1	9.971
			.616			.002
More than one children	.0	11.5	6.605	1.5	.0	.588
			.010			.443

This table shows that male and female respondents of both groups are significantly differ in two cases.

Table 4.25
Percentage of respondents having access of getting
contraceptives by stratum

Place of getting contraceptive	Stratum		Level of significance		
	1.UPE n=92	2.RPE n=81	1 vs 2		
			χ^2	df	p-value
FPA	3.8	16	8.932	1	.003
Shop	96.2	84	37.172	1	.000

Figure 4.2
Percentage of respondents having access of getting
contraceptives by stratum



The above table shows that most of the people have collect their contraceptives from shop. It means great deals of people are away from government initiatives for this manner. In both cases the differences are significant by chi-square and p-level.

Table 4.26
Percentage of respondents having access of getting
contraceptives by sex

Place of getting contraceptive	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=44	2.Female n=48	χ^2	3.Male n= 48	4.Female n=33	χ^2
			p-value			p-value
FPA	1.9	5.8	1.120	17.9	12.8	.474
			.290			.491
Shop	98.1	94.2	47.657	82.1	87.2	37.253
			.000			.005

The above table shows that in the variable shop male and female respondents are significantly different of both groups. Male respondents of UPE have less access to FPA than that of RPE. Female respondents are same.

4.6 Life Skill Knowledge

Every man should have some knowledge to safe the soul e.g., knowledge and how it is spade out, how to make oral saline at home in emergency period, water purification systems, knowledge about iodized salt etc. A conscious person will more skilled on theses knowledge. The respondents have asked that questions their skill and the data are shown below.

Table 4.27
Percentage of respondents having awareness
regarding AIDS by stratum

Knowledge status about AIDS	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
No Knowledge	12.3	40.6	23.649	2	.000
Partially Knowledge	64.2	49.1	48.231	1	.005
Full Knowledge	23.6	10.4	12.634	1	.002

In this table it has shown that the awareness regarding AIDS is better to UPE than RPE. In the cases of Full knowledge and partial knowledge UPE group are more aware. All the cases the differences are statistically significant by both from chi-square and p-level.

Table 4.28
Percentage of respondents having awareness
regarding AIDS by stratum

Knowledge status about AIDS	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
No Knowledge	7.4	17.3	2.942	38.8	43.6	2.441
			.229			.295
Partially Knowledge	64.8	63.5	19.981	53.7	41.0	7.659
			.000			.022
Full Knowledge	27.8	19.2	7.429	7.5	15.4	2.534
			.000			.000

The above table shows that the differences between male and female respondents of each group are statistically significant in cases of full knowledge and partial knowledge. There are also some difference between the male respondents of these two groups (Colum no. 1vs 3) and same to female respondents. In both cases UPE is more advanced than RPE.

Table 4.29
Percentage of respondents having the knowledge about using iodized salt

Knowledge and practice about iodized salt	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
No Knowledge	.9	3.8	26.708	1	.000
No Knowledge but Practice	20.8	35.8	31.984	3	.000
Practice and Knowledge	78.3	48.1	47.382	3	.000
No knowledge and no practice	.0	12.1	3.325	2	.308

Iodized salt is very essential element for the development of intellect. The respondents' answer of the question knowledge and practice of iodized salt, urban respondents are more advanced than rural. The difference is statistically significant. Not only this on the other cases except no knowledge and no practice the differences are significant.

Table 4.30
Percentage of respondents having the knowledge about
using iodized salt and sex

Knowledge and practice about iodized salt	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
No Knowledge	1.9	.0	.003	.6	.0	3.002
			.097			.170
No Knowledge but not Practice	13.0	28.8	4.849	40.3	28.2	5.848
			.089			.191
Practice and Knowledge	85.2	71.2	2.089	40.3	61.5	6.119
			.175			.000
No knowledge and no practice	.0	.0	.0	13.4	10.3	4.000
			.0			.068

The above table shows that male to male (1vs3) and female to female (2vs4) compilation in both cases urban respondents are more advanced. Only in the variable practice an knowledge of RPE male female difference is significant.

Table 4.31
Percentage of respondents having knowledge about the prevention of night blindness by stratum

Knowledge status about the prevention of night blindness	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Knowledge	96.2	48.1	61.085	1	.000
No Knowledge	3.8	52.9	43.657	1	.000

The above table shows that having knowledge about the prevention of night blindness UPE are more aware than RPE and the difference are statistically highly significant by chi-square test and p-level.

Table 4.32
Percentage of respondents having knowledge about the prevention of night blindness and sex

Knowledge status about the prevention of night blindness	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Knowledge	94.4	98.1	.963	34.3	71.8	13.861
			.327			.000
No Knowledge	5.6	1.9	9.837	65.7	28.2	56.253
			.000			.000

This table shows that female respondents are more aware than male respondents of every group. Male to male (1vs3) and female to female (2vs4) analysis shows that in every case UPE are more aware than RPE.

Table 4.33
Percentage of respondents having knowledge about making of oral saline by stratum

Knowledge status about the making of oral saline	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Know	72.6	57.5	5.315	1	.021
Don't Know	27.4	42.5			

Knowledge about making oral saline in house is very important for daily life in case of emergency. In this study UPE are more aware than RPE and the difference are statistically significant.

Table 4.34
Percentage of respondents having knowledge about making of oral saline by stratum and sex

Knowledge status about the making of oral saline	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Know	66.7	78.8	1.977	43.3	82.1	15.165
			.160			.000
Don't Know	33.3	21.2		56.7	17.9	

The above table shows that the female respondents are more aware than male respondents of every group. Between male to male UPE is better and female to female RPE is better.

Table 4.35
Percentage of respondents having knowledge about
water purification by stratum

Knowledge status about water purification	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	100	80.2	23.309	1	.000
No	0	19.8			

The knowledge about water purification UPE and RPE respondents are different. The difference is highly significant by both chi-square and p-test.

Table 4.36
Percentage of respondents having knowledge about water
purification by stratum and sex

Knowledge status about water purification	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Yes	100	100	-	68.7	100	15.244
			-			.000
No	0	0		31.3	0	

This table shows that the female respondents of RPE group are more aware than its male respondents and the difference is statistically significant. The other cases the respondents have 100% knowledge on water purification.

Table 4.37
Percentage of respondents having knowledge about water purification system by stratum (Multiple answers)

Knowledge status about water purification system	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Water Boiling	95.3	75.5	16.662	1	.000
Using Bleaching powder	11.3	1.9	7.648	1	.006
Using Fitkiri	17.9	17.9	.000	1	1.000
Filtering	84.0	15.1	100.56	1	.000
Using Tablet	38.7	14.2	16.405	1	.000

Having knowledge about water purification system UPE respondents are more aware and the differences are statistically highly significant by both chi-square and p-test except using fitkiri.

Table 4.38
Percentage of respondents having knowledge about water purification system by stratum and sex

Knowledge status about water purification system	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Water Boiling	94.4	96.2	.172	61.2	100.0	20.053
			.678			.000
Using Bleaching powder	16.7	5.8	3.134	3.0	.0	1.187
			.077			.276
Using Fitkiri	24.1	11.5	2.830	14.9	23.1	1.113
			.093			.291
Filtering	81.5	86.5	.503	17.9	10.3	1.127
			.478			.288
Using Tablet	51.9	25.0	8.053	14.9	12.8	.090
			.005			.764

This table shows that the difference between male and female are significant in one case in both groups. Male respondents of UPE are more aware than that of RPE.

4.7 Health Hygiene

Awareness of health hygiene is directly related to health. Those who are aware about these variables they are healthier. 15 questions have been asked to the respondents and the data have given bellow.

Table 4.39
Percentage of respondents having safe latrine by stratum

Status of sealed latrine	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Open air	.0	2.8	4.019	1	.134
Fixed with slab	88.7	50.9	35.811	1	.000
Fixed whole surrounded	9.4	8.5	.058	1	.810
Slab and pacca	.9	35.8	43.016	1	.000
Pit latrine	.9	3.8	1.843	1	.175
Others	.0	1.9	2.019	1	.155

The above table shows that the difference on using fixed whole surrounded latrine is significant between UPE and RPE respondents. About 4.7% (open air 2.8+other 1.9) respondents of RPE are not use sealed latrine but in the same case UPE are 0%.

Table 4.40
Percentage of respondents having safe latrine by stratum and sex

Status of sealed latrine	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Open air	.0	.0	.972	1.5	5.1	1.185
			.324			.276
Fixed with slab	81.5	96.2	5.681	58.2	38.5	3.847
			.017			.050
Fixed whole surrounded	16.7	1.9	6.740	7.5	10.3	.248
			.009			.619
Slab and pacca	.0	1.9	1.048	34.3	38.5	.183
			.306			.669
Pit latrine	1.9	.0	.972	3.0	5.1	.312
			.324			.577
Others	.0	.0	-	3.0	.0	1.187
			-			.276

In the above study between male and female respondents the differences are significant two cases in UPE and one case in RPE.

Table 4.41
**Percentage of respondents using sandal at the time of
defecation by tratum**

Status of using andal	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	100	92.5	8.314	1	.004
No	0	7.5			

The practice of using sandal at the time of defecation the UPE and RPE respondent are significantly different by both from chi-square and p-test.

Table 4.42
**Percentage of respondents using sandal at the time of
defecation by stratum and sex**

Status of using sandal	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Yes	100	100	-	95.5	87.2	2.459
			-			.117
No	0	0	-	4.5	12.8	

The above table shows that there is no any significantly difference between the cases. Male and female respondents of UPE are higher to practice sandal use than that of RPE.

Table 4.43
Percentage of respondents' place of garbage disposing by stratum

place of garbage disposing	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Open space	.0	19.8	23.309	1	.000
Bushes	1.9	3.8	.686	1	.407
Dustbin	98.1	17.9	139.638	1	.000
Ditches	.0	59.4	89.638	1	.000
Drain	.0	.0	-	-	-

The above table shows that the difference of UPE and RPE are highly significant in most cases. There is no person disposing garbage in open space in to urban respondents but in this case 19.8% rural respondents dispose their garbage in open space.

Table 4.44
Percentage of respondent's place of garbage disposing by stratum and sex

place of garbage disposing	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Open space	.0	.0	-	14.9	28.2	2.736
			-			.098
Bushes	3.9	.0	1.963	6.0	.0	2.420
			.161			.120
Dustbin	96.3	100	1.963	28.4	.0	13.475
			.161			.000
Ditches	.0	.0	-	52.2	71.8	3.910
			-			.048
Drain	.0	.0	-	.0	.0	-
			-			-

The above table shows that male and female respondents of urban and rural are more or less equal. But there are some differences between male to male and female to female respondents of UPE and RPE.

Table 4.45
Percentage of respondents sources of drinking water by stratum

sources of drinking water	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Tube-well	99.1	100	1.005	1	.316
Pond	.0	.0	-	-	-
Supply water	.9	.0	7.005	1	.000
River	.0	.0	-	-	-

The above table shows that UPE and RPE respondents are use more or less equal sources of drinking water.

Table 4.46
Percentage of respondents sources of drinking water by stratum and sex

sources of drinking water	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Tube-well	98.1	100	.972	100	100	-
			.324			-
Pond	.0	.0	-	.0	.0	-
Supply water	1.9	.0	43.028	.0	.0	-
			.000			
River	.0	.0	-	.0	.0	-

The above table shows that UPE and RPE male and female respondents are use more or less equal sources of drinking water.

4.8 Political Awareness

This is very important sector of the study. No.3 hypothesis will be achieved by this sector. Every citizen of the county should have some political knowledge. In this sector that knowledge will be assessed.

Table 4.47
Respondents having political knowledge by stratum

Variables	Stratum		Level of significance		
	1.UPE	2.RPE	1 vs 2		
	n=106	n=106	χ^2	df	p-value
National ID Card	99.1	100	1.005	1	.316
Actual voting age	96.2	81.1	12.028	1	.001
Name of Chairman/ Commissioner	86.8	77.4	3.206	1	.073
Name of the President	95.3	57.9	41.877	1	.000

The above table shows that in two cases the differences between UPE and RPE are statistically significant. Knowledge about voting age, Name of chairman and name of the president are most important indicators of the study which will clarify the political awareness. In these cases UPE have better knowledge than RPE.

Table 4.48
Respondents having political knowledge by sex

Variables	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
National ID Card	100	98.1	1.048	100	100	-
			.306			-
Actual voting age	96.3	96.2	.001	86.6	71.8	3.514
			.969			.061
Name of Chairman/ Commissioner	79.6	94.2	4.927	86.6	61.5	8.817
			.026			.003
Name of the President	98.1	92.3	2.011	61.2	51.3	.991
			.156			.319

The difference of male to female of each groups are not significant except in the case of the name of chairman/commissioner in RPE group. But the knowledge about political awareness male respondents are more aware than female respondents of their group. Male to male (1vs3) and female to female (2vs4) analyses it is shown that UPE group are more aware than RPE.

4.9 Conclusion

In this chapter the respondents were asked 72 questions. Among these questions UPE respondents are more skilled in 43 questions to give correct answer, in one case they are similar and RPE have higher performance in

remaining 28 questions. Over all these variables, the differences of RPE and UPE are statistically significant in 49 cases by both chi-square and p-value. From the analysis of this study it can be said that except the name of six deadly diseases in all cases of immunization UPE group's respondents are more aware than RPE group. 'The UPE beneficiaries are more likely to have done better performance in socio-economic activities compared to their matched pairs'. This 1st hypothesis is accepted with the analysis of variable 'child education' and 'marriage age'. The 2nd hypothesis 'UPE beneficiaries are more likely to do better in achieving life skill knowledge' is accepted with the analysis of the variables 'use of sealed latrine' and 'garbage disposing system', the 3rd hypothesis 'The people who have experienced from UPE schools are more likely to have better socio-political awareness than their matched peers' is also accepted with the analysis of 'Knowledge about voting age', 'name of chairman' and 'name of the president'. So it is clear that the respondents of RPE group are in higher socio-economic position. From the result of the analysis it can be said that the output of urban primary education is better than the output of rural primary education.

Chapter Five
**Estimation of Legal Awareness and Economical
Impact of the UPE and RPE Beneficiaries**

5.1 Introduction

This chapter is designed to estimate the knowledge about various legal issues and the economical status of UPE and RPE beneficiaries. For this there are 86 questions were asked to respondents which are divided into five headlines i.e. legal awareness, housing pattern, annual income, land ownership, and economic status. The assessments of interviews are help to clarify the respondents' knowledge on legal issues and their economical position. The analysis of data will divided the respondents whom are in higher position in socio-economic condition.

5.2 Estimation of Legal Awareness

Awareness about legal issues is very important variable. Knowledge about these issues can help to keep ones right. Most of the women of our country are facing family torture. They do not have enough knowledge on their right. On these issues the data are given bellow.

Table 5.1
**Percentage of respondents having knowledge about the
punishment of taking/giving dowry by stratum**

Variable	Stratum		Level of significance		
	UPE n=106	RPE n=106	1 vs 2		
			χ^2	df	p-value
Know	60.4	20.8	34.512	1	.000
Don't know	39.6	79.2			

The above table shows that the UPE respondents have better knowledge about the punishment of taking / giving dowry. The difference between UPE and RPE is statistically highly significant by both from chi- square and p-value.

Table 5.2
Percentage of respondents having knowledge about the punishment of taking/giving dowry by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=106	2.Female n=106	χ^2	3.Male	4.Female	χ^2
			p-value			p-value
Know	66.7	53.8	1.820	22.4	17.9	.295
			.177			.583

This table shows that the male and female respondents of UPE are more aware than the male and female respondents of RPE. But the cases are not significant at .05 level.

Table 5.3
Percentage of respondents practice about taking/giving dowry by stratum

Variable	Variables		Variables		
	UPE n=106	RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	6.6	33.0	23.278	1	.000
No	93.4	67.0			

From this table it can be said that most of the respondents of UPE haven't taken or given dowry. One third of the respondents of RPE have done that forbidden work. But the difference of UPR and RPE is highly statistically significant by p-value and chi-square test also supports that.

Table 5.4
Percentage of respondents practice about taking/giving dowry by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male	4.Female	χ^2
			p-value			p-value
Yes	11.1	1.9	3.626	29.9	38.5	.826
			.057			.363

The male to male and female to female analysis show that male and female of UPE are less involved to dowry than that of RPE . Male respondents of UPE are more involved than female but in RPE female respondents are more involved than male respondents.

Table 5.5
Percentage of respondents having knowledge about the punishment of acid throwing by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Know	77.4	41.5	30.354	1	.000
Don't Know	22.6	58.5			

From this table it can be said that most of the respondents of UPE have knowledge about acid throwing. About two fifth of respondents of RPE have knowledge about that forbidden work. And the difference of UPR and RPE is highly statistically significant by p-value and chi-square test also supports that.

Table 5.6
Percentage of respondents having knowledge about the punishment of acid throwing by stratum and sex

Variables	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=54	2.Female n=52	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Know	81.5	73.1	2.489	35.8	51.3	2.427
			.288			.119
Don't Know	18.5	26.9		64.2	48.7	

The male to male and female to female analysis shows that male and female of UPE are more aware than that of RPE. Male respondents of UPE are more knowledge than female but in RPE female respondents have more knowledge than male respondents. Here there is no significant case.

Table 5.7
Percentage of respondents having knowledge about the punishment of smoking in public place by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Know	60.4	25.5	26.358	1	.000
Don't Know	39.6	74.5			

From this table it can be said that most of the respondents of UPE have more knowledge about the punishment of smoking in public place than RPE. The difference of UPR and RPE is highly statistically significant by p-value and chi-square test also supports that.

Table 5.8
Percentage of respondents having knowledge about the punishment of smoking in public place by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Know	85.2	34.6	28.318	31.3	15.4	3.307
			.000			.069

The above table describes that male to male and female to female analysis shows that male and female of UPE are more aware than that of RPE. Male respondents of UPE are more knowledge than female and the difference is statistically significant. Male respondents of RPE are also more aware than the female respondents.

Table 5.9
Respondents' knowledge about the place to appeal for bail by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Know	71.7	78.3	1.233	1	.267
Don't Know	28.3	21.7			

The above table shows that there are a few differences between urban and rural respondents. The RPE respondents are more aware than UPE respondents about the place to appeal for bail.

Table 5.10
Respondents’ knowledge about the place to appeal for bail
by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Know	70.4	73.1	.096	86.6	64.1	7.322
			.757			.007
Don’t know	29.6	26.9		13.4	35.9	

This table shows that the male respondents have better knowledge than the others groups. The difference of male and female in RPE respondents are statistically significant.

5.3 Housing Pattern

Housing pattern is one of the most important indicators of the study. The environment of house is directed related to quite health and proper study. The data is given bellow which will differ the respondents.

Table 5.11
Pattern of respondents houses type by stratum

House status	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Jupri	.0	3.8	4.077	1	.043
Paka wall covered with tin	1.9	35.8	39.935	1	.000
Brick built floor and tin on top	7.5	21.7	8.501	1	.004
Pacca wall covered with tally	.0	.9	1.005	1	.316
Mud made floor, tin on top	.0	5.7	6.175	1	.013
Kacha wall covered with straw	.0	20.8	24.547	1	.000
Brick built wall, floor, roof	89.6	12.3	126.91	1	.000
Kacha wall covered with tally	.0	.9	1.005	1	.316

The above table shows that most of the respondents of urban area live in the house made by brick built wall, floor and roof, which is best pattern house of the country and a very few respondents of rural area are live in this kind of house. The numbers of rural respondents are live in the house made by paka wall covered with tin and in this kind of house an ignorable percent of rural respondents are live. In the both case the differences are highly significant.

Table 5.12
Pattern of respondents houses type by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Jupri	.0	.0	-	4.5	2.6	.249
			-			.618
Paka wall covered with tin	3.7	.0	1.963	38.8	30.8	.692
			.161			.405
Brick built floor and tin on top	5.6	9.6	.626	6.0	5.1	7.322
			.429			.007
Pacca wall covered with tally	.0	.0	-	1.5	.0	.588
			-			.443
Mud made floor, tin on top	.0	.0	-	6.0	5.1	.033
			-			.856
Kacha wall covered with straw	.0	.0	-	22.4	17.9	.295
			-			.587
Brick built wall, floor, roof	88.9	90.4	.064	13.4	10.3	.231
			.801			.631
Kacha wall covered with tally	.0	.0	-	1.5	.0	.588
			-			.443

The above table shows that there is no any significant different in any case except the male and female in RPE in the housing pattern of Brick built floor and tin on top.

Table 5.13
Percentage of respondents taking loan to build the house by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE }n=106	1 vs 2		
			χ^2	df	p-value
Yes	7.5	6.6	.072	1	.789
No	92.5	93.4			

A very small percentage of respondents have taken loan to build their house. And here null hypothesis is accepted. So there is no significant difference between urban and rural respondents.

Table 5.14
**Percentage of respondents taking loan to build the house
by stratum and sex**

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Yes	13.0	1.9	4.627	9.0	2.6	1.633
			.031			.201
No	87	98.1		81	93.4	

The above table shows that there is no any significant different of this study. But there are some differences between male and female respondents of each group for taking loan to build house.

5.4 Annual Income

Annual income is one of the most important indicators of the study. The people of our country think that the aim of education is to create income source. A person is a good employee when he/she earns high income.

Table 5.15
Percentage of respondents of annual income by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
-20000	.0	10.4	11.602	1	.001
20001-40000	.0	18.9	22.083	1	.000
40001-60000	.0	9.4	10.495	1	.001
60001-80000	6.6	27.4	16.194	1	.000
80001-100000	28.3	15.5	5.442	1	.020
100001-120000	21.7	13.2	2.652	1	.103
1200001-140000	19.8	2.8	15.223	1	.000
140001-above	24.5	3.8	18.793	1	.000

The above table shows that a quarter of UPE respondents are enjoying height income level (140001 and above). On the other hand a quarter of RPE respondents are enjoying medium (60001-80000) income level. In lowest three levels of income there is no UPE respondents and a large amount (38.7) of RPE group are in these level. Except one case all the differences of UPE and RPE are statistically highly significant by both from chi- square and p-value.

Table 5.16
Percentage of respondents of annual income by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male	2.Female	χ^2	3.Male	4.Female	χ^2
	n=	n=	p-value	n=66	n=40	p-value
-20000	.0	.0		3.0	23.1	10.700
						.001
20001-40000	.0	.0		20.9	15.4	.489
						.484
40001-60000	.0	.0		10.4	7.7	.219
						.640
60001-80000	11.1	1.9	3.626	25.4	30.8	.361
			.057			.548
80001-100000	38.9	17.3	6.080	16.4	12.8	.249
			.014			.618
100001-120000	25.9	17.3	1.158	17.9	5.1	3.514
			.282			.061
1200001-140000	13.0	26.9	3.250	3.0	2.6	.016
			.071			.900
140001-above	13.0	36.5	7.954	4.5	2.6	.249
			.005			.618

From the above table it is shown that only in three cases the difference is significant. The male respondents of UPE are upper class income level than the male of RPE. The female respondents of UPE are upper class income level than the female of RPE

Table 5.17
Percentage of respondents income source by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Agriculture	.0	20.20	23.309	1	.000
Business	28.3	24.4	.023	1	.878
Service	71.7	21.5	51.019	1	.000
Farming	.0	.9	1.005	1	.316
Agriculture + Business	.0	23.4	32.261	1	.000
Agriculture + Service	.0	4.7	5.121	1	.024
Business + Service	.0	4.9	5.121	1	.024
Self enterprise	.0	.0	-	-	-

The above table shows that the income sources of UPE respondents are mainly service and business. RPE respondents are divided in all kinds of income sources. Except business and Business+ service, in all other kinds of income source the differences are statistically significant.

Table 5.18
Percentage of respondents income source by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male	2.Female	χ^2	3.Male	4.Female	χ^2
	n=	n=	P-value	n=66	n=40	P-value
Agriculture	.0	.0		10.4	35.9	10.050
						.002
Business	31.3	21.1	1.373	35.8	7.7	12.008
			.241			.001
Service	70.4	78.8	1.002	14.9	43.6	10.669
			.317			.001
Farming	.0	.0	-	.0	2.6	1.734
			-			.188
Agriculture+ Business	.0	.0	-	.0	2.6	8.288
			-			.004
Agriculture+ Service	.0	.0	-	4.5	5.1	.023
			-			.879
Business+ Service	.0	.0	-	7.5	.0	3.055
			-			.081
Self Enterprise	.0	.0	-	.0	.0	-
			-			-

In the analysis of male to male and female o female in service as income source, urban male and female are higher percentage than rural respondents separately. In all other cases RPE are higher.

Table 5.19
Percentage of respondents annual saving by stratum

Variable	Male	Female	Level of significance		
			χ^2	df	p-value
20000	18.9	68.9	53.809	1	.000
20001-40000	48.1	16.0	25.028	1	.000
40001-60000	22.6	1.9	21.218	1	.001
60001-80000	9.4	.0	10.495	1	.001
80001-100000	.9	.0	1.005	1	.316
100001-120000	.0	2.8	3.043	1	.081
1200001-140000	.0	.0	-	-	-
140001-above	.0	.0	-	-	-

The above table shows UPE respondents have higher savings than other groups. Among six cases four cases are significantly different and there are no data into rest of two variables.

Table 5.20
Percentage of respondents annual saving by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male	2.Female	χ^2	3.Male	4.Female	χ^2
	n=	n=	p-value	n=66	n=40	p-value
-20000	18.5	19.2	.009	70.1	66.7	.139
			.925			.709
20001-40000	51.9	44.2	.616	20.9	33.3	3.191
			.432			.074
40001-60000	20.4	25.0	.324	1.5	2.6	.153
			.569			.696
60001-80000	9.3	9.6	.004	.0	.0	
			.950			
80001-100000	.0	1.9	1.048	.0	.0	
			.306			
100001-120000	.0	.0	-	4.5	.0	1.797
			-			.180
1200001-140000	.0	.0	-	.0	.0	-
			-			-
140001-above	.0	.0	-	.0	.0	-
			-			-

In the analysis of male to male and female to female in saving, urban male and female are higher percentage than rural respondents separately. Female respondents of RPE are higher saver than male respondents of the group.

Table 5.21
Percentage of respondents taking loan to maintain family by stratum

Family planning methods	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	2.8	19.8	15.223	1	.000

This table shows that more respondents of rural area have took loan to maintain their family and the difference is highly significant by both from chi-square and p-value.

Table 5.22
**Percentage of respondents taking loan to maintain family
by stratum and sex**

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Yes	3.7	1.9	.305	22.4	15.4	.761
			.581			.383

From the above table it can be said that male respondent have took more loan to maintain their family than female respondents.

Table 5.23
Percentage of respondents taking annual loan by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
00001-20000	1.9	16.0	13.008	1	.000
20001-40000	.9	1.9	.338	1	.561
40001-60000	.0	.0	-	-	-
60001-80000	.0	1.9	2.019	1	.155
80001-100000	.0	.0	-	-	-
100001-120000	.0	.0	-	-	-
1200001-140000	.0	.0	-	-	-
140001-above	.0	.0	-	-	-

This study indicates that more RPE respondents have taken more loans than those of UPE respondents.

Table 5.24
Percentage of respondents taking annual loan by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male	2.Female	χ^2	3.Male	4Female	χ^2
	n=	n=	p-value	n=66	n=40	p-value
-20000	14.0	2.2	8.942	1.9	16.0	13.008
			.003			.000
20001-40000	.0	3.3	4.046	.9	1.9	.338
			.044			.561
40001-60000	.0	.0	-	.0	.0	-
			-			-
60001-80000	.0	2.2	2.685	.0	1.9	2.019
			.101			.155
80001-100000	.0	.0	-	.0	.0	-
			-			-
100001-120000	.0	.0	-	.0	.0	-
			-			-
1200001-140000	.0	.0	-	.0	.0	-
			-			-
140001-above	.0	.0	-	.0	.0	-
			-			-

In the analysis of male to male and female o female in loan, urban male and female are lower percentage than rural respondents separately. Female respondents of RPE and UPE have taken bigger amount of loan that male of each group.

5.5 Landownership and Food Security

In this section it will discuss the land ownership of the respondents and their food security position.

Table 5.25
Percentage of respondents having own land by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	47.2	47.2	.000	1	1.000

The above table shows that there is no difference between UPE and RPE respondents in response of the variable land ownership.

Table 5.26
Percentage of respondents having own land by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male	2.Female	χ^2	3.Male	4.Female	χ^2
	n=	n=	p-value	n=66	n=40	p-value
Yes	66.7	26.9	16.791	58.2	28.2	8.905
			.000			.003

In the analysis of male to male and female to female in response of the variable land ownership, male of urban and rural are higher percentage than female respondents. And the difference is statistically significant by both from chi- square and p-value test.

Table 5.27
Percentage of respondents way of getting land ownership by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
By Inheritance	32.1	45.3	3.898	1	.048
By purchasing	10.4	1.9	6.638	1	.010
Khas Land	.0	.0	-	-	-
Lease	.0	.9	1.005	1	.316
Others	6.6	.0	7.239	1	.007

This table shows that most of the respondents have gotten their own land by inheritance. In the case of purchasing urban respondents are higher than rural respondents and the difference are significant.

Table 5.28
**Percentage of respondents way of getting land ownership
by stratum and sex**

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
By Inheritance	40.7	23.1	3.794	55.2	28.2	7.263
			.051			.007
By Purchasing	18.5	1.9	7.844	3.0	.0	1.187
			.005			.276
Khas Land	.0	.0	-	.0	.0	-
			-			-
Lease	.0	.0	-	1.5	.0	.588
			-			.443
Others	11.1	1.9	3.626		.0	-
			.057			-

This table shows that male respondents are higher than female respondents. In the analysis of male to male and female to female in response of the variable way of gating land ownership, male and female respondents of rural are higher percentage than urban in case of inheritance and lower by purchasing.

Table 5.29
Percentage of respondents can eat three times all the member of the family in a day by filling their tummy by stratum

Knowledge and practice about iodized salt	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	95.3	97.2	.520	1	.471

This table shows that there is no different between urban and rural respondents in response the variable can eat three times all the member of the family in a day by filling their tummy by stratum.

Table 5.30
Percentage of respondents can eat three times all the member of the family in a day by filling their tummy by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Yes	100	90.4	5.449	98.5	94.9	1.185
			.020			.276

This table shows that male of UPE are higher than all other groups and male- female difference is significant. Female of RPE is higher than that of UPE. The difference of male and female of RPE is not significant.

Table 5.31
Percentage of respondents have taken meat and fish in last month by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
01 to 10 days	1.9	45.3	55.382	1	.000
11 to 20 days	40.6	35.8	.499	1	.480
21 to 30 days	58.5	19.8	33.284	1	.000

The above table shows that RPE and UPE respondents are more or less equal in response of the above variable at 11 to 20 days. In lower position (01to 10 days) the RPE has higher percentage and at the higher position (21 to 30 days) the RPE has lower percentage. The UPE and RPE difference are statistically significant.

Table 5.32
Percentage of respondents have taken meat and fish in last month by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
01 to 10 Days	3.7	.0	1.963	43.3	48.7	.294
			.161			.588
11 to 20 Days	51.9	28.8	5.815	35.8	35.9	.000
			.016			.994
21 to 30 Days	44.4	73.1	8.945	20.9	17.9	.135
			.003			.714

In the analysis of male to male and female to female in response of the variable taking meat and fish, female of urban and rural are higher percentage in height position than the male respondents of its own group.

5.6 Economic Status

Economic status is one of the most important integrator of this study. Now a days the position of a person is known by his / her economic condition. Not only this, the economic status is directly related to education.

Table 5.33
Percentage of respondents having electricity facility in house by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	100	59.4	53.941	1	.000

Modern civilization cannot be thought without electricity. But in rural area only about 60% houses has electricity. The difference of UPE and RPE are highly significant by both from chi- square and p-value test.

Table 5.34
Percentage of respondents having electricity facility in house by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Yes	100	100	-	62.7	53.8	.799
			-			.371

The above table shows that the male female difference is not significant and 100% male female UPE respondents have electricity in their house.

Table 5.35
Percentage of respondents having electric useable goods in house by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
TV	100.0	58.5	55.524	1	.000
Freeze	99.1	14.2	155.54	1	.000
Tape recorder	45.3	31.1	4.495	1	.034
Fan	97.2	63.2	38.481	1	.000
Computer	39.6	3.8	40.090	1	.000
Oven	33.0	.0	43.364	1	.000
Washing Machine	5.7	.0	6.175	1	.013
AC	.9	.0	1.005	1	.316
Iron	99.1	20.8	135.29	1	.000

This table shows that more respondents of UPE have above mentioned electronic goods than RPE respondents. Rajshahi is very high temperature area of Bangladesh. About 100% UPE households have electric fan but that is in the RPE is very low. Except tape recorder and AC, all other cases the differences are highly significant.

Table 5.36
Percentage of respondents having electric useable goods in
house by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs4
	1.Male	2.Female	χ^2	3.Male	4Female	χ^2
	n=	n=	p-value	n=66	n=40	p-value
TV	100.0	100.0	-	62.7	51.3	1.321
			-			.250
Freeze	98.1	100.0	.972	11.9	17.9	.733
			.324			.392
Tape recorder	61.1	28.8	11.130	34.3	25.6	.868
			.001			.352
Fan	96.3	98.1	.305	67.2	56.4	1.226
			.581			.268
Computer	40.7	38.5	.058	1.5	7.7	2.609
			.810			.106
Oven	35.2	30.8	1.277/2	.0	.0	-
			.528			-
Washing Matching	9.3	1.9	2.670	.0	.0	-
			.102			-
AC	1.9	.0	.972	.0	.0	-
			.324			-
Iron	98.1	100.0	.972	26.9	10.3	4.135
			.324			.042

This table shows that more respondents of UPE male and female have above mentioned electronic goods than RPE respondents. Rajshahi is very high temperature area of Bangladesh. About 100% UPE households have

electric fan but that is in the RPE is very low. It can be said in this connection that UPE respondents have gotten environment to study than the other group. Except one cases the differences are not significant.

Table 5.37
Percentage of respondents having furniture goods in house
by stratum (Multiple answers)

Having furniture goods	Stratum		Level of significance		
	1.UPE	2.RPE	1 vs 2		
	n=106	n=106	χ^2	df	p-value
Cot	100.0	97.2	3.043	1	.081
Almirah	89.6	82.1	2.485	1	.115
Dressing table	78.3	36.8	37.380	1	.000
Reading table	84.0	63.2	11.745	1	.001
Book shelf	65.1	38.7	14.814	1	.000
Dining table	88.7	20.8	98.690	1	.000
Sofa set	72.6	15.1	71.280	1	.000
Show case	73.6	22.6	57.341	2	.000
Wear drawer	75.5	10.4	91.666	1	.000

This table shows that more respondents of UPE have above mentioned useable goods than RPE respondents. Except cot and almirah, all the other cases the differences are highly significant.

Table 5.38
Percentage of respondents having furniture goods in house by stratum and sex (Multiple answers)

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male	2.Female	χ^2	3.Male	4.Female	χ^2
	n=	n=	p-value	n=66	n=40	p-value
Cot	100	100	-	98.5	94.9	1.185
			-			.276
Almirah	85.2	94.2	2.331	91.0	66.7	9.958
			.127			.002
Dressing Table	68.5	88.5	6.201	32.8	43.6	1.226
			.013			.268
Reading Table	81.5	86.5	.503	64.2	61.5	.074
			.478			.786
Book Shelf	68.5	61.5	.568	41.5	33.3	.743
			.451			.389
Dining Table	85.2	92.3	1.339	22.4	17.9	.295
			.247			.587
Sofa set	61.1	84.6	7.364	17.9	10.3	1.127
			.007			.288
Show case	64.8	82.7	4.784	26.9	15.4	1.855
			.091			.173
Wear drawer	75.9	75.0	.012	9.0	12.8	.396
			.912			.529

The above table shows that there are very negligible differences between male and female respondents of both groups.

Table 5.39
Percentage of respondents of cooking materials by stratum

Cooking Materials	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Wood	40.6	75.5	26.512	1	.000
Dry leaves	.0	69.8	113.68	1	.000
Dry cow dung	.0	59.4	89.638	1	.000
Husk	.0	.0	-	-	-
Electricity	17.9	.9	17.888	1	.000
LP Gas	96.2	5.7	173.95	1	.000
Strobe	12.3	.9	11.013	1	.001

This table shows that all the differences between urban and rural respondents are highly significant. Most of the urban respondents have used LP gas as cooking materials, on the other hand most of the rural respondents have used wood as cooking material. Wood is not good for health because it delivers Carbon dioxide.

Table 5.40
Percentage of respondents of cooking materials by stratum and sex

Variable	Stratum					
	UPE		Level of Significance	RPE		Level of Significance
	1.Male	2.Female	1 vs 2	3.Male	4.Female	3vs4
	n=	n=	df=01	n=66	n=40	df=01
Wood	51.9	28.8	5.815	74.6	76.9	.070
			.016			.791
Dry leaves	.0	.0	-	82.1	48.7	13.026
			-			.000
Dry Cow dung	.0	.0	-	62.7	53.8	.799
			-			.371
Husk	.0	.0	-	.0	.0	-
			-			-
Electricity	27.8	7.7	7.264	1.5	.0	.588
			.007			.443
LP Gas	94.4	98.1	.963	.0	15.4	10.926
			.327			.001
Strobe	3.7	21.2	7.497	1.5	.0	.588
			.006			.443

The above table shows that most of the urban male and female respondents have used LP gas as cooking materials, on the other hand most of the rural male and female respondents have used wood and dry leaves as cooking

material. These materials are not good for health because it delivers Carbon dioxide.

Table 5.41
Percentage of respondents keeping newspaper at home by stratum

Status of keeping news paper	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	92.5	8.5	149.466	1	.000

Newspaper is very important source to get information and knowledge. Very small quantities of RPE respondents are keeping newspaper but maximum respondents of UPE are keeping that. Here the difference is statistically highly significant.

Table 5.42
Percentage of respondents keeping newspaper at home by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Yes	88.9	96.2	2.004	7.5	10.3	.248
			.157			.619

The above table shows that there is a little difference between male and female respondents and that is not significant. Female respondents are more aware than male respondents of every group.

Table 5.43
Percentage of respondents watching TV/hearing Radio by stratum

Variable	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	100	47.2	76.10	1	.000

The above table shows that in the variable of watching TV urban respondents are higher and the difference is significant.

Table 5.44
Percentage of respondents watching TV/ hearing Radio by stratum and sex

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Yes	100	100	-	43.3	53.8	1.104
			-			.293

The above table shows that there is no difference between male and female respondents in UPE and a very little difference in RPE.

Table 5.45
Percentage of respondents having made servant at home by stratum

having made servant at home	Stratum		Level of significance		
	1.UPE n=106	2.RPE n=106	1 vs 2		
			χ^2	df	p-value
Yes	73.6	10.4	86.934	1	.000

The above table shows that having made servant is higher to UPE respondents than to RPE and the difference is statistically highly significant by both from chi- square and p-value test.

Table 5.46
**Percentage of respondents having made servant at home
by stratum and sex**

Variable	Stratum					
	UPE		1 vs 2	RPE		3 vs 4
	1.Male n=	2.Female n=	χ^2	3.Male n=66	4.Female n=40	χ^2
			p-value			p-value
Yes	85.2	61.5	7.621	10.4	10.3	.001
			.006			.975

The above table shows that the male respondent are higher than female and difference between male and female respondents are statistically significant. But in RPE is not significant.

5.7 Conclusion

In this chapter the respondents were asked 86 questions and in among these 55 (64%) cases the difference between UPE and RPE are statistically

significant. The awareness about the legal issues in UPE respondents are more aware than RPE and the differences are highly significant except the variable 'knowledge about the place to appeal for bail'. The housing patterns of UPE respondents are best category where the rural respondents have lower category. The UPE respondents annually earn more than RPE respondents. The UPE respondents have better income sources. UPE respondents also have higher savings. Not only this, the economic status of UPE is better than RPE. More respondents of UPE have kept newspaper and watch TV. These analyses prove that the 4th hypothesis 'the alumni of UPE are more likely to do better in doing economic changes on the livelihood than their match pair' is accepted. From the findings of this chapter it can be said that the UPE beneficiaries are in better socio-economic condition.

Chapter Six

Summary, Conclusion and Recommendation

6.1 Introduction

This chapter reviews the results obtained in the previous chapters. This study on the disparity of primary education between urban and rural area and their adverse impact in Bangladesh is based on our survey data 2009-2010. Education is the backbone of any nation. It needs uniform education for balance development of the country. We have found some disparities of primary education and their adverse impact from the previous chapters. The analyses of mentioned chapters integrate that, these disparities make some adverse impacts and these impacts reproduce some disparities which is rolling circularly. The present chapter will summarize the major findings of the study at first and then it will discuss their implications.

6.2 Summary

Chapter two shows that Bangladesh has been ruled by various nations from ancient period. The traditional education system of this land had been created by mentioned nations to fulfill their aims. In ancient period there was no any formal education here. After the settlement of Arian race formal education system was started. In the period of Pala dynasty above 19,300 monks studied as students of 77 Behar in Bengal. In the Sane dynasty the opportunity of education was centered within the higher class Hindu only. People of all class got chance to take education during the Muslim period. But at this time the settler rulers put emphasis on religious teaching and the language of Arabic and Persian. In this period, teaching was started around the Mosque and Moktab. The British came here to make this land their

colony. They did not pay any attention to education in their early stage. The Missionaries established some educational institutions in different areas of Bengal. By the order of British government the East India Company had paid some attention to education for their own interest later. The Pakistani rulers had made clear disparity in education sector between East and West Pakistan. At that time the education of Bengal was also neglected. Bangladesh has tried her best to improve the education system from the post independent period. But still now there are some disparities in primary education between urban and rural area.

From chapter three we have found that the amount of graduate mother is 33% in urban area and 11% in rural area. This event indicates the inequality of education in rural and urban children. Monthly family income and family size are more suitable to get education of urban children than rural children. Urban children are getting more nutrition and monitoring which is helpful for their better education than other groups of children. Net attendance of urban children is higher than rural. Obtaining number of last examination is more or less equal to the both group of respondents. Most of the students of urban area (90%) have future plan and in rural area 70% students have that. In the case of general knowledge urban students are more aware and their English skill is significantly higher than rural students. From this study it can be said that the urban students are getting more nutrition, are more skilled, their environment is more suitable to go to school and their parents are educated.

Chapter four describes the knowledge of respondents on immunization, child education, family planning practice, life skill knowledge, health

hygiene and political awareness. In the awareness of immunization somewhere UPE respondent are more aware and somewhere RPE respondents are more aware, but in most of the variables UPE respondents have done better and the differences are statistically significant at p-level. In this chapter the respondents were asked 72 questions. Among these the opinions of UPE respondents are more skilled in 43 questions, in one case they are same and RPE are more skilled higher in 28 questions. In these 28 questions 18 cases are negative sense and 10 are positive sense. In child education section the respondents were asked about the school starting age and enrolment. On these variables UPE group are more aware than RPE. There is no child in UPE who is never enrolled where RPE group has 5.7% never enrolled child. Awareness about marriage and divorce law is related to legal rights. In these indicators UPE respondents are more aware than RPE respondents and the difference is statistically significant. Family planning practice is directly related to health and future life. In this case urban and rural respondents are more or less equally aware. In life skill knowledge e.g., knowledge about AIDS, night blindness, water purification, making oral saline UPE respondents are more aware and responsible than that of RPE and the difference is statistically significant. In the case of health hygiene the respondents have asked about safe latrine, use of sandal, garbage system and sources of drinking water. Among all these indicators UPE respondents are practicing more healthy system and they are more aware than their match peer group.

Chapter five has explored and examined the legal awareness, housing pattern, annual income, annual saving, land ownership and economic status. UPE respondents are more skilled on legal awareness than RPE. The

housing patterns of urban respondents are well and helpful for study. Urban education beneficiaries are more solvent than the other group according to annual income and saving. Both groups are more or less same in land ownership. The economic status shows that UPE respondents are wealthier than RPE respondents.

In this study the variables have been examined by a framework of demographic modeling and different statistical techniques. The present students of urban area are more studious, skilled and hopeful than other groups of students. Most of the indicators indicate that UPE beneficiaries are more skilled, aware and wealthy than rural primary education beneficiaries. So it can be said that there is an evidence of disparity between urban and rural primary education. As a result the urban education beneficiaries are doing better in their practical life. But the responsibilities of that disparities are not only the system of education but also some other phenomena which are rolling circularly.

6.3 Conclusion

From the above discussion, we can draw the following conclusion. There are few disparities and adverse impacts have been found. Those are given bellow.

Disparities

Nutrition: In chapter three table no. 3.5 shows that rural students are facing lack of nutrition and urban students are getting more nutrition. So the urban students are more active, healthy and studies than rural students and those differences are making disparity in primary education.

Schooling: In chapter three table no. 3.6 shows that there are some disparity in schooling; those are school attendance and school going problem. The school attendance of urban students is higher than rural students; thus urban students are doing better in examination. Beside this, urban students have no problem to go to school where about 4% rural students don't go to school for their involvement in domestic work or work for income with their parents. No urban parents take easily the absence of their child in school. But some mothers take it in relax mood in rural area.

Knowledge: In chapter three table no 3.8 and 3.10 (a-d) show that urban students have more knowledge on English language and general knowledge than rural students.

Adverse impact

Parents education: Chapter three table no 3.3 shows that the parents of urban children are more educated than that of rural. So urban parents are more in-able to teach their children quietly than rural parents.

Awareness: Chapter four and section 5.2 of chapter five show that the UPE beneficiaries are more aware than RPE beneficiaries in the estimation of socio-political and legal issues. So UPE beneficiaries have gotten better job in the employment sector.

Economic condition: Chapter five shows that the UPE beneficiaries are enjoying better economic facilities than other group. It is a very important adverse impact because it is directly related to education and livelihood.

6.4 Recommendations

The findings of the study indicate that there are some disparities in care of nutrition, schooling and knowledge between urban and rural primary education. These disparities have some adverse impacts i.e., parents education, awareness and economic condition. To remove this disparity and to stop its adverse impact there are some suggestions which may be implicated for policy making.

1. To remove the lacking of nutrition it needs to supply nutritious tiffine at school. To improve school attendance especially in rural it needs to make law like 'no children can help his parent's farm or income related work during school time, if he will do so his parents will be punished'. Beside this, the governing body of schools should be powerful and active.
2. To improve rural economic condition it needs to create new scopes of income related work in rural area. By this way rural people would get scopes to earn money with their main profession.
3. To improve rural children's knowledge it needs to spread information technology to every corner of the country as early as possible, as the present government is committed to make digital Bangladesh.

6.5 Further Study

This research is limited in finding the disparity in primary education and their adverse impact. It doesn't try to find the causes of that disparity. Regarding this, to identify the causes and estimate their intensity will be studied.

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Appendices

Institute of Educational Research (IER) University of Rajshahi

Code No.

Sl. No.

Title: Disparity in Primary Education of Bangladesh and Its Adverse Impact: A Comparative Study of Rural and Urban Education

Researcher: Most. Asma Ferdous, M. Phil Fellow (2006-2007), IER, RU.

Confidentiality and consent: "The purpose of this study is exclusively academic. You are therefore requested to provide basic information and views as well as opinions by filling in the questionnaire. Your answers are completely confidential. You don't have to answer any questions that you don't want to answer and you may end this interview at any time you want to. The questionnaire is anonymous and you are not asked to sign it, though you may do so if you wish. However, your honest answers to these questions will help us understand better about this burning issue (Disparity in Primary Education) of the day. We would greatly appreciate your help in responding to this survey. The survey will take about 15 minutes to ask the questions. Would you be willing to participate?"

Date of Interview:.....Place of Interview:.....

Questionnaire for the Guardian/Alumna/Alumni/Head Master/Mistress

Interviewee's Personal Profile	05 questions
Interviewee's Background & Family Profile	06 questions
Information about the School	01 questions
Social Impact Perspective	80 questions
Economic Impact Perspective	47 questions
Women Empowerment Perspective	20 questions
Total	169 questions

Interviewee's Personal Profile (Q. 01- 05)

1. Name:.....
2. Sex: ☐ 1 Male ☐ 2 Female
3. Marital Status: ☐ 1 Married ☐ 2 Single ☐ 3 Divorced ☐ 4 Widow ☐ 5 Widower
4. Religion: ☐ 1 Muslim ☐ 2 Hindu ☐ 3 Buddhist ☐ 4 Christian ☐ 5 Others
5. Primary Education From ☐ 1 Rural ☐ 2 Urban ☐ 3 Name:

Interviewee's Background & Family Profile (Q. 06- 11)

Stratum (Variable) Respondents	Education						Occupation		Land/ Capital
	1 Illiterate	2 Primary (class I- V)	3 Secondary (Class VI- X)	4 Higher. Sec.(XI- XII)	5 Graduate (Pass/Hon's)	6 Post Graduate	1 Main Occupation	2 Sub- Occup.	
6. Self									
7. Father									
8. Mother									
9. Brother(s)	1								
	2								
	3								
10. Sister(s)	1								
	2								
	3								
11. Child(en)	1								
	2								
	3								

12. Information about the School from the Headmaster/Mistress

Stratum (Variable) Respondents	Student and present							Last Examination					First Enroll in class -1	
	Male		Female		Total								Male	Female
	Count	Present (%)	Count	Present (%)	Male	Female	Present (%)	Stud.	Pass	Fail	Ave (%)	D.Out		
Five														
Four														
Three														
Two														
One														

Nearest Primary School Perspective (Q. 13 - 22)

13. Name of Your Nearest Primary School:

14. What do you think about the teaching of the school?

- ☐ 1 Very good ☐ 2 good ☐ 3 well
☐ 4 bad ☐ 5 Very bad

15. Do you think this p. education will contribute for the society?

- ☐ 1 Yes ☐ 2 No

16. Are you satisfied of the govt. policy of the p. education?

- ☐ 1 Yes ☐ 2 No

17. Have you inspired anybody to achieve this p education?

- ☐ 1 Yes ☐ 2 No

18. Are you satisfied to take the p. education?

- ☐ 1 Yes ☐ 2 No

19. If no, what's the reason(s)? 1. I didn't get real education. 2. I didn't get a good job

3. Another, Please write..

20. What's your suggestion(s) to improve p. education? 1. Introduce good, skilled and well trend teachers'

2. Improve school environment 3. Change govt. policy 4. Another, p.w...

21. Do you think this p. education is lower/higher than urban/rural?

- ☐ 1 Lower ☐ 2 Higher

22. What is the reason(s)? 1. Skilled and good teacher, 2. School environment, 3. Syllabus ,

4. Another, pw...

Social Impact Perspective (Q. 23-102)

D.a. knowledge about prevention of six deadly diseases

23. Do you know how many diseases are prevented by immunization/vaccination in childhood?

- ☐ 1 Yes ☐ 2 No

24. If yes, what are their names?

- ☐ 1 Tetanus ☐ 2 Diphtheria ☐ 3 Whooping cough
☐ 4 Polio ☐ 5 Measles ☐ 6 Tuberculosis

25. Do you know how many immunizations/vaccines are needed to give to a child?

- ☐ 1 Yes ☐ 2 No

26. If yes, what are their names?

- ☐ 1 BCG ☐ 2 DPD ☐ 3 Hepatitis B
☐ 4 OPV ☐ 5 Measles Vaccine ☐ 6 Vitamin A

27. Do you know about the starting and ending age of child immunization?

- ☐ 1 Yes ☐ 2 No

28. If yes, what's that?

- a. Starting immediately after birth ☐ 1 Yes ☐ 2 No
b. Ending at the age of 9th month ☐ 1 Yes ☐ 2 No

29. How many immunizations/vaccines have been given to your child?

30. Have you given the government announced immunization to your child?

- ☐ 1 Yes ☐ 2 No ☐ 3 No child

D. b. Knowledge about child education

31. Do you know the first school going age of a child?

- ☐ 1 Yes ☐ 2 No

32. If yes, what's that?

33. How many children do you have?

Girl(s) Boy(s) | No child

34. Among them how many are going to school?

Girl(s) Boy(s) Short age

35. How many child/children have/has been dropped out?

Girl(s) Boy(s)

36. What type of school is/are your child/children going to?

1 Govt. General School 2 Madrasha 3 NFE (GO)
 4 NFE (NGO) 5 Kindergarten 6 English Medium School

37. What is the number of your never enrolled child?

Girl(s) Boy(s)

D. c. Awareness of life skill gaining knowledge and attitude

38. Do you know what is AIDS?

1 Yes 2 No

39. If yes, How does it spread out?

40. Do you know what is needed to take primarily if a man suffers from diarrhoea before taking medicine?

1 Yes 2 No

41. If yes, what's that?

42. Do you know how to make oral saline at home?

1 Yes 2 No

43. If yes, name the system of making oral saline at home.

44. Do you know how can the unclean/dirty water be purified?

1 Yes 2 No

45. If yes, name some water purification systems:

1 Boiling the unclean water 2 Putting bleaching powder 3 Fitkiri mixing
 4 Filtering 5 Using tablet

46. Do you know how to prevent the nightblindness?

1 Yes 2 No

47. If yes, how can it be prevented?

1 Eating vegetable 2 Eating little fish 3 Eating vitamin-A

48. Do you take iodized salt?

1 Yes 2 No

49. Why do you use iodized salt?

50. Do you know the colostrums (first milk) are needed to feed the newly born baby?

1 Yes 2 No

51. If yes, did you feed colostrums immediately after birth of your child?

1 Yes 2 No

52. Do you know up to what months of age a child is to be given to eat only mother's milk as its food?

1 Yes 2 No

53. If yes, what's that?

54. Up to what months of age was your child given to eat only mother's milk as its food?

D. d. Awareness of marriage and divorce

55. Do you know the legal age of marriage?

1 Yes 2 No

56. If yes, what is the legal marriage age of a boy?

57. what is the legal marriage age of a girl?

58. Are you married?

1 Yes 2 No

59. If yes, have you got married at your legal age?

1 Yes 2 No

60. Do you know the correct divorce law?

1 Yes 2 No

61. If yes, what's that?

62. Do you have the freedom to select your life partner?

1 Yes 2 No

D. e. Knowledge about family planning

63. Do you know about family planning?

☐ 1 Yes ☐ 2 No

64. What are the purposes of family planning?

65. Do you practice family planning in your conjugal life?

☐ 1 Yes ☐ 2 No ☐ 3 unmarried

56. If yes, what type(s) of family planning method(s) do you use?

☐ 1 Oral pill ☐ 2 Ligation ☐ 3 Injection
☐ 4 Copper T ☐ 5 Condom ☐ 6 Natural method

67. Number of child/children do you desire in your life

☐ 1 One child ☐ 2 Two children ☐ 3 Three Children
☐ 4 Four children ☐ 5 Five children ☐ 6 More than five

68. Do you know the contraceptives are given free by the government?

☐ 1 Yes ☐ 2 No

69. If yes, do you take the free contraceptives from FPA?

☐ 1 Yes ☐ 2 No

D. f. Political awareness, knowledge and attitude

70. Have you heard the name of voter ID card?

☐ 1 Yes ☐ 2 No

71. Have you made your voter ID card?

☐ 1 Yes ☐ 2 No ☐ 3 Not a voter yet

72. Do you know the actual voting age?

☐ 1 Yes ☐ 2 No

73. If yes, what's that?

74. Did you vote in the last election?

☐ 1 Yes ☐ 2 No ☐ 3 Not a voter yet

75. What is the name of your chairman?

76. What is the name of the president of Bangladesh?

D. g. Knowledge about legal & social awareness

77. Do you know dowry as a social problem?

☐ 1 Yes ☐ 2 No

78. Do you know the law against dowry?

☐ 1 Yes ☐ 2 No

79. Do you know the punishment for taking/giving dowry?

☐ 1 Yes ☐ 2 No

80. If yes, what's that?

81. Have you taken or will you take dowry at the time of your marriage?

☐ 1 Yes ☐ 2 No

82. Do you know the punishment for acid throwing?

☐ 1 Yes ☐ 2 No

83. If yes, what's that?

84. Do you know the smoking is prohibited in public place?

☐ 1 Yes ☐ 2 No

85. If yes, what is the punishment of smoking in public place?

86. Do you know where to appeal for bail?

D. h. Knowledge about health hygiene

87. Do you use soap after defecation?

☐ 1 Yes ☐ 2 No

88. Do you use sandal at the time of defecation?

☐ 1 Yes ☐ 2 No

89. Do you use sealed latrine?

☐ 1 Yes ☐ 2 No

90. If yes, why do you use sealed latrine?

91. What is the condition of your latrine?

☐ 1 Open air ☐ 2 Fixed with slab latrine ☐ 3 Fixed whole surrounded
☐ 4 Slab and pacca ☐ 5 Pit latrine ☐ 6 Others

91. Do you use safe water for cooking, drinking and bathing?

☐ 1 Yes ☐ 2 No

92. If yes, where have you collected (source) safe water from?

	1	2	3	4	5	6
	Tube-well	Pond	Supply water	Canal	River	Beel
Drinking						
Cooking						
Bathing						

92. If yes, where have you collected (source) safe water from?

93. Where is the garbage of your house deposited off?

☐ 1 Open space ☐ 2 Bushes ☐ 3 Dustbin ☐ 4 Ditches ☐ 5 Drain

D. i. Knowledge about reproductive health

94. Have you / your wife completed TT dose during your / her last pregnancy?

☐ 1 Yes ☐ 2 No ☐ 3 Not pregnant yet ☐ 4 Unmarried

95. Did you / your wife eat more food during your / her last pregnancy?

☐ 1 Yes ☐ 2 No

96. Did you/your wife get medical service/treatment from any doctor at time of your/her last pregnancy?

☐ 1 Yes ☐ 2 No

97. Had anybody of your family fallen in sick in the last three months?

☐ 1 Yes ☐ 2 No

98. If yes, what's the number?

Girl(s) Boy(s)

99. Nature of physition(s) from whom you are taking treatment?

☐ 1 MBBS ☐ 2 Quack ☐ 3 Homeopathic ☐ 4 Kabiraj ☐ 5 Fakir

D. j. Social status

100. Are you called on at the various meetings of your locality?

☐ 1 Yes ☐ 2 No

101. Trends of your present social status-

☐ 1 Unchanged ☐ 2 Going to Upwards ☐ 3 Going to downwards

102. Are you satisfied at your present social status?

☐ 1 Yes ☐ 2 No

E. Economical Impact Perspective (Q. 103- 149)

E. a. Housing Pattern

103. What type of houses are you living in?

- | | |
|---|--|
| <input type="checkbox"/> 1 Jhupri (hut) | <input type="checkbox"/> 2 Pacca wall covered with tin |
| <input type="checkbox"/> 3 Brick built floor and tin on top | <input type="checkbox"/> 4 Pacca wall covered with tally |
| <input type="checkbox"/> 5 Mud made floor and tin on top | <input type="checkbox"/> 6 Kacha wall covered with straw |
| <input type="checkbox"/> 7 Brick built wall, floor and roof | <input type="checkbox"/> 8 Kacha wall covered with tally |

104. Did you take loan to build the house?

☐ 1 Yes ☐ 2 No

105. How many years ago, the house has been constructed (in year)?

☐ 1 (00-03) ☐ 2 (03-06) ☐ 3 (06-09) ☐ 4 (09-12)
☐ 5 (12-15) ☐ 6 (15-18) ☐ 7 (18-21) ☐ 8 (21-above)

E. b. Annual Income

106. What is your annual income (Tk.)?

☐ 1 (00001-20000) ☐ 2 (20001-40000) ☐ 3 (40001-60000) ☐ 4 (60001-80000)
☐ 5 (80001-100000) ☐ 6 (100001-120000) ☐ 7 (120001-140000) ☐ 8 (140001- above)

107. What is/are the source(s) of income?

☐ 1 Agriculture ☐ 2 Business ☐ 3 Service ☐ 4 Farming ☐ 5 Tuition
☐ 6 Agriculture + Business ☐ 7 Agriculture + Service ☐ 8 Business+ Service ☐ 9 Self enterprise

108. What is your annual saving (Tk.)?

☐ 1 (00001-20000) ☐ 2 (20001-40000) ☐ 3 (40001-60000) ☐ 4 (60001-80000)
☐ 5 (80001-100000) ☐ 6 (100001-120000) ☐ 7 (120001-140000) ☐ 8 (140001- above)

109. Do you take loan to maintain your family?

☐ 1 Yes ☐ 2 No

110. If yes, what amount of taka do you take annually as a loan?

☐ 1 (00001-20000) ☐ 2 (20001-40000) ☐ 3 (40001-60000) ☐ 4 (60001-80000)
☐ 5 (80001-100000) ☐ 6 (100001-120000) ☐ 7 (120001-140000) ☐ 8 (140001- above)

111. Which source did you take loan from?

- | | | | |
|---|---|------------------------------------|-------------------------------------|
| <input type="checkbox"/> 1 Kin /Family member | <input type="checkbox"/> 2 Association/Club | <input type="checkbox"/> 3 Mohajon | <input type="checkbox"/> 4 Relative |
| <input type="checkbox"/> 5 NGO | <input type="checkbox"/> 6 Neighbor | <input type="checkbox"/> 7 Bank | <input type="checkbox"/> 8 Others |

E. c. Land ownership

112. Do you have your own land?

- ☐ 1 Yes ☐ 2 No

113. If yes, what amount of land do you have (in decimals)?

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Paddy cultivated land | <input type="checkbox"/> Vegetable cultivated land | <input type="checkbox"/> Fruit cultivated land | <input type="checkbox"/> Forestry land |
| <input type="checkbox"/> Pond | <input type="checkbox"/> Fallow land | <input type="checkbox"/> Others | |

114. How did you get the ownership of the land?

- ☐ 1 By inheritance ☐ 2 By purchasing ☐ 3 Khas land ☐ 4 Lease ☐ 5 Others

115. Do you have any share-cropping?

- ☐ 1 Yes ☐ 2 No

116. If yes, how much land do you cultivate under share-cropping?

117. Do you have livestock?

- ☐ 1 Yes ☐ 2 No

118. If yes, how many livestock do you have?

- ☐ 1 Cattle..... ☐ 2 Buffalo..... ☐ 3 Goat..... ☐ 4 Others.....

E. d. Involvement in income generating activities

119. Are you engaged in any income generating activities?

- ☐ 1 Yes ☐ 2 No

120. If yes, what's its type?

- | | | |
|---|---|--|
| <input type="checkbox"/> 1 Duck & Poultry farm | <input type="checkbox"/> 2 Cattle farm | <input type="checkbox"/> 3 Fish farm |
| <input type="checkbox"/> 4 Computer & Photostate | <input type="checkbox"/> 5 Goat farm | <input type="checkbox"/> 6 Beef fattening farm |
| <input type="checkbox"/> 7 Nursery & plantation | <input type="checkbox"/> 8 Electronics shop | <input type="checkbox"/> 9 Bio-gas plant |
| <input type="checkbox"/> 10 Block & Boutique shop | <input type="checkbox"/> 11 Welding shop | <input type="checkbox"/> 12 Phone, Fax & Flexiload |
| <input type="checkbox"/> 13 Dressmaking | <input type="checkbox"/> 14 Mashroom farm | <input type="checkbox"/> 15 House Wiring |
| <input type="checkbox"/> 16 Bee farming | <input type="checkbox"/> 17 Grocer's shop | <input type="checkbox"/> 18 Others |

121. With what amount of money have you started your project/farm?

122. What is your present capital?

123. Do you want to run any new income-generating project?

- ☐ 1 Yes ☐ 2 No

125. If yes, what's that?

126. To make the project do you take loan?

- ☐ 1 Yes ☐ 2 No

127. Have you engaged extra person to the project for helping you?

- ☐ 1 Yes ☐ 2 No

128. If yes, what's the amount?

129. If yes, what's its number?

130. How much salary do you have to pay for them?

131. Are you happy to be a self-employed?

- ☐ 1 Yes ☐ 2 No

132. If yes, what's the reason behind it?

E. e. Food security

133. Do you have food deficiency?

- ☐ 1 Yes ☐ 2 No

134. If yes, how long in a year do you have food deficiency?

135. How do you meet this food deficiency?

136. Do you have surplus food items of the previous year?

- ☐ 1 Yes ☐ 2 No

137. If yes, what's its amount?

138. Can all the members of your family eat three times in a day by filling their tummy?

- ☐ 1 Yes ☐ 2 No

139. How many days in the last month did you eat meat and fish?

140. What is/are your major problem(s)/challenge(s) to earn livelihood?

E. f. Economic status

141. Is there any electric facility in your house?

☐ 1 Yes ☐ 2 No

142. If yes, where do you use electricity?

☐ 1 House only ☐ 2 Farm/Shop ☐ 3 Industry/Cottage
☐ 4 Agriculture ☐ 5 House, farm and agri. ☐ 6 Others

143. How much electric bill do you have to pay annually?

144. What are the useable goods in your house?

Electronics: ☐ 1 B & W/ Colour TV ☐ 2 Freeze ☐ 3 Tape Recorder ☐ 4 Fan ☐ 5 Computer
☐ 6 Oven ☐ 7 Washing Machine ☐ 8 AC ☐ 9 Iron ☐ 10 Others

Furniture:

☐ 1 Cot ☐ 2 Almirah ☐ 3 Dressing table ☐ 4 Reading table ☐ 5 Book shelf
☐ 6 Dinning table ☐ 7 Sofa set ☐ 8 Show case ☐ 9 Wear drawer ☐ 10 Others

Vehicles:

☐ 1 Cycle/Van/Rickshaw ☐ 2 Motor Cycle ☐ 3 Car ☐ 4 Bus ☐ 5 Tempo

OthersInstrument:

☐ 1 Sewing Machine ☐ 2 Harmonium ☐ ☐ ☐

145. By which thing do you cook food?

☐ 1 Wood ☐ 2 Dry Leaves ☐ 3 Dry cow dung ☐ 4 Husk
☐ 5 Electricity ☐ 6 LP gas ☐ 7 Strobe ☐ 8 Others

146. Do you keep newspaper at home?

☐ 1 Yes ☐ 2 No

147. Do you enjoy watching /hearing TV/Radio?

☐ 1 Yes ☐ 2 No

148. If yes, how much time do you spend enjoying TV/Radio?

149. Do you have made servant at home?

☐ 1 Yes ☐ 2 No

F. Women's Empowerment Perspective(Q. 150- 169)

F. a. Decision making power in family

150. Do you deserve any power in making decision of your family?

☐ 1 Yes ☐ 2 No

151. If yes, in which field(s) you can make the decision?

☐ 1 Marriage ☐ 2 Family planning ☐ 3 Buying /Selling ☐ 4 Eating/ Cooking

152. to what extent?

☐ 1 Equal to husband /brother ☐ 2 More than husband/brother ☐ 3 Less than husband/brother

F. b. Women job nature

153. Are you a job holder?

☐ 1 Yes ☐ 2 No

154. If yes, what kind of job you are doing?

☐ 1 Government ☐ 2 Semi-government ☐ 3 NGO ☐ 4 Private Company

155. In this affair, how much assistance do you get from your family?

☐ 1 Excellent ☐ 2 Very good ☐ 3 Good ☐ 4 Fairly good ☐ 5 Insufficient ☐ 6 Bad

F. c. Women access to asset ownership

156. Do you have access to asset ownership?

☐ 1 Yes ☐ 2 No

157. If yes, name the asset in which you have ownership

☐ 1 Land ☐ 2 House ☐ 3 Animal ☐ 4 Gold ☐ 5 Bank balance ☐ 6 Useable good(s) in the house

158. Do you think the on going hereditary law of property of our country is right?

☐ 1 Yes ☐ 2 No

F. d. Knowledge about Gender awareness

159. Do you believe in gender equality?

☐ 1 Yes ☐ 2 No

160. Do you get equal share in everything from your family?

☐ 1 Yes ☐ 2 No

161. If no, what is the reason(s) behind it?

162. Do you get equal food like other member(s) of the family?

☐ 1 Yes ☐ 2 No

163. Do you believe in eating before your husband's eating?

☐ 1 Yes ☐ 2 No

164. If yes, what's the reason?

165. If no, what's the reason?

166. Do you believe in women's freedom?

☐ 1 Yes ☐ 2 No

F. e. Social Mobility

167. Do you have social mobility?

☐ 1 Yes ☐ 2 No

168. If yes, what kind of social mobility do you have?

☐ 1 Up ward social mobility ☐ 2 Down ward social mobility ☐ 3 Horizontal social mobility

169. Have you ever stood for local government election as a candidate?

☐ 1 Yes ☐ 2 No

-----: Thank you for helping :-----

06.04.2009

18. What is your future plan?	Stu.1	Stu.2	Stu.3	Stu.4	Stu.5	Stu.6	Stu.7	Stu.8	Stu.9	Stu.10
1 If any 2 Nun										

19. What is your favorite hobby?	Stu.1	Stu.2	Stu.3	Stu.4	Stu.5	Stu.6	Stu.7	Stu.8	Stu.9	Stu.10
Please see the notes.										

Note: Question 19

TV washing	1	Fishing	4	Drawing, Painting	7	Another	10.
Playing	2	Noble riding	5	Singing	8	(Please Write)	11.
Gossiping	3	Domestic working	6	Dancing	9		12.

Ask the following question (20-23) first in English, if fail then in Bengali.

20. Write your head master/ mistress name in English.	Stu.1	Stu.2	Stu.3	Stu.4	Stu.5	Stu.6	Stu.7	Stu.8	Stu.9	Stu.10

21. Who is the president of Bangladesh?	Stu.1	Stu.2	Stu.3	Stu.4	Stu.5	Stu.6	Stu.7	Stu.8	Stu.9	Stu.10

22. What is the name of our continent?	Stu.1	Stu.2	Stu.3	Stu.4	Stu.5	Stu.6	Stu.7	Stu.8	Stu.9	Stu.10

23. What is your UP chairman/ commissioner name?	Stu.1	Stu.2	Stu.3	Stu.4	Stu.5	Stu.6	Stu.7	Stu.8	Stu.9	Stu.10

Note: Question 20- 23

Answer:	
Right answer in English	A+
Right answer in Bengali	A
Wrong answer	B
silent	C

===== Thank you very much =====