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Problems of Primary Education: A Comparative Study Between the Rural and the Urban areas under Sherpur District

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**PROBLEMS OF PRIMARY EDUCATION: A
COMPARATIVE STUDY BETWEEN THE RURAL AND
THE URBAN AREAS UNDER SHERPUR DISTRICT**

M. Phil Thesis

Submitted

By

Jannatul Ferdous



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

June 2012

**PROBLEMS OF PRIMARY EDUCATION: A
COMPARATIVE STUDY BETWEEN THE RURAL AND
THE URBAN AREAS UNDER SHERPUR DISTRICT**

A thesis

**Submitted to the Institute of Education and Research (I.E.R),
University of Rajshahi in fulfillment of the requirements for
the Degree of Master of Philosophy in Education**

By

Jannatul Ferdous



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

June 2012

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THE URBAN AREAS UNDER SHERPUR DISTRICT**

Submitted

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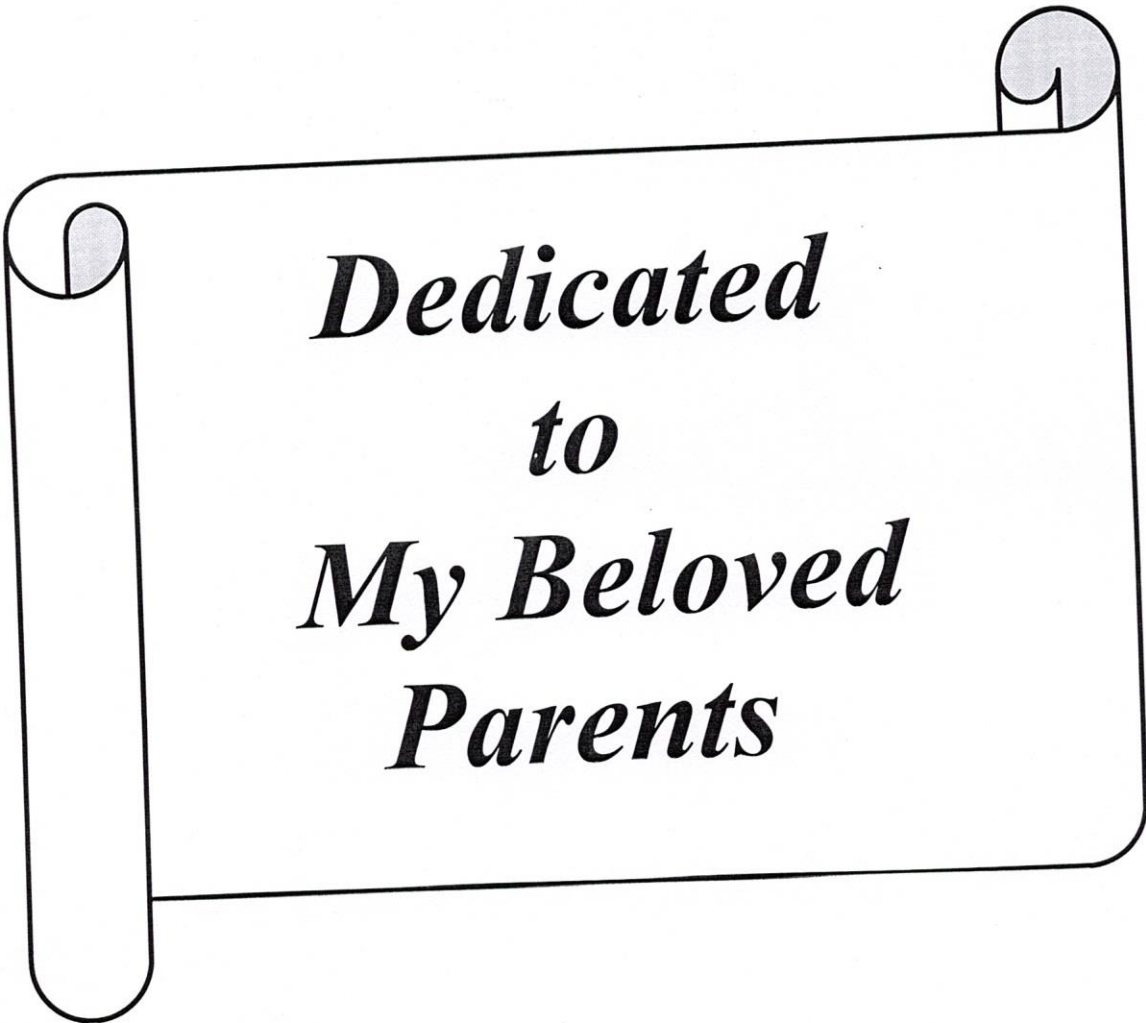
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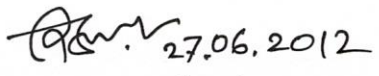


*Dedicated
to
My Beloved
Parents*

DECLARATION

I do hereby declare that the thesis entitled "*Problems of Primary Education: A Comparative Study between the Rural and the Urban Areas under Sherpur District*" submitted to the Institute of Education and Research (I.E.R), University of Rajshahi in fulfillment of the requirements for the award of the Degree of Master of Philosophy (M.Phil) in Education is an original and independent research work. No part of this thesis, in any form, has been submitted to any other university /institution for any other degree or diploma.

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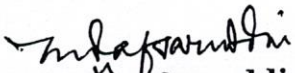
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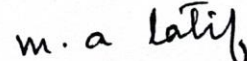
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CERTIFICATE

We do hereby certify that the thesis, entitled *Problems of Primary Education: A Comparative Study between the Rural and the Urban Areas under Sherpur District*, is based upon original research conducted by its author Jannatul Ferdous, a U.G.C. Fellow of the Institute of Education and Research (I.E.R) at this University and a candidate for entrance to the degree of Master of Philosophy (M.Phil) in psychology of this University, under our joint supervision and guidance. The thesis is now complete and we recommend its submission for examination.


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Jannatul Ferdous

ABSTRACT

The present study was designed to identify and to evaluate the problems of primary education and to make comparison between the rural and urban areas of Sherpur District under Dhaka Division. A questionnaire with 100 items in the form of statements related to five categories of problems - academic, administrative, environmental, psycho-social and socio-economic was prepared and administered on a sample of 400 respondents (200 from urban and 200 from rural) to collect data. The respondents were equally divided into five categories (school teacher, members of SMC, guardians, government officers and members from civil people with equal number from rural and urban area).

Analysis of results reveals the following:

- 1) All five categories of problems really exist in both rural and urban areas of Sherpur District with high acuteness (determined by their intensity levels by dividing the mean score of each category of problems into 100 units), in both rural and urban area of Sherpur District.
- 2) Using t-test all five categories of problems were found to be significantly more acute in the rural than in the urban area. Levels of significance for academic, administrative, environmental, psycho-social and socio-economic problems are found to be .01, .001, .001, .001 and .001 respectively thus proving the five hypotheses for these five categories of problems in the desired direction.
- 3) All five categories of the respondents excepting the government officers have evaluated all categories of problems as highly acute since their intensity levels lie well above the 50% standard. The government officers

have evaluated only academic problems as high acute while other problem as less acute (below 50% standard).

It is interpreted that primary school teachers, in addition to their professional duties, have to do innumerable extra works like collection of verities of government information, surveying, improvisation, preparing voter list, preparing monthly report, per three months performance report, home visiting, upabritti distribution etc etc which interfere in their smooth running professional duties. Moreover, schools in the rural area lack regular and proper supervision and monitoring by authorities concerned. The physical, psycho-social and socio-economic conditions of the local people are not congenial enough to meet the challenges faced by the rural primary schools. It is therefore suggested that efforts should be made by the concerned authorities to remove the existing inconveniences so far possible. At same time further research on the issues should be carried out in larger scale as to how to redress the problems.

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ABBREVIATIONS

| | |
|-----------------|--|
| ADB | : Asian Development Bank. |
| APEID | : Asia-Pacific Programme of Educational for Development. |
| AUEO | : Assistant Upazila Education Officer. |
| APEID | : Asia and the Pacific Programme of Educational Innovation for Development. |
| BANBEIS | : Bangladesh Bureau of Education Information and Statistics. |
| BBS | : Bangladesh Bureau of statistics. |
| BEHTRUWC | : Basic Education for Hard to Reach Urban Working Children. |
| BESR | : Bangladesh Education Sector Review. |
| BIDS | : Bangladesh Institute of Development Study. |
| BPEP | : Bangladesh Primary Education Policy. |
| BRAC | : Bangladesh Rural Advancement Committee. |
| CAMPE | : Campaign for Popular Education. |
| C- in-Ed | : Certificate – in – Education. |
| CIDA | : Canadian International Development Agency. |
| CNEP | : Commission no National Education Policy. |
| CPE | : Compulsory Primary Education. |

| | |
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| CPEIMU | : Compulsory Primary Education Implementation and Monitoring Unit. |
| DDPE | : Deputy Director of Primary Education. |
| df | : Degree of Freedom. |
| DFID | : Department for International Development. |
| DNEF | : Directorate of Non Formal Education. |
| DP | : Discriminative Power. |
| DPE | : Directorate of Primary Education. |
| DPEO | : District Primary Education Officer. |
| DPHE | : Department of Public Health Education. |
| EC | : Education Commission. |
| ECE | : Early Child Education. |
| EFA | : Education for All. |
| EM | : Ebtadayee Madrasha. |
| ESTEEM | : Effective School Through Enhanced Educational Management. |
| EU | : European Union. |
| EXP | : Experimental School. |
| FFE | : Food for Education. |
| FFYP | : Fifth Five Year Plan. |
| FFYP | : Fourth Five Year Plan. |
| GEP | : General Education Project. |
| GER | : Gross Enrolment Rate. |
| GOB | : Government of Bangladesh. |
| GPRB | : Government of the Peoples Republic of Bangladesh. |
| GPS | : Government Primary School. |

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| H/APS | : High school Attached Primary School. |
| H/AMAD | : High Madrasha Attached Ebtadayee Madrasha. |
| IDEAL | : Intensive District Approach to Education for All. |
| ILO | : International Child Labour Organization. |
| IDB | : International Data Base. |
| JICA | : Japan International Co – operation Agency. |
| M & E | : Monitoring and Evaluation. |
| ME | : Mass Education. |
| MICS | : Multiple Indicator Cluster Survey. |
| MOE | : Ministry of Education. |
| MoPME | : Ministry of Primary and Mass Education. |
| MWTL | : Multiple ways of Teaching Learning. |
| MWCA | : Ministry of Women and Children Affairs. |
| MWCA | : Midwest Writing Centers Association. |
| MDGS | : Millennium Development Goals. |
| NAPE | : National Academy for Primary Education. |
| NCTB | : National Curriculum and Textbook Board. |
| NPA | : National Plan of Action. |
| NEP | : National Education Policy. |
| NER | : Net Enrolment rate. |
| NES | : National Education Survey. |
| NFBE | : Non- formal Basic Education. |
| NGO | : Non - Government Organization. |
| NGPS | : Non-registered Non-government |

| | |
|----------------|--|
| | Primary Schools. |
| NORAD | : Norwegian Agency for Development Co-operation/ Norwegian Aids. |
| P | : Level of Significance. |
| pp. | : Pages. |
| PEDP | : Primary Education Development Program. |
| PEDP-II | : Second Primary Education Development Program. |
| PMED | : Primary and Mass Education Department. |
| PTA | : Parents Teacher Association. |
| PTI | : Primary Teachers Training Institute. |
| PPP | : Public – Private Partnership. |
| PRSP | : Poverty Reducing Statistical Pro-forma. |
| RNGPS | : Resister Non-Government Primary School. |
| RO | : Research Officer. |
| ROSC | : Reaching out of School Children. |
| SLIP | : School Level Improvement Project. |
| SMC | : School Managing Committee. |
| SPESP | : Second Primary Education Sector Project. |
| SPSS | : Statistical Package for the Social Sciences |
| SAARC | : South Asian Association for Regional Co- operation. |
| SIDA | : Swedish International Development Co-operation Agency. |
| SESIP | : Secondary Education Sector Improvement Project. |

| | |
|---------------|---|
| Ss | : Subjects. |
| t | : Calculated Value. |
| SFYP | : The Second Five Year Plan. |
| TLM | : Total Literacy Movement. |
| UEO | : Upazila Education Officer. |
| UCEP | : Underprivileged Children Education Program. |
| UGC | : University Grant Commission. |
| UNESCO | : United States of Education & Social Co- Operation. |
| UPEP | : Undergraduate Petascale Education Program. |
| UNICEF | : United Nations Children Fund. |
| UNESCO | : United Nations Education Scientific and Cultural Organization. |
| UPE | : Universal Primary Education. |
| URC | : Upazila Resource Center. |
| UND | : United Nation Development Program. |
| WB | : World Bank. |
| WHO | : World Health Organization. |

CHAPTER: I

INTRODUCTION

The national educational structure of any country stands on the base of primary education. To measure the educational development of a nation it must be considered to evaluate the appropriate consequence of primary education. Primary education is the crying need for the overall progress of a nation. The government is committed to provide opportunities for all children to attend primary schools.

The previous educational system of new born Bangladesh inherited and outdated by the rulers of that period to suit their own socio-economic and political needs. Those leaders were burdened with the enormous and difficult responsibility of educating the people of the war-torn, devastated, poor nation. But the nation, with its inspired independence movement, was pledged to discharge the responsibility. Since the liberation of Bangladesh, the achievements of primary education may not be significant but the success in increasing enrolments, attendance and developing curriculum are appreciable with increasing awareness among the people. The demand of receiving education has been increasing day by day according to the needs of the people also. International donor agencies (e.g. the World Bank, ADB, UNICEF, NORAD, DFID, CIDA, IDB, EU, JICA, etc.) are increasing their aid and commitment to achieve the goal regarded on primary education. The Government is also allocating more resources to this sub sector. But unless the basic education at the primary level is based on a problem free and strong foundation all such efforts would be of no fruitful results.

The state needs an educated citizen as much as an individual needs education for the self. The claim of this dual purpose eventually gave

education the status of a fundamental right in many modern progressive states. These states assumed the responsibility of educating their citizens up to a certain level of education as permitted by their laws as well as resources.

From this, in course of time, eventually evolved the legal basis of education. The documents like the constitution, acts and ordinances are the sources of authority of education. The government develops plans and policies of national system of education on the basis of these legal documents.

Child's personality, intelligence and development of society depend on such foundation. Basic education achieved at primary level directs the nation towards the national progress. The overall development of the country depends on a problem free primary education. According to the report published by the National Educational Commission, primary education plays a very vital role in higher education. (Afsaruddin, 1985).

1.1 key Terms

Analyzing the Title of the study, the researcher has selected some vital key words which are the fundamental elements of the whole theme. Knowing the explanation of these vital fundamentals one can easily be conversant about the interior observation of the study properly. These key words are explained below:

1.1.1 Primary Education: Primary education refers to the compulsory education wherein the students seek the basic knowledge about all the relevant and necessary subjects of life that may include counting, word formation and comprehension, general ethics, norms and standards of the surrounding. The primary education usually starts after pre-primary education. (In Bangladesh pre-primary education is in use as the

preparation for primary education. At this stage education is divided into two classes: nursery and kindergarten. Children of four years study in nursery class and children aged five read in kindergarten class. Usually in the urban areas of Bangladesh pre-primary education is imparted at privately run nursery and kindergarten schools. Besides, one year pre-primary education is in use in “shishu shreni” at government primary schools all over the country. Moreover, there is a provision of pre-primary education in Mosque based non-formal education scheme and at Ebtedayee Madrashes. At government level such type of education is free but at private level, students have to pay tuition fees. Education of pre-primary stage is informal. NAPE, 2002). Traditionally, the first stage of formal education, beginning at age 5-7 and ending at age 11-13 is called primary education.

1.1.2 Rural Area: In the Study, the remote areas outside the district town of Sherpur are considered as the rural area. Here, Jhenaigati Upazila is specially considered as the rural area. These areas are fundamentally deprived from all kinds of modern life facilities like infrastructural, communication, socio-economic, socio-cultural and socio-environmental opportunities. (Population Census, Sherpur Zila, 2001).

1.1.3 Urban Area: In the Study, the developed area in the district town of Sherpur has been considered as the urban area. It provides most of the amenities of modern life such as developed communication system, supply of electricity, gas, water, sewerage system etc. The urban area has comparatively high density of population with the majority involved in non-agricultural occupations. (Population Census, Sherpur Zila, 2001).

1.2 Primary Education in Bangladesh and it's Objectives

Primary education is the foundation of all higher levels of education. The building of higher education is based on the foundation of primary education. So the standard of higher education depends on the standard of primary education achieved compared to the world standard of education. Here the curriculum and selected subjects must have consistence with the curriculum and subjects they will study in the higher stages. The curriculum is prepared in such a way that the children should be prepared to receive higher education in their future life. The subjects, 8 in number included in primary stage, have the relation with those of the higher levels. Without the development of primary education it is not possible to base development in the secondary and higher levels.

Maximum importance has been stressed on primary education in Bangladesh. For this reason, competency based curriculum has been introduced in primary level for the enlightenment of primary education of the country.

Primary education is also called elementary education. (NAPE, 2002). Its prime aim is to develop the basic skills of human life. A child will achieve these skills and will be guided by these skills in his future life.

Primary education is the largest organized educational institution in the country. It aims at not only to educate the children but also to prepare them for future education that would extend their world of knowledge and bring about the change in their attitude. Just after the birth of a child, its education begins. So, primary education has been recognized internationally as the birth right of human being.

After the liberation of Bangladesh different education commissions have been formed from time on and again. These commissions made some suggestions to upgrade the primary education of the country from time to

time. These suggestions were made to develop the skills of the children and turn them into skilled manpower. If they are properly educated, they will definitely be independent, self-confident and conscious of their rights.

Primary education is the first stage of education in our country. This starting stage is considered to be the foundation stage to fulfill the demand of learning and prepare the children for higher education.

Curriculum for primary education has been made in such a way that the children can easily enter the world of higher education. The subjects taught in the primary stage have the relations with those of the next higher stages.

Primary education serves as the means of social progress. It involves social activity. In the developing countries primary education is held as the marginal education. So, primary education should be organized in such a way that a member having primary education can play an active role in the development of the country.

In the primary school children learn some selected subjects and actively take part in different extra and co-curriculum activities of the schools. Doing all these things they develop their human capabilities.

The main objective of primary education is to make the children earn knowledge of our own tradition and culture. They are also taught to respect the elders, and culture and customs of the nation. By following the tradition and culture of Bangladesh, the children will learn to love their motherland. They will have deep love for her.

The objective of education is to prepare a man for his future life. Primary education makes a man not only literate but also aware of his hidden possibilities of life. A learner develops self-confidence knowing his/her innermost capabilities he/she possesses. (NAPE, 2002). The main

objective of primary education is to earn the basic skills of human life. However the specific objectives of primary education are as follows:

1. To install in the learner an absolute trust and faith in Almighty Allah so that it works as a constant source of inspiration for all his/her thoughts and actions and helps his/her develop spiritual, moral, social and human values.
2. To help the child develop moral qualities and qualities related to character through the cultivation of respective religious instructions.
3. To arouse in mind of the learner a sense of love, respect, equality, fellow-filling and cooperation to all, irrespective of nationality-religion-caste, male-female, and make him/her desirous of peaceful environment.
4. To arouse in the mind of the child an eagerness for human rights, mutual understanding, cooperation, universal brotherhood, internationalism, and world peace and culture.
5. To make learner interested in manual labor, develop in him/her a sense of respect for manual laborers, and help develop an awareness of enhancing quality of life through economically gainful labor.
6. To develop awareness in the learner about his/her own as well as others' rights, duties and responsibilities, through active participation in various activities undertaken in the family, society and the school.
7. To help the learner practice tolerance to others' opinion and cultivate democratic norms and values.
8. To arouse in the children a sense of patriotism and nationalism, a spirit of sacrifice and motivate them to take part in the nation-building activities, through inspiring them in the spirit of liberation war.
9. To help gain knowledge about an insight into national history, heritage and culture and arouse in them a sense of respect for these.

10. To help physical development of the learners through physical exercise and games and sports and help develop the habit of healthy living.
11. To help acquire all the basic skills of Bangla Language as a medium of instruction for effective use in all spheres of life.
12. To help the learner acquire mathematical concepts, and skills and the competences of rational thinking and problem solving.
13. To help the learners acquire basic skills of English as a second language and help in the use of this language.
14. To make the learners interested in lifelong education through arousing in them adequate curiosity towards learning skill and knowledge.
15. To acquire knowledge of science and technology, develop habit of solving problems through scientific method, and help develop scientific attitude for improving the standard of living.
16. To help acquire ideas about sources of information, collection of information through various media including computer, their use, processing and preservation.
17. To help the children know and understand about environment, and motivate them in its development and preservation by making them take active part in the prevention of pollution of environment.
18. To help the child unfold his/her creativity, sense of beauty through the study of music, arts and crafts etc.
19. To help in the child develop the desired moral and social qualities like sense of justice, sense of duty, sense of discipline, good manners, orientation towards living together etc.
20. To help the learners develop the attitude of making appropriate use of community and national resources and to be careful of their conservation.

21. To form ideas about the effect of population growth, on the basic needs of people and environment, and to help develop awareness about this.

22. To help the learners acquire necessary knowledge and skills as per the ability, aptitude and interest of the learner, so that he/she can grow up as a complete individual and a capable citizen and to develop him as eligible for the next stage of education. (NAPE, 2008).

To make a basic Education effective for the development of a country, it is necessary to identify different problems faced by the primary school at the field level. Unless a problem free primary education is ensured to the beginners, all our efforts in improving education will be of no value. So, it has become necessary to go into an in-depth study to identify these problems. This project has been prepared on this rationale.

In spite of the steps taken by the government for improving primary education, we are looking some barrier, lacks and gaps. So, the present research study will try to find out a real picture of the problems faced by our primary education.

1.3 Background of Primary Education

The primary education management system of Bangladesh is one of the most ancient and a recognized system among the largest institutional primary education management system of the world. According to the perception of the distinguished Anthropologist of the world, it is said that the primary education management system was adopted in Bangladesh during the age of Boidek (Aziz et al., 2000). At that age the learners took their lessons in their **Guru's** (Gurus are the teachers of religion education especially for Hindu religion.) houses as fulltime participants. Beside the Guru Grihoes, there were various Hindu religious schools in Bangladesh, in different places of India such as: Nabadip of west Bengal, Bikromshila,

and Takhnashila of the present Pakistan. The **Moth** (Aziz et al., 2000) centered Buddha education system was established after the age of **Brahmmanya education** (The education which gathered at the age of 5 to 12 in the houses of Gurus staying there permanently as fulltime participants). The Moths were used as Primary educational institutions. After that age the Moths were turned into various colleges and Universities. After the 7th century, many Mosques, **Moktab** and **Madrashas** were founded in this country by the Muslims who came from different countries for various business and political purposes. Those religions based educational institutions kept a vital role to spread religious education. The **Mughal** emperors took successful initiative to spread primary education among the rural people. The significance of primary education was highly time-honored and acknowledged during the age of **Sultani** and **Mughal** era. William Adam articulated in a report in 1835 AD that there were more than 1 lakh primary educational institutions in the Indian subcontinent (Aziz et al., 2000). In his report, William Adam stated that there were two marginal stages in that educational system such as: **1. The Primary level, 2. The Higher level.** At the primary level there were Moktabs for the Muslims to teach the holy Quran and Pathshala to educate the Hindus. At the Higher level there were Madrashas for the Muslims and **Tole** for the Hindus. In 1844, Lord Hardinge founded 101 Vernacular schools to extend education among the rural community people of Bangladesh through the medium of their mother tongue. But most of those institutions were also abolished within almost 10 years. The famous education Despatch was published after the Vernacular age in 1854. The post of the Directors of mass education was created at that time all over India and they were appointed in every province to supervise the primary educational institutions. Most of the primary educational institutions were founded at those ages. Then

the Hunter Commission report was published by Lord William Hunter in 1882 and recommended to supervise the primary schools under the District Board, Pouroshova and various non government organizations. According to the advice of the commission there were founded three kinds of educational Institutions such as: **1. Primary Schools, 2. Secondary Schools** and **3. Higher English Medium Schools**. After the departure of the British, Bangladesh was recognized as a province of Pakistan. In 1948, the central government declared primary education compulsory and free for all in East Pakistan (Bangladesh) according to the advice of the advisory committee of Fazlur Rahman. Then the primary education system was restructured from Class Four to Class Five. But the government of Pakistan was fully incapable of accomplishing the objectives and they made no upgradation of that sector. The government of Pakistan did not implement any appropriate procedures to recover the primary education sector of this country from 1947 to 1971. After the Liberation of 1971, the government of new born Bangladesh could have comprehended the significance of primary education. To formulate the country free from illiteracy, they took it as their national duty and it was highly focussed in the Constitution. According to Article 17 of the Constitution of Bangladesh (1972), the government has been committed to make the primary schools nationalized as the first step within 1973. Under the primary education Ordinance of 1973 and the receiving Law of Primary schools, 36156 schools were recognized as government institutions and appointed 157742 Teachers in government service. Through adopting these developmental initiatives the primary education structure got a modified position as it is at present.

The Primary School (Taking Over) Act, 1974, after the independence in 1971, the Government issued a 'Decree of Nationalization' of all 36,165 primary schools in the country in 1973. Thus the Government

took the whole responsibility of financing, managing and supervising all primary schools in the country. The Act of 1974 provided free primary education all over the country. The teachers of the schools became the Governments servants.

In order to establish a modern, scientific and effective education system, Bangladesh government attaches highest priority to the improvement of education sector. With this objective, the government of Bangladesh had formed several Education commissions and committees since the independence of the county. These Education Commissions have been formed at different times by the government for the development of primary education. (GOB, 1974).

Bangladesh Education Commission Report 1974, popularly known as Qudrat-e-Khuda Commission, stated that the present system of primary Education of Five years duration was not suitable to make children responsible citizens and to develop their integrated personality for five years is too short a period to awaken the necessary awareness in the pupils mind about basic knowledge as well as to make them familiar with the fundamental requirements of an effective education. And as such the duration of 8 years was essential for attaining the attributes of a good citizen. (GOB, 1980).

Meanwhile National Education Advisory council for Interim Education policy 1979, recommended that

- i) The duration of primary education should be five years.
- ii) Primary education should be universal, compulsory and free.
- iii) The local government should be entrusted with the responsible of primary education. (GOB, 1979).

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In 1988 The National Education Commission recommended that

i) The 5 year period of primary education must be universal, free and compulsory by 1995. Gradually, by 2000, 8 year period primary education should be introduced.

ii) The primary education curriculum should be prepared in such a way that the education received by the children might help them in their present and future life. (GOB,1988)

The Primary Education (Compulsory) Act 1990: The government of Bangladesh made the five-year primary education program free in all governments schools and declared education for girls in rural areas free up to grade eight. The GOB established the ministry for primary and mass education in 1992, and introduced Female Stipend Program. Food for Education Program ; and most recently the Education Development Program (PEDP II) ,a six-year program beginning in the year 2000 which aimed to increase access, quality and efficiency in the primary education sector. As a result, nationwide enrolment rates have sharply increased, dropout rates have gone down, significant progress has been made in raising equality of access between different geographic and socio-economic groups, and the gender gap has literally been removed at the primary level. Girls have actually overtaken boys in rates of enrolment, completion, and attendance in primary schools.

Shamsul Haque Commission, 1997, (National Education Policy Formulation Committee 1997), suggested that

i) The duration of primary education would be 8 years by 2010.

ii) The curriculum at primary and other streams of Education should be uniform.

iii) Medium of instruction should be Bangla.

Recommendations of the National Education Commission, 2003, were

- i) To ensure that every child shall complete primary Education.
- ii) To ensure establishing a primary school for every 1500 people.
- iii) Academic hours should be 220 for class-I, 720 for class-II, and 1275 for classes III-V.
- iv) Within 8 to 10 years teacher – student ratio should be reduced to 1:25.

The review relating to primary Education in different five year plans is presented below:

The First Five Year Plan (1973 – 1978) and Two Year Plan

(1978 – 1980) suggested that

- i) ninety percent of the primary age group boys would be given access to primary education during the plan as against 76 percent in 1973.
- ii) Girls' participation would be accelerated and their enrolment was to be increased to 55 percent during the plan period as against 40 percent suggested in 1973.
- iii) Drop-out rate was to be reduced to 52 percent from 63 percent by undertaking complementary and non-formal measures such as well designed educational programs through radio and television.(GOB, 1973).

The Second Five Year Plan, (1980 – 1985):

The plan gave importance to primary education and allocated 41 percent of the total allocation of fund for Education. One of the objectives of the

plan was to eliminate illiteracy and make a significant advancement towards a widespread development of human assets. (GOB,1980).

The Third Five Year Plan (1985 – 1990):

The plan set a target of increasing the enrolment of learners in primary schools to 11.6 million, which was 70 percent of the total primary school age population. The devastating floods of 1987 and 1988 caused serious damage to educational institutions, particularly to the rural primary schools.

During 1987–90, two major rehabilitation programs were undertaken covering about 1430 educational institutions, almost all were primary schools. (GOB,1985).

The Fourth Five Year Plan, (1990 – 1995):

A separate Primary Education Division (PMED) was set up under the direct control of Prime Minister for ensuring effective administration and policy support to primary and mass education.

During the plan period 9398 Ebtedayee Madrashas, 394 NGO primary schools, 54 primary schools attached to PTIs, 1566 primary schools attached to secondary schools and 1,628 kindergarten primary schools were set up. Besides, Food for Education program was introduced to increase the overall enrolment in the primary schools and reducing the drop out rates among the poor children during this plan period too. (GOB, 1990)

The Fifth Five Year Plan, (1997 – 2002):

The aim of fifth five year plan was to raise the literacy rate up to 75 percent by the year 2000 and 100% within the next 10 years. To increase enrolment in primary schools and reduce drop out of students. Food for Education Program and stipend were introduced. Tuitions were made free

and text books were supplied free of cost. Simultaneously, a strong social mobilization was initiated to create awareness among the parents to send their children to schools.

Establishment of schools in the private sector had also been encouraged. As a result of all these efforts of the government, enrolment of students at primary schools had increased significantly.

Education Commission and Five Years Plans of various for government and non government projects have been undertaken for the upgradation of primary education. But no follow up study was made to find out how far these projects and steps have been implemented in the grass root level. Unfortunately, no monitoring was done why these were not implemented though we know all these Commissions were formed for the development of primary education. At present efforts would be made to show these deficiencies. (GOB, 1997).

According to the National Education Policy-2010, the under mentioned measures will be taken to start teaching the students of class VI to class VIII at primary level from the fiscal year 2011-2012.

- 1) New curriculum, text books and teachers guide books will be formulated for primary education covering the period from class I to class VIII.
- 2) Measures will be taken to train up all teachers of primary level effectively in order to accelerate learning-teaching activities including education extension.
- 3) Education administration and management will be restructured as per necessity.

Number of teachers will be increased and the infrastructural facilities will be developed in all schools for such restructuring of primary education.

Following the proper methods education privileges will be ensured for all children irrespective of gender, socio-economic condition and cast under the program “ Eight years primary education implementation- 2018”.

Age of admission

- 1) Existing 6+ children's admission in class one policy will be made compulsory.
- 2) The teachers' students ratio will be 1: 30. This goal will be achieved step by step within 2018. (GOB, 2010).

Thus it is found that the different Education Commissions, since the independence of Bangladesh, have made several recommendations for the development of Primary Education, but the Educational policy of the state could not reach any permanent solution to implement the resolutions.

For example, the duration of primary education as recommended by Qudrat- e-Khuda Commission report, 1974, should be 8 years where as in 1979, The National Education Advisor Council and the Bangladesh National Education Commission report, 1988, suggested that it should be 5 year period and must be made universal, compulsory and free of cost by 1995, and by 2000, it should be made eight year period.

The Shamsul Haque Commission, 1997, recommended that it should be made 8 years duration by 2010. We are now living in 2012 and the 5 years primary education structure still exists. Of course, the present government has initiated to make it 8 year period within 2018. But ever since, our children have become guniepig under such a tug of war regarding the duration of primary education.

Once some recommendations are made, but no sooner had these are implemented there comes a change in the Government and a different

commission is made for new recommendations without considering the previous ones. As a result the status of our primary education still stands on the place where it stood 40 years ago.

According to the diversity of human civilization, the mobility of socio-economic development and the renovation of the society there is created a radical change in the human environment which leads our traditional society to modern municipality areas. Besides, to fulfill the daily necessity of modern living style, to meet the demand of the modern people, to decentralize the administrative power, to meet various official activity, above all for social and familiar need of the people, there has developed a new dimension of human surroundings which is treated as Urban Areas (The age of the Muslim ruler: during 1600 AD to 1757 AD). On the other hand, the traditional society which is far from the mentioned modern life facilities and comparatively undeveloped is treated as Rural areas.

The present study was undertaken to find out the distinction of Primary education between the two major areas of the society and to find out the problems prevailing in the areas. The researcher also tried to find out the problems that mainly differ in between the two areas as they are supervised under equal supervision of the Government. The present study was, therefore undertaken to identify the existing problems and to make an objective comparison between the two areas.

1.4 Management of Primary Education

Primary and Mass Education Division (PMED) is the apex body for the management of primary and non-formal education in the country. It has four-line Directorates, namely:

- (i) Directorate of Primary Education (DPE)
- (ii) Directorate of Non-Formal Education (DNFE)
- (iii) National Academy for Primary Education (NAPE)
- (iv) Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU)

Directorate of Primary Education (DPE) is mainly responsible for implementation of primary education programme and management of its day to day affairs. It has field offices at the Division, District and Thana/Upazila levels. Directorate of Non-Formal Education (DNFE) initiates coordinates and monitors implementation of non-formal education programmes through the District administration.

National Academy for Primary Education (NAPE) is the apex institution for training, research, academic supervision and educational management of primary education in Bangladesh.

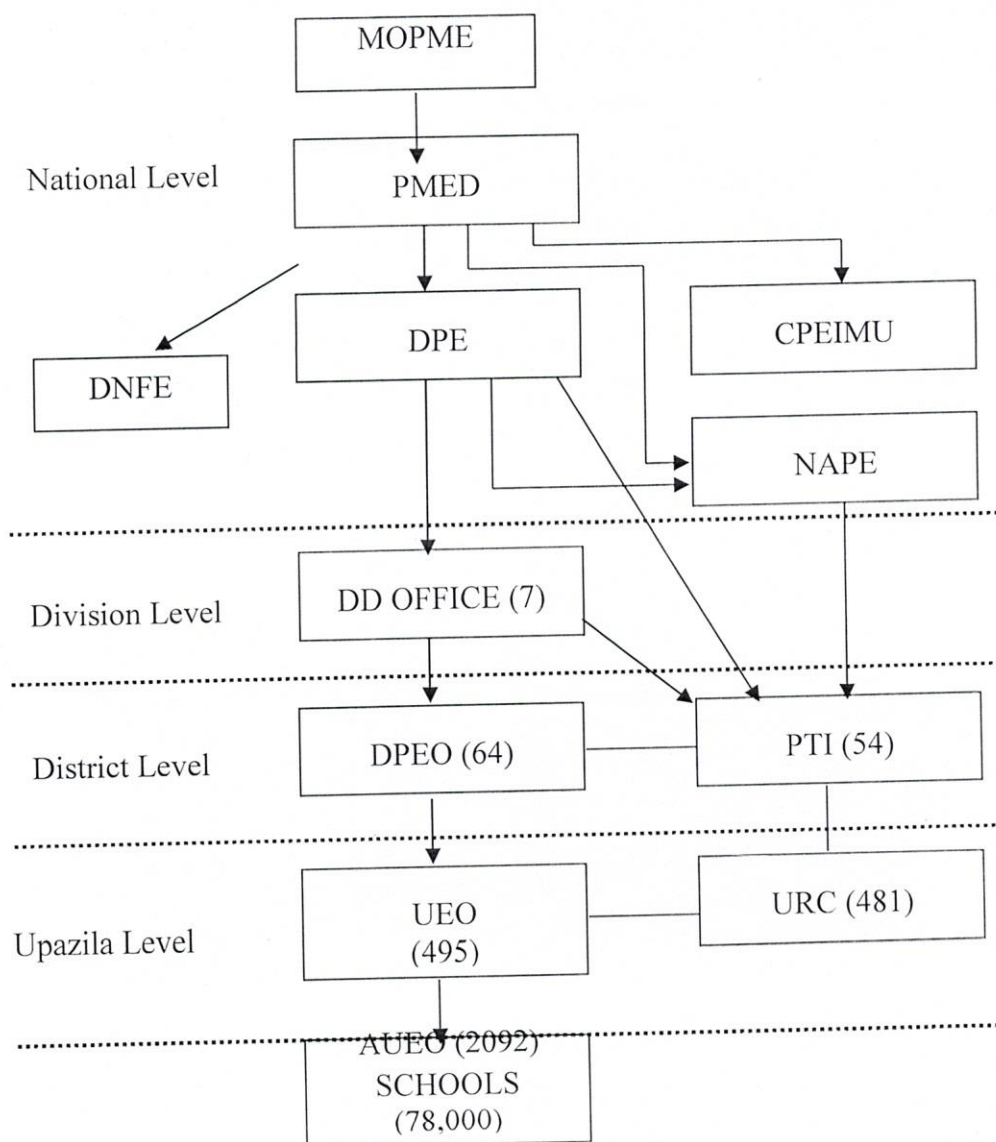
Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU), in addition to other function, administers salary subvention to registered non-Government primary schools and honorarium to the teachers of community schools.

The National Curriculum and Text Book Board (NCTB) publishes and prints the text books of the primary education sector for the students of class one to five. These books are widely followed in all primary educational institutions to spread education at the respective level. The government was decided to take the primary education completion exam

in 2009 and still it has been running well. The exam is organized into two parts. Firstly, there has been taken a model test and finally there has been taken the final completion exam. The exam consists on six subjects and each subject is assigned 100 marks. Each exam is adopted for 2 hours. Considering the result of the primary education completion exam there has been given two categories of scholarships among the students like talent pool and general grade scholarship.

The National Academy for Primary Education (NAPE) is engaged to disburse the questions of the exam. The directory committee of the exam is consisted with the members from district level to upazila level. The Deputy Commissioner is the chairmen of the committee at the district level and the Upazila Nirbahi Officer is the chairman at the upazila level.

1.4 (a) Organizational Structure of Primary Education



- MOPME- Ministry of Primary and Mass Education.
- PMED- Primary and Mass Education Division.
- DPE-Directorate of Primary Education
- CPEIMU-Compulsory Primary Education Implementation and Monitoring Unit
- NAPE-National Academy for Primary Education
- DD Office-Deputy Directors Offices
- DPEO-District Primary Education Officer
- PTI-Primary Training Institute
- UEO-Upazila Education Officer
- AUEO- Assistant Upazila Education Officer
- URC-Upazila Resource Center.

SOURCE: Primary Education in Bangladesh, DPE, 2003.

1.4 (b) Primary Education Composition

Because of the completion, knowledge and awareness of parents, primary schools get well prepared boys and girls at class-I and most of whom are likely to be 5⁺, which is below the official age of 6⁺. Taking admission in the primary school a child is promoted to the next class after passing the exam. In such a way he or she completes the primary school from 1 to V. With a view to improving the quality of education a combined curriculum, developed by NCTB has been implemented in the primary schools. The primary school curriculum consists of 9 subjects: (i) Bangla, (ii) Mathematics, (iii) English, (iv) Religious Studies (4 types: Islamic education, Hinduism, Buddhism and Christianity), (v) Environmental Studies: Science, (vi) Environmental Studies: Social, (vii) Arts and Crafts, (viii) Physical Education and (ix) Music. The primary curriculum developed by NCTB and is implemented in Government Primary Schools (GPS) and Registered Non-Government Primary Schools (RNGPS) and the other types of schools, which together accommodate about 87% of the primary pupil population. (Base line report-PEDPII, 2006). Since life expectancy is lower and a child of an average rural household is required to engage in work early, saving from the unnecessary lengthening of the period of schooling is desirable. For this purpose before the primary education at the age of 3-5 “**Shishu Sreni**” education systems is developed. Now the primary education system consists of

- (1) “Shishu Sreni” school for age 3 to 5.
- (2) Primary education schools for age 6⁺ to 10⁺ and class 1 to class V.

1.4(c) Primary Education and Local Government

As per the rules of government each Union Parishad should have a standing committee who will supervise all educational institutions of the area. But in practice there are no activities of the standing committee. A few Union parishads have such types of committee. They occasionally participate in meeting but they usually just okayes the decision of head master. So to speak there practically has no role of the standing committee in primary school.

1.5 Types of Primary level Institutions in Bangladesh

At present both the government and the non-government primary schools in our country that are imparting primary education to our children are classified into the following categories. Such classification is made on the basis of organizational structure and the management system they maintain.

Table: 1.1 The category and the number of primary schools

| Sl.No. | <u>Name of the school category</u> | <u>Number of Schools</u> |
|---------------|--|---------------------------------|
| 01 | Government primary school (GPS) | 37671 |
| 02 | Experimental school (EXP) attached to PTI | 54 |
| 03 | Registered non-government primary school (RNGPS) | 19428 |
| 04 | Community school (COM) | 3268 |
| 05 | High school attached primary school (H/APS) | 1576 |
| 06 | Non-registered non-government primary school (NGPS) | 1971 |
| 07 | Kindergarten (KG) | 2477 |
| 08 | Ebtedayee Madrasha (EM) | 3893 |
| 09 | High Madrasha attached, Ebtedayee Madrasha (H/A MAD) | 3574 |
| 10 | NGO run full primary school (NGO) | 170 |

SOURCE: Primary Education Statistics in Bangladesh-2001, Government of the People's Republic of Bangladesh.

1.6 Recent Scenario in Primary Education Sectors

The most recent condition of the primary schools of Bangladesh is focused from the following aspects as the function done by the different organizations and communities:

1.6 (a) Different Institutions Contributing to Primary Education.

1.6 (b) Enrolment Status in Primary Education.

1.6 (c) Completion Rate of Primary Education.

1.6 (d) Dropout Rate of Primary Age Children.

1.6 (e) Survival Rate of Primary Age Children.

1.6 (f) Repetition Rates in Different Class.

1.6 (g) Status of Primary School Teachers.

The above factors are briefly described below:

1.6 (a) Different Institutions Contributing to Primary Education

PEDP-II aims at maximizing the enrolment of all primary school age (6-10 years) children. In essence, 10 types of institutions are providing primary level education to reach all children in urban and rural areas in 2007. The maximum opportunity is given to government primary schools with the number of 37672 institutions (46.3%) among a total of 81434. The second alternative is the Registered Non Government Primary Schools (RNGPS) which are 20107 (24.7%) in number. Primary sections of High Madrasahs, Ebtedayee Madrasahs, Community Schools, Kindergarten, Primary Sections of High Schools, Non-registered Non-government Primary Schools (NGPS), NGO run Schools, and Experimental Schools are the rest with numbers of 8920 (11%), 6726 (8.3%), 3186 (3.9%), 2253 (2.8%), 1314 (1.6%), 973 (1.2%), 229 (0.3%), and 54 (0.1%) respectively (DPE, 2008a).

1.6 (b) Enrolment Status in Primary Education

Government and different NGOs are providing different types of incentives to primary school age children in different times to increase enrolment in primary schools. These incentives include consolidation and rehabilitation programme, subvention programmes and food for education programmes. In 2007, the total primary school age population (6-10) was 16514419 from which 16316246 pupils were enrolled in 10 types of primary-level schools. This means 198173 (1.2%) children remained disregarded. The overall gross enrolment rate (GER) in the primary education system was 98.8% (boys 93.4% and girls 104.6%), whereas the net enrolment rate is 91.1% (boys 87.8% and girls 94.7%) in 2007. This clearly indicates a narrower gap between gross and net enrolment rates. However, the national gender gap was in favor of girls by 11.2% (DPE, 2008a).

1.6 (c) Completion Rate of Primary Education

In 2007, the completion rate was 65%, whereas the GER was about 99%. About 34% of the children who enrolled themselves in the primary classes are not completing the five-year primary education course. There are many reasons for children not to complete the primary level education. The key reasons for incompleteness include the non-friendly school environment, lack of interactive teaching method, lack of trained teachers (particularly in non-government schools), lack of school facilities, little support from community, and socio-economic condition that changed in recent years. At the same time, a UNICEF study reported 30 reasons for drop-out of students from the primary schools. Six, out of 30, reasons were identified by all categories of respondents. These were (i) financial constraints/poverty, (ii) helping parents with household work/agricultural activity, (iii) earning for family/child labor, (iv) lack of

child's interest in study, (v) parents are not allowing children to go for school/lack of awareness on the part of parents, and (vi) early marriage of girls (Ahmad and Ahmed, 2006).

1.6 (d) Dropout Rate of Primary Age Children

In 2007 the average dropout rate was more than 10% in each grade except grade 5. The highest dropout rate for boys was 15.5% in grade 1 and 4.9% in lowest grade 5. The highest dropout rate for girls was in grade 4 (14.1%) and lowest in grade 1 (4.0%). Dropout rates reflect wastage and inefficiency of the primary education system (DPE, 2008a).

1.6 (e) Survival Rate of Primary Age Children

Survival rate is the percentage of a pupil cohort that enrolled in the first grade of primary education in a given school-year and eventually reach grade 5. It has a particular interest in primary education because the completion of at least four years of schooling is commonly considered a pre-requisite for a sustainable level of literacy. The overall survival rate was 51.9% (boys 48.9% and girls 54.9%) reported by a government survey in 2007 (DPE, 2008a). However, the survival rate was generally higher in case of girls. It shows that girls have higher possibilities of completing the primary cycle compared to boys.

1.6 (f) Repetition Rates in Different Class

Repetition should ideally approach zero percent. High repetition rate indicates problem of internal efficiency. The national repetition rate was 11.2% in 2007 (DPE, 2008a). Repetition rates for boys were higher than those for girls which was 10.9% and 11.4% for girls and boys respectively.

1.6 (g) Status of Primary School Teachers

Teachers are employed at 10 different categories of primary-level schools. In 2007, 364494 teachers were working at these different types of schools, among them about 72% of teachers were employed in the government and the registered non-government primary schools (GPS: 50%, RNGPS: 22%). The rest of the teachers (28%) were employed in the remaining 8 categories of schools. More than 50% of teachers were female in the government primary schools and the teacher-student ratio in all types of schools was 1:49 on average, which was higher than the desired ratio 1:30 (DPE, 2008a).

1.7 Challenges in Primary Education in Bangladesh

Quality teaching-learning is one of the aspects set for the primary education (Hammond, 1996). Stated that the highest quality teachers, those most capable of helping their children learn, have deep mastery of both their subject matter and pedagogy. As a signatory and as a developing country Bangladesh got the major challenges in front of her to ensure basic education for all. Getting all the school-age children to formal educational institutions, ensuring their attendance and continuation until completion of the course are the challenges for the quality primary education. Moreover, adequate quality of education offered, particularly in view of the size of target population and limitation on resources-financial, human, institutional and organizational are big questions among educators, especially in the qualitative issues, for our primary education. So, the following steps should be adopted to ensure the appropriate education for the young learners:

1.7 (a) Quality of Education.

1.7 (b) Effective and Attractive Classroom Teaching.

1.7 (c) Low Learning Achievement.

1.7 (d) Class size and Inadequate Space.

1.7 (e) Shortage of Resources.

1.7 (f) Different Levels of Students in one Classroom.

The above mentioned measures are explained as follows:

1.7 (a) Quality of Education

Quality is a dynamic idea and its exact definitions are not particularly helpful. It is difficult to set any limit to achieve any quality matter. Some think quality means excellence, some think quality means effectiveness, efficiency and equity, and some say quality is that which serves the purpose and matched with expectations and objectives of any programme. The question of quality has been raised in every initiative taken internationally from Jomtien Conference to Dakar Forum. However, a number of approaches are available to understand the quality of education. The UNICEF approach recognizes six dimensions of quality viz., learners, teachers, learning environment, content, processes, and outcomes founded on the rights of children to survival, protection, development and participation.

No clear definition of quality of education is available in Bangladesh context in any of the policy documents like education commission reports, national plan of action on Education for all and in primary curriculum of NCTB. However, the documents of quality improvement projects and programmes of the government (IDEAL, ESTEEM and PEDP-II) mentioned a number of activities leading to quality of education

at primary level. These includes infrastructure development training of teacher and other staff in the education department, improvement of teaching-learning approach, school management, community participation, local level planning, academic supervision of schools, monitoring of quality levels and so on (DPE, 2003).

Factors Influencing Quality Teaching Learning

Several factors are important in influencing the quality of primary education in Bangladesh (Rahman, 2008b). These factors are listed below.

- i) Punctual and regular attendance of teachers and students.
- ii) Professional learning of teachers' e.g. in-service teacher training.
- iii) Prior preparation of the teachers, preparation of lesson plan and teaching aids.
- iv) Effective use of lesson-plan, teaching aids and chalkboard.
- v) Interesting, sequential and well organized presentation of the topic.
- vi) Learners friendly environment in the class: particularly interesting, well managed and rapport between teachers and students.
- vii) Active, standard-based, participatory, child-centered and relevant instructional method that facilitate active student learning through democratic process between teachers and learners.
- viii) Elicitation of response from the students.
- ix) Teachers' feedback mechanism: teachers should be skilled in evaluation and assessment of student learning and providing feedback to students.
- x) Teachers should be skilled enough to diagnose the learning difficulties of student and provide remedial measure, recognition and reward.

xi) Proper use of school and class time.

1.7 (b) Effective and Attractive Classroom Teaching

Effective and attractive classroom teaching is considered another challenge for primary education in Bangladesh. The following aspects help to make the classroom teaching more effective and attractive.

- Teacher's friendliness and a good rapport between teachers and students with maximization of students learning.
- Use of teaching approaches that are student-centered, activity-based and maximum participation in the learning process.
- Use of teaching aids to make lesson interesting and effective.
- Able to stimulate students towards learning.
- Lively and joyful interaction between peers leading to the achievement of the learning objectives.
- Teachers take care of individual needs and learning style of the learner and provide.
- Appropriate feedback in terms of recognition and reward.
- Assessment of student's performance during the lesson and taking remedial measures.

1.7 (c) Low Learning Achievements

Low learning achievement is one of the leading problems in basic education in Bangladesh (Ahmed and Nath, 2003/4, PSPMP, 2001). Most students leave grade five without achieving the minimum basic skills in numeric and literacy. Teaching and learning process and school climate are the factors most strongly related to students' achievement. In most cases, rural schools have lower levels of achievements than the urban schools in all subjects in primary schools.

1.7 (d) Class size and Inadequate Space

Class size is another problem for the quality primary education. In most cases, this also works as constraint for proper control over the classroom teaching and learning. The average number of pupils per classroom in the GPS is about 63 and it is about 60 pupils per classroom in the case of RNGPS (DPE, 2008a). It clearly shows that the classrooms are overcrowded both in GPS and RNGPS. This would have a positive impact on quality of the teaching and learning process.

Inadequate sitting capacity is also reported by all stakeholders in primary education. Students have to sit in a crowded condition in the classroom making it incompatible with teaching and learning. A large proportion of GPS (84%) and RNGPS (97%) run on a double-shift staggered system as very few schools have adequate infrastructure to run a single shift. Considering the present level of enrolment of children and disregarding the double shift staggered system in schools (i.e., assuming the classrooms are used only once in a day) more classrooms need to be constructed to enable schools to run on a single shift system. This would have a positive impact on quality of the teaching and learning process through increased contact-hours.

1.7 (e) Shortage of Resources

Shortage of resources is a big problem and it does work as constraint for proper implementing of any kind of improvement programme like subject-based training in primary schools in Bangladesh. These resources include human, learning and financial (Ahmed and Ahmad, 2008). The current number and adequacy of teachers in the primary sector are a question for the quality teaching learning. In most cases, teachers have to work all day long in the classroom without any break. At the same time there it is reported by almost all stakeholders about their background and

development for quality teaching. There is also a question for the availability and use of learning resources in classrooms for effective teaching-learning process. In some cases, teachers do not know the proper use of some teaching aids and in most cases the learning aids are left untouched and remained covered with dust. Moreover, few financial resources are available as budgetary provision. Schools have very little funds available to be used for essential expenses related to its activities toward quality primary education.

1.7 (f) Different Levels of Students in one Classroom

Children with special needs from the inclusive education perspective may come from one or more of the groups of children having physical disabilities, children from religious minorities, tribal children, socially disadvantaged or vulnerable children. Teachers have to know different techniques of teaching and the learning outcomes of these varieties of students in one classroom.

1.8 Problems Related to Primary Education

Primary education in our country is beset with numerous problems a lot of which have been studied and discussed in the above section. But no comparison of these problems between the urban and rural areas has not been dealt with in any detail. The present study has tried to depict a brief picture. It has dealt with the following five categories problems in the rural and urban areas.

1.8 (a) Academic Problems: Academic problems refer to the problems related to academic affairs of primary education sector. It includes lack of qualified teachers, irregular attendance of students, lack of necessary teaching aids, frequent change of textbooks, dearth of sufficient co-curricular activities, sub-standard education, huge number of classes,

teaching students without considering their level, high rate of teacher-students ratio, limited time schedule for completion of syllabi etc.

1.8 (b) Administrative Problems: Administrative problems relate to administration of the authorities concerned. In general it deals with lack of proper administration for smooth running of the primary schools. The problems are related to lack of co-ordination in monitoring, negative impact of kindergarten schools on the catchments area, irregular home visit, burden of extra curricular responsibilities, lack of necessary manpower, irrelevant interference, lengthy process of teachers' recruitment, discriminative financial allocation. lack of punctuality of influential teachers, undue political influence, shortage of teachers during maternity leave for female teachers or during C-in-Ed training, lack of standard training, primary criteria for sanctioning maternity leave. lack of co-operation and sincerity of government officials, harassing teachers of freedom-fighter categories, students trend to change schools frequently.

1.8 (c) Environmental Problems: There are two types of environment here-one is the physical environment surrounding the school and the other is the social environment within and outside the school. Problems related to these two types of environments are included in this category. These includes Lack of recreational facilities, shortage of facilities to flourish student's innate potentialities, lack of sports goods, unattractive exterior infrastructure, lack of pure drinking water, lack of toilet and sweepers, stalking and early marriage of girls students, school campus without boundary walls, lack of wash rooms, influence of VCD and dish programme, noise pollution, improper sitting arrangement, lack of proper supply of electricity, unhygienic school environment. lack of childcare centre, evil influence of land donors.

1.8 (d) Psycho-social Problems: This category of problems is related to the psychology and social interaction of people who are directly or indirectly involved and associated with primary education. Problems in this category include discrimination of quota system for scholarship, discrimination in qualification between male and female teachers, television programme during school hour, dearth of guardian's co-operation, negative attitude of the community towards female education, lack of solvency awareness and education among students guardians, lack of competition among students, guardians aversion to playing positive role, mental pressure on teachers for the male practice or primary education officials, students inferiority complex esteeming from dearth of M.L.SS. under age students, discriminative distribution of upabritti (stipend), administrative complexities.

1.8 (e) Socio-economic Problems: Problems related to the society and economic condition of people living in the area where the primary schools are situated are considered as socio-economic problems. These include lack of free tiffin, lack of necessary financial allotment, students' involvement in income generating activities, lack of financial support from local rich people, no rationing system, lack of promotion system of the teachers, inferiority complex, low salary, long distance between teachers' home and school etc.

1.9 Significance of the Study

Although on theoretical assumption the problems relating to primary education appear to be common in both the rural and the urban areas yet in actual practice there are marked differences between the two. As mentioned earlier in this chapter (1.6.a, page-23) present primary education is imparted in different government and non government primary schools, NGO run schools, Kindergarten primary schools,

English medium schools etc, in both rural and the urban areas. The curricula and the methods of teaching are different in different institutions. As a result different children groups are built up with different background of primary education. In most cases primary schools are situated in the remote village areas which are usually deprived of modern amenities of life. But one common fact is that most children in both urban and rural primary schools come from ill fed, ill housed, illiterate or half literate low income based families (Ahmad and Ahmed, 2006). As a result they suffer from malnutrition, ill health and lack of conscious awareness about the aims and objectives of education. Guardians are unconcerned; the teaching staffs having little or no accountability in the absence of proper administrative supervision and monitoring, pay little attention to an all-round development of the children as well as to their academic problems and drop outs. (The researcher had been a teacher in the government primary schools for two years (1998-1999). During that time it was observed from personal experience that the primary schools are beset with these problems.)

Together with these other factors like financial restraint, guardians unconsciousness about children's problems, lack of co-operation from the SMC, lack of teaching aids, lack of proper guidance at home and lack of helpful physical and psycho-social environment the primary schools can not render effective services to improve the quality of education in the rural areas.

Analyzing the condition of primary education sector the pre and post stages of liberation it is worth mentionable that there have been existing two traditional patterns of leading life in the society highlighted as rural and urban areas. From the primitive stages of civilization the concept of these two areas still exists in our local government policies.

There have been initiated different important measures for the nation wide development of primary education but very few special efforts were made to promote rural areas as well as its education sector to meet the socio-economic demands and other psycho-social needs. The distinction and the differences between the rural and the urban educational institutions have been becoming complicated day by day .Still the conditions remain at the age of its beginning of this primitive foundation so to say.

Of course, various strong and time-bound measures were taken up for a total fundamental development of national education structure during the reign of different political governments that played a vital role in the whole atmosphere. Such efforts kept a successive functioning with an overall development but with no effective role for any definite development of primary education system for rural schools to bring them at par with those of urban areas. As a result the following of developmental initiative so far tried could produce very little results to redress the imbalance between the urban and rural primary education.

It is not denying a fact that the most effective stakeholders of a nation is its low income based mass people the vast majority of which live in rural areas. No expected development of a nation can be achieved unless they are properly educated at the very early stages of their life. Such education should be made problem free so that all will have their easy access to it. It is for this reason that the present study plan was chalked out to identify the nature and types of the problems of primary education so that possible measures might be suggested to eradicate them.

Therefore it is believed that the findings of the study will contribute a lot to the planning, policy making and chalking out appropriate programmes to implement the measures to be taken by the concerned authorities to

make primary education problem free and to fulfill its aims and objectives in the following ways:

1) Since the data are collected from people directly and indirectly involved in or associated with the issue the findings will help provide information about the actual nature and types of problems related to primary education in both the rural and the urban areas.

2) Comparisons of problems between two areas will show similarities and differences between them as well as their acuteness. This will help the planners, the policy makers to prepare appropriate plans and chalk out feasible programmes to redress the problems in both the areas.

3) It will help the teacher, the guardians and the authorities concerned to view this sector of primary education from a new perspective and to develop a congenial atmosphere among themselves to make class room teaching-learning process more effective.

4) And above all the findings will help inspire other interested quarts to conduct broader researches on the short comings and weaknesses of this research to further the knowledge on the issue for better treatment. And here in all these lies the theoretical and practical importance of the study.

CHAPTER: II

LITERATURE REVIEW

The purpose of this chapter is to provide an overview of the main findings of important empirical studies relating to the problems of Primary education. A few research works, articles, reports and books related to primary education are briefly reviewed here.

Haq (1970) conducted a research project on the education in East Pakistan where he studied the problems of drop outs from class I to X in East Pakistan. It has been found that most of the dropout students came from large member families. Most of the school leaving children helped their family members for family work or as earning member for earning money. The study only identified the cause of dropouts from primary school. Their finding of leaving school were burdened with many books, some hard subjects which seem difficult for the students to understand, over number of students in the class room, absence of teachers, financial problem, want of books, want of exercise books, pencil, cloth and uniform, helping family member for work, the inability of the parents to express their problem to teacher, teachers of the schools were not interested to talk with the parents about the absence of children from school. But the study did not find out any area wise problem or any faculty oriented issues which the present study has tried to find out.

Haq (1977) conducted a survey on primary schools and evaluation of primary schools, agriculture programme in Bangladesh and discussed the problem in education from class I to V. He found that percentages of dropout boys and girls from class I were 16% and 17% respectively, percentages of dropout of boys and girls from class II were 14% and 15% respectively, percentages of dropout of boys and girls from class III were 13% and 14% respectively, percentages of dropout of boys and girls from

class IV were 13% and 14% respectively, percentages of dropout of boys and girls from class V were 12% and 15% respectively. Their findings showed that dropout rate was higher at class one. It also showed that dropout rate was higher in villages than in towns. Data showed that dropout rate was higher for girls than for boys. At town area dropout rate was relatively the same for both boys and girls. And average dropout rate from class I to V was 15%. This study describes only percentages of dropout at different classes and did not indicate any overall overview for the two separate areas like Urban and Rural which the proposed study tries to focus.

BANBEIS (1980) reported that the total number of primary schools was 43634. Total number of teachers at primary schools was 186144 and students were 8227950. Number of school going aged children was 1, 15, 72,000 and school going children was 82, 27,950 and rest of 33, 88,050 never went to school. On an average, 71% Children went to school and 29% never went to school. Among the 79% children who went to school all could not complete primary education. Most of them left the school at different stages. It mentions the causes of leaving school. The causes include unfavorable family environment such as illiteracy and poverty, lack of interested to go to school, financial problem, relatively poor number of teachers, excessive pressure on class I and II, different types of social obstacles against girl's education etc. The study did not investigate the overall problems of primary education sector at any recognized area. It is a statistical survey only the objectives of which are totally different from those of the present study.

BANBEIS (2001) focussed that education system shares the goals and objectives of the broader national system and performs certain specific functions. Bangladesh runs one of the biggest primary education

administration in the world. Development of primary education poses a daunting challenge because of inaccessibility and resource constraint. Despite these constraints Bangladesh has achieved remarkable success in the field of literacy and primary education. The adult literacy rate (15 years and above) is estimated 68%. The rate was 35% in 1991. It has taken decades to arrive at this level of literacy. The Government has taken up programmes for rapid expansion of primary education. The goals for the project period (2003-2008) are: to ensure that the rate of net enrolment in the schools reaches 100% of the eligible children, to ensure that 85% of the enrolled children complete the primary education cycle, to ensure effective methods of teaching in the classroom and increase contact hour, to revise curricula and produce compatible education materials, to ensure supervision of school management and classroom teaching, to strengthen monitoring and evaluation of performance in every aspect, to develop skills of the concerned people of primary education, to strengthen research activities at national level, to establish a moral code of conduct, besides, the following strategies have been taken to ensure quality education, decentralization of the management of primary education, initiation of child-centered teaching methods, initiation of appropriate education system for the disabled and the retarded, integration of primary education of the NGOs, introduction of an independent stream of education for the children outside the schools. Hopefully these steps, some of which have already been undertaken and the rest which are in the process of implementation will bring about positive results towards achieving the objectives mentioned above. The study described broadly about the policy and administrative functions adopted in primary education sector but did not try to find out the hidden problems of that sector which the proposed study will focus.

BANBEIS (2005) stated at the 'Report on primary education in Bangladesh: Challenges and successes' that the education system of Bangladesh is comprised of four separate systems: Government run schools, private schools, Madrashas (Islamic religious schools), and schools run by Non Governmental Organizations (NGOs). Government schools support the vast majority of Bangladesh's students. According to the Education Watch Survey 2001, access to and quality of education has been increasing steadily since the early 90s. Enrolment rates and gender equity has increased, especially since 1999; dropout rates have declined and more students are completing the entire five years primary education programme; management committees have been implemented in most schools. The Bangladesh Government has not been fully responsible for the improvement and there are still areas of the country with little or no access to public schooling. It has not been focusing other important aspects of education, such as teachers' quality, location of schools, relevance of materials taught, class size and management and supervision of schools. With the above situation, the findings are as follows: many villages and rural areas continue to lack formal education institutions. Forty five percent (45%) of villages have only a 50% education rate. Children from low socio-economic families and children with uneducated parents are 24% less likely to receive education than other children from wealthier families and who have educated parents. This number increased between 1998 and 2001. Education opportunities for children in urban slums and children from ethnic minorities who do not speak Bengali as first language have decreased. The study discussed about various pattern of primary schools and their internal administrative problems whereas the proposed study has tried to draw a comparative picture of problems of the two definite areas.

MOPME (2006) A basis for monitoring the progress of various inputs being provided through the second primary education development Programme (PEDP-II) under the Ministry of Primary and Mass Education (MOPME). The findings show that the MOPME is the largest provider of formal primary education in Bangladesh with satisfactory level of participation (gross and net intakes of 100% and 95% and gross and net enrolment rates of 94% and 87% respectively) with almost no gender disparity. However, the survey shows a somewhat dissatisfactory level of systematic efficiency and wastage, which is evident from a repetition rate of 11% on over all bases, 54% survival to grade and a co-efficient of efficiency of 61% only. These figures show a downward trend as well when compared to previously published statistics on primary education in Bangladesh. Base line data show that the class rooms are overcrowded, provision of separate and hygienic toilets for boys and girls are inadequate, high percentage of non-working tube-wells and among those in working condition only 55% schools have access to arsenic free safe drinking water, and inappropriate provision of training to teachers and head teachers. This research could not include all possible problems such as pupil-teacher ratio of 54:1, Pupil absenteeism of 23%, an average class size of 68, and 90% of schools running double shift. In addition 28% teachers working in schools are untrained and suggested in-depth studies about these factors. The study discussed about the education policy and different curriculum implemented on primary education sector. It did not identify any major problem of the said sector for an overall development which the proposed study try to state.

Ray (2007) stated that the quality of primary education can be significantly reinforced through community participation. To increase enrolment and to improve quality education, the community can play an

important role. So, the present study will find out the way of implementing the quality education in the following aspect: Identify and address problems around the school. Ensure that children come to school ready to learn, contributing to the development of more appropriate, relevant, curriculum and learning materials that meet children's needs, promoting education for marginalized groups, for example working children or children from religious or ethnic minorities, creating a nourish school-community partnerships. Supporting democracy, accountability and sustainability within the school and surrounding environment. The researcher found out the following findings completing her research study: First, the quality education attempts to point out the roles of parents and community for schooling. Second, it examines the relationships of schools with parents and community through different programs. It shows that the social constructions of identity and differences, particularly ethnicity, race, gender and cultural identities and other differences, such as social class, working status, languages and religious beliefs and traditions which influence the participation of parents community schools. Finally, it demonstrates how the community responds in Primary education systems whereas the proposed study will try to find out the problems of that sector at a glance.

Hussain (2008) stated that there is no doubt that primary education has precedence over everything else in the matter of development. It must be understood that development is not the prerogative of some people belonging to a group or to a location. Development does not mean a situation in which some eat and live well. The rich and the wealthy do not represent a society in which the majority is poor. Primary education existed rather strongly years before the arrival of the English in this country. We have not been able to bring the whole country within the fold

of primary education for years, which was our due. It was owing to our ignorance and lack of foresight and more owing to the system of education which was fraught with evils, As English was compulsory and the medium of instruction very few learners were able complete their course successfully. We cannot think of primary education without English. This idea on our part has pushed our basic education backward instead of forward, which is the goal of education. Half of our primary children end up their career and say good-bye to English soon after their primary education. The article discussed some of the important issues of our primary education in some detail. Indeed this is most important area of our education as it concerns every citizens of the country. Unfortunately, primary education has suffered great negligence over the years, and it still continues. Changes and improvements have been brought about in recent days. But much remains to be done. We must address ourselves seriously to the issues and problems of primary education. We must ensure access to primary education to every child if we want real development of the country which will pave the way towards a much more better life and more decent living than what our people are having now. Otherwise the plans that are in progress in this area will be no more than pious hopes.

Ray's (2008) article has compared and contrasted the contents and teaching-learning processes between the New South Wales, Australian 'Human Society and its Environment' and the Bangladeshi 'Environment studies (Social Studies)' that are taught in primary stage. It displays that considering socio-economic conditions, both syllabus contents were identified and specified in respect of the students and their social needs. The content structure, shape, and presentation of the content of the 'Human Society and its Environment' and 'Environment Studies (Social

Studies)' syllabus are similar but not the same. The article indicates that the main causes of this area that the socio-economic and social needs are not the same in the two countries, because Bangladesh is a developing country and Australia is an industrial country. So, the objective of the present study is to find out the similarities and differences of problems between the two areas and explore the ways to make them equal in standard. The analytical concept of the study was to found out the following findings to make the two countries come up with equal standard. Firstly, IGASAR model can be followed by the teacher to teach students. Secondly, Environment Studies (Social Studies) syllabus should be revised. Finally, use of modern teaching aids should be increased in the Environment Studies (Social Studies) classrooms. The study tried to find out the similarities and differences between Bangladesh and foreign education but did not focus on the practical problems of the sector.

Sultana and Nahar (2008) undertook an study to explore the present status of English language learning of the students of class I-V, to compare the achievement (based on test score) of boys and girls of primary school about English language learning and compare the achievement (based on test score) of students of urban and rural area. This study evaluated one thousand students (class I to V) through a class wise comprehensive test both in rural and urban area. The key finding revealed that the existing situation of English language learning of the students at primary level was not satisfactory. The major findings of the study indicated that: in case of English language learning students of rural area are weaker than the students of urban area in class I-V, both in rural and urban area less than 50% students got 50% marks, in most cases girls are weaker than the boys in English language learning. Only in class-1, the girls are better than the boys in English language learning considering their average

marks. The study only focussed that the students at the primary level did not acquire the expected level of English language.

NAPE (2009) stated that several factors are important in influencing the quality of primary education in Bangladesh. These factors include Punctual and regular attendance of teachers to training, professional learning of teachers' e.g. in-service teacher training, prior preparation of the teachers, preparation of lesson plan and teaching aids, effective use of lesson-plan, teaching aids and chalkboard, interesting, sequential and well organized presentation of the topic, learner's friendly environment in the class: particularly interesting, well managed and report between teachers and students, active, standard-based participatory, child-centered and relevant instructional method that facilitate active student learning through democratic process between teachers and learners, elicitation of response from the students. Teacher's feedback mechanism: teachers should be skilled in evaluation and assessment of student learning and providing feedback to students, Teachers should be skilled enough to diagnose the learning difficulties of student and provide remedial measure, recognition and reward; proper use of school and class time, quality teaching-learning includes quality process and quality outcomes or product. The study only focused the way of improving and ensuring quality primary education but the present study is devoted to find out the underlying problems behind this.

Kalam and Halim (2009) stated in their report that the National Education Policy (NEP), 2000, considered the need for a well-designed school preparedness education programme for the majority of the first generation learners (5+ children) who live in the poor environment that lacks prerequisites for academic activities the schools demand from children. So, the objectives were indicated as one year school

preparedness programme, the NPA suggested pre-primary education of one year duration in selected primary schools and to cover all the schools by phases. Six-month school preparedness programme it suggested another option- a six month preparatory education before class I which can be upgraded to one year long course in future. It further suggested public participation in financing and managing pre-primary education program in the country. National Plan of Action has suggested a national Early Childhood Education (ECE) programme for 4-5 years old children. Cost estimates for introducing one year long baby class education for 9 million children in a phased manner by 2015 have also been implemented. There is a common picture in the primary schools all over the country that an unofficial baby class existing there, children of pre-school age younger siblings of the upper class children daily attended a class known as infant / baby class and receive formal instruction in letters and numbers. The Government could not yet take any concrete decision to recognize this class. Various conventions, declaration, education commission, education policies have given emphasis on ECE and set target for expanding and improving comprehensive ECE for all children. In this context Government of Bangladesh is committed to ECE programme for physical, cognitive, linguistic, mental and social development through introducing early childhood education. The study gave a brief description on the policy adopted at primary education sector but did not deal with the problems of that sector which the present study try to explore.

Study of Roy. et al. (2009) aimed to asses' competency based learning achievement of the students of three types of BRAC schools and to explore the causes behind differential performances of the students of these schools. There are two parts in the findings. The first part presents

the learning achievement of the students of three types of schools to assess' differential performance among the schools, if any .The Second part explores the reasons behind this differential performance. The study was based on only the BRAC schools but the present study stands for the government primary schools in two definite areas.

Islam(2010) expressed that specialist will have expertise and experience in providing equitable access to schooling for primary age children with special needs, and for community participation and mobilization. He / she will be located in the district primary education office with specific duty to help implement all PEDP-II activities and for reviewing progress, report writing, data collection, data preservation and analysis on inclusive education. SLIP / UPEP, early child hood education and innovation grant in co-operation with DPEO. He has to be the enabler, moderator, resource linker, facilitator and mobilizer of development process at the District level to enable the District / Upazilla to function on a school-based management approach. In the hierarchy of levels of expertise and experience this 'Technical Expert' could be considered as the 'Hands on consultants / facilitators' of development and facilitative process for inclusive education UPEP, SLIP and other PEDP-II activities. The findings and the message of Inception Report on the quality of Primary education in Sherpur raise the following issues: Accountability at thana /Upazila level, Classrooms not private tutors' homes, Popular campaign beyond rhetoric, Public-private partnership (PPP), Gender not in quantity only but also quality, Investment towards mainstreaming Madrashes education, Delegation of Authority, opening new windows and strong local commitment, Additional allocation for poverty stricken schools, Rescheduling of summer and winter vacations, Training from Instruction mood to sharing moods. In the study, Mr. Islam tried to find out only the

internal academic and administrative problems of primary education sector in Sherpur but the proposed study try to find out the problems of that sector in five fundamental aspect.

2.1 Objectives of the Study

The preceding review of literature reveals that only a few numbers of surveys have been conducted by different organizations and different researchers to investigate the problems of primary education in Bangladesh. But these studies cannot be considered objective studies. Moreover, most of these studies have been conducted to find out the drop out rate and to identify the causes of such drop out. Haq (1970) found that the drop out students came from large families. The study identified want of classroom, absence of teacher, poverty and lack of teaching materials and inability of the parents to express their problems to teacher etc as the causes of such drop out. Haq (1977) in a survey of primary school found that percentage of drop out boys was 16% and for girls was 17% at class I the average drop out rate at classes one to five was 15%. The investigator also reported that drop out rate was higher in villages than in town.

However, the study describes only percentages of drop out at different classes and did not indicate any overall data /picture for rural and urban areas. BANBEIS (1980) in their survey report mentions different causes of leaving school including unfavorable family environment such as illiteracy and poverty, lack of interest to go to school, financial problem, relatively poor number of teacher, excessive pressure on classes I and V and different types of social obstacles against girl's education. Islam (2010) in his study tried to identify, the internal academic and administrative problems of primary schools of Sherpur district. But this is not sufficient to understand the real problems of primary education sector

of the country .The present investigator feels that in order to improve the quality of primary education there is a need to conduct an extensive research to identify different problems such as academic, administrative, environmental, socio-economic and psycho-social ones that exist in primary education sector in the country. Hence, the present investigator intends to conduct an extensive study to identify the nature and types of problems of primary education existing in rural and urban areas. The broad objectives of the study are to identify the problems of primary education as a function of regional disparity between rural and urban area. Specific objectives of the study may be stated as follows:

- a) To identify the academic, administrative, environmental, psycho-social and socio-economic problems in primary education sector.
- b) To establish a comparative analysis of the problems of primary education in rural and urban areas.

While the general purpose of the study was to identify the acuteness of the academic, the administrative, the environmental, the psychosocial and the socio-economic problems, following five specific hypotheses were formulated:

H1) The academic problems of primary education are significantly more acute in rural area than in urban area.

H2) The administrative Problems of the primary education sector are significantly more acute in the rural area than in the urban area.

H3) Acuteness of environmental problems of primary education sector is significantly greater in rural area than in urban area.

H4) Psycho-social problems of primary education sector are more acute in rural area than in urban area.

H5) Socio-economic problems of primary education sector are more acute in rural area than in urban area.

CHAPTER: III

METHODOLOGY

3.1 Design of the Study

The study was designed to identify the problems of primary education in urban and rural areas of Sherpur district under Dhaka Division. A questionnaire with 100 items related to problems was developed and administered on a sample of 400 respondents to collect data. Five dimensions of problems such as academic, administrative, environmental, psycho-social and socio-economic were considered separately in the study and comparisons were made between the two areas on each of the dimensions. The whole study was completed in two phases. The first phase includes the preparation of questionnaire on different categories of problems selection of the statements by determining their DP (discriminative power) through a pilot study on a small sample of 100 respondents. The second phase contains large scale data collection on a larger sample from both urban and rural areas, data processing and data analyses through appropriate statistical techniques as and where necessary.

3.2 Area of the Study

The study area encompasses the urban and the rural areas of Sherpur district under Dhaka Division. Sherpur zila was formerly a sub-division of Jamalpur district. It was upgraded as a full fledged District on February 22, 1984. It is surrounded by India on the north, by Mymensingh district on the east, and by Jamalpur district on the west and the south. Here the Paurashava area of the sadar Upazila has been considered as the urban area. The total area of sadar Upazila of Sherpur district is about 360 square kilometer. The total population of the sadar

Upazila of Sherpur district is about 4, 49,798 out of which 1, 11,191 people live in the Paurashava area. The literacy rate of Sherpur sadar Upazila as a whole is 30.32%, but in the Paurashava area it is 51.24%. The density of population per square kilometer is 1249 in the Upazila. The number of total Government primary schools in the Upazila is 119 among which only 21 Government primary schools are located in the Paurashava area. Sherpur Paurashava area is ensured with all kinds of modern life facilities which remain only in the urban area of this Upazila. (Populations Census- 2001, Sherpur zila).

Jhenaigati Upazila ranks 4th with respect to the area in Sherpur zila and it came into existence on the 15th July, 1975. The Upazila occupies an area of 231 square kilometer. Jhenaigati Upazila headquarters is considered as the urban area of the Upazila. Rest of the area is treated as rural area of Jhenaigati Upazila. The total population of the Jhenaigati Upazila is about 1, 55, 067 but 1, 49, 471 persons live in only rural areas and the density of population is 671 per square kilometer. Total literacy rate of Jhenaigati Upazila is 33.44% but rural literacy rate of Jhenaigati upazila is 32.46%. There are 44 government primary schools in the Upazila but 37 government primary schools are situated in remote area. The remote area is deprived of modern life facilities like infrastructural, communication, socio-economic, socio-cultural and socio-environmental opportunities (Population Census-2001, Sherpur zila). Sherpur sadar Upazila (Paurashava area) is the urban area and the remote area of Jhenaigati Upazila has been selected as the rural area of the study. For the study 10 urban schools in the six wards in the municipal area and 15 rural schools were selected from three unions in the Jhenaigati Upazila. The teacher students ratio is still very high (1:50) in Sherpur district (Islam, 2010)

which is a barrier to provide quality education to the learners. For this reason, the researcher has selected these areas for study.

3.3 Measuring Instruments

Selection of measuring instrument is a difficult job. It depends on several factors. Firstly, objective of the study is the basic consideration for instrument selection. Secondly, the samples used in the study may be the determining factor that the investigator might take into account. Thirdly, the amount of time at the investigator's disposal should get priority in selecting measuring instruments. Fourthly, personal competence of the investigator and ethical consideration for using the scale may account for selecting a particular type of measuring instrument. Lastly, the accuracy for scoring data, the feasibility of using appropriate statistical techniques and the interpretation of results may influence the selection of an instrument in a psychological study. In view of the above considerations, a questionnaire was developed by the fellow researcher for measuring the problems and it was used for data collection in the present investigation.

3.4 Construction of the Questionnaire

1) **Item pool:** In order to select items for the questionnaire the researcher made a preliminary consultation with some people who are directly or indirectly involved in and associated with primary education at the field level. These include the teachers of the government primary schools, the guardians of the children, the members of the school managing committee (SMC), some education officers and a few members of the civil society. Each of these people was asked to list some general problems of primary education they actually observe in their locality. Having collected such lists of problems from them the researcher sorted out each problem and avoided repetition. Then she prepared one statement for each problem. Each statement was provided with an

arbitrarily weighted 5-point scale (Likert Form) ranging from 1 to 5 with corresponding value of very low, low, moderate, high and very high agreement. In this way as many as 119 statements were prepared for the questionnaire. The questionnaire was prepared both in Bangla and English version at the same time.

11) **Pilot study for item selection /analysis:** Then a pilot study was conducted with this questionnaire on a sample of 100 respondents. Among them 60% were from among the teachers of government primary schools, 10% from education officers, 10% from guardians, 10% SMC and 10% from civil society. The questionnaire was supplied to each of the respondents with the instruction as to how to fill it up. They were asked to read each statement very carefully and then to mark any one of the scale point which deems fit to him/her for each statement. They were asked to mark each statement and not to leave any. In this way data were collected from 100 respondents of the above categories.

111) **Determining D P of the items:** After data collection the D P (Goode and Hutt, 1952) for each item was determined. The method involved the process of identifying a statement which consistently separated those who scored high from those who scored low on the problem to be measured. This kind of item analysis was used as a technique different from correlation technique. Here each item was subjected to a measurement of its ability to separate the "highs" from the "Lows". This is called the D P of an item.

To determine the D P the marked scale points for the arbitrarily weighted items for each subject were summed up and the total scores for all the subjects were arranged in order from the highest to the lowest. The 1st and 4th quartiles of these scores were then calculated. Those subjects scoring

above Q1 and those scoring below Q3 were sorted out. The range above the upper and below the lower quartile was then compared.

In doing so, the scores for each individual which fell above Q1 were totalled for all the items and then averaged out. Similarly scores for each individual which fell below Q3 were totalled for all the items and then averaged out. The two means of the scores one for the uppermost quartile group and the other for lowermost quartile group were obtained. For selecting any item these two means were then compared for each item. The difference between the means obtained by this method is known as the Discriminative Power (D P). An item with a high D P was selected for the questionnaire. It was safer to use quite as many items as possible should reach a D P of 1.00 and a few, if any, should be dropped below 0.50 (Goode and Hutt, 1952,P-276). The same system has been followed here. In the present study the D P for each item (statement) of the questionnaire is shown below:

Table 3.1: The DP of the items prepared.

| ITN | HT | LT | HA-LA | DP |
|-----|-----|-----|-----------|-------|
| 1 | 85 | 60 | 3.40-2.40 | 1.00 |
| 2 | 64 | 56 | 2.56-2.40 | 0.32* |
| 3 | 76 | 69 | 3.04-2.76 | 0.28* |
| 4 | 56 | 50 | 2.24-2.00 | 0.24* |
| 5 | 63 | 51 | 2.52-2.04 | 0.48* |
| 6 | 100 | 76 | 4.00-3.40 | 0.96 |
| 7 | 68 | 63 | 2.72-2.52 | 0.20* |
| 8 | 90 | 67 | 3.60-2.68 | 0.92 |
| 9 | 93 | 73 | 3.72-2.92 | 0.80 |
| 10 | 90 | 66 | 3.60-2.64 | 0.96 |
| 11 | 116 | 99 | 4.64-3.96 | 0.68 |
| 12 | 113 | 94 | 4.52-3.76 | 0.76 |
| 13 | 109 | 79 | 4.36-3.16 | 1.20 |
| 14 | 97 | 94 | 3.88-2.96 | 0.92 |
| 15 | 108 | 88 | 4.32-3.52 | 0.80 |
| 16 | 104 | 80 | 4.16-3.20 | 0.96 |
| 17 | 102 | 77 | 4.08-3.08 | 1.00 |
| 18 | 95 | 76 | 3.80-3.04 | 0.76 |
| 19 | 117 | 91 | 4.68-3.64 | 1.04 |
| 20 | 113 | 84 | 4.52-3.36 | 1.16 |
| 21 | 117 | 101 | 4.68-4.04 | 0.64 |
| 22 | 112 | 78 | 4.48-3.12 | 1.36 |
| 23 | 106 | 78 | 4.24-3.12 | 1.12 |

| ITN | HT | LT | HA-LA | DP |
|-----|-----|-----|-----------|-------|
| 24 | 111 | 81 | 4.44-3.24 | 1.20 |
| 25 | 113 | 96 | 4.52-3.84 | 0.68 |
| 26 | 101 | 76 | 4.04-3.04 | 1.00 |
| 27 | 85 | 70 | 3.40-2.80 | 0.60 |
| 28 | 95 | 67 | 3.80-2.68 | 1.12 |
| 29 | 66 | 59 | 2.64-2.36 | 0.28* |
| 30 | 106 | 62 | 4.24-2.48 | 1.76 |
| 31 | 113 | 99 | 4.52-3.96 | 0.56 |
| 32 | 106 | 82 | 4.24-3.28 | 0.96 |
| 33 | 105 | 81 | 4.20-3.24 | 0.96 |
| 34 | 111 | 88 | 4.44-3.52 | 0.92 |
| 35 | 80 | 59 | 3.20-2.36 | 0.84 |
| 36 | 105 | 75 | 4.20-3.00 | 1.20 |
| 37 | 106 | 99 | 4.24-3.96 | 0.28* |
| 38 | 117 | 100 | 4.68-4.00 | 0.68 |
| 39 | 102 | 79 | 4.08-3.16 | 0.92 |
| 40 | 81 | 56 | 3.24-2.24 | 1.00 |
| 41 | 76 | 60 | 3.04-2.40 | 0.64 |
| 42 | 112 | 91 | 4.48-3.64 | 0.84 |
| 43 | 107 | 73 | 4.28-2.92 | 1.36 |
| 44 | 120 | 89 | 4.80-3.56 | 1.24 |
| 45 | 105 | 70 | 4.20-2.80 | 1.40 |
| 46 | 107 | 76 | 4.28-3.04 | 1.24 |
| 47 | 107 | 87 | 4.28-3.48 | 0.80 |
| 48 | 100 | 75 | 4.00-3.00 | 1.00 |
| 49 | 98 | 77 | 3.92-3.08 | 0.84 |
| 50 | 94 | 78 | 3.76-3.12 | 0.64 |
| 51 | 118 | 97 | 4.72-3.88 | 0.84 |
| 52 | 122 | 99 | 4.88-3.96 | 0.92 |
| 53 | 103 | 78 | 4.12-3.12 | 1.00 |
| 54 | 118 | 96 | 4.72-3.84 | 0.88 |
| 55 | 91 | 77 | 3.64-3.08 | 0.56 |
| 56 | 106 | 67 | 4.24-2.68 | 1.56 |
| 57 | 101 | 76 | 4.04-3.04 | 1.00 |
| 58 | 113 | 91 | 4.52-3.64 | 1.88 |
| 59 | 118 | 76 | 4.72-3.04 | 1.68 |
| 60 | 113 | 85 | 4.52-3.40 | 1.12 |
| 61 | 105 | 86 | 4.20-3.44 | 0.76 |
| 62 | 113 | 88 | 4.52-3.52 | 1.00 |
| 63 | 119 | 93 | 4.76-3.72 | 1.04 |
| 64 | 89 | 72 | 3.56-2.88 | 0.68 |
| 65 | 119 | 82 | 4.76-3.28 | 1.48 |
| 66 | 120 | 90 | 4.80-3.60 | 1.20 |
| 67 | 81 | 76 | 3.24-3.04 | 0.20* |
| 68 | 102 | 76 | 4.08-3.04 | 1.04 |
| 69 | 103 | 79 | 4.12-3.16 | 0.96 |
| 70 | 107 | 84 | 4.28-3.36 | 0.92 |
| 71 | 94 | 63 | 3.76-2.52 | 1.24 |
| 72 | 104 | 79 | 4.16-3.16 | 1.00 |
| 73 | 112 | 81 | 4.48-3.24 | 1.24 |
| 74 | 103 | 76 | 4.12-3.04 | 1.08 |
| 75 | 91 | 72 | 3.64-2.88 | 0.76 |
| 76 | 122 | 89 | 4.88-3.56 | 1.32 |
| 77 | 106 | 69 | 4.24-2.76 | 1.48 |
| 78 | 114 | 86 | 4.75-3.44 | 1.31 |
| 79 | 68 | 63 | 2.72-2.52 | 0.20* |

| ITN | HT | LT | HA-LA | DP |
|-----|-----|-----|-----------|-------|
| 80 | 88 | 67 | 3.52-2.68 | 0.84 |
| 81 | 109 | 75 | 4.36-3.00 | 1.36 |
| 82 | 115 | 92 | 4.60-3.68 | 0.92 |
| 83 | 118 | 95 | 4.72-3.80 | 0.92 |
| 84 | 107 | 76 | 4.28-3.04 | 1.24 |
| 85 | 102 | 73 | 4.08-2.92 | 1.16 |
| 86 | 92 | 61 | 3.68-2.44 | 1.24 |
| 87 | 97 | 68 | 3.88-2.72 | 1.16 |
| 88 | 111 | 84 | 4.44-3.36 | 1.08 |
| 89 | 103 | 83 | 4.12-3.32 | 0.80 |
| 90 | 121 | 105 | 4.84-4.20 | 0.64 |
| 91 | 111 | 71 | 4.44-2.84 | 1.60 |
| 92 | 113 | 90 | 4.52-3.60 | 0.92 |
| 93 | 113 | 81 | 4.52-3.24 | 1.28 |
| 94 | 119 | 96 | 4.76-3.84 | 0.92 |
| 95 | 119 | 82 | 4.76-3.28 | 1.48 |
| 96 | 110 | 70 | 4.40-2.80 | 1.60 |
| 97 | 110 | 102 | 4.40-4.08 | 0.32* |
| 98 | 116 | 95 | 4.64-3.80 | 0.84 |
| 99 | 115 | 81 | 4.60-3.24 | 1.36 |
| 100 | 116 | 84 | 4.64-3.36 | 1.28 |
| 101 | 119 | 100 | 4.76-4.00 | 0.76 |
| 102 | 94 | 84 | 3.76-3.36 | 0.40* |
| 103 | 113 | 79 | 4.52-3.16 | 1.36 |
| 104 | 114 | 96 | 4.56-3.84 | 0.72 |
| 105 | 96 | 67 | 3.84-2.68 | 1.16 |
| 106 | 115 | 108 | 4.60-4.32 | 0.28* |
| 107 | 118 | 90 | 4.72-3.60 | 1.12 |
| 108 | 121 | 102 | 4.84-3.08 | 0.76 |
| 109 | 114 | 69 | 4.56-2.76 | 1.80 |
| 110 | 120 | 95 | 4.80-3.80 | 1.00 |
| 111 | 120 | 100 | 4.80-4.00 | 0.80 |
| 112 | 109 | 72 | 4.36-2.88 | 1.48 |
| 113 | 107 | 87 | 4.28-3.48 | 0.80 |
| 114 | 118 | 101 | 4.72-4.04 | 0.68 |
| 115 | 110 | 82 | 4.40-3.28 | 1.12 |
| 116 | 110 | 87 | 4.40-3.48 | 0.92 |
| 117 | 109 | 77 | 4.36-3.08 | 1.28 |
| 118 | 111 | 87 | 4.44-3.48 | 0.96 |
| 119 | 107 | 77 | 4.28-3.08 | 1.20 |

ITN – Item Number

H T – Highest Total (Subject Score)

L T – Lowest Total (Subject Score)

H A – High Average

L A – Low Average

D P – Discriminative Power

* D P Below 0.50 value. So these items were omitted from the final form of the questionnaire.

In the final analysis, 12 items have been excluded which showed DP below 0.50. As a result, final list of questionnaire contained 107 items. From among these 107 statements the experts rejected similar other 7 statements /items that contained similar version with other item and showed the lowest D P among the selected items. As a result, the final form of questionnaire contained 100 items having equal number of statements for each of the five categories of problems. These problems were divided into five categories through discussion by concerned authority and government primary school teacher. These categories were also agreed upon by the expert.

Table 3.2: The distribution of serial no. for different categories of problems in the questionnaire are as follows:

| Category of problems | Serial no. of item in the questionnaire |
|----------------------|---|
| Academic | 1-20 |
| Administrative | 21-40 |
| Environmental | 41-60 |
| Psycho-social | 61-80 |
| Socio-economic | 81-100 |

3.5 Sampling Technique and Sample Size for Final Data Collection

In the present study, the Simple Random Sampling (SRS) technique has been followed for the source of data. A total of 400 respondents constituted the sample of the present study. They were equally divided into two groups rural and urban. Each group consists of 50 primary

school teachers, 50 members of the school managing committee, 50 guardians, and 10 government officers of the local primary educational administration and 40 member of civil society.

Table 3.3: The category wise number of the Respondents

| Type of the Area | Type of the Respondents | | | | | Total |
|------------------|-------------------------|--|------------|----------------|--------------|------------|
| | Teachers | members of the School Managing Committee | Guardians | Govt. Officers | Civil People | |
| Urban | 50 | 50 | 50 | 10 | 40 | 200 |
| Rural | 50 | 50 | 50 | 10 | 40 | 200 |
| Total | 100 | 100 | 100 | 20 | 80 | 400 |

3.6 Administration of the Questionnaire for Data Collection

For application the questionnaire with answer sheet was distributed to each of the sampled respondent by the researcher herself. On one occasion the researcher approached each respondent and distributed the questionnaire with answer sheet to him / her. Though there was a written instruction on the first page of the questionnaire as to how to fill it up the researcher practically showed them how to do it. They were told to read the instructions attentively and to give their opinion about the statements by giving a tick mark in the box given for each statement. The respondents had completed their tasks according to the instructions. Then the questionnaire and answer sheets were collected from them. It took about four months to complete the whole process of data collection. A personal data sheet was supplied with the questionnair and collected form the respondents in the same way after being filled up.

3.7 Scoring: Items of the questionnaire were scored 1,2,3,4 and 5 according to response categories indicated by the respondents in the answer sheets. A respondent's total score is the sum of the numerical values of responses to all items.

Table 4.1: Mean scores, standard deviation and intensity of problems of different categories (N=400).

| Types of Problems | Mean | Intensity Level | Standard Deviation |
|-------------------|-------|-----------------|--------------------|
| Academic | 88.60 | 88.60% | 11.17 |
| Administrative | 84.59 | 84.59% | 14.26 |
| Environmental | 82.16 | 82.16% | 14.91 |
| Psycho-social | 83.14 | 83.14% | 13.12 |
| Socio-economic | 84.11 | 84.11% | 13.32 |

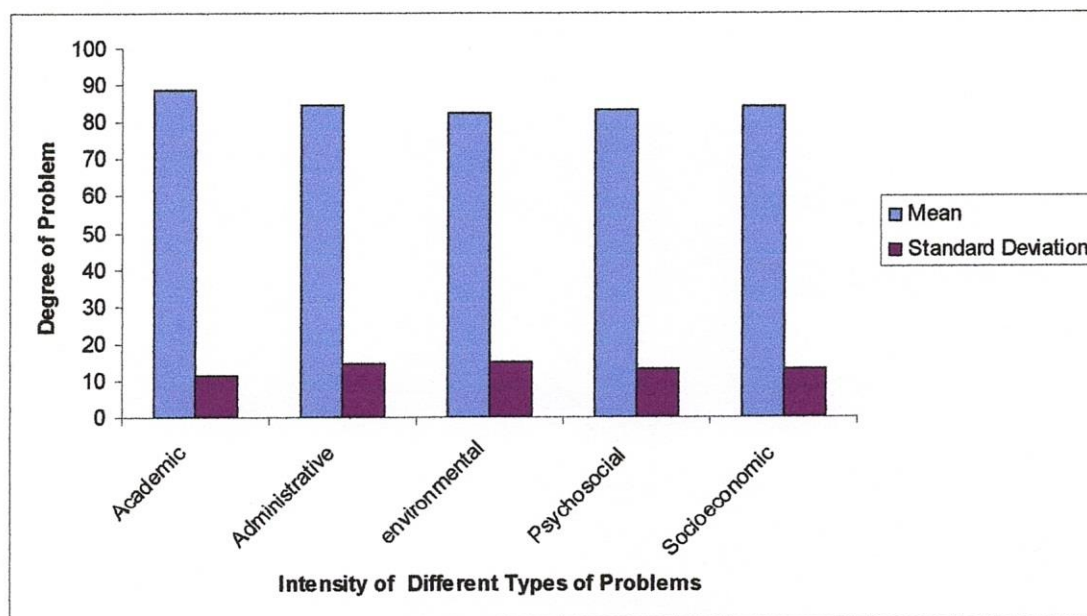


Figure 4.1: Intensity of different types of problems.

Comparisons were made among the five categories of problem using t-test. The results of comparisons between academic and administrative problems have been presented in table 4. 2.

Table 4.2: t- test between the score of Academic and Administrative problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|----------------|-----------------------|-------|--------------------|-----|-----------------------|-------|-------|
| Academic | 400 | 88.6 | 11.17 | 798 | 0.9 | 4.422 | <.001 |
| Administrative | 400 | 84.59 | 14.26 | | | | |

The Table 4.2 shows that the intensity of academic problem is significantly ($p<.001$) higher than that of the administrative problem.

The results of comparisons between academic and environmental problems have been presented in table 4.3.

Table 4.3: t- test between the score of Academic and Environmental problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|---------------|-----------------------|------|--------------------|-----|-----------------------|-------|-------|
| Academic | 400 | 88.6 | 11.17 | 798 | 0.931 | 6.973 | <.001 |
| Environmental | 400 | 82.1 | 14.91 | | | | |

The Table 4.3 shows that the intensity of academic problem is significantly ($p<.001$) higher than that of the environmental problem.

The results of comparisons between academic and psycho-social problems have been presented in table 4.4.

Table 4.4: t- test between the scores of Academic and Psycho-social problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|---------------|-----------------------|-------|--------------------|-----|-----------------------|-------|-------|
| Academic | 400 | 88.6 | 11.17 | 798 | 0.861 | 6.332 | <.001 |
| Psycho-social | 400 | 83.14 | 13.12 | | | | |

The Table 4.4 shows that the intensity of academic problem is significantly ($p<.001$) higher than that of the psycho-social problem.

The results of comparisons between academic and socio-economic problems have been presented in table 4.5.

Table 4.5: t- test between the scores of Academic and Socio-economic problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|----------------|-----------------------|-------|--------------------|-----|-----------------------|------|-------|
| Academic | 400 | 88.6 | 11.17 | 798 | 0.869 | 5.16 | <.001 |
| Socio-economic | 400 | 84.11 | 13.32 | | | | |

The Table 4.5 shows that the intensity of academic problem is significantly ($p<.001$) higher than that of the socio-economic problem.

The results of comparisons between administrative and environmental problems have been presented in table 4.6.

Table 4.6: t-test between the scores of Administrative and Environmental problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|----------------|-----------------------|-------|--------------------|-----|-----------------------|-------|------|
| Administrative | 400 | 84.59 | 14.26 | 798 | 1.031 | 2.414 | <.01 |
| Environmental | 400 | 82.1 | 14.91 | | | | |

The Table 4.6 shows that the intensity of administrative problem is significantly ($p < .01$) higher than that of the environmental problem.

The results of comparisons between administrative and psycho-social problems have been presented in table 4.7.

Table 4.7: t- test between the scores of Administrative and Psycho-social problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|----------------|-----------------------|-------|--------------------|-----|-----------------------|-------|-----------------|
| Administrative | 400 | 84.59 | 14.26 | 798 | 0.968 | 1.496 | non significant |
| Psycho-social | 400 | 83.14 | 14.91 | | | | |

The Table 4.7 shows that there was no significant difference between the intensity of administrative and psycho-social problem.

The results of comparisons between administrative and socio-economic problems have been presented in table 4.8.

Table 4.8: t- test between the scores of Administrative and Socio-economic problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|----------------|-----------------------|-------|--------------------|-----|-----------------------|-------|------------------|
| Administrative | 400 | 84.59 | 14.26 | 798 | .975 | 0.492 | non significant. |
| Socio-economic | 400 | 84.11 | 13.32 | | | | |

The Table 4.8 shows that there was no significant difference between the intensity of administrative and socio-economic problems.

The results of comparisons between administrative and psycho-social problems have been presented in table 4.9.

Table 4.9: t- test between the scores of Environmental and Psycho-social problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|---------------|-----------------------|-------|--------------------|-----|-----------------------|-------|-----------------|
| Environmental | 400 | 82.1 | 14.91 | 798 | 0.993 | 1.047 | non significant |
| Psycho-social | 400 | 83.14 | 13.12 | | | | |

The Table 4.9 shows that there was no significant difference between the intensity of environmental and psycho-social problems.

The results of comparisons between environmental and socio-economic problems have been presented in table 4.10.

Table 4.10: t-test between the scores of Environmental and Socio-economic problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|----------------|-----------------------|-------|--------------------|-----|-----------------------|-------|------|
| Environmental | 400 | 82.1 | 14.91 | 798 | 0.999 | 2.011 | <.02 |
| Socio-economic | 400 | 84.11 | 13.32 | | | | |

The Table 4.10 shows that the intensity of socio-economic problem is significantly ($p < .02$) higher than that of the environmental problems.

The results of comparisons between psycho-social and socio-economic problems have been presented in table 4.11.

Table 4.11: t- test between the scores of Psycho-social and Socio-economic problems.

| Problem | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | p |
|----------------|-----------------------|-------|--------------------|-----|-----------------------|-------|-----------------|
| Psycho-social | 400 | 83.14 | 13.12 | 798 | 0.934 | 1.038 | non significant |
| Socio-economic | 400 | 84.11 | 13.32 | | | | |

The Table 4.11 shows that there was no significant difference between the intensities of psycho-social and socio-economic problems.

Graphical representation of mean scores of rural and urban areas for different types of problems.

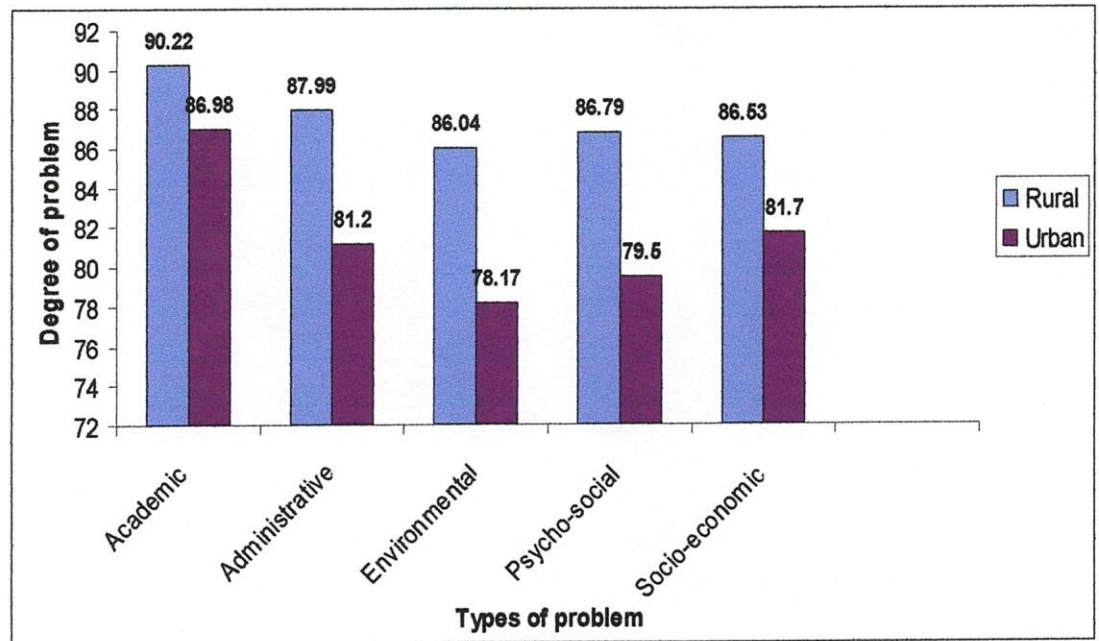


Figure 4. 2: Mean score of different types of problems.

Comparisons were also made between the primary education of urban and rural areas on the scores of each type of problems as well as on overall problems.

Table 4.12: Results of t-test for Urban and Rural Respondents on Score of Academic Problem.

| Area | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | P |
|-------|-----------------------|-------|--------------------|-----|-----------------------|-------|------|
| Urban | 200 | 86.98 | 11.34 | 398 | 1.1035 | 2.931 | <.01 |
| Rural | 200 | 90.22 | 10.72 | | | | |

Table 4.12: exhibits results of the t-test on scores of academic problems of urban and rural areas. The findings suggest that the intensity of academic problems is significantly ($p < .01$) higher in rural area than that of in urban area.

Table 4.13: Results of t-test for Urban and Rural Respondents on Score of Administrative Problems.

| Area | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | P |
|-------|-----------------------|-------|--------------------|-----|-----------------------|-------|-------|
| Urban | 200 | 81.2 | 15.66 | 398 | 1.3834 | 4.905 | <.001 |
| Rural | 200 | 87.99 | 11.73 | | | | |

Table 4.13 exhibits the results of t-test on scores of administrative problems of urban and rural areas. The findings suggest that the intensity of administrative problem is significantly ($p < .001$) higher in rural area than in urban area.

Table 4.14: Results of t-test for Urban and Rural Respondents on Score of Environmental Problems.

| Area | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | P |
|-------|-----------------------|-------|--------------------|-----|-----------------------|-------|-------|
| Urban | 200 | 78.17 | 16.19 | 398 | 1.4361 | 5.484 | <.001 |
| Rural | 200 | 86.04 | 12.26 | | | | |

Table 4.14 exhibits the results of t-test on scores of environmental problems of urban and rural areas. The findings suggest that the intensity of environmental problem is significantly ($p < .001$) higher in rural area than that of in urban area.

Table 4.15: Results of t-test for Urban and Rural Respondents Score of Psycho-social Problems.

| Area | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | P |
|-------|-----------------------|-------|--------------------|-----|-----------------------|-------|-------|
| Urban | 200 | 79.5 | 13.6 | 398 | 1.2585 | 5.796 | <.001 |
| Rural | 200 | 86.79 | 11.49 | | | | |

Table 4.15 exhibits the results of t-test on scores of psycho-social problems of urban and rural areas. The findings suggest that the intensity of psycho-social problem is significantly ($p < .001$) higher in rural area than that of in urban area.

Table 4.16: Results of t-test for Urban and Rural Respondents Score of Socio-economic Problems.

| Area | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | P |
|-------|-----------------------|-------|--------------------|-----|-----------------------|-------|-------|
| Urban | 200 | 81.7 | 14.53 | 398 | 1.308 | 3.696 | <.001 |
| Rural | 200 | 86.53 | 11.45 | | | | |

Table 4.16 exhibits the results of t-test on scores of socio-economic problems of urban and rural areas. The findings suggest that the intensity of psycho-social problem is significantly ($p < .001$) higher in rural area than that of in urban area.

Table 4.17: Results of t-test for Urban and Rural Respondents score of All Categories problems.

| Area | Number of Respondents | Mean | Standard Deviation | df | Std. Error Difference | t | P |
|-------|-----------------------|--------|--------------------|-----|-----------------------|-------|-------|
| Urban | 200 | 407.54 | 60.24 | 398 | 5.5114 | 5.448 | <.001 |
| Rural | 200 | 437.56 | 49.46 | | | | |

Table 4.17 exhibits the results of t-test on scores of all categories problems of urban and rural areas. The findings suggest that the problems involved in the primary education. The intensity of all categories problems is significantly ($p < .001$) higher in rural area than that of in urban area.

Table 4:18 Overall acuteness of different categories of problems as evaluated by all categories of subjects.

| Categories of Respondents | Academic | Administrative | Environmental | Psycho-social | Socio-economic |
|---------------------------|----------|----------------|---------------|---------------|----------------|
| SMC | 91.49 | 86.43 | 85.15 | 88.95 | 88.24 |
| Civil society | 90.05 | 91 | 84.3 | 86.16 | 82.8 |
| Guardian | 89.7 | 82.94 | 82.05 | 84.31 | 86 |
| Teacher | 89.24 | 87.96 | 84.7 | 85.61 | 89.15 |
| Government officer | 57 | 43.6 | 43.1 | 50.25 | 49.7 |

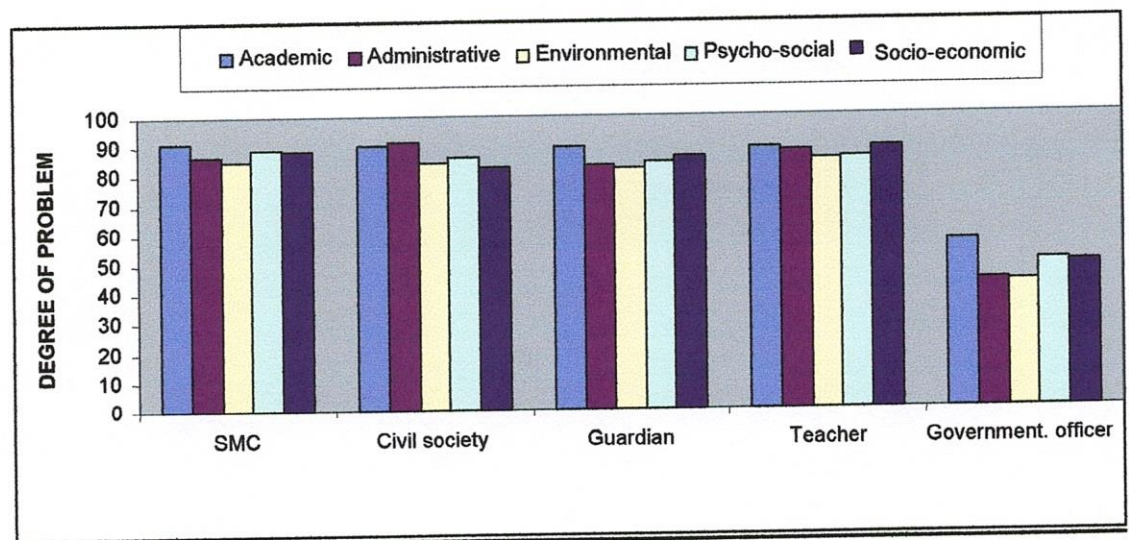


Figure 4. 3: Diagram of mean score of different categories of problems for different respondent groups.

The mean score of each category of respondent on each type of problem was computed and presented in Table 4:18. These results have also been plotted in figure 4. 3.

Figure 4. 3 shows that the government officers have evaluated all types of problems with low acuteness than other categories of respondents. The

mean scores for all categories of problems as evaluated by the government officers lie below the median values in comparison to the mean scores of others respondent groups. In addition to these, the government officers evaluated the administrative and environmental problems with the lowest acuteness among the lower ones in comparison of their evaluation with other categories of problems.

The obvious reasons are clear. The total responsibility of administrative problems lies with the field level government officers under whose monitoring and supervision these problems need to be reduced or removed. The responsibility of environmental problems lies partly with the government officers and partly with the teachers and members of the SMC. So here both are responsible for this kind of problems. But the responsibility lies more with government officers. If the field level government officers sincerely carry out proper supervision with regular inspection the picture would not have been so. On the other hand if the members of the SMC would have taken good care of these problems, such problems might have been dealt with corrective measures. It is because of these that the acuteness of these problems have been so evaluated.

CHAPTER: V

DISCUSSION AND CONCLUSION

The present study was designed to identify the problems of primary education of Sherpur district and also to establish a comparative analysis on these problems between rural and urban areas. The five dimensions of problems such as academic, administrative, environmental, psycho-social and socio-economic problems were considered in this study on the basis of the findings of a pilot study. A questionnaire was constructed to measure the intensity for each dimension of the problems. The questionnaire was applied to the respondents. The score of each respondent on each dimension of problem was computed separately. In order to analyze the relative strength of the problem of each dimension of problem comparisons were made among the scores of different dimensions, employing t-test. The results (Table 4.2, 4.3, 4.4, 4.5) suggest that the intensity of academic problem is the highest among the five dimensions. The intensity of administrative problem is found to be higher (Table 4.6) than the environmental problem ($p < .01$). The results (Table 4.10) also included that environmental problem was significantly higher than socio-economic problem ($p < .02$).

In order to make a comparative analysis between rural and urban area the data were analyzed. In this connection five hypotheses were formulated to test. The first hypothesis states that the academic achievement in primary education sector was significantly greater at rural areas than urban areas. The result (Table 4.12) of the study reveals that the intensity of academic problem ($p < .01$) is significantly higher in rural areas than in urban areas, which confirmed the hypothesis. To explain these findings it can be argued that the number of efficient teacher in rural primary school is less than that

of the urban primary schools. The implementations of modern methods of teaching have been difficult due to over crowding of students teacher ratio in the rural area. The quality of teaching aids were inferior in the schools of rural areas than in the school of urban areas .The standard of education of rural areas did not improve although the number of admitted students had been increased for providing 'upabritti' which was found to be responsible for creating more academic problem in rural area than in urban area.

The second hypothesis states that problems involved in the administrative activities of primary education sector are significantly greater in the rural areas than in urban areas. The results of the study (Table 4.13) showed that the intensity of administrative problem ($p < .001$) was significantly higher in rural areas than in urban areas. Thus the second hypothesis is also supported by the results of the study.

At the time of professional duties, the teachers have to do innumerable works of collecting various information such as; survey, small , improvisation, drop-out , upabritti, home visit, per three months performance report, monthly report , voter list etc. For this reason, the teacher can not conduct their classes due to over pressure of extra works. Home visit is not done properly by the school authority to ensure regular attendance of students. There exists no sufficient manpower to check official performance in primary schools. So all official activities have to be done by the teachers themselves. The rural primary schools face various financial problems as the facilities and financial allocations are provided by the government and are distributed in an improper way by the government officers. Although there has been monitoring teams for observation of the government rules and regulations but in fact such a team is not sufficient in rural areas because of inconvenient road transport and rough communications. That is why the

administrative problems and the development of quality education is not possible in rural schools.

The third hypothesis states that environmental problem of primary education sector is significantly greater at the rural areas than at the urban areas. The result of the study (Table 4.14) shows that the intensity of environmental problems ($p < .001$) are significantly higher in rural areas than in urban areas, which confirm the hypotheses. The findings suggest that the intensity of environmental problem is significantly higher in rural areas than in urban areas.

The learners find no inspiration in receiving, teachers' instruction in the class rooms as the lessons are delivered in an unattractive way as well as there exists no proper educational environment. The teachers do not deliver the instruction in an attractive way. As a result the students' loose inspiration and the task become monotonous. Very often there happen different unexpected incidents within the school campus during school hour. Moreover in most rural areas the schools do not have any protective boundary wall or any kind of protective fence. There is no sound protected partition between two class rooms so that the over sound pollution creates abnormal situation for running the classes. The hygienic environment of most of the rural schools is hampered for want of pure drinking water as there is no tube well in the most of the school campus for long years. There is not any suitable environment in most of rural schools during the days of natural disaster for continuing educational activities as there exists no electric supply. The students watch various V.C.D and dish program on the way to school. These are showed by different village shopkeepers in different places and that make them late to reach school. It is for all these the environmental problem is higher in rural areas than in urban areas.

The fourth hypothesis states that the psycho-social problems of the primary education sector are more intense in the rural areas than in the urban areas. The result of the study (Table 4.15) shows that the intensity of psycho-social problems ($p < .001$) is significantly higher in rural areas than in urban areas. Thus the results of the study has supported the hypothesis.

The teachers having higher educational qualifications always remain busy to apply for a high rank government job till their age permits. As a result, they find little or no interest in teaching at this level. They cannot become sincere to their job and are reluctant to be co-operative, cordial, and sympathetic. The differences in educational qualification between male and female teachers also create various psychological conflicts among the teachers. The corruption and indisciplined activities of the educational/administrative offices of primary sectors often cause mental depression and dissatisfaction among the primary school teachers. The village people are not conscious enough for the female education and therefore they express their unwillingness to this effect. Most of the rural primary students come from the insolvent, low conscious and illiterate families which cause the standard of primary education to lag behind. Most of these guardians are unconcerned about the education of their wards. As a result the psycho-social problems become more acute in the rural area than in the urban area.

The fifth hypothesis states that problems associated with the socio-economic problems of primary education are more at the rural areas than at urban areas. The result of the study (Table 4.16) shows that the intensity of acuteness of socio-economic problems ($p < .001$) are significantly higher in rural areas than in urban areas. Thus the fifth hypothesis is also supported by the results of the study.

The 'upabritti' given by the government are not properly distributed among the deserved children due to undue interference by the locally influential people such as politicians and wealthy persons. The familial economic condition of the students is not favorable to achieve education.

Most of the teachers are deprived of enjoying their own rights in due time due to various administrative difficulties. They cannot defy the undue and undesirable demands from the higher authority. They have to yield to such demands even if it goes against their professional ethics. As a result they suffer from frustration and lack professional skills. Besides there exist many other factors that serve as obstacles to educational development. These include financial insolvency of the teacher's i-e their low income, lack of their impartial judgment to children, malnutrition, lack of medical treatment, absence of the students in rural areas. Besides, students from poor family have to spend their valuable time for earning for financial support to the family instead of going to school. So they fail to keep pace with their studies. The financial allotment to the schools of rural areas is less than that of urban areas, so that the rural schools are provided with less facility. For this reasons, socio-economic problem is significantly higher in rural areas than in urban areas.

The study has opened up a variety of thoughts. There exists a big gap between the urban and the rural primary education sector. It causes discrimination among the young and tender students. Different factors are identified behind the lack of congenial education environment. The reasons behind the problems lie in the roles of the government officials. The findings indicate the need for studies on the administrative role of the field level government officials.

Suggestions

- 1) Regular inspection by the higher authority to monitoring teacher's activity in the school.
- 2) Better qualified teachers should be appointed.
- 3) As a member in the SMC persons interested in education should be an educationally qualified one.
- 4) Sufficient fund should be provided to meet the necessary requirements for teaching aids / materials, furnitures and repairs of school building etc.
- 5) Regular home visit should be intensified for exchange of views between teachers and guardians and friendly physical and psycho-social environment should be established.
- 6) It may be suggested that scholarship should be awarded on the basis of percentage of student population in an Upazilla / Thana area rather than on quota basis.
- 7) It would have been better if tiffin system would be introduced.
- 8) It is better to ensure judicious distribution of government allocation for different schools.
- 9) If not possible quarterly, a half-yearly guardian's meeting should be introduced for every primary school.
- 10) It is suggested that a comprehensive research should be conducted in all parts of Bangladesh to reach any definite conclusion on the issue.
- 11) Research should also be conducted by the government or by any interested quarter on the possible solution of these problems.

Conclusion

In conclusion, it may be said that considering the responses of the Ss the acuteness of the problems are ranked as follows:

I-Academic problem

II- Administrative

III- Socio-economic

IV- Psycho-social

V- Environmental

Here one common factor is that all the problems have been considered by all types of respondents as high acute for both rural and urban areas excepting field- level government officers.

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APPENDIX: A
Personal Data Sheet for
Respondents

শুধুমাত্র শিক্ষামূলক গবেষণার উদ্দেশ্যে প্রাথমিক শিক্ষার

সমস্যা সম্পর্কিত প্রশ্নমালা :

নিম্নে প্রাথমিক শিক্ষা সংক্রান্ত কতকগুলি বিবৃতি আছে। প্রতিটি বিবৃতি মনোযোগ সহকারে পড়ুন এবং এ সম্পর্কে আপনার মতামত চিহ্নিত করুন। প্রত্যেকটি বিবৃতির জন্য একটি করে পাঁচ বিন্দু স্কেল দেওয়া আছে। স্কেলের বিন্দুগুলি মতামতের নিম্নলিখিত মাত্রা প্রকাশ করে।

- ০১। খুব কম সমর্থন করি। ০২। কম সমর্থন করি। ০৩। মাঝামাঝি সমর্থন করি।
০৪। বেশী সমর্থন করি। ০৫। খুব বেশী সমর্থন করি।

প্রতিটি বিবৃতি আপনি যে বিন্দুতে সমর্থন করেন তা বিন্দুর নিচের ঘরে টিক (✓) মার্ক দিবেন। কোন বিবৃতি বাদ দিবেন না। মনে রাখবেন এখানে ভুল বা শুদ্ধ কোন উত্তর নেই। প্রতিটি উক্তি সম্পর্কে আপনার মতামত চিহ্নিত করুন।

নিচে একটি নমুনা দেয়া হলো:

❖ অনেক শিক্ষার্থী অনিয়মিত উপস্থিতির কারণে পাঠ অর্জনে সাফল্য দেখাতে পারে না।

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| ১ | ২ | ৩ | ৪ | ৫ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

খুব কম সমর্থন করি কম সমর্থন করি মাঝামাঝি সমর্থন করি বেশী সমর্থন করি খুব বেশী সমর্থন করি

নাম :

পেশা : বয়স:

চাকুরীকাল : বৎসর, বার্ষিক আয় :

শিক্ষাগত যোগ্যতা :

বিদ্যালয়ের অবস্থান : শহরাঞ্চল(শেরপুর) / গ্রামাঞ্চল(বিনাইগাতী), বিদ্যালয় গৃহের অবস্থা: কাঁচা / পাকা।

APPENDIX: B
Questionnaire for Respondents

০১। দক্ষ শিক্ষকের অভাবে সঠিক শিক্ষাদান ব্যহত হয়।

(Proper teaching is interrupted due to lack of proficient teachers.)

০২। পূর্ব জ্ঞান যাচাই না করে পাঠদান করায় অনেক শিক্ষার্থী তা সঠিকভাবে গ্রহণ করতে পারে না।

(Many learners can not receive instruction properly when lesson is delivered without justifying their previous knowledge.)

০৩। অনেক শিক্ষার্থী অনিয়মিত উপস্থিতির কারণে পাঠ অর্জনে সাফল্য দেখাতে পারে না।

(Many learners can not show expected success in academic achievement due to their irregular attendance.)

০৪। প্রয়োজনীয় শিক্ষা উপকরণের অভাবে পাঠদান ফলপ্রসূ হয় না।

(Teaching can not become effective due to lack of necessary teaching aids.)

০৫। প্রায়শই পাঠ্য বই পরিবর্তনের ফলে শিক্ষার ধারাবাহিকতা নষ্ট হয়।

(The continuation of education is interrupted due to change of text books very often.)

০৬। কারিকুলাম-এ সহ-শিক্ষামূলক কার্যাবলীর যথেষ্ট অভাব থাকায় শিক্ষার্থীরা উৎসাহ পায় না।

(The learners do not get enough inspiration in the absence of sufficient co-curricular activities in the curriculum.)

০৭। উপবৃত্তির জন্য স্কুলে ছাত্র ভর্তির পরিমাণ বৃদ্ধি পেলেও শিক্ষার মান বৃদ্ধি পায়নি।

(The standard of education has not been improved even though the number of admitted students has been increased due to introduction of "upabritti".)

০৮। দীর্ঘ সময় ধরে বিরতীহীন ক্লাশ নেওয়ার কারণে একজন শিক্ষক দ্রুত ক্লান্ত হয়ে পড়েন। ফলে শেষের দিকে পাঠদান ফলপ্রসূ হয় না।

(A teacher becomes easily tired with continuous classes for a long time. So, teaching at the later periods does not become effective.)

০৯। শিক্ষার্থীদের মেধা যাচাই না করে পাঠদান করায় শিক্ষার্থীর যথাযথ পাঠ গ্রহণ করতে পারে না।

(Children cannot receive instruction properly when teaching is imparted without justifying their merit.)

১০। ছাত্র-শিক্ষক অনুপাতের উচ্চ হারের কারণে শিক্ষাদানে আধুনিক পদ্ধতি অনুসরণ অসুবিধাজনক।
(It is difficult to follow implement of modern methods of teaching becomes difficult due to high rate of teacher-students ratio.)

১১। অপেক্ষাকৃত কম শিক্ষাগত যোগ্যতা সম্পন্ন শিক্ষক/শিক্ষিকাদের পাঠদানের উপযোগী দক্ষতার অভাব।

(The teachers with lower educational qualification do not have enough skills for teaching.)

১২। সরকারি নীতিমালা অনুযায়ী প্রাথমিক বিদ্যালয়ের সিলেবাস ৩১ জুলাই এর মধ্যে শেষ করার নির্দেশ থাকায় স্বল্প সময়ে উক্ত সিলেবাস সম্পন্ন করা শিক্ষকদের পক্ষে কষ্টকর। ফলে পাঠদান যথাযথ হয় না।

(According to the Government rules, the syllabus of Primary schools will have to be completed within 31st July of the year. So, it becomes too hard for the teachers to complete the course within this short span of time. As a result, teaching does not become appropriate.)

১৩। বিদ্যালয় এলাকায় সচেতন অভিভাবক খুব কম থাকায় প্রাথমিক বিদ্যালয়ে পাঠদানে শিক্ষক/শিক্ষিকাদের এক ধরনের উদাসীনতা দেখা যায়।

(Due to lack of conscious guardians in the school surroundings teachers are found indifferent to sincere teaching.)

১৪। মেধা যাচাই না করেই অভিভাবকের ইচ্ছা মারফিক শিক্ষার্থীকে যে কোন শ্রেণীতে ভর্তি করানো হয় বলে শিক্ষার্থীদের শ্রেণীভিত্তিক যোগ্যতা সুষম হয় না।

(Without justifying merit students are admitted into any class at guardian's will. As a result, receptive capacity in a class is not equitably balanced in a class.)

১৫। যে আঙ্গিকে পাঠ্যসূচী ও পাঠদান পদ্ধতির পরিবর্তন হয় সেই আঙ্গিকে তাৎক্ষণিকভাবে শিক্ষকরা প্রশিক্ষণ পায় না। ফলে কোমল মতি ছাত্র-ছাত্রীদের উপর ক্ষতিকর প্রভাব পড়ে।

(The teachers do not get proper training as rapidly as the curriculum and teaching methods are changed. As a result, it produces an adverse effect on the tender learners.)

১৬। অনেক বিদ্যালয়ের ডাবল শিফটে পাঠদান ব্যবস্থা চালু না থাকায় অধিকসংখ্যক শিক্ষার্থীর সুষ্ঠু পাঠদান সম্ভব হচ্ছে না।

(Teaching huge number of students does not become easier in many schools where double shift classes have not been introduced.)

১৭। দুর্বল শিক্ষার্থীদের আলাদাভাবে শিক্ষা দানের ব্যবস্থা না করার দরুন পাঠদান যথাযথ হয় না।

(The teaching does not become fruitful as the weak students can not be taught separately.)

১৮। স্কুল ম্যানেজিং কমিটিতে বিদ্যুৎসাহী সদস্য হিসাবে উচ্চ শিক্ষিত ব্যক্তি না থাকায় সুষ্ঠুভাবে স্কুলের একাডেমিক কার্য পরিচালনায় অসুবিধার সৃষ্টি হচ্ছে।

(A member as a person interested in education in the SMC being not highly educated there creates a trouble in supervising the academic activities of the schools.)

১৯। বিদ্যালয়ের প্রশাসনিক কাজে ব্যবহৃত বিভিন্ন তথ্য সংগ্রহের প্রযুক্তিগত ব্যবস্থা না থাকায় একই কাজ বার বার করতে শিক্ষকগণ বিরক্ত বোধ করেন এবং সঠিক তথ্য সরবরাহে হিমশিম খাচ্ছেন যা সুষ্ঠু পাঠদানের পথে অন্তরায়।

(There is no modern technological system to store various information in order to use for the administrative works of the schools. As a result, the teachers will have to do the same pattern of work for several times and feel depressed. They face various embarrassing situation to deliver the expected information. This suffering stand on the way of smooth teaching.)

২০। শিক্ষক সংখ্যা স্বল্প হওয়ার কারণে একজন শিক্ষককে প্রতিদিন অবিরাম ৬-৭ টি পিরিয়ড পাঠদান করতে হয়। যা খুবই কষ্টকর।

(Due to shortage of teachers one teacher has to take classes continuously for six or seven periods. It is too painful for the teachers.)

- ২১। শিক্ষার মান উন্নয়নে সরকারী কার্যক্রমের মনিটরিং এবং ধারাবাহিকতা ও ফলাবর্তনে সমন্বয় নাই।
(There is seen lacking of co-ordination in monitoring, continuation and feedback of the government to develop the quality of education.)
- ২২। ক্যাচমেন্ট এলাকায় কিন্ডারগার্টেন স্কুলের সংখ্যা অধিক হওয়ায় প্রাথমিক বিদ্যালয়ে ভর্তিকৃত শিশু কম।
(Having many kindergarten schools in the catchments area the number of the admitted students of the Government primary schools has been decreased.)
- ২৩। স্কুল ম্যানেজিং কমিটি (এস.এম.সি) বিদ্যালয়ের সার্বিক মান উন্নয়নে সক্রিয় ভূমিকা রাখে না।
(The School Managing Committee (SMC) does not play active role for overall development of the schools.)
- ২৪। শিক্ষার্থীর নিয়মিত উপস্থিতি নিশ্চিত করতে নিয়মিত হোম ভিজিট করা হয় না।
(The school authority does not implement 'home visit' system to ensure regular attendance of children at school.)
- ২৫। পেশাগত দায়িত্ব পালনের বাইরে শিক্ষা বহির্ভূত অতিরিক্ত কাজের চাপে শিক্ষকরা নিয়মিত ক্লাস নিতে পারেন না।
(Besides performing their professional duties teachers are same times overburdened with many more extra-curricular works. As a result they often can not take regular classes.)
- ২৬। প্রয়োজনীয় জনবলের অভাবে প্রধান শিক্ষককে পাঠদানে দৃষ্টি দেওয়ার চেয়ে অন্যান্য কাজেই বেশী ব্যস্ত থাকতে হয়।
(Due to lack of necessary manpower the headmaster has to remain busy more with other works than to concentrate in teaching.)
- ২৭। প্রাথমিক বিদ্যালয়ে একাধিক কমিটি কর্তৃক যখন তখন অপ্রাসঙ্গিক তদারকিতে শিক্ষকদের শিক্ষামূলক স্বাভাবিক কার্যক্রম দারুণভাবে ব্যহত হয়।
(Often the normal academic activities of the teachers are seriously hampered due to undue and irrelevant interference by many other committees.)

২৮। শিক্ষক নিয়োগের দীর্ঘসূত্রিতা বিদ্যালয়ের শিক্ষামূলক কার্যক্রমের ব্যাঘাত সৃষ্টি করে।

(The long process of recruiting teachers' hampers the regular academic activities of the schools.)

২৯। বিভিন্ন স্কুলে সরকার কর্তৃক প্রদত্ত সুযোগ-সুবিধা সমূহ স্থানীয় সরকারী কর্মকর্তা কর্তৃক অসম বন্টনের কারণে অনেক স্কুল ক্ষতিগ্রস্ত হচ্ছে।

(Many primary schools face various financial problems as the facilities and financial allocations provided by the Government are distributed discriminatively by the local govt. officers.)

৩০। এলাকায় প্রভাবশালী পরিবার থেকে আগত শিক্ষিকারা স্কুলে সবচেয়ে বেশী অনিয়মিত।

(Female teachers coming from the local influential families are most irregular in the school.)

৩১। রাজনৈতিক চাপে স্কুলের সার্বিক কাজে ব্যাঘাত ঘটে।

(The overall activities of the schools are impaired due to political pressure.)

৩২। কোন শিক্ষক মাতৃত্ব ছুটি অথবা সি.এন.এড প্রশিক্ষণে থাকার সময় অতিরিক্ত শিক্ষক যোগান না থাকায় স্কুলের সার্বিক কর্মকাণ্ড ব্যাহত হয়।

(The overall activities of the schools are hampered as having no extra teachers when one goes for maternity leave or C-in-Ed training.)

৩৩। শিক্ষকের যোগ্যতা বৃদ্ধির জন্য বিষয়ভিত্তিক ট্রেনিং কম হচ্ছে।

(The subject oriented training for professional development of teachers is more insufficient than is required.)

৩৪। মুক্তিযোদ্ধা কোটায় চাকুরী হলে একেব সরকারের আমলে একেব সার্টিফিকেট না দিলে শিক্ষকদের হয়রানি করা হয়।

(Teachers appointed on special freedom fighter category have to suffer a lot as they are to produce different / separate certificate in the period of different political governments.)

৩৫। উচ্চ ছাত্র শিক্ষক অনুপাতের কারণে শ্রেণীকক্ষের নির্ধারিত সময়ে শিক্ষক ক্লাস রুমে যথাযথ পাঠদান করতে পারে না।

(High teachers student ratio does not permit teacher sufficient time for proper teaching in a period.)

৩৬। মান সম্পন্ন প্রশিক্ষণের অভাব।

(The standard of training is not up to the mark.)

৩৭। এক বছর পূর্ণ না হলে শিক্ষিকাদের মাতৃত্বকালীন ছুটি দেয়া হয় না- এ নীতি দুর্ভাগ্যজনক।

(Female teachers do not get maternity leave unless they fulfill one year service after appointment, this rule is unfortunate.)

৩৮। অনেক শিক্ষকের বাড়ী থেকে বিদ্যালয়ের দূরত্ব বেশী হওয়ায় তারা সময়মত বিদ্যালয়ে উপস্থিত হতে পারেন না।

(Many of the teachers can not reach school in time as they live at a far distance from school.)

৩৯। শিক্ষকদের অফিসিয়াল কাজে অফিস কর্মকর্তা/কর্মচারীদের আন্তরিকতা ও সহযোগিতার অভাব।

(There is lack of co-operation and sincerity of the govt. officers and office assistants in relation to teachers' official affairs.)

৪০। উর্দ্ধতন কর্তৃপক্ষ কর্তৃক বিভিন্ন প্রকার ভিন্নপ্রাসঙ্গিক দায়িত্ব পালনের চাপ শিক্ষকদের শিক্ষামূলক কাজ ব্যহত করে।(Extra pressure from higher offices to teacher for extra academic works hampers academic activities of the teachers.)

৪১। আকর্ষণহীন পাঠদানের ফলে শ্রেণীকক্ষে পাঠগ্রহণের উপযুক্ত পরিবেশ থাকে না বিধায় বিদ্যালয়ের শিশুরা পাঠগ্রহণে আকর্ষণ হারিয়ে ফেলে।

(The learner's lose interest in classroom learning due to lack of favorable atmosphere in the classroom teaching.)

৪২। শিক্ষক এবং শিক্ষার্থী উভয়েরই সুস্থ্য চিন্তাবিনোদনের পরিবেশ না থাকায় কাজের একঘেয়েমিতে তারা উৎসাহ হারিয়ে ফেলে।

(Having no suitable recreational facilities at school for both the students and the teachers they feel boredom and lose inspiration for work.)

৪৩। শিক্ষার্থীদের সুপ্ত সম্ভাবনা বিকাশের সুযোগ না থাকায় তাদের সৃজনশীল কর্মের বিকাশ ঘটে না।

(Having no proper facilities for developing innate potentialities the children can not develop their creative ability.)

৪৪। বেনাখুলার সামগ্রীর অভাবে শিক্ষার্থীরা স্কুল বিমুখ হয়।

(The students become unwilling to stay at schools due to lack of play materials.)

৪৫। বিদ্যালয়ের সার্বিক পরিবেশ (ভৌত অবকাঠামো) শিক্ষার্থীদের স্কুলমুখী হতে আকৃষ্ট করে না।

(The overall physical environment [exterior infrastructure] of the schools can not make the students school-oriented.)

৪৬। খরা মৌসুমে বিদ্যালয়ে বিশুদ্ধ পানির অভাবে শারীরিক অস্বস্তি কারণে শিক্ষার্থীদের উপস্থিতি কম হয়।

(In the dry season, there lies a lack of pure drinking water and the students feel unwell in the school which causes their low attendance.)

৪৭। অনেক বিদ্যালয়ে সীমানা প্রাচীর না থাকায় স্কুল চলাকালীন সময়ে প্রায়শই অবাঞ্ছিত ঝামেলা সৃষ্টি হয়।

(Having no boundary wall /enclosure in many schools there take place various undesirable hazards during school hour.)

৪৮। বাল্য বিবাহ ও স্থানীয় বখাটেদের উত্যক্ততার কারণে ছাত্রীদের পড়াশুনার বিশেষ ক্ষতি হয়।

(The education of female students is highly hampered by early marriage and stalking by the local naughty boys.)

৪৯। বিদ্যালয়ে মেয়েদের জন্য আলাদা শৌচাগার না থাকায় নানা রকম সমস্যা দেখা দেয়।

(Having no separate toilet for female in most schools there arise various practical problems for them.)

৫০। শৌচাগার পরিষ্কারের জন্য সুইপার না থাকায় শৌচাগার ব্যবহারের অনুপযোগী হয়ে পড়ে।
(Toilets of the schools become useless due to lack of regular sweeper to keep these neat and clean.)

৫১। গ্রামের হাট বাজার ও দোকানে অবাধে ডিশ/ভিসিডি চলায় শিক্ষার্থীরা স্কুলে আসার পথে এগুলি দেখে ফলে সময়মত স্কুলে আসে না।

(On way to school many students watch various V.C.D. and Dish programme shown by road side shopkeepers and in the markets which causes their late arrival at school.)

৫২। বিদ্যালয় গৃহে পার্টিশন না থাকায় অতিরিক্ত শব্দ দূষণ পাঠদানে সমস্যা সৃষ্টি করে।

(Having no sound protected partition between two class rooms excessive sound pollution creates difficulty in continuing class room teaching.)

৫৩। স্কুল বাউন্ডারী, শিক্ষকদের বসার জায়গা, উন্নত ক্লাশরুম, বেলাধুলার মাঠ ইত্যাদির অভাবে শিক্ষকদের মধ্যে পাঠদান স্পৃহা কমে যায়।

(Teachers devotion in delivering class room lessons is reduced due to lack of protective boundary wall, separate sitting arrangement for teachers, attractive and improved classrooms and playground etc.)

৫৪। অধিকাংশ শিক্ষা প্রতিষ্ঠানে বিদ্যুৎ সংযোগ না থাকায় বিভিন্ন প্রাকৃতিক দুর্যোগপূর্ণ দিন গুলোতে শিক্ষা কার্যক্রম সুষ্ঠুভাবে পরিচালনা করার পরিবেশ থাকে না।

(Having no electricity / electric supply in most of the schools smooth running of academic activities in the school becomes difficult in the days of natural disasters.)

৫৫। অধিকাংশ স্কুলে বছরের পর বছর ধরে টিউবওয়েলের ব্যবস্থা না থাকায় পানীয় জলের অভাব স্কুলের সুস্থ্য পরিবেশকে ব্যহত করে।

(The hygienic environment of most of the schools is impeded for want of pure drinking water as there is no tube well in the school campus for years together.)

৫৬। বিশ্বরোড সংলগ্ন শিক্ষা প্রতিষ্ঠানগুলোতে যানবাহন চলাচলের শব্দ দূষণ বিদ্যালয়ের শিক্ষার পরিবেশ নষ্ট করে।

(The academic atmosphere of the schools near the high way roads is highly disrupted with excessive sound pollution by vehicular movements.)

৫৭। কতিপয় শিক্ষক যথাসময়ে ক্লাসে উপস্থিত না হওয়ায় ক্লাস চলাকালীন সময়ে শিক্ষার্থীরা শ্রেণীকক্ষের বাইরে ঘোরাফেরা ও হৈ হুলে-াড় করে ফলে পাঠদান পরিবেশ ব্যহত হয়।

(When some teachers fail to arrive school in time, the movement and uproar of the children of their class pollute and impair favourable teaching environment of other classes.)

৫৮। স্কুলে বা কাছাকাছি জায়গায় কোন শিশু সেবা কেন্দ্র না থাকায় একজন প্রসূতী মাতা বাড়িতে বাচ্চা রেখে আসার ফলে স্কুলে স্বস্তিহীন কাজ করতে পারেনা।

(Having no day care center at school or near by a progenitress mother can not work at ease in school since she has left her recently delivered child at home.)

৫৯। জমিদাতারা স্কুলের সার্বিক কাজে দাপটের সাথে তাদের ব্যক্তিগত ও পারিবারিক প্রভাব বিস্তার করায় বিদ্যালয়ের সার্বিক কর্মকাণ্ডের সুস্থ পরিবেশ বিঘ্নিত হয়।

(The land donors of the respective schools try to fulfill their undesirable personal and familial desires with brutal force which disrupts normal academic atmosphere of the school environment.)

৬০। বিদ্যালয় স্থাপন সংক্রান্ত সরকারি নীতিমালা অনুসরণ না করে একই এলাকায় প্রাথমিক বিদ্যালয়ের পাশাপাশি একাধিক কিন্ডারগার্টেন স্কুল স্থাপিত হওয়ায় স্বল্প পরিসরে স্থাপিত বিদ্যালয় গুলোতে পাঠদানের উপযুক্ত সার্বিক শিক্ষা পরিবেশ থাকে না।

(There exists no suitable academic environment in most of the schools as there are built up various kindergarten schools near the Government primary schools defying/ violating the rules and regulation of the Government for establishing such institutions.)

৬১। কিছু সংখ্যক শিক্ষক ছেলেমেয়েদের পাঠদানে আন্তরিক নন।

(Some of the teachers are not sincere enough in teaching.)

৬২। উচ্চতর ডিগ্রীপ্রাপ্ত শিক্ষকরা প্রাথমিক বিদ্যালয়ে যোগদান করে সরকারি চাকুরী প্রাপ্তির বয়স বলবৎ থাকা পর্যন্ত অন্য চাকুরীর চেষ্টায় ব্যস্ত থাকেন বিষয় ক্লাসে আন্তরিক হতে পারেন না।

(The teachers having higher educational qualifications often remain busy for having a high ranking Govt. job till their age permits. As a result, they cannot whole heartedly concentrate to teaching at the primary level.)

৬৩। উচ্চ শিক্ষিত শিক্ষকরা প্রাইমারী স্কুলে যোগদান করে হতাশায় ভোগেন। ফলে পাঠদানে আন্তরিক হতে পারেন না।

(Teachers having higher educational qualifications often suffer from frustration joining in the primary school. As a result, they cannot be fully sincere to their professional duties.)

৬৪। অনুষ্ঠীর্ণ শিশুরা অন্য বিদ্যালয়ে প্রমোশন পায় বলে ইচ্ছামত স্কুল বদলায়। ফলে সঠিক শিক্ষা গ্রহণে তারা পিছিয়ে পড়ে।

(Students who fail in annual examination in their own school get admission in higher class in other school. These students lag behind in their academic achievement.)

৬৫। কোটা পদ্ধতিতে বৃত্তি প্রদানের ফলে অনেক ক্ষেত্রে অধিক মেধাবী শিক্ষার্থীদের চেয়ে কম মেধাবী শিক্ষার্থীরা বৃত্তি পাওয়ার ফলে মেধাবী শিক্ষার্থীরা হতাশায় ভোগে। এতে তাদের সারা জীবনেও এই মনস্তাত্ত্বিক আঘাত কাটিয়ে উঠতে পারে না।

(Quota system helps less meritorious students get scholarship surpassing the highly meritorious ones. As a result, among highly meritorious students become seriously depressed. They cannot get out of this serious psychological set back althrough out their life.)

৬৬। পুরুষ ও মহিলা শিক্ষকের শিক্ষাগত যোগ্যতার বৈষম্য শিক্ষকদের মধ্যে বিভিন্ন ধরনের কোন্দল সৃষ্টি করছে।

(The differences in educational qualification between male and female teachers create various clashes among the teachers.)

৬৭। স্কুল চলাকালীন সময়ে আকর্ষণীয় টেলিভিশন প্রোগ্রাম থাকায় অনেক শিক্ষার্থী ক্লাশে অনুপস্থিত থাকে।

(Many of the students remain absent in school as they watch enjoyable program in television during school hour.)

৬৮। শিক্ষার্থীদের শিক্ষা সংক্রান্ত সমস্যা সমাধানে অধিকাংশ অভিভাবকের সহযোগিতার অভাব আছে।

(There is dearth of guardian's co-operation in solving the academic problems of their children.)

৬৯। নারী শিক্ষার প্রতি গ্রামাঞ্চলের অভিভাবকদের অনীহা বিদ্যমান।

(There exists an apathy towards female education among guardians in the village area.)

৭০। শ্রেণীকক্ষ ব্যতীত অন্যান্য সামাজিক পরিবেশে অনেক সময় বিভিন্ন ভুল বানানে লিখিত বাক্য দেখে কোমলমতি শিশুরা অর্ন্তদ্বন্দ্বে ভোগে।

(The tender hearted learners suffer from psychological conflict when they observe writings with wrong spelled words in out school environment.)

৭১। প্রাথমিক বিদ্যালয়ের অধিকাংশ শিক্ষার্থী অস্বচ্ছল, অসচেতন ও অশিক্ষিত পরিবার থেকে আসে বিধায় এখানের লেখাপড়ার মান ভালো নয়।

(Since most of the children in govt. primary schools come from insolvent, non- conscious and illiterate family the standard of education here is not good.)

৭২। “ সরকারি প্রাথমিক স্কুলগুলিতে কিডারগার্টেন স্কুল অপেক্ষা তুলনামূলকভাবে প্রতিযোগিতামূলক পরিবেশের অভাব” - মনে করে শিক্ষিত অভিভাবকরা এখানে সন্তান ভর্তি না করে কিডারগার্টেন মূখী হচ্ছেন।

(Assuming that here is less competitive environment in the Government primary schools than in kindergarten schools most of the educated guardians get their children admitted into kindergarten schools.)

৭৩। শিক্ষার্থীদের অভিভাবকগন উপবৃত্তির টাকা প্রাপ্তির প্রতি যতটা আত্মী, সন্তানের লেখা-পড়ার অগ্রগতির ব্যাপারে ততটা আত্মী নন।

(The guardians are more interested in getting the money of ‘Upabrittii’ for their children than to be interested in their advancement in education.)

৭৪। প্রাথমিক শিক্ষা অফিসের বিভিন্ন প্রকার দুর্নীতি ও অনিয়ম শিক্ষকদের ওপর এক ধরণের মানসিক নির্যাতন সৃষ্টি করে।

(Different types of corruption and irregularities in the educational office of primary education create a mental torture on the primary school teachers).

৭৫। বিদ্যালয়ে কোন ঝাড়ুদার বা পিয়ন না থাকায় পরিষ্কার - পরিচ্ছন্নতার কাজগুলো শিক্ষকদের সহায়তায় ছাত্রছাত্রীদের দ্বারা করানো হয়। এক্ষেত্রে কিছু ছেলেমেয়ে হীনমন্যতায় ভোগে।

(Having no MLSS or any peon in the school the work of sweeping and cleanliness is done by the students with the help and direction of the teachers. As a result, some students suffer from inferiority complex.)

৭৬। শিক্ষকদের বিভিন্ন কাজে স্থানীয় লোকজন অযাচিত খবরদারী করায় তারা স্বাধীনভাবে অনেক কাজই সঠিকভাবে করতে পারেন না।

(The teachers cannot perform their duties independently and accurately as some local people use undesirable monitoring in different works of the teachers.)

৭৭। বার্ষিক পরীক্ষায় অকৃতকার্য হওয়া সত্ত্বেও অভিভাবকদের চাপে শিক্ষার্থীকে উপরের শ্রেণীতে উত্তীর্ণ করাতে হয় এতে তারা লেখাপড়ায় পিছিয়ে পড়ে।

(The guardians adopt pressure on the teachers to promote the unsuccessful students to the next higher class. As a result, the leg behind in studies.)

৭৮। পিতামাতার শিক্ষার অভাবে শিক্ষার্থীদের অনেক দুর্ভোগ পোহাতে হয়।

(The learners have to suffer much due to lack of education of their parents.)

৭৯। কিছু কিছু এলাকায় এলাকাবাসীর নিকট হতে অনাকাঙ্ক্ষিত আচরন পাওয়ায় শিক্ষকগণ পেশাগত দায়িত্ব পালনের আশ্রয় হারিয়ে ফেলে।

(In some area the teachers lose inspiration in performing professional duties as they get undesirable rude behaviors from the nearby local people.)

৮০। প্রাথমিক শিক্ষা সেক্টরে শিক্ষা অফিসের মাঠ পর্যায় থেকে বিভাগীয় পর্যায় পর্যন্ত প্রতিটি পর্যায়ে মাত্রাতিরিক্ত দুর্নীতি বিরাজ করেছে যার ধারাবাহিক নিম্নমুখী প্রভাব হচ্ছে পাঠদানের মতো গুরুত্বপূর্ণ কাজটির প্রতিই শিক্ষকদের অনাশ্রয় ও অনিয়ম।

(In the Primary education sector, there is much corruption in all phases from top to bottom level. The adverse down ward effect of this corruption it is reflected in the unwillingness and indiscipline of the primary school teachers in conducting their classes.)

৮১। শিশুরা বিদ্যালয়ে ভর্তি উপযোগী না হওয়া সত্ত্বেও দরিদ্র অভিভাবকগণ উপবৃত্তির অর্থ প্রাপ্তির প্রত্যাশায় বিদ্যালয়ে শিশুদের ভর্তি করানোর জন্য স্কুল কর্তৃপক্ষকে চাপ সৃষ্টি করে।

(The insolvent guardians create undue pressure on the school authority to admit their children only for getting financial support as stipend though they are not eligible for going to school.)

৮২। পৌরসভার সরকারী প্রাথমিক বিদ্যালয়ে কোন উপবৃত্তি দেওয়া হয় না বলে অভিভাবকরা শিশুদের এসব স্কুলে ভর্তি করাতে চান না।

(The guardians are not willing to get their children admitted in the Government primary schools in the Pouroshova areas since they would not get any 'Upabritti' there.)

৮৩। সরকার প্রদত্ত উপবৃত্তি স্থানীয় প্রভাবশালীদের হস্তক্ষেপের ফলে সুষ্ঠুভাবে বন্টিত হচ্ছে না।

(The 'Upabritti' given by the Government are not distributed properly due to interference by the powerful people of the locality.)

৮৪। শহরের স্কুলের তুলনায় গ্রামের স্কুলগুলিতে আর্থিক বরাদ্দ তুলনামূলকভাবে কম হওয়ায় সুযোগ-সুবিধাও কম।

(The financial allotment to the rural schools is comparatively less than that of urban schools. So, the rural schools provide less facility.)

৮৫। অপুষ্টি এবং দরিদ্রতার কারণে শিক্ষার্থীদের শ্রেণী উপযোগী পাঠ গ্রহণ ক্ষমতা কম থাকে।

(Due to poverty and malnutrition the children suffer from low receptive capacity in the classroom learning.)

৮৬। দরিদ্রতার কারণে অনেক শিক্ষার্থীকে লেখাপড়ার পরিবর্তে পরিবারের অভাব পূরণে অর্থনৈতিক কাজে সময় ব্যয় করতে হয়। ফলে তারা লেখাপড়ার পিছিয়ে পড়ে।

(Many of the students of poor family have to spend their valuable time for earning financial support to the family instead of studying. So, they lag behind in their academic activities.)

৮৭। অনেক শিশু অপুষ্টিজনিত রোগে ভোগে। ফলে তারা নিয়মিত স্কুলে যেতে পারে না।

(Many students can not go to schools regularly as they suffer from various diseases due to malnutrition.)

৮৮। পরিবারের অস্বচ্ছলতা, অপুষ্টি, চিকিৎসার অভাব শিক্ষার্থীর অনুপস্থিতি ইত্যাদি শিক্ষার মান উন্নয়নে অন্যতম বাধা।

(Various factors such as financial restraint of the family, malnutrition, lack of medical care, frequent absence from school etc stand on the way of improving the standard of children's education.)

৮৯। প্রাথমিক বিদ্যালয়ের সার্বিক শিক্ষামূলক কার্যক্রমের অবকাঠামোগত উন্নয়নে এলাকার সম্পদশালী শিক্ষিত ব্যক্তিদের পক্ষ থেকে কোন সাহায্য বা অনুদান প্রদানে উদাসীনতা দেখা যায়।

(It is observed that local educated but wealthy people are indifferent to contribute to overall development of academic infrastructure of the primary schools.)

৯০। একই শিক্ষার্থী প্রাথমিক বিদ্যালয়ে ভর্তি হওয়া সত্ত্বেও এন.জি.ও স্কুলগুলি নানান সাহায্য - সহযোগিতার প্রলোভন দেখিয়ে ভর্তি করায় শিক্ষার্থীরা দ্বি - মূখী সমস্যায় ভোগে ফলে তারা প্রকৃত জ্ঞানার্জন সম্ভব হয় না।

(The N.G.O. schools offer various attractive financial help to students who are admitted into a primary school. These students suffer from dual institutional problem which makes their real academic achievement impossible.)

৯১। অধিকাংশ শিক্ষার্থীদের পারিবারিক আর্থিক অবস্থা শিক্ষার অনুকূল নয়।

(Family economic condition of many students is not favorable to achieve education.)

৯২। পাঠ্য বই এর পাশাপাশি শিক্ষার্থীদের অন্যান্য প্রয়োজনীয় শিক্ষা উপকরণের যথেষ্ট অভাব রয়েছে।

(There is dearth of other educational aids as well as books for the students.)

৯৩। চাকুরীরত অবস্থায় বিভিন্ন প্রশাসনিক জটিলতার কারণে অধিকাংশ শিক্ষক যথাসময়ে তার প্রাপ্য অধিকার প্রাপ্তি থেকে বঞ্চিত হওয়ায় পেশাগত দায়িত্ব পালনে মনযোগী হতে পারেন না।

(Since they are in service most of the teachers are deprived of getting their due shares/ rights in due time owing to various administrative complexities. As a result, they can not become attentive to perform their professional duties.)

৯৪। স্বল্প বেতনভুক্ত শিক্ষক ও দরিদ্র পরিবারের শিক্ষার্থীরাই প্রাথমিক বিদ্যালয়ের মূখ্য কার্যকরী উপাদান হওয়ায় উভয়ের দৈনন্দিন কাজের প্রেষণা হিসেবে টিফিনের ব্যবস্থার অভাবে তারা অনেক সমস্যায় ভোগে।

(The ill paid teachers and the poor students are the vital factors of the school. But they suffer much in difficulty due to lack of Tiffin system.)

৯৫। প্রাথমিক বিদ্যালয়ে শিক্ষকদের নিম্ন বেতন ক্রমের কারণে শিক্ষক তাঁর পেশার প্রতি শ্রদ্ধাশীল এবং আন্তরিক হতে পারছেন না।

(Low salary of the primary school teachers can not make them devoted and sincere to their professional duties.)

৯৬। সীমিত উপবৃত্তি প্রায় শতভাগ দরিদ্র শিক্ষার্থীদের মধ্যে বৈষম্য সৃষ্টি করায় বৃত্তি প্রাপ্তহীন শিক্ষার্থীরা মানসিক দ্বন্দ্ব ভোগে যা তাদের মধ্যে হীনমন্যতার সৃষ্টি করে।

(Limited 'upabritti' has created a discrimination among almost 100% poor students. As a result those who do not get 'upabritti' suffer much from a psychological conflict like inferiority complex.)

৯৭। নিত্যপ্রয়োজনীয় দ্রব্যের উচ্চমূল্যের প্রেক্ষাপটে নিম্নবেতনভুক্ত শিক্ষকদের কোন রেশনিং ব্যবস্থা না থাকায় তাদের পেশাগত কাজে গতিশীলতার উন্নতি ঘটছে না।

(In the perspective of high prices of daily necessities the low paid teachers have no rationing system. As a result, dynamism in their professional duties is not improving.)

৯৮। প্রধান শিক্ষক ও সহকারী শিক্ষকদের উচ্চ পদোন্নতির ব্যবস্থা না থাকায় শিক্ষকদের শিক্ষার মান উন্নয়ন সম্ভব নয়।

(Improving standard of Primary education is not possible without introducing promotion system for both the headmaster and the assistant teachers of primary schools.

৯৯। সহ-শিক্ষামূলক কার্যক্রমে ব্যয় বরাদ্দের স্বল্পতার কারণে শিক্ষার্থীদের চিত্তবিনোদনমূলক এবং শিক্ষা প্রক্রিয়াকে গতিশীল/আকর্ষণীয় করা সম্ভব হচ্ছে না।

(Due to low allocation for co-curricular activities it is not possible to make recreational activities and learning processes more attractive /dynamic for the students.)

১০০। অধিকাংশ শিক্ষকদের পদায়ন তাদের নিজ নিজ আবাসিক এলাকার কাছাকাছি না হওয়ায় এবং বদলীর আবেদন করা সত্ত্বেও নানান প্রশাসনিক জটিলতায় কাজিত কর্মস্থলে বদলী হতে না পারায় দূরবর্তী স্থানে অবস্থিত বিদ্যালয়ে গমনাগমনে ভ্রমণ ব্যয় বেশি হওয়ার কারণে শিক্ষকদের কর্মস্পৃহা কমে যাচ্ছে।

(Most teachers are not being posted in their living area. More over they are not being able to be transferred to their preferred school because of administrative complexities. So they are losing inspiration for professional task due to excessive expenditure on conveyance for distant school.)

APPENDIX: C
Answer and score Sheet

Answer Sheet

Total Score:

| State No. | Scale Point | | | | |
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| ୧ | | | | | |
| ୨ | | | | | |
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| ୫୯ | | | | | |
| ୬୦ | | | | | |

| State No. | Scale Point | | | | |
|-----------|-------------|---|---|---|---|
| | ୧ | ୨ | ୩ | ୪ | ୫ |
| ୬୧ | | | | | |
| ୬୨ | | | | | |
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APPENDIX: D

Raw Data

1. Calculation of 200 Urban Respondent's support on 100 questions for t-test:

| Respondents | | Total score on 100 Questions (X_1) | $(X_1 - \bar{X}_1)$ | $(X_1 - \bar{X}_1)^2$ |
|-------------|----------|---|---------------------|-----------------------|
| Number | Category | | | |
| Rs_1 | Teacher | 470 | 62.465 | 3901.876 |
| Rs_2 | Teacher | 393 | -14.535 | 211.2662 |
| Rs_3 | Teacher | 375 | -32.535 | 1058.526 |
| Rs_4 | Teacher | 359 | -48.535 | 2355.646 |
| Rs_5 | Teacher | 380 | -27.535 | 758.1762 |
| Rs_6 | Teacher | 350 | -57.535 | 3310.276 |
| Rs_7 | Teacher | 362 | -45.535 | 2073.436 |
| Rs_8 | Teacher | 358 | -49.535 | 2453.716 |
| Rs_9 | Teacher | 390 | -17.535 | 307.4762 |
| Rs_10 | Teacher | 369 | -38.535 | 1484.946 |
| Rs_11 | Teacher | 401 | -6.535 | 42.70623 |
| Rs_12 | Teacher | 385 | -22.535 | 507.8262 |
| Rs_13 | Teacher | 398 | -9.535 | 90.91623 |
| Rs_14 | Teacher | 392 | -15.535 | 241.3362 |
| Rs_15 | Teacher | 404 | -3.535 | 12.49623 |
| Rs_16 | Teacher | 393 | -14.535 | 211.2662 |
| Rs_17 | Teacher | 421 | 13.465 | 181.3062 |
| Rs_18 | Teacher | 403 | -4.535 | 20.56623 |
| Rs_19 | Teacher | 419 | 11.465 | 131.4462 |
| Rs_20 | Teacher | 432 | 24.465 | 598.5362 |
| Rs_21 | Teacher | 430 | 22.465 | 504.6762 |
| Rs_22 | Teacher | 412 | 4.465 | 19.93622 |
| Rs_23 | Teacher | 429 | 21.465 | 460.7462 |
| Rs_24 | Teacher | 441 | 33.465 | 1119.906 |
| Rs_25 | Teacher | 440 | 32.465 | 1053.976 |
| Rs_26 | Teacher | 436 | 28.465 | 810.2562 |
| Rs_27 | Teacher | 433 | 25.465 | 648.4662 |
| Rs_28 | Teacher | 448 | 40.465 | 1637.416 |
| Rs_29 | Teacher | 438 | 30.465 | 928.1162 |
| Rs_30 | Teacher | 436 | 28.465 | 810.2562 |
| Rs_31 | Teacher | 454 | 46.465 | 2158.996 |
| Rs_32 | Teacher | 425 | 17.465 | 305.0262 |
| Rs_33 | Teacher | 446 | 38.465 | 1479.556 |
| Rs_34 | Teacher | 464 | 56.465 | 3188.296 |
| Rs_35 | Teacher | 446 | 38.465 | 1479.556 |
| Rs_36 | Teacher | 455 | 47.465 | 2252.926 |
| Rs_37 | Teacher | 464 | 56.465 | 3188.296 |
| Rs_38 | Teacher | 458 | 50.465 | 2546.716 |
| Rs_39 | Teacher | 453 | 45.465 | 2067.066 |
| Rs_40 | Teacher | 464 | 56.465 | 3188.296 |
| Rs_41 | Teacher | 470 | 62.465 | 3901.876 |

| | | | | |
|-------|---------|-----|---------|----------|
| Rs_42 | Teacher | 469 | 61.465 | 3777.946 |
| Rs_43 | Teacher | 464 | 56.465 | 3188.296 |
| Rs_44 | Teacher | 481 | 73.465 | 5397.106 |
| Rs_45 | Teacher | 462 | 54.465 | 2966.436 |
| Rs_46 | Teacher | 476 | 68.465 | 4687.456 |
| Rs_47 | Teacher | 474 | 66.465 | 4417.596 |
| Rs_48 | Teacher | 473 | 65.465 | 4285.666 |
| Rs_49 | Teacher | 471 | 63.465 | 4027.806 |
| Rs_50 | Teacher | 470 | 62.465 | 3901.876 |
| Rs_51 | S.M.C | 464 | 56.465 | 3188.296 |
| Rs_52 | S.M.C | 418 | 10.465 | 109.5162 |
| Rs_53 | S.M.C | 408 | 0.465 | 0.216225 |
| Rs_54 | S.M.C | 399 | -8.535 | 72.84623 |
| Rs_55 | S.M.C | 401 | -6.535 | 42.70623 |
| Rs_56 | S.M.C | 383 | -24.535 | 601.9662 |
| Rs_57 | S.M.C | 388 | -19.535 | 381.6162 |
| Rs_58 | S.M.C | 373 | -34.535 | 1192.666 |
| Rs_59 | S.M.C | 395 | -12.535 | 157.1262 |
| Rs_60 | S.M.C | 378 | -29.535 | 872.3162 |
| Rs_61 | S.M.C | 395 | -12.535 | 157.1262 |
| Rs_62 | S.M.C | 378 | -29.535 | 872.3162 |
| Rs_63 | S.M.C | 392 | -15.535 | 241.3362 |
| Rs_64 | S.M.C | 369 | -38.535 | 1484.946 |
| Rs_65 | S.M.C | 416 | 8.465 | 71.65622 |
| Rs_66 | S.M.C | 402 | -5.535 | 30.63623 |
| Rs_67 | S.M.C | 376 | -31.535 | 994.4562 |
| Rs_68 | S.M.C | 414 | 6.465 | 41.79622 |
| Rs_69 | S.M.C | 415 | 7.465 | 55.72622 |
| Rs_70 | S.M.C | 419 | 11.465 | 131.4462 |
| Rs_71 | S.M.C | 414 | 6.465 | 41.79622 |
| Rs_72 | S.M.C | 411 | 3.465 | 12.00622 |
| Rs_73 | S.M.C | 415 | 7.465 | 55.72622 |
| Rs_74 | S.M.C | 435 | 27.465 | 754.3262 |
| Rs_75 | S.M.C | 414 | 6.465 | 41.79622 |
| Rs_76 | S.M.C | 438 | 30.465 | 928.1162 |
| Rs_77 | S.M.C | 441 | 33.465 | 1119.906 |
| Rs_78 | S.M.C | 434 | 26.465 | 700.3962 |
| Rs_79 | S.M.C | 452 | 44.465 | 1977.136 |
| Rs_80 | S.M.C | 436 | 28.465 | 810.2562 |
| Rs_81 | S.M.C | 435 | 27.465 | 754.3262 |
| Rs_82 | S.M.C | 466 | 58.465 | 3418.156 |
| Rs_83 | S.M.C | 463 | 55.465 | 3076.366 |
| Rs_84 | S.M.C | 445 | 37.465 | 1403.626 |
| Rs_85 | S.M.C | 454 | 46.465 | 2158.996 |
| Rs_86 | S.M.C | 459 | 51.465 | 2648.646 |
| Rs_87 | S.M.C | 460 | 52.465 | 2752.576 |
| Rs_88 | S.M.C | 466 | 58.465 | 3418.156 |
| Rs_89 | S.M.C | 467 | 59.465 | 3536.086 |
| Rs_90 | S.M.C | 458 | 50.465 | 2546.716 |
| Rs_91 | S.M.C | 464 | 56.465 | 3188.296 |

| | | | | |
|--------|----------|-----|---------|----------|
| Rs_92 | S.M.C | 470 | 62.465 | 3901.876 |
| Rs_93 | S.M.C | 465 | 57.465 | 3302.226 |
| Rs_94 | S.M.C | 458 | 50.465 | 2546.716 |
| Rs_95 | S.M.C | 454 | 46.465 | 2158.996 |
| Rs_96 | S.M.C | 455 | 47.465 | 2252.926 |
| Rs_97 | S.M.C | 444 | 36.465 | 1329.696 |
| Rs_98 | S.M.C | 441 | 33.465 | 1119.906 |
| Rs_99 | S.M.C | 434 | 26.465 | 700.3962 |
| Rs_100 | S.M.C | 432 | 24.465 | 598.5362 |
| Rs_101 | Guardian | 432 | 24.465 | 598.5362 |
| Rs_102 | Guardian | 389 | -18.535 | 343.5462 |
| Rs_103 | Guardian | 376 | -31.535 | 994.4562 |
| Rs_104 | Guardian | 370 | -37.535 | 1408.876 |
| Rs_105 | Guardian | 347 | -60.535 | 3664.486 |
| Rs_106 | Guardian | 363 | -44.535 | 1983.366 |
| Rs_107 | Guardian | 342 | -65.535 | 4294.836 |
| Rs_108 | Guardian | 328 | -79.535 | 6325.816 |
| Rs_109 | Guardian | 355 | -52.535 | 2759.926 |
| Rs_110 | Guardian | 353 | -54.535 | 2974.066 |
| Rs_111 | Guardian | 334 | -73.535 | 5407.396 |
| Rs_112 | Guardian | 329 | -78.535 | 6167.746 |
| Rs_113 | Guardian | 356 | -51.535 | 2655.856 |
| Rs_114 | Guardian | 335 | -72.535 | 5261.326 |
| Rs_115 | Guardian | 330 | -77.535 | 6011.676 |
| Rs_116 | Guardian | 340 | -67.535 | 4560.976 |
| Rs_117 | Guardian | 368 | -39.535 | 1563.016 |
| Rs_118 | Guardian | 354 | -53.535 | 2865.996 |
| Rs_119 | Guardian | 372 | -35.535 | 1262.736 |
| Rs_120 | Guardian | 360 | -47.535 | 2259.576 |
| Rs_121 | Guardian | 379 | -28.535 | 814.2462 |
| Rs_122 | Guardian | 381 | -26.535 | 704.1062 |
| Rs_123 | Guardian | 396 | -11.535 | 133.0562 |
| Rs_124 | Guardian | 393 | -14.535 | 211.2662 |
| Rs_125 | Guardian | 413 | 5.465 | 29.86622 |
| Rs_126 | Guardian | 398 | -9.535 | 90.91623 |
| Rs_127 | Guardian | 406 | -1.535 | 2.356225 |
| Rs_128 | Guardian | 421 | 13.465 | 181.3062 |
| Rs_129 | Guardian | 431 | 23.465 | 550.6062 |
| Rs_130 | Guardian | 422 | 14.465 | 209.2362 |
| Rs_131 | Guardian | 439 | 31.465 | 990.0462 |
| Rs_132 | Guardian | 439 | 31.465 | 990.0462 |
| Rs_133 | Guardian | 446 | 38.465 | 1479.556 |
| Rs_134 | Guardian | 442 | 34.465 | 1187.836 |
| Rs_135 | Guardian | 450 | 42.465 | 1803.276 |
| Rs_136 | Guardian | 446 | 38.465 | 1479.556 |
| Rs_137 | Guardian | 459 | 51.465 | 2648.646 |
| Rs_138 | Guardian | 458 | 50.465 | 2546.716 |
| Rs_139 | Guardian | 453 | 45.465 | 2067.066 |
| Rs_140 | Guardian | 469 | 61.465 | 3777.946 |
| Rs_141 | Guardian | 462 | 54.465 | 2966.436 |

| | | | | |
|--------|---------------|-----|----------|----------|
| Rs_142 | Guardian | 475 | 67.465 | 4551.526 |
| Rs_143 | Guardian | 477 | 69.465 | 4825.386 |
| Rs_144 | Guardian | 480 | 72.465 | 5251.176 |
| Rs_145 | Guardian | 479 | 71.465 | 5107.246 |
| Rs_146 | Guardian | 480 | 72.465 | 5251.176 |
| Rs_147 | Guardian | 475 | 67.465 | 4551.526 |
| Rs_148 | Guardian | 471 | 63.465 | 4027.806 |
| Rs_149 | Guardian | 474 | 66.465 | 4417.596 |
| Rs_150 | Guardian | 480 | 72.465 | 5251.176 |
| Rs_151 | Govt. Officer | 301 | -106.535 | 11349.71 |
| Rs_152 | Govt. Officer | 251 | -156.535 | 24503.21 |
| Rs_153 | Govt. Officer | 221 | -186.535 | 34795.31 |
| Rs_154 | Govt. Officer | 196 | -211.535 | 44747.06 |
| Rs_155 | Govt. Officer | 209 | -198.535 | 39416.15 |
| Rs_156 | Govt. Officer | 202 | -205.535 | 42244.64 |
| Rs_157 | Govt. Officer | 184 | -223.535 | 49967.9 |
| Rs_158 | Govt. Officer | 184 | -223.535 | 49967.9 |
| Rs_159 | Govt. Officer | 207 | -200.535 | 40214.29 |
| Rs_160 | Govt. Officer | 177 | -230.535 | 53146.39 |
| Rs_161 | Civil Society | 406 | -1.535 | 2.356225 |
| Rs_162 | Civil Society | 364 | -43.535 | 1895.296 |
| Rs_163 | Civil Society | 372 | -35.535 | 1262.736 |
| Rs_164 | Civil Society | 359 | -48.535 | 2355.646 |
| Rs_165 | Civil Society | 359 | -48.535 | 2355.646 |
| Rs_166 | Civil Society | 331 | -76.535 | 5857.606 |
| Rs_167 | Civil Society | 366 | -41.535 | 1725.156 |
| Rs_168 | Civil Society | 328 | -79.535 | 6325.816 |
| Rs_169 | Civil Society | 382 | -25.535 | 652.0362 |
| Rs_170 | Civil Society | 345 | -62.535 | 3910.626 |
| Rs_171 | Civil Society | 383 | -24.535 | 601.9662 |
| Rs_172 | Civil Society | 355 | -52.535 | 2759.926 |
| Rs_173 | Civil Society | 383 | -24.535 | 601.9662 |
| Rs_174 | Civil Society | 369 | -38.535 | 1484.946 |
| Rs_175 | Civil Society | 395 | -12.535 | 157.1262 |
| Rs_176 | Civil Society | 378 | -29.535 | 872.3162 |
| Rs_177 | Civil Society | 387 | -20.535 | 421.6862 |
| Rs_178 | Civil Society | 409 | 1.465 | 2.146225 |
| Rs_179 | Civil Society | 409 | 1.465 | 2.146225 |
| Rs_180 | Civil Society | 405 | -2.535 | 6.426225 |
| Rs_181 | Civil Society | 418 | 10.465 | 109.5162 |
| Rs_182 | Civil Society | 428 | 20.465 | 418.8162 |
| Rs_183 | Civil Society | 408 | 0.465 | 0.216225 |
| Rs_184 | Civil Society | 407 | -0.535 | 0.286225 |
| Rs_185 | Civil Society | 433 | 25.465 | 648.4662 |
| Rs_186 | Civil Society | 418 | 10.465 | 109.5162 |
| Rs_187 | Civil Society | 428 | 20.465 | 418.8162 |
| Rs_188 | Civil Society | 431 | 23.465 | 550.6062 |
| Rs_189 | Civil Society | 435 | 27.465 | 754.3262 |
| Rs_190 | Civil Society | 440 | 32.465 | 1053.976 |

| | | | | |
|---------------|---------------|----------------------|--------|---------------------------------------|
| Rs_191 | Civil Society | 430 | 22.465 | 504.6762 |
| Rs_192 | Civil Society | 446 | 38.465 | 1479.556 |
| Rs_193 | Civil Society | 437 | 29.465 | 868.1862 |
| Rs_194 | Civil Society | 445 | 37.465 | 1403.626 |
| Rs_195 | Civil Society | 440 | 32.465 | 1053.976 |
| Rs_196 | Civil Society | 448 | 40.465 | 1637.416 |
| Rs_197 | Civil Society | 450 | 42.465 | 1803.276 |
| Rs_198 | Civil Society | 435 | 27.465 | 754.3262 |
| Rs_199 | Civil Society | 448 | 40.465 | 1637.416 |
| Rs_200 | Civil Society | 439 | 31.465 | 990.0462 |
| Result | | $\bar{X}_1 = 407.54$ | | $\sum (X_1 - \bar{X}_1)^2 = 725575.8$ |

Summary of the above calculation:

Here,

All Urban Respondents individual Support on 100 questions taken as X_1

The Mean of that 200 Respondent's score is Mean₁ or $\bar{X}_1 = 407.54$

So, $\sum (X_1 - \bar{X}_1)^2 = 725575.8$

Total Respondents $N_1 = 200$

Standard Deviation $\delta_1 = 60.24$

2. Calculation of 200 Rural Respondent's support on 100 questions for t-test:

| Respondents | | Total score on 100 Questions (X_2) | $(X_2 - \bar{X}_2)$ | $(X_2 - \bar{X}_2)^2$ |
|-------------|----------|---|---------------------|-----------------------|
| Number | Category | | | |
| Rs_1 | Teacher | 476 | 38.44 | 1477.6336 |
| Rs_2 | Teacher | 480 | 42.44 | 1801.1536 |
| Rs_3 | Teacher | 449 | 11.44 | 130.8736 |
| Rs_4 | Teacher | 463 | 25.44 | 647.1936 |
| Rs_5 | Teacher | 438 | 0.44 | 0.1936 |
| Rs_6 | Teacher | 460 | 22.44 | 503.5536 |
| Rs_7 | Teacher | 458 | 20.44 | 417.7936 |
| Rs_8 | Teacher | 431 | -6.56 | 43.0336 |
| Rs_9 | Teacher | 449 | 11.44 | 130.8736 |
| Rs_10 | Teacher | 449 | 11.44 | 130.8736 |
| Rs_11 | Teacher | 456 | 18.44 | 340.0336 |
| Rs_12 | Teacher | 416 | -21.56 | 464.8336 |
| Rs_13 | Teacher | 440 | 2.44 | 5.9536 |
| Rs_14 | Teacher | 442 | 4.44 | 19.7136 |
| Rs_15 | Teacher | 452 | 14.44 | 208.5136 |
| Rs_16 | Teacher | 424 | -13.56 | 183.8736 |
| Rs_17 | Teacher | 436 | -1.56 | 2.4336 |
| Rs_18 | Teacher | 437 | -0.56 | 0.3136 |
| Rs_19 | Teacher | 437 | -0.56 | 0.3136 |
| Rs_20 | Teacher | 429 | -8.56 | 73.2736 |
| Rs_21 | Teacher | 444 | 6.44 | 41.4736 |
| Rs_22 | Teacher | 418 | -19.56 | 382.5936 |
| Rs_23 | Teacher | 447 | 9.44 | 89.1136 |
| Rs_24 | Teacher | 434 | -3.56 | 12.6736 |
| Rs_25 | Teacher | 472 | 34.44 | 1186.1136 |
| Rs_26 | Teacher | 423 | -14.56 | 211.9936 |
| Rs_27 | Teacher | 441 | 3.44 | 11.8336 |
| Rs_28 | Teacher | 436 | -1.56 | 2.4336 |
| Rs_29 | Teacher | 433 | -4.56 | 20.7936 |
| Rs_30 | Teacher | 433 | -4.56 | 20.7936 |
| Rs_31 | Teacher | 438 | 0.44 | 0.1936 |
| Rs_32 | Teacher | 446 | 8.44 | 71.2336 |
| Rs_33 | Teacher | 433 | -4.56 | 20.7936 |
| Rs_34 | Teacher | 434 | -3.56 | 12.6736 |
| Rs_35 | Teacher | 447 | 9.44 | 89.1136 |
| Rs_36 | Teacher | 430 | -7.56 | 57.1536 |
| Rs_37 | Teacher | 441 | 3.44 | 11.8336 |
| Rs_38 | Teacher | 468 | 30.44 | 926.5936 |
| Rs_39 | Teacher | 427 | -10.56 | 111.5136 |
| Rs_40 | Teacher | 450 | 12.44 | 154.7536 |
| Rs_41 | Teacher | 465 | 27.44 | 752.9536 |
| Rs_42 | Teacher | 450 | 12.44 | 154.7536 |

| | | | | |
|-------|---------|-----|--------|-----------|
| Rs_43 | Teacher | 429 | -8.56 | 73.2736 |
| Rs_44 | Teacher | 462 | 24.44 | 597.3136 |
| Rs_45 | Teacher | 452 | 14.44 | 208.5136 |
| Rs_46 | Teacher | 448 | 10.44 | 108.9936 |
| Rs_47 | Teacher | 452 | 14.44 | 208.5136 |
| Rs_48 | Teacher | 442 | 4.44 | 19.7136 |
| Rs_49 | Teacher | 459 | 21.44 | 459.6736 |
| Rs_50 | Teacher | 454 | 16.44 | 270.2736 |
| Rs_51 | S.M.C | 476 | 38.44 | 1477.6336 |
| Rs_52 | S.M.C | 464 | 26.44 | 699.0736 |
| Rs_53 | S.M.C | 480 | 42.44 | 1801.1536 |
| Rs_54 | S.M.C | 477 | 39.44 | 1555.5136 |
| Rs_55 | S.M.C | 467 | 29.44 | 866.7136 |
| Rs_56 | S.M.C | 439 | 1.44 | 2.0736 |
| Rs_57 | S.M.C | 473 | 35.44 | 1255.9936 |
| Rs_58 | S.M.C | 443 | 5.44 | 29.5936 |
| Rs_59 | S.M.C | 440 | 2.44 | 5.9536 |
| Rs_60 | S.M.C | 462 | 24.44 | 597.3136 |
| Rs_61 | S.M.C | 435 | -2.56 | 6.5536 |
| Rs_62 | S.M.C | 395 | -42.56 | 1811.3536 |
| Rs_63 | S.M.C | 406 | -31.56 | 996.0336 |
| Rs_64 | S.M.C | 395 | -42.56 | 1811.3536 |
| Rs_65 | S.M.C | 404 | -33.56 | 1126.2736 |
| Rs_66 | S.M.C | 404 | -33.56 | 1126.2736 |
| Rs_67 | S.M.C | 418 | -19.56 | 382.5936 |
| Rs_68 | S.M.C | 398 | -39.56 | 1564.9936 |
| Rs_69 | S.M.C | 398 | -39.56 | 1564.9936 |
| Rs_70 | S.M.C | 421 | -16.56 | 274.2336 |
| Rs_71 | S.M.C | 448 | 10.44 | 108.9936 |
| Rs_72 | S.M.C | 409 | -28.56 | 815.6736 |
| Rs_73 | S.M.C | 437 | -0.56 | 0.3136 |
| Rs_74 | S.M.C | 437 | -0.56 | 0.3136 |
| Rs_75 | S.M.C | 428 | -9.56 | 91.3936 |
| Rs_76 | S.M.C | 430 | -7.56 | 57.1536 |
| Rs_77 | S.M.C | 449 | 11.44 | 130.8736 |
| Rs_78 | S.M.C | 449 | 11.44 | 130.8736 |
| Rs_79 | S.M.C | 452 | 14.44 | 208.5136 |
| Rs_80 | S.M.C | 447 | 9.44 | 89.1136 |
| Rs_81 | S.M.C | 467 | 29.44 | 866.7136 |
| Rs_82 | S.M.C | 448 | 10.44 | 108.9936 |
| Rs_83 | S.M.C | 464 | 26.44 | 699.0736 |
| Rs_84 | S.M.C | 469 | 31.44 | 988.4736 |
| Rs_85 | S.M.C | 475 | 37.44 | 1401.7536 |
| Rs_86 | S.M.C | 472 | 34.44 | 1186.1136 |
| Rs_87 | S.M.C | 475 | 37.44 | 1401.7536 |
| Rs_88 | S.M.C | 476 | 38.44 | 1477.6336 |
| Rs_89 | S.M.C | 474 | 36.44 | 1327.8736 |
| Rs_90 | S.M.C | 484 | 46.44 | 2156.6736 |
| Rs_91 | S.M.C | 484 | 46.44 | 2156.6736 |
| Rs_92 | S.M.C | 480 | 42.44 | 1801.1536 |

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|--------|----------|-----|--------|-----------|
| Rs_93 | S.M.C | 483 | 45.44 | 2064.7936 |
| Rs_94 | S.M.C | 485 | 47.44 | 2250.5536 |
| Rs_95 | S.M.C | 489 | 51.44 | 2646.0736 |
| Rs_96 | S.M.C | 486 | 48.44 | 2346.4336 |
| Rs_97 | S.M.C | 488 | 50.44 | 2544.1936 |
| Rs_98 | S.M.C | 492 | 54.44 | 2963.7136 |
| Rs_99 | S.M.C | 493 | 55.44 | 3073.5936 |
| Rs_100 | S.M.C | 498 | 60.44 | 3652.9936 |
| Rs_101 | Guardian | 498 | 60.44 | 3652.9936 |
| Rs_102 | Guardian | 476 | 38.44 | 1477.6336 |
| Rs_103 | Guardian | 474 | 36.44 | 1327.8736 |
| Rs_104 | Guardian | 460 | 22.44 | 503.5536 |
| Rs_105 | Guardian | 451 | 13.44 | 180.6336 |
| Rs_106 | Guardian | 445 | 7.44 | 55.3536 |
| Rs_107 | Guardian | 442 | 4.44 | 19.7136 |
| Rs_108 | Guardian | 398 | -39.56 | 1564.9936 |
| Rs_109 | Guardian | 404 | -33.56 | 1126.2736 |
| Rs_110 | Guardian | 403 | -34.56 | 1194.3936 |
| Rs_111 | Guardian | 399 | -38.56 | 1486.8736 |
| Rs_112 | Guardian | 389 | -48.56 | 2358.0736 |
| Rs_113 | Guardian | 378 | -59.56 | 3547.3936 |
| Rs_114 | Guardian | 401 | -36.56 | 1336.6336 |
| Rs_115 | Guardian | 362 | -75.56 | 5709.3136 |
| Rs_116 | Guardian | 399 | -38.56 | 1486.8736 |
| Rs_117 | Guardian | 402 | -35.56 | 1264.5136 |
| Rs_118 | Guardian | 404 | -33.56 | 1126.2736 |
| Rs_119 | Guardian | 413 | -24.56 | 603.1936 |
| Rs_120 | Guardian | 420 | -17.56 | 308.3536 |
| Rs_121 | Guardian | 411 | -26.56 | 705.4336 |
| Rs_122 | Guardian | 411 | -26.56 | 705.4336 |
| Rs_123 | Guardian | 430 | -7.56 | 57.1536 |
| Rs_124 | Guardian | 416 | -21.56 | 464.8336 |
| Rs_125 | Guardian | 423 | -14.56 | 211.9936 |
| Rs_126 | Guardian | 444 | 6.44 | 41.4736 |
| Rs_127 | Guardian | 450 | 12.44 | 154.7536 |
| Rs_128 | Guardian | 432 | -5.56 | 30.9136 |
| Rs_129 | Guardian | 454 | 16.44 | 270.2736 |
| Rs_130 | Guardian | 456 | 18.44 | 340.0336 |
| Rs_131 | Guardian | 439 | 1.44 | 2.0736 |
| Rs_132 | Guardian | 470 | 32.44 | 1052.3536 |
| Rs_133 | Guardian | 461 | 23.44 | 549.4336 |
| Rs_134 | Guardian | 465 | 27.44 | 752.9536 |
| Rs_135 | Guardian | 472 | 34.44 | 1186.1136 |
| Rs_136 | Guardian | 465 | 27.44 | 752.9536 |
| Rs_137 | Guardian | 461 | 23.44 | 549.4336 |
| Rs_138 | Guardian | 488 | 50.44 | 2544.1936 |
| Rs_139 | Guardian | 452 | 14.44 | 208.5136 |
| Rs_140 | Guardian | 478 | 40.44 | 1635.3936 |
| Rs_141 | Guardian | 466 | 28.44 | 808.8336 |
| Rs_142 | Guardian | 482 | 44.44 | 1974.9136 |

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|--------|---------------|-----|---------|------------|
| Rs_143 | Guardian | 483 | 45.44 | 2064.7936 |
| Rs_144 | Guardian | 482 | 44.44 | 1974.9136 |
| Rs_145 | Guardian | 486 | 48.44 | 2346.4336 |
| Rs_146 | Guardian | 487 | 49.44 | 2444.3136 |
| Rs_147 | Guardian | 492 | 54.44 | 2963.7136 |
| Rs_148 | Guardian | 480 | 42.44 | 1801.1536 |
| Rs_149 | Guardian | 487 | 49.44 | 2444.3136 |
| Rs_150 | Guardian | 498 | 60.44 | 3652.9936 |
| Rs_151 | Govt. Officer | 298 | -139.56 | 19476.9936 |
| Rs_152 | Govt. Officer | 249 | -188.56 | 35554.8736 |
| Rs_153 | Govt. Officer | 208 | -229.56 | 52697.7936 |
| Rs_154 | Govt. Officer | 225 | -212.56 | 45181.7536 |
| Rs_155 | Govt. Officer | 200 | -237.56 | 56434.7536 |
| Rs_156 | Govt. Officer | 239 | -198.56 | 39426.0736 |
| Rs_157 | Govt. Officer | 293 | -144.56 | 20897.5936 |
| Rs_158 | Govt. Officer | 316 | -121.56 | 14776.8336 |
| Rs_159 | Govt. Officer | 347 | -90.56 | 8201.1136 |
| Rs_160 | Govt. Officer | 366 | -71.56 | 5120.8336 |
| Rs_161 | Civil Society | 487 | 49.44 | 2444.3136 |
| Rs_162 | Civil Society | 472 | 34.44 | 1186.1136 |
| Rs_163 | Civil Society | 451 | 13.44 | 180.6336 |
| Rs_164 | Civil Society | 452 | 14.44 | 208.5136 |
| Rs_165 | Civil Society | 410 | -27.56 | 759.5536 |
| Rs_166 | Civil Society | 410 | -27.56 | 759.5536 |
| Rs_167 | Civil Society | 368 | -69.56 | 4838.5936 |
| Rs_168 | Civil Society | 394 | -43.56 | 1897.4736 |
| Rs_169 | Civil Society | 393 | -44.56 | 1985.5936 |
| Rs_170 | Civil Society | 369 | -68.56 | 4700.4736 |
| Rs_171 | Civil Society | 375 | -62.56 | 3913.7536 |
| Rs_172 | Civil Society | 406 | -31.56 | 996.0336 |
| Rs_173 | Civil Society | 390 | -47.56 | 2261.9536 |
| Rs_174 | Civil Society | 394 | -43.56 | 1897.4736 |
| Rs_175 | Civil Society | 416 | -21.56 | 464.8336 |
| Rs_176 | Civil Society | 394 | -43.56 | 1897.4736 |
| Rs_177 | Civil Society | 418 | -19.56 | 382.5936 |
| Rs_178 | Civil Society | 421 | -16.56 | 274.2336 |
| Rs_179 | Civil Society | 425 | -12.56 | 157.7536 |
| Rs_180 | Civil Society | 434 | -3.56 | 12.6736 |
| Rs_181 | Civil Society | 429 | -8.56 | 73.2736 |
| Rs_182 | Civil Society | 450 | 12.44 | 154.7536 |
| Rs_183 | Civil Society | 457 | 19.44 | 377.9136 |
| Rs_184 | Civil Society | 435 | -2.56 | 6.5536 |
| Rs_185 | Civil Society | 450 | 12.44 | 154.7536 |
| Rs_186 | Civil Society | 467 | 29.44 | 866.7136 |
| Rs_187 | Civil Society | 459 | 21.44 | 459.6736 |
| Rs_188 | Civil Society | 464 | 26.44 | 699.0736 |
| Rs_189 | Civil Society | 462 | 24.44 | 597.3136 |
| Rs_190 | Civil Society | 467 | 29.44 | 866.7136 |
| Rs_191 | Civil Society | 467 | 29.44 | 866.7136 |
| Rs_192 | Civil Society | 482 | 44.44 | 1974.9136 |

| | | | | |
|---------------|---------------|----------------------|-------|---------------------------------------|
| Rs_193 | Civil Society | 472 | 34.44 | 1186.1136 |
| Rs_194 | Civil Society | 479 | 41.44 | 1717.2736 |
| Rs_195 | Civil Society | 481 | 43.44 | 1887.0336 |
| Rs_196 | Civil Society | 482 | 44.44 | 1974.9136 |
| Rs_197 | Civil Society | 488 | 50.44 | 2544.1936 |
| Rs_198 | Civil Society | 485 | 47.44 | 2250.5536 |
| Rs_199 | Civil Society | 492 | 54.44 | 2963.7136 |
| Rs_200 | Civil Society | 492 | 54.44 | 2963.7136 |
| Result | | $\bar{X}_2 = 437.56$ | | $\sum (X_2 - \bar{X}_2)^2 = 489173.3$ |

Summary of the above calculation:

Here,

All Rural Respondents individual Support on 100 questions taken as X_2

The Mean of that 200 Respondent's score is Mean₂ or $\bar{X}_2 = 437.56$

So, $\sum (X_2 - \bar{X}_2)^2 = 489173.3$

Total Respondents $N_2 = 200$

Standard Deviation $\delta_2 = 49.46$

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