

Report on
Women's Participation in Primary School

By

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An internship report submitted to the Graduate School of Management in partial fulfillment of
the requirements for the degree of
Master of Business Administration (MBA)

Graduate School of Management
Brac University
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Declaration

It is hereby declared that

1. The internship report submitted is my/our own original work while completing degree at Brac University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Letter of Transmittal

K.M. Jamshed uz Zaman

Adjunct Faculty

Graduate School of Management

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66 Mohakhali, Dhaka-1212

Subject: Submission of Internship Report on “Women's Participation in Primary School”.

Dear Sir,

This is my pleasure to complete my report on ' Women's Participation in Primary School', which I was appointed by your direction.

I have attempted my best to finish the report with the essential data and recommended proposition in a significant compact and comprehensive manner as possible.

I trust that the report will meet the desires.

Sincerely yours,



(Israt Jahan)

Student ID: 19164006

Graduate School of Management

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Date: 07.06.2021

Non-Disclosure Agreement

This agreement is made and entered into by and between Rajmushuri Government Primary School and the undersigned student at BRAC University Student to complete the internship report titled “Women's Participation in Primary School”.



(Israt Jahan)

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Acknowledgement

At the beginning, I would like to convey my sincere appreciation to the Almighty Allah for giving me the strength and ability to finish my work within the time. This internship report required much of my attempt to fulfill the final prerequisite of Masters of Business Administration at the BRAC University. The report based on three months study, which help me to gather practical information which is necessary for my future life.

I would like to express my special thanks of gratitude to my internship supervisor K.M. Jamshed uz Zaman, Adjunct Faculty of Graduate School of Management, BRAC University who gave me the golden opportunity to do this wonderful report on the topic of “Women's Participation in Primary School”, which also helped me in doing a lot of research and I came to know about so many new things. I am deeply indebted to his whole hearted supervision to me during the preparation of internship report. His valuable suggestion, guidance helped me a lot to prepare this report in a well-organized manner.

I would also like to give thanks to my job supervisor Nazia Sheema, Principal of Rajmushuri Government Primary School and other assistant teacher and office assistant for their great co-operation to complete my internship report.

I would not have been able to make this internship report without the help of the individuals mentioned above.

Executive Summary

The aim of this internship report is to describe the women's participation in primary school in terms of woman as employee and female student. Since the industrial transformation, cooperation of women within the workforce exterior the domestic has expanded in industrialized countries, with particularly large development seen within the 20th century. Day by day women's participation both in work sector and school increased numerously. For women, on of a prestigious job is in doing job in primary school. On the other hand, girl's student doing better result than boy's students, as well as participation also increased of girl's student. This report show the participation of men, women percentage in primary school as an employee. In spite of this advance, prove proposes that numerous women stay incapable to realize their objectives. The crevice in profit between women and men, in spite of the fact that littler than it was a long time back, is still noteworthy; women proceed to be underrepresented in certain businesses and occupations; and as well numerous ladies battle to combine goals for work and family. Advance progression has been hampered by obstructions to break even with opportunity and working environment rules and standards that fall flat to back a sensible work-life adjust. Most importantly women are more caring to in terms of their students and have more organized documentation and classroom management ability than males. So the participation women of is increased day by day than male. Women are indispensably valuable as role models, able to exercise the same heart females have for their children as mothers, experience in having an organized life style. And any country should take precedence over having female teacher because female teachers are more close to girls as well as boys in any kind of situation and they can find the best solution to leads them on the right track.

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List of Acronyms

ADP - Annual Development Programme

DPE - Directorate of Primary Education

DSHE - Directorate of Secondary and Higher Education

GDP – Gross Domestic Product

LGED - Local Government Engineering Department

MDG - Millennium Development Goals

MMC - Multi-Media Classrooms

MoPME - Ministry of Primary and Mass Education

MOE - Ministry of Education

NCTB - National Curriculum and Textbook Board

PEDP4 - Fourth Primary Education Development Program

PPP - Purchasing Power Parity

SDG - Sustainable Development Goals

SMC - School Management Committee

Chapter 1: Overview of Job

1.1 Student Information

Name: Israt Jahan

ID : 19164006

MBA Program

Major in Finance

1.2 Job Information

1.2.1 Period, Company Name, Department/Division, Address

The report is originated to do a study on “**Women's Participation in Primary School**”. As I currently doing job as assistant teacher in Rajmushuri Government Primary School since November 28, 2017. It is under Ministry of Primary and Mass Education. The school is established in the year of 1964 and nationalized in 1975. The school is situated in Sher-E-Bangla road, Dhanmondi, Dhaka- 1209.

1.2.2 Internship Company Supervisor's Information

Name of supervisor is Nazia Sheema, Principal of Rajmushuri Government Primary School.

1.2.3 Job Responsibilities

Engaged as an Assistant Teacher in Rajmushuri Government Primary School, numerous duties have to observe. Below briefly given job responsibilities:

- Making lesson plans for all levels of students of school.
- Giving homework to student and grading tests.
- Create and issue educational related notes, tests, and assignments.
- Guaranteed a secure and beneficial environment to all students.
- Organize presentations for study purpose.
- Organized event and exercise regarding education.
- Ensuring that classroom might be clean.
- Prepare yearly report cards and distribute to the student properly.

- Arranged teachers- parents meetings.
- Students' progress might be properly evaluated and recorded .
- Given assignments to the students.
- Inquiring about the most current educating strategies.
- Besides all, sometimes have to engage with some governmental activities like duty of national election, work to update the voter list, attend many governmental seminars etc.

Chapter 2: Organization Overview

2.1 Introduction

In Bangladesh, education is managed by the Ministry of Education. The responsibility of primary and mass education is under Ministry of Primary and Mass Education (MoPME). All residence in Bangladesh must attempt twelve class compulsory education which comprises of eight class at primary school level and four class at high school level. The education level of primary and secondary is financed by the government and in government school, it is free of charges. The responsibility of primary education is lies on the Ministry of Primary and Mass Education (MOPME), which is established as a Ministry in 1992. Whereas MOPME is included in detailing of arrangements, the duty of usage rests with the Directorate of Primary Education (DPE). DPE is headed by a Director General. The workplaces of the Directorate of Primary Education (DPE) and its subordinate is within the locale and upazila. They are responsible for administration and supervision of primary education. Their obligations of DPE is fill up vacancy by recruitment, posting, and exchange of teachers and other employee; organizing in-service training of teachers; conveyance of free course readings; and supervision of schools. Construction, repairmen of school and supply of furniture to the school is executed through the Local Government Engineering Department (LGED) in lies with the DPE. The National Curriculum and Textbook Board (NCTB) is dependable for the advancement of educational modules and generation of reading material. Whereas the Ministry of Education (MOE) is mindful for detailing of arrangements, the Directorate of Secondary and Higher Education (DSHE) beneath the Service of Instruction is capable for actualizing the same at auxiliary and higher instruction levels. The NCTB is mindful for creating educational modules and distributing standard textbooks. Total government primary school in all over Bangladesh is 38033 and total teacher are 222652. (htt)

One of them is Rajmushuri Government Primary School which is under Dhanmondi thana. There are total 20 teacher and office assistant. Of them 70% women and 30% men. Total student of Rajmushuri Government Primary School is 786. Of them 380 are boys and 406 are girls student.

2.1.1 Objective

- To achieve an ideal perceptual and engine, cognitive and socio-emotional levels as the premise for preparation for school instruction and the life within the society.
- To obtain the devices of formal learning to be specific education, numeracy and manual abilities.
- To secure propensities of agreeable conduct inside the family, school and community.
- Children all over required to total a full course of primary schooling.
- It shapes the premise for teachers to arrange and hold classes at their own duty.
- Based on the primary school educational modules, the objective of primary education is to give an essential and well-balanced education within the social, passionate, mental and physical circles.

2.1.2 Scope

The recent survey conducted (in 2017) by Bangladesh Bureau of Statistics showed that the current male female ratio is 100.2:100, which is nearly equal. And in primary schools around 61% teachers (world bank-2016) are females in Bangladesh, and there are 48.43 students per teacher (UNESCO-2017), but there is an alarming insufficiency of female teachers in Madrasa level. Recent researches have shown that for girl students teachers gender does matter. Perceptions of gender is between the ages of 7 and 12 in children's mind; thus gender bias can be rooted at very beginning of primary schooling. Primary education is the major source of choice of future education and occupation. As for girls, they discover a role model in their female teacher to whom they look up to. Women are more likely more compassionate, responsible and loving towards their pupils, as for men they hardly consider primary school teaching as their first choice of career. Hence, our target respondents are women teacher. As Napoleon said, "Give me an educated mother, I shall promise you the birth of a civilized, educated nation". This famous quote reminds us that women play a very important role in nation building, which starts as a mother, and accelerate the process as a teacher in elementary & primary schooling.

2.1.3 Limitation

- Structure has as of now made essential education obligatory, it is amazingly troublesome to discover ways and implies to bring all school age children to primary schools.
- Working children from greatly destitute family units, physically and rationally incapacitated, urban ghetto tenants, inhabitants of blocked off provincial regions, tribal.
- Children from poorer families clearly endured most from the declining standard of education in urban primary schools. Significantly come up short to play a progressively vital part within the national economy.
- Dropout rate still very tall because of drug trafficking, taking drug.

2.2 Management Process

In each government primary school, there is 1 principal, more than 1 assistant teacher and 1 or 2 office assistant.

2.3 Financial Performance & Accounting Practices

There is no tuition fee or monthly salary for student. Student do study in government primary school without any cost. Government yearly provide certain amount of money to bear the cost of academic activities. How much money get a school, depends on the student capacity of a school.

There is a committee, which known as School Management Committee (SMC). They also observe the fund that get from government are properly used or not.

2.4 Conclusion

Education has long been caught on as contributing to the improvement of human potential as well as social development. It moreover has been seen as a fundamental human right and as an indispensably portion of get to political control and cooperation, and can subsequently be considered as an act of mingling people for social competences. It is additionally broadly held that

education is one of the foremost viable ways of tending to destitution mostly through expanding efficiency driving to higher livelihoods for people and in this manner decreasing destitution. Education hence has been perceived as a need division by all Governments since the freedom of Bangladesh. In arrange to preserve a present day, logical and successful instruction framework, the Government proceeds to connect the most elevated need to the change of the instruction sector— at the exceptionally slightest, in terms of expressed approach and expanding venture in education. Whereas it is well known that quality primary education is crucial for the advancement of any country, it is still distant from being all around accessible in most creating nations. In creating nations such as Bangladesh, numerous children have no chance to go to indeed low-quality essential schools. Dropout and disappointment rates are disturbing; numerous take off semi-literate, before long to backslide into lack of education. Given that the result of such disappointment is regularly a prohibition from social forms, the marvel of destitute quality instruction is portion of a horrendous circle of unsustainability in a broader setting of improvement. (VISITANT, 2015)

2.5 Recommendations

- Set up multi-media classrooms (MMC) over all primary schools.
- As primary education is up to class 8, proper training is needed of the teacher for those class.

Chapter 3: Women's Participation in Primary School

3.1 Introduction

The Role of women in primary educational sector is so significant, basically for a developing country like Bangladesh. Female teachers are very indispensable to the girls and the community as well. Women's are important for improving girl's ability to go to school, stay in school, adapt adequately and learn effectively. There is a traditional gender norms that parents being reluctant to send their daughters to a school without female educator, and they discouraged from interacting with female student from male teachers. On that note, women act as a mentor towards her students who can assist them in the development of the area. Some parents even take their daughters to their female teachers for counseling where they feel their children won't be open up to them. Most importantly women are more caring to in terms of their students and have more organized documentation and classroom management ability than males. However in some rural part of our country girls are facing barrier to come to school, in that case the perception of guardian is that if there is female teacher in school, they positively send girls to the school regularly. If there is a female class teacher then the number of both male and female student's attendance higher than having a male class teacher. Female teachers also encourage their students to work hard and can make them to dream about their own carrier and also influence them to become a teacher one day. Women can show the real path of children as they have the ability to read children's mind. Finally Women are irreplaceably important as part models, able to work out the same heart females have for their children as moms, involvement in having an organized life fashion. Day by day female teacher's participation is increased because they are more close to girls as well as boys in any kind of situation and they can find the best solution to leads them on the right track.

3.1.1 Background

In Bangladesh there is around 163 million people has estimated (Bangladesh Wikipedia, n.d.), of them 62.6% live in rural areas (Statista, n.d.). In 2020, GDP per capita based on PPP for Bangladesh was 5,139 worldwide dollars (Knoema, 2020). Bangladesh features a literacy rate of 74.7%, of them male literacy rate is 77.4% and female literacy rate is 71.9% (State minister:

Literacy rate now 74.7%, 2020). In Bangladesh, there are 90% Muslim and rest other religions. Our mother language is Bangla but now a days English is widely speaking language.

Formal education in Bangladesh have numerous specification which acquired from the British framework set up on nation's portion. In formal government-operated division, there are three-part of education framework. This comprises of five a long time of essential or basic instruction, three a long time of lower secondary, and two a long time of secondary which is SSC. Two a long time of higher secondary instruction takes after, driving into university. In 1970 Bangladesh set up as an autonomous state, Bangla is a dialect instruction (Ahmed & Ahmed, 2002).

20% more are basic schools and secondary schools are 97% are secretly possessed. After that private and public universities are there for further education. It's offer four-year bachelor's degree programs, it's a credit hour based. Some offer fixed credit and some offer open credit. An awfully obvious gather of schools within the private division.

There are many madrasahs in Bangladesh. Some are private and some are government supported. The most part connected to mosques depend on the public donations. Madrasahs give a fundamental Muslim devout instruction. Total three million children went to Madrasahs, of them 46% are female (BANBEIS, n.d.).

To guarantee the execution of the Women Improvement Approach, 2011 all exercises of all Ministries ought to be in line with the National Action Plan, 2013. For this reason, activities ought to define the advancement ventures, programs of the Services of ADP and reexamine current ventures, programs by joining national ladies improvement policy. It is found that the improvement of ladies has drawn center nearly in all exercises and programs of the Ministry. Women are as of now more effective as their male partners. However to reach in the goal, better essential instruction, exercises of the Ministry must be made 22 more women-friendly. A few modern activities ought to too be taken. In both cases the NWDP, 2011 and the Instruction Approach, 2010 are the measuring sticks in planning unused exercises and programs. (MoPME, n.d.)

3.1.2 Objective(s)

Main objective of Women's Participation in Primary School are given below:

- Establish women empowerment and equal opportunity in education sector, especially in primary schools.
- Disposal of all shapes of separation against girls and guaranteeing gender balance in all ranges counting uniformity inside families.
- Encourage conservative families to send their children to school regularly.
- Guaranteeing customary participation of female understudies in instructive institutions.
- Arrange secure and quality amusement, sports and social activities for the girl students.
- Disposing of separation against debilitated female understudies and guaranteeing their security in all areas.
- Eliminating separation in instructive openings between men and ladies and mainstreaming women within the advancement handle concurring to Education Policy, 2010.
- Give women proper education and preparing on nourishment.
- Improve women from ethnic group and keeping up women's possess legacy and cultural activities.
- Consider extra educational care for those who are not take an interest within the standard education handle for unavoidable reasons.
- Increasing awareness among women about social rights and responsibilities.
- Taking fitting measures to induce crippled women included in all regions of life including education. Allow emphasis on the nature of disablement in education.

3.2 Literature Review

The report is based on Women's Participation in Primary School. The Role of women in primary educational sector is so significant, basically for a developing country like Bangladesh. Bangladesh features a literacy rate of 74.7%, of them male literacy rate is 77.4% and female literacy rate is 71.9%. To guarantee the execution of the Women Improvement Approach, 2011 all exercises of all Ministries ought to be in line with the National Action Plan, 2013. For this reason, activities ought to define advancement ventures, programs of Service of ADP and reexamine current ventures, programs by joining national ladies improvement policy. Establish women

empowerment and equal opportunity in education sector, especially in primary schools is the main objective of the report. This study is conducted on primary and secondary data. Here the information I gather from field study through the questionnaire is our primary data. I also obtain information from secondary data which is through website. The taking after issues have been considered to survey how effectively the exercises of the Ministry address women's headway and rights like Women as service providers. As a result of the different advancement exercises attempted by government, the MDG objectives significant to female instruction have been accomplished. A number of targets for women improvement have been settled within the Vision-2021, 7th five year arrange and Sustainable Development Goals (SDG). The stipend program attract more female students and bring more female students for education. Aligned with that, my sample size has also accepted to this fact along with a mix of personal attachment with students. To complete the report, there are some limitations of the study like pandemic situation, sample size, method of data collection, self-reported data, accessibility, culture and other type of bias. As per employment perspective, recommended that female teachers are the primary source of education. So the involvement of women in curriculum developed and making will increase the degree of excellence in education in schools. So it is say that lady teachers have equal opportunities to involve themselves in development of curriculum activities. On the other hand, as per employment perspective, taking measures to anticipate dropout of girl students and ensure them from any implies of harassment amid school time. Attitudes and conventional community structures are changing, and ladies must position themselves to be dynamic members within the alter prepare on the off chance that they are not to be encourage disadvantaged.

3.3 Methodology

This study is conducted on primary and secondary data. Here the information I gather from field study through the questionnaire (Appendix) is our primary data. I developed questionnaire to obtain information about the "Women's Participation in Primary Education Sector". I also obtain information from secondary data which is through website like <http://www.dpe.gov.bd/>, <https://mopme.gov.bd/>, www.banbeis.gov.bd, Wikipedia, newspaper article, online portal etc.

My total sample size is 20 and our main target sample is head teacher, assistant teacher and office assistant of Rajmushuri Government Primary School.

In addition, the questionnaire is in ascending order of three-point of scale. This implies that, points earned less or negative is in option (a), points earned or less negative is in option (b) and then points earned more or positive is in option (c). We collect the information of questionnaire and we present our data in the form of pie chart, table and analysis.

3.3.1 Sample for Survey

Gender

- Male
- Female

Age

- 25-34
- 35-44
- 45 or more

Education

- Bachelor Degree
- Post Graduate
- Others

3.3.2 Analysis Method

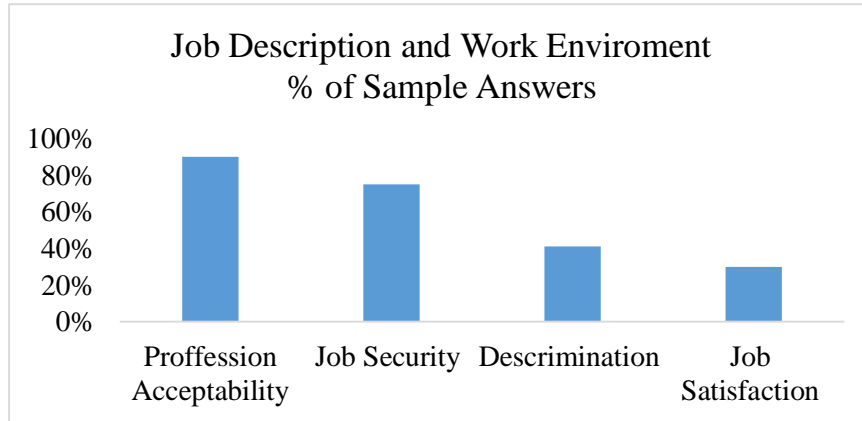
We have divided our survey questioner into 3 segments which have covered all our questions under these heads. For our initial data analysis, we have used these 3 segments to get the outcome based on questions asked to sample.

1. Job Description and Work Environment

- 2. Personal Life Influence
- 3. Self-Development and Career Progression.

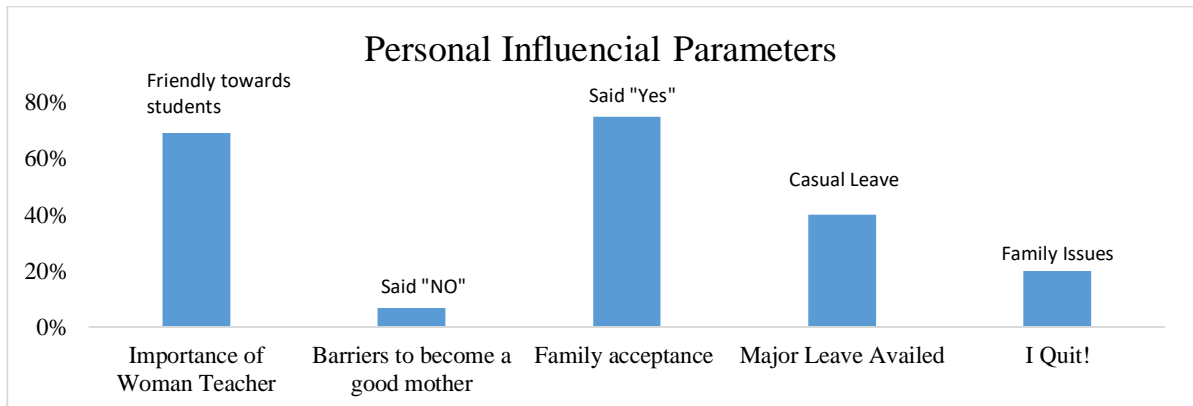
3.3.3 Data Analysis

1. Job Description and Work Environment:



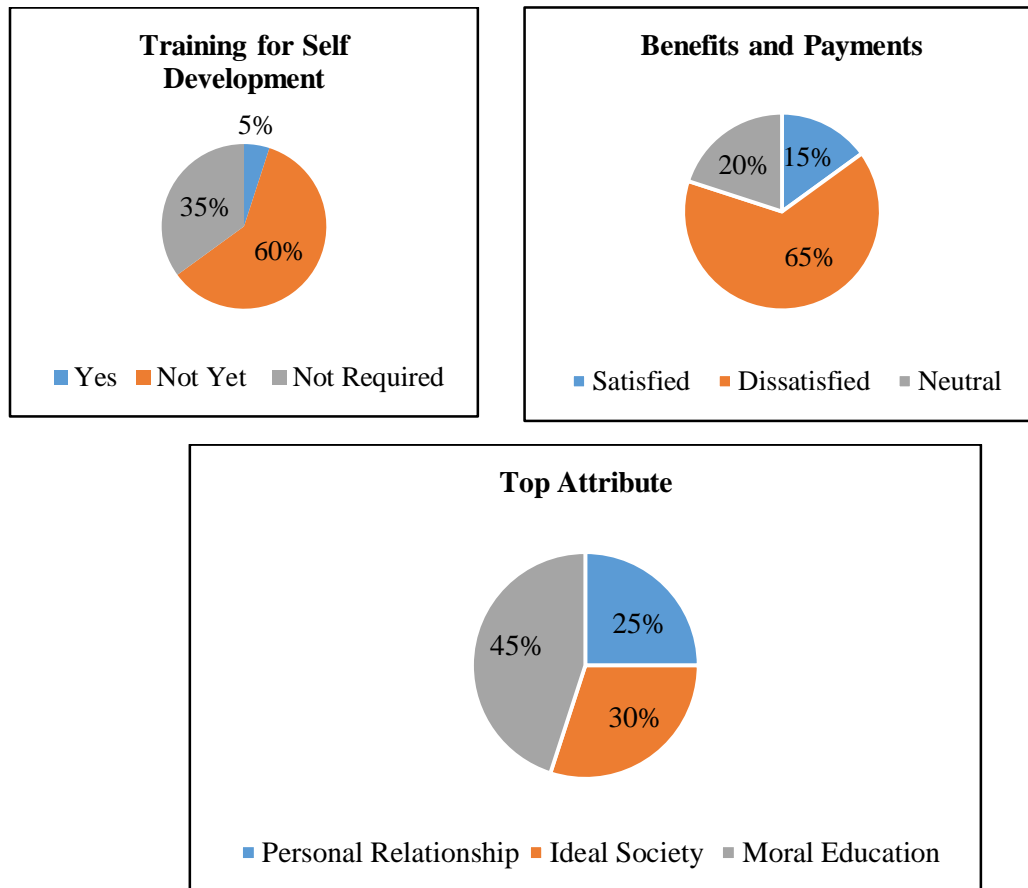
Percentage of sample size agreeing (Yes) to the statement

2. Personal Life Influence:



Importance of a woman teacher is high due to friendly gesture towards students and less barriers to play the role of a mother which is supported by high family acceptance.

3. *Self-Development and Career Progression:*



3.4 Women's participation in making decision at MoPME

The taking after issues have been considered to survey how effectively the exercises of the Ministry address women's headway and rights:

- Women as service providers
- The function and activities of MoPME is done by both male and female.

- Expenses are allocated and distributed by gender based in MoPME.

Table 1: Male and Female Employment structure by Department/ Agencies

	Officers				Staff			
	2018-19		2017-18		2018-19		2017-18	
	Male	Female	Male	Female	Male	Female	Male	Female
Administration								
Secretariat	31	8	86	14	85	15	85	15
Department of Primary Education	68	32	85.7	14.3	78	22	80	20
Government Primary Schools	37.9	62.1	36	64	47	53	47	53
Primary Training Institutes	69.67	30.3	77	23	87	13	87	13
Upazila Education Offices	80	20	79	21	79	21	80	20
Bureau of non-formal Education	92	8	92	8	84	16	84	16

Source: Ministry of Primary and Mass Education

The above Table-1 shows the employment structure of male and female to superior outline women's cooperation in choice taking prepare within the MoPME and over its different offices and organizations. It shows that pre-woman arrangement of teacher and selection or recruitment of teacher is not up to mark. In the year of 2018 as it were 20% of add up to authorities utilized within the essential instruction division were women, as compared to 80% male authorities. The number of ladies officers is the most noteworthy in government primary schools and the least within the Bureau of Non-formal Education.

Table 2: Male and Female Teachers (2018)

Type of institutes	No. of schools	No. of total teachers	No. of female teachers	No. of male teachers	percent of female teachers	Percent of teachers
Government Primary	38916	236318	160732	75586	68.02	31.98
New Nationalized Gov. Primary	26193	112549	63078	49471	56.04	55.96
Registered non-gov.	180	741	527	214	71.12	28.88
Non-registered non-gov.	4570	18915	12788	6127	67.61	32.39
Experimental	64	350	307	43	87.71	12.29
Ebtedaye Madrasa	5164	13422	3546	9876	26.42	73.58
Kindergarten	24363	224873	136976	87897	60.91	39.09
Non-Government Organization	5156	12816	10125	2691	79.00	21.00
Community	134	517	396	121	76.6	23.40
Primary section of Madrasa	7196	16566	2714	13852	16.38	83.62
Primary section of high schools	1893	18508	10366	8142	56.01	43.09
BRAC Centre	10318	13790	13234	556	95.97	4.03
ROSC	4755	9896	4058	838	82.88	18.22
Children Welfare	293	1193	820	373	68.73	29.27
Others	2411	7439	4630	367	60.67	39.33
Total	134147	685400	426651	258749	62.25	39.75

Source: APSC 2017 (Provisional)

Table-2 shows the female teachers participation at the primary school level in terms of male and female proportion of teachers'. It's show that 37.75% and 62.25% of add up to teachers are male and female individually which suggests that more than half of the entire teachers are female in primary education. Besides in madrasa education, the percentage of women instructors are comparatively low to the male teacher.

Table 3: Enrolment of Girls in Primary Education

Type of Institutes	2017			2018		
	Total	Girls	Percent of Girl	Total	Girls	Percent of Girl
Gov. Primary	8941189	4512964	50.47	8932612	4505133	50.43
New Nationalized Gov. Primary	4022759	209962	52.9	4102111	2104774	51.31
Registered non-gov.	17936	8895	49.59	336559	168844	50.17
Non-registered non-gov.	274870	139620	50.79	100012	51568	51.56
Experimental	10553	5233	49.59	11460	5878	51.29
Community	13461	6686	49.67	14730	7482	50.79
Kindergarten	1230767	580632	47.18	1281005	627333	48.97
N.G.O.	225824	119225	52.35	227131	121020	53.28
Ebtedaye Madrasa	380429	184737	48.56	348936	168997	48.43
Primary section of Madrasa	856627	415696	48.53	816152	443558	54.35
Primary section of high schools	458304	244015	53.24	559452	285605	51.05
BRAC Centre	405534	216679	53.43	346567	178582	51.53
ROSC	260366	131886	50.65	99184	50075	50.49
Children Welfare	18765	9893	52.97	33587	16901	50.32
Others	79055	41877	52.97	1286602	63283	49.21
Total:	17251350	8743312	50.68	17338100	87990033	50.75

Source: DPE

There are mainly three factors that is rate of enrolment, rate of completion and rate of drop-out are considered to recognize the recipients of primary education program. The Census Report of 2018 shows that 50.75% students are girls in the Primary School.

Table 4: Rate of Completion of Girls' at Primary Level

Year	Rate of Completion at Primary Level	
	Boys	Girls
2006-07	47.1	53.3
2007-08	48.9	54.9
2008-09	52.9	57.0
2009-10	57.1	62.2
2010-11	59.7	60.2
2011-12	67.6	73.0
2012-13	73.5	77.0
2013-14	97.88	97.97
2014-15	97.9	98
2015-16	98.44	98.56
2016-17	94.93	95.40
2017-18	97.48	97.68

Source: Ministry of Primary and Mass Education

It is watched in 2018 that the rate of girls' primary level completion is higher that of boys.

3.5 Percentage of Women's Total Expenditure in Ministry's

Table 5: Percentage of Women's Total Expenditure in Ministry's

(Taka in Crore)

Description	Budget 2019-20			Revised 2018-19			Budget 2018-19			Actual 2017-18		
	Budget	Women Share		Revised	Women Share		Budget	Women Share		Actual	Women Share	
		Women	percent		Women	percent		Women	percent		Women	percent
Total Budget	523190	161247	30.82	442541	136036	30.74	464573	136938	29.48	321861	88441	27.48
Ministry Budget	24041	13882	57.74	20521	13514	65.86	22466	11960	53.23	18344	8421	45.91
Development	9270	3409	36.77	6427	3603	56.06	8312	3967	47.72	6545	1533	23.43
Operating	14771	10473	70.9	14094	9912	70.32	14154	7993	56.47	11800	6888	58.37

Source: RCGP database

3.6 Key Performance Achievement

It Indicates achievement of key performance in last three years.

Table 6: Achievement of Key Performance in last three years

Indicator	Unit	Actual		
		2016	2017	2018
1	2	3	4	5
Female teachers in primary education (GPS)	percent	62.6	63%	62.03%
Rate of completion of primary education of female students	percent	98.56	95.4%	97.68%

3.7 Success in Promoting Women's Advancement

As a result of the different advancement exercises attempted by government, the MDG objectives significant to female instruction have been accomplished. A number of targets for women improvement have been settled within the Vision-2021, 7th five year arrange and Sustainable Development Goals (SDG). To this conclusion, the MOPME has attempted particular exercises in arrange to extend the get to and to progress the quality of primary education. Striking among those are, advancement of the educational modules of essential and mass instruction keeping in pace

with the changing needs, investigate within the field of education and preparing for the teachers. The Ministry have taken some steps to improve of infrastructural conveniences in urban regions in conjunction with those rural zones. So that, at the primary level enrollment has expanded significantly. At the same time there's significant decrease within the drop-out rate which is 18.6% in 2018.

Entire number of instructors at primary level is around 685400 of which almost 426651 (60.67%) are female (in all categories of schools). Out of 238895 teachers in primary school, 161639 (67.66%) female teachers are working. Concurring to the over insights of 2018, it's find that the female teachers in primary schools is at satisfactory level.

Foundation advancement are essential for a women's friendly atmosphere. Focused on exercises towards this have been taken by MoPME. Unadulterated drinking water supply and building up wash piece in essential school have been started beneath the progressing PEDP4. As a coordinate result of these offices, developing number of young ladies are energized to go to school and facilitate the extension of female education within the country.

3.8 Getting Stipend

The approach of Stipend has been defined having the arrangement of sending stipend to the mother of the students' trough versatile managing an account. Right now, around 1 crore 30 lacs students are getting stipend through mobile banking. The scope of the stipend is expanded more to bring more female understudies beneath. Below given the rate of monthly stipend as per Directorate of Primary Education (DPE): (DPE, n.d.)

Table 7: Rate of Monthly Stipend

Serial No.	Number of Students of Same Family	Child Section	Class 1-5	Class 6-8
1	1 Person	Taka 50	Taka 100	Taka 125
2	2 Persons	Taka 100	Taka 200	Taka 250
3	3 Persons	Taka 125	Taka 250	Taka 350
4	4 Persons	Taka 150	Taka 300	Taka 400

3.9 Findings and Analysis

Majority of the sample is highly satisfied with the job description and the environment they work in, however they also feel glimpse of gender discrimination. Personal attachment with students, high family acceptance and leave flexibility also give women the chances to select teaching as a suitable profession. However, gap in self-development and lagging to understand the requirement for training is also seen among them. Due to the profession structure itself, salary and benefits are not up to the mark according to them and a very few of the sample are being neutral in this concern. In our society, teaching profession has always been the top most respected occupation due to its moral attributes. Aligned with that, my sample size has also accepted to this fact along with a mix of personal attachment with students.

3.10 Limitation of the study

- **Pandemic Situation:** Due to COVID situation, educational institution is remain close for student. So the survey was not possible on perspective of female students. The survey is only possible on female employee.
- **Sample Size:** The sample size for our research is 20 which is comparatively small for preparing a representative result considering all the significant differences
- **Method of data collection:** I followed a manual data collection process where we went to Rajmushuri Government Primary School to do our survey. The process was time consuming.
- **Self-reported data:** I have to rely on the information's given by different peoples were there remains a possibility manipulation or biasness. If the sample size can be increased it is possible to overcome the limitations of self-reported information's.

However this are some methodological limitations that I have in our research. Besides that there are some other limitations that I have for my own limitations. Such as

- **Access:** To make my research more resourceful I need to access different private and government schools. For pandemic situation schools are now become close. So that I can't visit more school except my own ones.

- **Culture and other type of bias:** As there was time limitations I was unable to explore schools of different demographic and geographic areas. As a result the research to some extent has faced location biasness.

Apart from all the limitations that I have in our study I tried to integrate as much information as possible to prepare a representative and reliable research findings.

3.10.1 Salient elements

The research has been prepared based on the primary data source where my main target sample is head teacher, assistant teacher and office assistant of Rajmushuri Government Primary School. It is a government primary school and the sample is a representative one as in our country all the government schools follow the same rules and regulations. The primary data source helped me to collect in depth information's and avoid data bounce. However, it also allowed me to ensure data authentication by observing facial expression of the sample and confining peer manipulation.

3.11 Conclusions

To achieve sustainable development, gender equality is very important for a country. Finishing all shape of segregation against women and girls isn't as it were human right, but moreover has numerous impacts overall improvement regions counting education. Women from all religion are underrepresented in the educational framework of Bangladesh, with exemption of non-formal division. Now a days women possess at top positions in making and execution way of the Ministry of Education and the Directorates of Primary Education. Now a days female assistant teacher and head teacher is increased in the government schools and colleges in comparable with men. It is exceptionally critical to know the status of female education as female is nearly half of our populace. MoPME is working to actualize quality mass education programs as a fulfillment of sacred commitment and government's need. In expansion, gender equality issues are properly reflected within the vital reports of the Ministry.

Those girls who completed secondary or higher secondary schooling were less uncovered to child marriage. The Ministry is engaged in defining approach with respect to School Management Committee (SMC), teacher's enlistment, exchange of instructors, non-formal education 18 policy and the stipend arrangement with a see to guaranteeing all inclusive essential instruction and support of neighborhood community especially ladies in numerous levels of essential & mass instruction. These approaches have given scope for dynamic interest of women in teacher's enrollment and exchange beside essential instruction administration. Enrollment of 60% female instructors has been made obligatory and in case of arrangement and exchanges, due consideration is being paid to the comfort of female instructors (e.g. working out of husband/dwelling put of parents/education of children). In expansion, female instructors have been given need in teacher's preparing that guarantees their proficient efficiency. School Management Committee (SMC) made effective guarantee of school management. Arrangement of two female guardians within the committee has been made to guarantee compelling cooperation of ladies in school administration. In expansion to this arrangement, a composed instruction has moreover been issued to receive female teachers as educator agent within committee. The capacity of women to accept administration and administration parts in framework merits assist considered Bangladesh education system. Attitudes and conventional women position themselves to be dynamic members within the alter prepare on the off chance that they are not to be encourage disadvantaged.

3.12 Recommendations

3.12.1 as per employment perspective

- Female teachers are the primary source of education. The involvement of female teachers is increased in the development of curriculum activities. That's why it is suggested that female teachers should be involve themselves in development of curriculum.
- As there is a dissatisfaction about benefits and payments, Government should upgrade their remuneration package and special increment may be provided on the basis of their academic qualification and academic result.
- Government may take necessary steps against female harassment in working environment and unethical political interference.

- An atmosphere of dependence and intensity must be created, the system of accountability in the school system, the work and frequency of female teachers should be increased.
- In order to retain the attention of female teachers in the teaching profession, opportunities for female teachers should be increased, which will increase the boost of their enthusiasm
- Bribery and political issues are out of from schools. That's why, it's necessary to ensure that all political issue is out of from schools.
- Female teachers necessarily need regular training. Teachers can be given the opportunity to attend in profession related training for increasing skills.
- In order to maintain the level of interest among female teachers, the class assignment to the school must be simplified by the principal or higher institution. To avoid any unavoidable circumstances more female teachers should appointed in school.
- Most of the female teachers are mothers and they are worry about their children. If there is a daycare next to the school they will check their children in off period. There should be a daycare next to the school so they can concentrate in the classroom.
- Accommodation problem is a major issue for secured life of teachers. In the absence of public housing, a teacher spends most of his time looking for housing. So properly housing facilities must be provided.
- Transfer system should be flexible. So that distance from home should be minimized.

3.12.2 as per student perspective

- Special finance ought to be made to extend the rate of female education at each level and in private activities.
- Proper steps should be taken to diminish girls' student dropouts and also try them to back in the standard system of education.
- Enlisting girls in formal education. For higher education, different offices are set up for diverse levels of educational institution.
- Taking measures to anticipate dropout of girl students and ensure them from any implies of harassment amid school time.
- Set up a conducive environment in schools, and guarantee isolated cleanliness separate wash-blocks both for boys and girls.

- Enrollment of more women teachers at the primary level.
- Guarantee development and improvement of school health program.
- More educational materials such as school packs, work out books etc. might be given to children especially for female students.

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Appendix

Women's Participation in Primary School

Questionnaire

Name:

Age:

1. Do you think that the teaching profession is the best profession for a woman:-

- (a) No (b) Sometimes (c) Yes

2. Is primary school teaching profession offer more secured job environment for women in our country's context compare to others profession?

- (a) No (b) Sometimes (c) Yes

3. Why do you think women teacher is important in primary education level?

- (a) Can easily understand the state of mind of her students
(b) Much more reliable than the male teacher
(c) More friendly in terms of communicating with students & parents

4. What do you think women teachers are good at-

- (a) Developing strong personal relations
(b) To create an ideal society
(c) Proving the best moral education

5. How long have you been teaching at primary school?

- (a) 0-5 years

- (b) 5-10 years
- (c) More than 10 years

6. What is your current position in primary school?

- (a) Others
- (b) Assistant teacher
- (c) Head Teacher

7. Are you satisfied with your profession?

- (a) Not satisfied
- (b) Satisfied
- (c) Very much satisfied

8. Do you think that employment of women is a hindrance in becoming a good mother?

- (a) No
- (b) Sometimes
- (c) Yes

9. Do your family members in favor of your working out of home?

- (a) No
- (b) Sometimes
- (c) Yes

10. Do your family members co-operates with your domestic work at home, as you are working lady?

- (a) Yes
- (b) No
- (c) Sometimes

11. Do your family member encourage you for this job in primary school?

- (a) Yes
- (b) No
- (c) No comments

12. Do you think that female teacher are able to co-operate more with student than male teacher?

- (a) Yes
- (b) No
- (c) Sometimes

13. Do you prepare your lesson plans?

- (a) No
- (b) Sometimes
- (c) All time

14. What kind of leave you avail during your service period?

- (a) Earned Leave
- (b) Medical Leave
- (c) Casual Leave

15. Do you avail any opportunity for your carrier development?

- (a) No comments
- (b) Not yet
- (c) Yes

16. During the last 12 months, did you participate in any of the following kinds of professional development activities?

- (a) Conference, seminars, workshops
- (b) Service related training
- (c) Both

17. Do you think that the allowances, facilities & concessions allowed primary school teachers are enough?

- (a) No
- (b) Sometimes
- (c) Yes

18. Do you find any discrimination between male and female colleague in working place?

- (a) No
- (b) Sometimes
- (c) Yes

19. Are you getting any previliged to make any decisoin or doing leadership over your male colleague?

- (a) Yes
- (b) No
- (c) Sometimes

20. Do you ever fill to give up your job? If Yes, when and why-

- (a) When you fill lazy & tired
- (b) When over burden with work
- (c) When problem arise in the family