

Final Research Report
on
Education and Socio-economics Situation at Char Areas in Faridpur:
An Exploratory Study

Submitted by

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Table of Content

Name of Content	Page No
List of Table and Figure	4
Chapter One: Introduction	5-7
1.0 Introduction	5
1.2 Objectives of the Study	5
1.3 Research Questions	6
1.4 Statement of the Problem	6
1.5 Importance and Rationale of the Study	6
1.6 Scope and Limitation of the study	7
1.7 Conceptual Framework	7
Chapter Two: Review of Related Literature	8-9
Review of Related Literature	8
Chapter Three: Methodology of Study	10-16
3.1 Methodology of the study	10
3.1.1 Research Approaches	10
3.1.2 First Phase : Document Analysis	10
3.1.3 Second Phase: Participatory Field Survey	10
3.2 Population of the Study	11
3.3 The Sampling	11
3.4 Sources of Data and Method of Data Collection	12
3.5 Tools of Data Collection	12
3.6 Method of the Data Analysis and Presentation	15
3.7 Mapping of the Activities/Methodology	16
3.8 Expected Outputs of the Study	16
Chapter Four: Data Analysis and Findings	17-25
4.1 Name of Upazila	17
4.2 Name of Union	17
4.3 Gender of the Respondent	18
4.4 Types of Educational Institute	18
4.5 Educational Status of Char	18
4.6 Facility of Kindergarten School	20

4.7 Educational Qualification of KG School Teachers	20
4.8 Gender of KG School`s Teacher	20
4.9 Educational Scenario of Government Primary School	21
4.10 Educational Scenario of Secondary School	21
4.11 Educational Scenario of Mosque based Education	21
4.12 Infrastructural Facilities of Educational Institute	22
4.13 Classroom	22
4.14 Overall Educational Scenario in Char	22
4.15 Occupation	23
4.16 Educational Qualification of Respondent	23
4.17 Educational Qualification of UP Chairman	24
4.18 Health Service	24
4.19 Communication Infrastructure	25
4.20 Agriculture	25
4.21 Social Allowances Program	25
Chapter Five : Major Findings, Discussion and Recommendations	26-27
5.1 Major Findings, Discussion	26
5.2. Other Important Findings	27
5.3 Recommendations	27
Conclusion	28
6.0 References	28

List of Table and Figure

No of Table	Name of Table	Page No
Table 1	Total Respondents at a glance	
Table 2	Survey Indicators of the Study	
Table 3	Mapping of the Activities under the Study	
Table 4	Name of Upazila	
Table 5	Name of Union	
No of Figure	Name of Figure	Page No
Figure 1	Gender of the Respondent	
Figure 2	Educational Qualification of KG School Teachers	
Figure 3	Gender of KG School`s Teacher	
Figure 4	Occupation	
Figure 5	Educational Qualification of Respondents	
Figure 6	Educational Qualification of UP Chairman	

Chapter One: Introduction

Title : Education and Socio-economic Situation at Char Areas in Faridpur: An Exploratory Study

1.0 Introduction

Faridpur is a district in south-central of Bangladesh. It is a district of the Dhaka Division and bounded by the Padma River to its northeast. The district is named after the municipality of Faridpur. Historically, the town was known as Fatehabad and also called Haveli Mahal Fatehabad. The town of Fatehabad was located by a stream known as the Dead Padma, which was 32 kilometres from the main channel of the Padma River. The district Faridpur has 9 upazila named Faridpur Sadar, Alfadanga, Boalmari, Bhanga, Charbhadrason, Madhukhali, Nagarkanda, Sadarpur and newly upazila Saltha. Total area of the district is 2070.72 square km and the total population of this district is about 1,912,969 according to the national population census 2011. In the total population, there are 9,63,529 male and 9,49,440 female lived here. The district consists of 81 Union Parishad and 1887 villages with a well-developed urban centre.

The district Faridpur holds some char in its land area as it is situated on the bank of River Padma. Char areas are located in three upazila named; Faridpur Sadar, Sadarpur and Charbhadrason. Char or ridge is the land area surrounded by the sea, ocean, shore or river. Generally, the land that binds to the boundaries of the river or its boundaries is called a char. Char areas of Faridpur district have very little information about education opportunities and challenges. This Char also has ecological importance. People lived under the risk of erosion of land and little security with lack of educational and financial activities. For this reason, this study is proposed to find out the current state of education and Socio-economics Situation in the Char area.

1.2 Objectives of the Study

The general objective of the study was to identify the current socio-economics situation of the population of the proposed area. The specific objectives of the study were to:

- Find the opportunities for basic education in children in the Char area.
- Identify the existing educational provisions and practices by different organizations.
- Unveil community interest in their education and socio-economics challenges.

1.3 Research Questions

This study dealt with the following research questions:

- What were the factors affecting access to basic education of children?
- Which educational provisions and practices existed?
- How did the community perceive their educational challenges and issues?
- What was their perception on the socio-economic challenges and issues?

1.4 Statement of the Problem

According to the 1993 estimate, the total amount of land in the Char area in Bangladesh was about 1,722 sq km. Government and various organizations are working to provide protection and necessary services to the people of the Char area. But their right opportunity and prospects were not properly identified for taking necessary steps from the point of view of human rights. Therefore, this research study has revealed the current education situation, challenges and other human rights issues of the people of Char area for overall development of the country.

1.5 Importance and Rationale of the Study

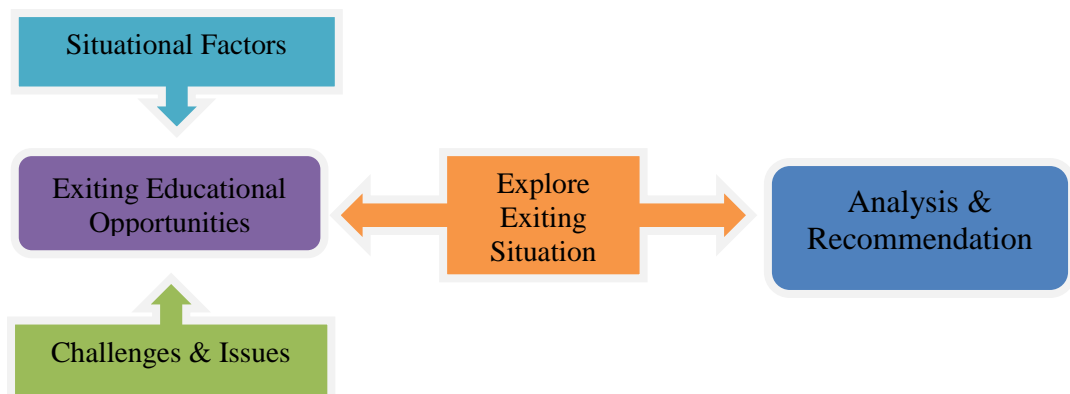
People from the Char area were facing various challenges including education, economics, security, health, nutrition, and communication. The literacy rate in the Char area was not satisfactory; more people share the status of agriculture and fishing. The people of Char area had little access to health security because there was no sufficient healthcare system developed in this region especially for mother and child which was a very basic need indeed. Children from this area had been suffering from malnutrition since their birth. Though there were some primary and pre-primary schools for basic literacy and Socio-economics but the rate of dropout was very high, actually there was no study available on the education situation in Char area. Education in the Char area kept research contributing to the current situation. Thus, the study contributed to find out the existing situation of Education and Socio-economics Situation at Char Areas in Faridpur.

1.6 Scopes and Limitation of the Study

The scope of the study was to determine the educational situation of the people of the Char area of Faridpur District. Among them, there were reasons for the opportunity to teach Char's people at Faridpur district, knowing about holistic and careful planning, education opportunities, socio-economic conditions, quality education, capacity, existing educational infrastructure, socio-economic status and resources, development and overall situation. Samples were not enough based on the huge population to uncover the real situation in a limited time. This study had some procedural limitations for the selection of schools, teachers, guardians, local leaders, education workers and socio-economics` indicators.

1.7 Conceptual Frame-work

This study investigated the factors which determine the access to basic education of the children in proposed areas. It further identified the existing education opportunities and challenges with other issues. Thus, the situation of a special region was unfolding to us. Finally, the study proposed the future education framework in the Char areas. The following figure shows the conceptual framework:



Chapter Two : Review of Related Literature

All types of grazing are commonly referred to as 'char'. Generally, the groundwater formed due to the acceleration of river accretion or sediment is called char. In the process of breaking the rivers of Bangladesh, the shelf was developed as an islander or a river-linked land area. Grasslands developed in the limited land area often make new settlements and opportunities for new farmland construction. There were obvious differences between the islands and chars connected to the mainland. The islands were always waterlogged for years, and the associated chars were connected to the mainland during the normal flow of the river. The chars in Bangladesh were considered to be derived from hydro-morphological dynamics of the rivers. A survey conducted by the International Organization of ISPAN, the Irrigation Support Project for Asia and the Near East-ISPAN, had shown that all the chars were not consumed or destroyed due to the first four years of their origin. Farming or settlement started at the end of the four years in all the chars. Over 10,000 people had lived in this char area who vastly depends on river resources and ecosystem, fishing, traditional agricultural cultivation etc. In these areas, development and poverty were often encountered side-by-side, and that was why the educational system remained unchanged. The government had initiated various development initiatives through government and development partners on primary education development projects.

According to BBS, the soil of the chars formed in the river basin region was more fertile and the grain intensity in these chars' ranges from 150 to 185, which was close to the country's average grain intensity 165. Nevertheless, less productive than the main landscaped area adjacent to the islands and associated chars. The main reasons for this were the soil quality of the chars, relatively less favorable for the production of crops, the loss of plantation and uncertainty resulting from frequent flooding. The river water and ground water were available for both rivers; irrigated crops were rarely grown in the char. Some forests had successfully grown. Many communities living in Chars were engaged in fish fishery for most of the year as there is water throughout the year in the adjacent river of Char. Chars of Faridpur as well as Bangladesh were highly corrosive and flood prone. From 1984 to 1993, the Char area expanded into all other rivers. During this period, the total area expanded was about 36,000 hectares. Due to river erosion and expansion of the river bank, people living in Char area were subjected to untold losses. From 1981 to 1993, about 7,29,000 people lost

their lives due to river erosion. More than half of these people were left homeless due to the erosion.

In this char area almost all the people were engaged in agriculture and the living standard was very poor indeed. There exists early marriage with a high mortality rate of children because of a lack of low access of health security. Literacy rate was very poor with a high dropout rate. There was no electricity service because of the vulnerable communication system. People communicate to the mainland with the help of native vessels which engage with high risk in the rainy season. Some religious institutions are situated here but not enough to meet the demand. Each year, a large portion of the chars were flooded. If the flood takes place in the future, the crops of the grazing land will be damaged. The people of Char usually develop their habitat on the available highlands, to keep the Bhita free from the annual flood. Due to the grape associated with the mainland, the island chars were flooded in a broader area. Development process had been working at a very low pace and living here in the season of rain was very challenging because of the flood.

Chapter Three : Methodology of Study

3.1 Methodology of the Study

3.1.1 Research Approaches

The study was conducted in the form of qualitative and quantitative in nature. Primary as well as secondary sources were used for collecting data. Questionnaire survey and literature survey were conducted for collecting field survey data. The data were collected from a field survey in the form of personal interaction, interviews, group discussion and answers to the questionnaires, and also from Govt. reports / press releases, relevant to previous reports, concerned experts opinions, articles etc. A questionnaire containing a series of effective questions were set out to collect information from erstwhile Chars people, Govt. officials, representatives of erstwhile Char union, public representatives, representatives of political parties, local administrative personnel, local residents around Char and from all other concerned persons / authorities, including previous experts in relation to the matter of undergoing study. The following activities were considered as the methodology of this study:

3.1.2 First Phase: Document Analysis

The different relevant sources were supplied following relevant documents which were also carefully analyzed. These were helpful in achieving the specific objectives, developing the data collecting tools and selecting the sample of the study. The secondary sources were also helped to gather in-detail understanding and to support the outcome of the study.

- Review of the secondary sources

- ❖ Internal Need Analysis Report
- ❖ GO and NGO publications
- ❖ Fish Act, 1950
- ❖ Other necessary documents, etc.

3.1.3 Second Phase: Participatory Field Survey

The primary data was collected from field level through various techniques such as household survey, focus group discussions (FGDs) and interviews. By dint of interviews and discussions, opinions of the stakeholders, participants and local leaders were collected through survey personnel interaction, interviews, group discussion and answers to the questionnaires, and also from Govt. reports / press releases, concerned experts' opinions,

articles etc. Household surveys containing a series of effective questions were set out to collect information from erstwhile Chars people.

3.2 Population of the Study

The target groups of the study were:

- People of Char area
- Household of Char area
- Govt. officials, representatives
- Union public representatives
- Representatives of political parties
- Local administrative personnel
- Children, adolescent, youth and adults irrespective of gender & age

The study communicated with the following Associations for data purposes.

- Trawler carrying passengers between Faridpur (mainland) and the Char area
- Fishermen of the Char area
- Fish Traders-who deals (buy from the fishermen who catch fishes in the river padma) in fishes.

3.3 The Sampling

This study covered 200 households in the Char area from different Chars. It considers almost all of the Char area. However, the sample will be selected as follows:

- A total of 200 households were selected purposely as the representative portion of population by considering the people.
- Local communities and groups of parents were selected from the respective Char area. The parent groups consisted of at least 8-10 persons. In selecting the parent and local community people, gender equality will be maintained.
- All kinds of the government. officials were selected for an interview to collect data regarding the present situation.
- Personnel from local educational institutions were selected for an interview to collect data regarding the present situation.
- Local leaders were selected for an interview to collect data regarding the present situation.

- Upazila education officials (USEO/AUSEO/TEO/ATEO/) personnel were interviewed in this study.
- NGO and Education personnel were interviewed in this study.

Table 1: Total Respondents at a glance

SL	Sample	Number
01	Household Suvery	200
02	FGD with Local Community	6
03	Upazila Parisad	3
04	UP Chairman	10
05	USEO/ AUSEO	3
06	TEO/ ATEO	3
07	NGO	3
08	Imam	10

3.4 Source of Data and Methods of Data Collection

Data were collected from primary and secondary sources. The primary sources were the Upazila Chairman, Vice Upazila Chairman, Vice Upazila Chairman (Woman), TNO, Union Parishad, UP Member, Women UP Member, TEO/ATEO, USEO/AUSEO, NGOs, Imam, schools, head master/super, household, local leader and concern personnel. Participatory field investigation was the main method of data collection. Concerned people got questionnaires which were collected from them. The semi-structured interview was conducted and recorded. Finally, the Focused Group Discussion (FGD) was held. Char area related documents, study reports and review of related literature were the secondary source of data analysis. The team visited the Char area and GO/NGO offices. They had administered the instrument personally and collected the same. The FGD data was collected by the study team.

3.5 Tools for Data Collection

Besides documents review, the following tools were used for primary data collection:

- *Household Survey Checklist*: A checklist was developed for household survey and educational institutions for stock taking of educational situations on basic and functional indicators. This checklist included all the indicators for assessing the access to education, quality of existing provisions at home, parents' literacy status, parents and community engagement and people's perception on the education provisions and practices.

- Interview Schedules: For the respective Local Leader, USEO/AUSEO/UEO/AUEO, Head Master/Superintendent NGO personnel, school teachers and Interview schedules were developed. These interview schedules were developed focusing the education and socio-economic situation of the study areas and identifying the challenges of identified indicators.
- FGD Guidelines: FGD guidelines were prepared to collect data in the light of group perspective. Opinion of the parents and Local Community people were collected through FGDs. Separate FGD guidelines were developed for different groups of stakeholders to explore different socio-economic strata.
- Institution Information Checklist: An Institution information checklist was developed for analyzing the existing school situation in respect of student, teacher, infrastructure and classroom teaching.

Survey Indicators of the Study

The following was the list of possible indicators for the study:

Table 2 : Survey Indicators of the Study

Aspects	Indicators	Data/Information	Tools
1. Context of Education	1. Population	-size by age group, and by geographic area, growth rate -child literacy and adult education	Household Survey checklist
	2. Focal Persons of Education	-education -leadership capacity -involvement in local activities -financial ability	Household survey checklist Institution Checklist and Interviews
	3. Parents status	-age, sex -education -work nature -income -total family member -attitude to child education	Household survey checklist, Institution Checklist, Interviews and FGDs
	4. Children status	-age, sex -education -health and hygiene issue -Interest to education	Household survey checklist, Institution Checklist and FGDs

<p>2. Access to Education</p>	<p>5. According to age group</p> <p>6. Social status</p> <p>7. Religious factors</p> <p>8. Social structure and Demand for education</p>	<p>-Drop out, enrolment, retention, completion, schooling and unschooling</p> <p>-reason for poor access, location of schools, travel time, education provisions and providers, para/village without schools</p> <p>-poverty level, health and living conditions. spaces</p> <p>-participation in education</p> <p>-religious belief, prejudice and Education</p> <p>-values and Education</p> <p>-family economic conditions, spaces</p> <p>-customs, folkways, mores, values, traditions</p> <p>-indigenous community</p>	<p>Household survey checklist, Institution information checklist and FGDs</p> <p>Household survey checklist and FGDs</p> <p>Household survey checklist and FGDs, interviews</p>
<p>3. Existing Provisions</p>	<p>9. Environmental</p> <p>10. Pedagogical</p>	<p>-center environment, classroom environment, infrastructural environment</p> <p>-teaching learning practices, MLE provisions and practices, teacher- student ratio</p>	<p>Institution information checklist, FGDs and Interviews</p> <p>Institution information checklist, FGDs and Interviews</p>
<p>4. Parents and Community capacity</p>	<p>11. Attitudinal</p> <p>12. Managerial</p>	<p>-community and parents interest, engagement and contribution in children's education, parents access to schools, people's perceptions on education</p> <p>-community engagement in school management, SMC and government assistance received by household, parents aspiration</p>	<p>Household survey checklist, Institution information checklist and FGDs</p> <p>Household survey checklist, Institution information checklist and FGDs</p>
<p>5. Challenges and issue in education</p>	<p>13. Document</p>	<p>-medium of instruction, language of book</p>	<p>Institution information checklist, FGDs and Interviews</p>

	14. Practices	-teachers language ability	Institution information checklist, FGDs and Interviews
4 Scope for Government and NGO basic education	15. Institutional information	-Name -location -distance -type -number of teachers and students -capacity	Institution Information Schedule, FGDs, Interviews
	16. Challenges	-social -economic -parental -employment -safety	Institution Information Schedule, FGDs, Interviews
	17. Other agencies providing NFE	-Name -location -distance -number of teachers and students -capacity	Institution Information Schedule, FGDs, Interviews

Field Testing and Finalization of Tools

The tools were tested for prior finalizing at field level by the study team. Tools were experimentally piloted to the respondents who will not be included as samples for final data collection. The tools were criticized immediately after the field test to find out the appropriateness of used language, approaches of enquiry, ethical issues, and the relevancy with the study. The tools were finalized based on the feedback of the field test.

3.6 Methods of Data Analysis and Presentation

Both quantitative and qualitative analysis was performed where necessary. Quantitative data were analyzed through descriptive statistics and the significance tested if necessary. The narrative data will be analyzed in a qualitative approach focusing on the objectives of the study and the emerging themes and concepts from the field data. Team Leader will supervise the raw data collection and analyze that data by applying computer software. Descriptive statistics like mean, percentage distribution etc. will be applied where found appropriate.

3.7 Mapping of the Activities

The activity mapping which will be conducted to achieve the objectives of the study is stated in Table 3.

Table 3: Mapping of the Activities under the Study

Objectives/activities	Approaches	Strategies/ Instruments
<input type="checkbox"/> Find the opportunities for basic education in children in Char area	Quantitative	Household survey and School Information Checklist
<input type="checkbox"/> Identify the existing educational provisions and practices by different organizations.	Qualitative and Quantitative	Household survey, School Information Checklist, FGDs and Interviews
<input type="checkbox"/> Unveil community interest in their educational and socio-economics challenges.	Qualitative	FGDs and Interviews

3.8 Expected Outputs of the Study

This study attempted to:

- Develop a household database.
- Develop educational institutional database.
- Identify the available educational opportunities for the children at Chars.
- Ascertain the challenges of access to education at Chars.
- Propose education framework at Chars.

Thus the study ontributed to the researchers, govt. non-government to take initiative for the Chars.

Chapter Four : Data Analysis and Findings

This chapter incorporated the data analysis and findings of the study. Data collected through using four different tools: Household Survey Checklist, Interview Schedules, FGD guide and Institutional Observation Checklist. The following table showed the union feature of char. The main findings and their interpretations, analysis and evaluations were as follows:

4.1 Name of Upazila

The study covered the Faridpur district. Faridpur consisted of 9 Upazilas. There were 3 Upazila which had char land. That was the study area. The study area was as follows;

Table-4 : Name of Upazila

Total Upazila	Char Occupied Upazila-3	Study Upazila
Alfadanga, Boalmari, Charvadrason, Faridpur Sada, Modhukhali Sadarpur, Vanga, Nagarkandha, Saltha	Charvadrason, Faridpur Sada, Saadarpur,	Charvadrason, Faridpur Sada, Saadarpur,

4.2 Name of Union

The study covered only 3 upazila out of 9 upazila which was consisted of char e.g. Charvadrason, Faridpur Sadar and Sadarpur. The data was collected from 10 unions of 3 upazilas. The following table showed that.

Table 5 : Name of Union

Name of Upazila	Number of total Union	Char Occupied Unions	Union	Household
Faridpur Sadar	11 Unions	Degreeer Char, North Channel, Aliabad and Char Madobdia. -5	Degreeer Char, North Channel, 2	40
Charvadrason	4 Unions	Charvadrason, Char Jhaukanda, Char Harirampur and Gazirtek.-4	Charvadrason, Char Jhaukanda, Char Harirampur -3	60
Sadarpur	9 Unions	Char Bisnupur, Akoter Char, Narikelbaria,,Char Nasirpur, Vasanchar, Sadarpur, Char Manaer, Deokhali. 8	Akoter Char, Narikelbaria,, Char Nasirpur, Vasanchar, Sadarpur, -5	100

4.3 Gender of the Respondent

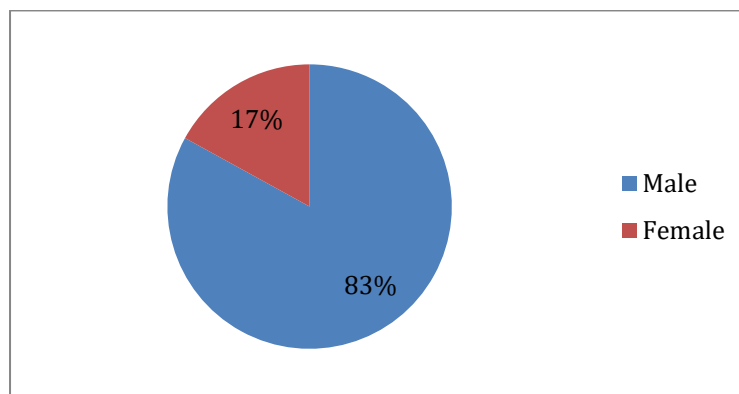


Figure 1: Gender of the Respondent

The figure -1 disclosed that most of the respondent was male (83%) and very few portion of the respondent was female (17%). Char area was religious area. Woman was not empowered in that area. Woman engaged in household services. Marital separation was very high in that area. That was another observation of the study.

4.4 Types of Educational Institute

There were many kinds of Educational institutes e.g. Kindergarten, Mosque based Moktob, Primary, Junior High School, High School, High School (girl), Higher Secondary and all kinds of Madrasha. There was no Higher Secondary in the char of Faridpur district. Most of the char had Kindergarten and Mosque based Moktob, There was only one Government College in Charbhadrasan (Degree Level) and Sadarpur (Degree and Hons level not Masters) Upazila. There were many kinds of Government institutes in Faridpur Sadar Upazila.

4.5 Educational Status of Char

4.5.1 Educational Status of Faridpur Sadar

There were total 11 Unions under Faridpur Sadar Upazila but 4 Unions which were situated in Char Area e.g. Degree Char, North Channel, Aliabad and Char Madobdia. Aliabad and Char Madobdia occupied 95% plain land. So there were no GPS at Aliabad and Char Madobdia. There were two KGSs at that Char. There were 3 GPSs, 4 KG Schools, 7 Mosque Based Moktob and 1 Mohila Hefjokhana at Degreer Char. There were only 2 Secondary Schools but that were not government affiliated (Non MPO). There was no Higher Secondary School at Degreer Char. There were 2 GPSs, 3 KG Schools and 5 Mosque Based Moktob at North

Channel. They got their primary education through Kindergarten. Society was satisfied with Kindergarten not Government Primary. GPS had suffered from a shortage of teachers. Those who were working in the GPS, they were not regular in the school context of communication systems. There were no residential facilities in the char area for any kinds of officials. In the rainy season GPSs were almost closed. Students and parents were used to this system. Kindergarten School operated by local young students. They lived there and served their services properly. Students and society also satisfied KG School. The teachers of KG were young and energetic. They studied in district level. Overall the Status of Primary Education of Faridpur Sadar was not satisfactory.

4.5.2 Educational Status of Charvadrason

There were 4 Unions e.g. Charvadrason, Char Jhaukanda, Char Harirampur and Gazirtek. Only 10% of land is under the char area of Charvadrason. There was no GPS in the Char. 45% of total land is under the char area of Char Jhaukanda. There were 5 GPSs in the Char. 85% of total land is under the char area of Char Harirampur. 4 GPSs are situated at Char Harirampur. and 57% is in Gazirtek. 5 GPSs are situated at Gazirtek. There were a total of 54 GPSs, 1 College, 14 High School, 1 Govt. High School (Girl) and 1 Dhakil Madrasha is situated at Charvadrason Upazila. There were a total 11 KGS in the char. The scenario of Char teacher is like that of Faridpur Sadar. The communication system of Char Harirampur was very much vulnerable. Boat was the main source to communicate in this way. The education system of char area in rainy season was collapsed. This is the main source for the people of char.

4.5.3 Educational Status of Sadarpur

There were 9 Unions e.g Char Bisnupur, Akoter Char, Narikelbaria,,Char Nasirpur, Vasanchar, Krisnopur, Sadarpur, Char Manaer, Deokhali. Only Krisnopur union has no char area. There were total 3 union is suited in Char e.g. Narikelbaria,,Char Nasirpur, Vasanchar, There were a total of 71 GPSs, Non-Government Primary School 49, Junior High School 5, High School 19, High School (Girl) 2, Dakhil 2, Alim 2, Fazil 3, Kamil Madrasha 1, College 2 (1 Govt. 1 Non Govt.) at Sadarpur Upazila. High School, all kinds of Madrasha and College is located at Sadarpur Upazila. There were 19 KGS in the char of Sadarpur Upazila. All the unions had a Mosque based Moktob for the pre-primary education system. The scenario of Char teacher was like that of Faridpur Sadar. The number of educational institute was more or less satisfactory but the educational system was not satisfactory. Every institute was short of teachers. The educational environment was also beggar description. No educational institute was well furnished. Every institute had playground but there were no playing equipment.

4.6 Facility of Kindergarten School

All of the Kindergarten School was tin shed. There were only three to four rooms in the school premises. Every KGS had a playground without boundaries. Every teacher was local that means inhabitant of char. They had studied at upazila and/ or district level.

4.7 Educational Qualification of KG School Teachers

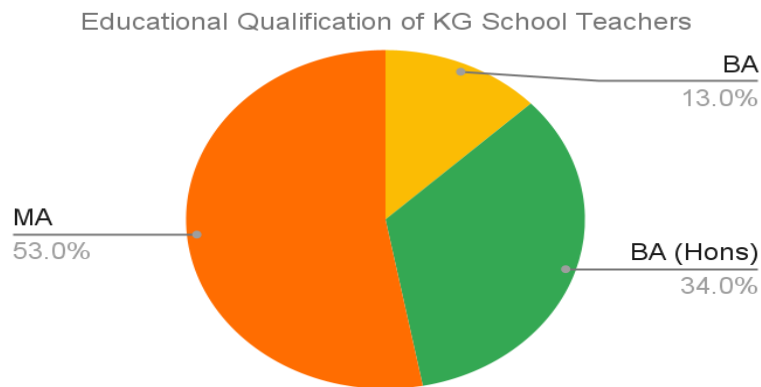


Figure 2: Educational Qualification of KG School Teachers

More than half (53%) passed MA and the rest of the teachers passed BA and BA (Hons). Most of the teachers studied at district level. They collected funds and made a KG school where they served. Parents helped to establish KG School. They were also satisfied to serve the char. Basically Primary education is controlled by KG School. There were some GPS but that was not in the driving seat because of their communication system.

4.8 Gender of KG School's Teacher

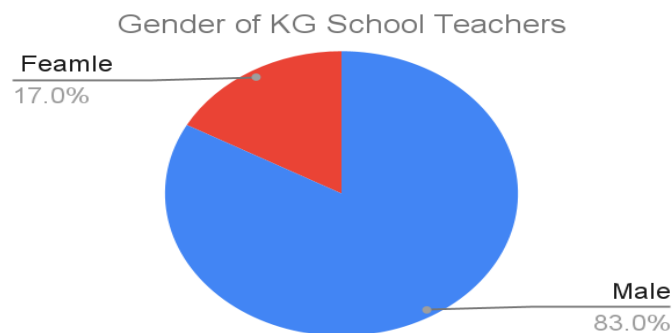


Figure 3: Gender of KG School's Teacher

More than two third (83%) of teachers were male and the rest of the teachers were female. Communication system was the main barrier for higher education for everyone, especially

females. Those who had financial conditions were somewhat better in the char. They provide their issue to study higher education at upazila and or district level. They engaged themselves in the KG school. Surprisingly, there were no female teachers in the char. Government officials considered their posting.

4.9 Educational Scenario of Government Primary School

GPS had suffered from a shortage of teachers. Those who were working in the GPS, they were not regular in the school contest of communication systems. There were no residential facilities in the char area for any kinds of officials. In the rainy season GPSs were almost closed. Students and parents were used to this system. Students and society was not satisfied GP School. Overall the Status of Primary Education of Faridpur was not satisfactory.

4.10 Educational Scenario of Secondary School

There were no government secondary schools in char area. There were very few number of MPO secondary school that was directed by the local people. Students and teachers of that school were deprived of government facilities. That was very harmful to nation. In the rainy reason schooling system was totally collapsed. Most of inhabitant shifted themselves to main land. That was totally out of control. Overall the scenario of secondary school was bagger description. of Faridpur was not satisfactory.

4.11 Educational Scenario of Mosque based Education

Mosques played a vital role in the education of the char area. Most of the children come to the mosque for their basic Arabic and education from Imam. Mainly they taught the Kaida and Ampara. Beside this, children get some basic education from Moktab. Local people donated everything to executive the system. Imam got salary and some facilities from the local people. No government allotment in this function. Some Mosque education program was conducted by Islamic Foundation. He got BDT. 3500.00 per month. But there were no activities of Mandir for this purpose. Most of char had Mosques. There were three types of support for the government. Government established a new Mosque for reconstruction or TK. 50000 for developing the Mosque. There were no Hindu families. Every mosque has arranged Moktab education for their next generation. Most of the people are pious minded in our observation. They demanded that government should give more attention for their religious activities along with Madrasha education

4.12 Infrastructural Facilities of Educational Institute

Cent percent school (KGS & GPS) had a big playground but there was no fence. Room was well furnished with electricity, light, fans, low and high bench, pictures and black board but there were few teachers. Govt. The teacher was not interested in doing the jobs. That was really suffering for a teacher. Communication system, residential facilities were very hard. One of the head teachers said that they are number three against 6 teachers. Kindergarten school consisted of four rooms but was not well furnished. There were very few chairs, tables and benches.

4.13 Classroom

There was not satisfactory observation in the classroom. Every school was under construction. One fourth classroom was active that time but the presence of a number of teachers and students was few. Teachers were not prepared to take the class but the government. The pre-primary school scenario was satisfactory. Most of the students are admitted in both types of school. They have no facilities for the students like stipends, feeding etc. They are totally hopeless for their future. All teachers exclaimed about their nationalization immediately.

4.14 Overall Educational Scenario in Char

In this char area, the regularity of pre-primary education can be seen. But most of the children got out of school or dropped out before completing the primary cycle. On account of this situation, the practical collected data also support that there were few secondary or secondary education institutions in the char. There was no Higher secondary school in the char area. Bring into being in life, they had to stop their study before completing the primary level of education. There were some progressive families who also had favorable financial support so that they could support their child's education. That education was also not more than class-8. It was very tough for the inhabitants of the char areas to continue the education from the char to the land. On the other hand, 6 months of the year they suffer from several disasters. This was why education got less important than livelihood. There were no NGO-led schools in the char area.

4.15 Occupation

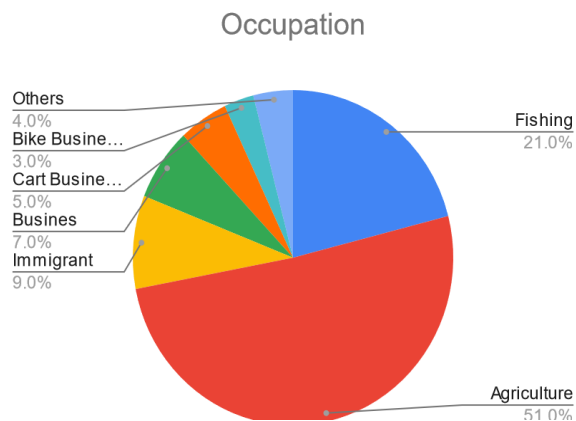


Figure 4 : Occupation

More than half portion (51%) of the inhabitants of Char Areas in Faridpur had an agricultural economy. They were very much dependent on agronomy. Fishing (21%) was the second highest occupation in the char area. As a whole, they were able to work about six months a year because of the flood issues and other natural disasters. There was a group of people who had a progressive economy and are having two shelters, one is in the char and the other is in the mainland. They don't have to suffer much in the crisis. In the search of destiny, a good number of people shifted abroad to settle their family. The figure claimed that immigrant portion of the area was 9%. They played a vital role in char area, of the inhabitants of Char are dependent on agriculture. On the other side 9% of people were immigrants, 7% in other businesses. A little number of people was living on Cart business, Bike business and others.

4.16 Educational Qualification of Respondent

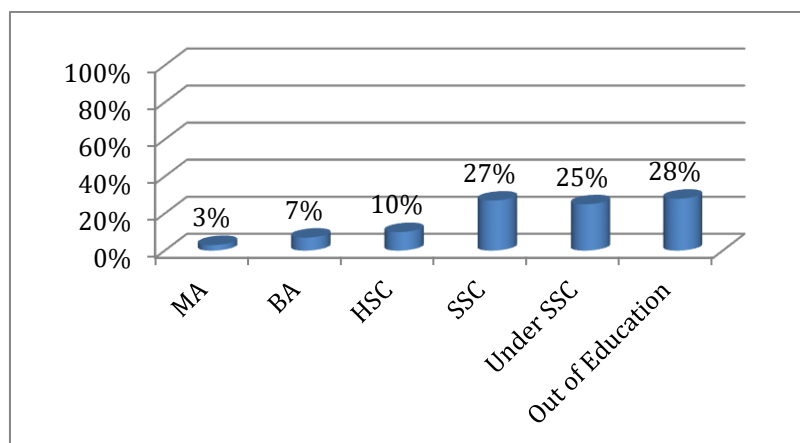


Figure 5 : Educational Qualification of Respondents

The study team surveyed 200 households in 10 Unions of 3 Upazila of Faridpur district for this study. Every household was with issues. Figure 5 disclosed that almost one third of parents (28%) were out of education. They have not got basic education from school. Surprisingly, there were only 3% people who studied in MA. Only 7% of people passed the BA examination. SSC (27%) and Under SSC (25%) was almost same. On that issue, one of the FGD participants exposed;

We were totally deprived of education facilities. All kinds of educational institutions (SCC to above) were far from char's area. That was situated in main land. We were not able to receive it due to communication and monetary aspects. Secondary generation of char (parents status) were almost out of education. There were many barriers to getting this facility. We lived from hand to mouth. Our conditions were beggar description. We fight for food, not for education. We had very few chances to get any government facilities

4.17 Educational Qualification of UP Chairman

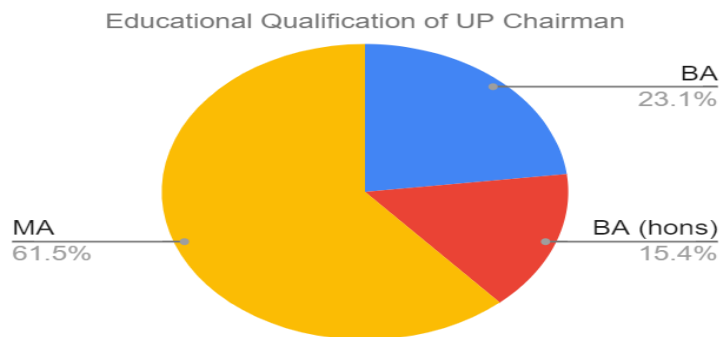


Figure 6: Educational Qualification of UP Chairman

Every char was controlled by the UP Chairman. He was the local Government representative to the Char. He was elected for five years by the election. More than Half portion (61.5%) passed MA. Around 16% of people have completed BA (Hons) and about 23% have done their BA. It was a good sign for the Char area. All of them lived at Upazila level. Every chairman had an alternative office at Upazila level. It made a good role for the public because they got their services from an alternative office.

4.18 Health Service

There was no hospital in the char's area. There were some pharmacies in the Bazar that provided medicines for the sick and the pharmacist played the role of doctor on the chars.

Local midwives known as *dhatri* helped women through childbirth for more significant ailments, the inhabitants of chars had to go to the mainland to get treated and often children die due to lack of health facilities on the chars. They were getting these facilities from union, upazila and district level.

4.19 Communication Infrastructure

There are four types of roads in chars area. 1. Full Pacca 2. Under Construction 3. Brick Road and 4. Ram Roads. Government has stepped in to pacca all kinds of roads. There are radical changes in the communication system being brought about.

4.20 Agriculture

The only resort of livelihood for the people of the chars is their agriculture. They produce three crops a year on agricultural land. Paddy, Maize and Tobacco are their agricultural produce crops. In October, they started planting paddy and started cultivating maize / tobacco in paddy in December. It took about four months to complete the cultivation of maize. On the other hand, it takes six months to cultivate tobacco. Tobacco is profitable more than others so farmers are interested in cultivating it. Due to financial considerations, Tobacco is more profitable. They produce 220 kg to 260 kg per bigha. 40 kg sells at 2200-2300 taka. They produced 520 kg to 580 kg per bigha but the price is 600-700 taka per 40kg.

4.21 Social Allowances Program

There were some social allowances programs to provide their usual life. More or less everyone got VGF, TR, Widow, Old allowances facilities. They got extra allowances in flood. they get Without the social safety program they will not come under the mainstream. Government has introduced all kinds of allowances in char.

Chapter Five : Major Findings, Discussion and Recommendations

5.1 Major Findings, Discussion

The purpose of this chapter is to make a linkage among the major findings of the study, the review of literature and the research questions in relation to objectives and the problem statement. Thus, this chapter presented discussions, implications and recommendations based on the major findings of the study and not least the researcher's own experience and knowledge. However, since the sample size of this study was very small in relation to the large number of population, the findings regarding present status, practices and challenges of those education, health, land, water socio-economics. Nevertheless, the implications and recommendations of this study do have contribution for the practitioners, policy and decision makers, concerned policy and decision-implementing administrators and institutional administrators in case of developing better understanding to enhance quality of education in Bangladesh. Finally, a conclusion is drawn at the end of this chapter. The char areas were very different from the size, location and population. Local number of small char areas, their number, size and location disagreements among the residents are also notable. However, the complex size, volume and composite of char areas are related and not tested. Analyze the list of char areas and Char areas found in Char areas And visiting several char areas in Bangladesh.

There is no official or reliable account of the size and size of char areas. Size of char areas the sources obtained are tested, in many cases, instead of the size of the char area. But in some cases in the same mound multiple char areas are located, and in some cases the same char areas are spread over multiple seams. So it is not possible to accurately measure the extent of the Char areas based on the references.

People of Char area never received education. On the one hand, the numbers of schools where students of char areas get admission are very few, so the char areas did not get any encouragement to teach their children's education. For humanitarian reasons, no people of the char areas had the opportunity to study and pass a secondary school or college, where their education certificates have no value.

5.2. Other Important Findings

- Data revealed that more or less every educational institutional needs infrastructural development. Educational environment is totally absent in char area. It was not effective and joyful teaching learning system. One of the KG school teachers said, *` I had no training on education. I need training and want practice in my class. We need infrastructural development to continue.*
- All students were interested to read in char area`s school but there are only a few institutes. They went to main land school. Main road is Pacca but the linkage road is low. So it is very hard for them.
- People of char areas were religious minded. They like Madrasha education. Every char has Moktob based education. They are also hopeless. One of the Imams commented, *'We have been working here for a long time. It is good work. We do not know about our future. Allah will help us.*

5.3 Recommendations

The following recommendations have been made based on the findings emerged from the collected data and analysis:

- To develop need based data base (Agriculture, Fishing, Widow,Old)
- To clarify the location and its necessity of school
- To sanction stipend for every Char areas student
- To ensure School feeding program
- To provide agricultural facilities
- To sanction special loan program
- To ensure the tube wells and sanitation for safe and healthy life
- To ensure need based support
- To ensure second chance education program
- To ensure ICT and pedagogical training for the teachers
- To monitor time to time and suggest them

Conclusion

Education is the backbone of a nation but the scenario of Char areas is not at a satisfactory level. They were really deprived of education. It is very important to have at least one Government primary school and posted local teacher for better education. The people of the char areas were also concerned about the education of children. The total educational system is in a chaotic situation. Government should take necessary steps to solve that and make a road map for the char areas. They are very weak economically because they are short of working opportunists. They are fighting for their lives and the government should be more attentive to them e.g. education, law and order situation, local administration, health, communication. Otherwise they will not be able to come into the mainstream.

6.0 References

<https://bn.wikipedia.org> accessed May 14, 2020

<http://bn.banglapedia.org/index.php?> accessed May 15, 2020