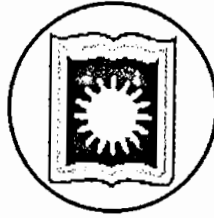


**PROBLEM AND PROSPECT OF WOMEN EDUCATION IN
BANGLADESH: A STUDY ON SADAR UPAZILA
CHAPAINAWABGONJ DISTRICT**



M. PHIL. THESIS

Researcher

Md. Soriful Islam

M. Phil. Research Fellow

Session: 2004-2005

Institute of Education and Research
University of Rajshahi, Rajshahi.

**Institute of Education and Research
University of Rajshahi,
Rajshahi. Bangladesh
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Professor, Dept. of Political Science

University of Rajshahi, Rajshahi.

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M. PHIL. THESIS

**By
Md. Soriful Islam**

*Thesis Submitted to the Institute of Education and Research, University
of Rajshahi in Partial Fulfillment of the Requirement for the Award of
the Degree of*

Master of Philosophy

**Institute of Education and Research
University of Rajshahi,
Rajshahi. Bangladesh
August 2010**

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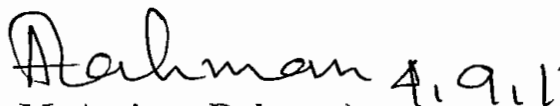
Rajshahi August 2010

Md. Soriful Islam

CERTIFICATE

I am pleased to certify that the dissertation entitled “**Problem and Prospect of Women Education in Bangladesh: A Study on Sadar Upazila Chapainawabgonj District**” is an original research work of Md. Soriful Islam under my supervision for the award of the Degree Masters of Philosophy in the Institute of Education and Research, University of Rajshahi. So far as I know, the dissertation is an individual achievement of the candidate’s own efforts and in no way, it is a conjoint work.

I also certify that I have gone through the draft and final version of the dissertation and it appears to be satisfactory for submission to the Institute of Education and Research (IFR), University of Rajshahi in partial fulfillment of the requirements for the degree of Masters of Philosophy.


(Dr.M. Aminur Rahman)
Professor
Department of Political Science
University of Rajshahi.
Rajshahi, Bangladesh.
And supervisor

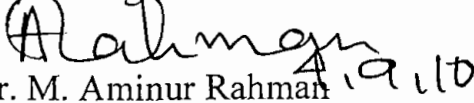
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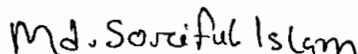
I Md. Soriful Islam hereby declare that this dissertation entitled **“Problem and Prospect of Women Education in Bangladesh: A Study on Sadar Upazila Chapainawabgonj District”** submitted to the Institute of Education and Research (IER) fulfillment of the requirements for the award of the degree *Master of Philosophy*, University of Rajshahi, is exclusively my own research work of my personal investigation, unless otherwise referenced or acknowledged, under the supervisor of **Dr. M. Aminur Rahman**, professor, Department of Political Science, University of Rajshahi.

It may farther be reiterated here that no part of it in any form has been submitted to any other University or institute for any degree, diploma or for other similar purposes.

Rajshahi
August 2010

Counter signed


Dr. M. Aminur Rahman


(Md. Soriful Islam)

M. Phil Research Fellow

Session: 2004-05

Institute of Education and Research
University of Rajshahi.



*DEDICATED TO
MY RESPECTED
PARENTS*

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ABSTRACT

This research is organized into six chapters. The first one provides a description about status of women in Bangladesh and its background in respect of the continuous development. The key words, such as statement of the problem, literature review, Objectives of the study, rationale of the study and limitations of the study have been discussed.

Chapter two provides the design of the research. In this section, Methods of research, source of data, selection of the study area, sampling procedure, sample size, data collection techniques and data process and analysis have been discussed.

Chapter three provides the historical background of women education in Bangladesh specifying the term of various governments.

Chapter four provides the socio-economic background of the respondents in the study area.

Chapter five has included the problem of women education in the study area.

The chapter six has concluded the study including the findings, summary, recommendation and logical conclusion.

Chapter—One

Introductory Discussion

1.1 General Background

Women in Bangladesh have been subjected to exploitation and negligence for centuries. In a male dominated patriarchal society like Bangladesh Women have been victims for religious, prejudices, superstitions, oppressions and various kinds of discriminations.

The women work hard all day long in the domestic sphere and some times outside the home. In some cases, they even undertake assigned works of men in relation to the household division of labour, nevertheless, their labour is generally not recognize the male members of the family as well as by the larger society.

Bangladesh is a less development country with predominant rural settings. Agriculture is the major economy and about 80 percent people live in the areas. Identically it is a newly independent country with along colonial and traditional heritage.

Therefore, traditional norms values predominantly governed it overall social and cultural life. Like many third world countries Bangladesh has also patriarchal system in the family as well as in the larger society. Consequently, the situation of women in such societies is quite worse in comparison to the situation of men. Such disparity between men and women

and in Bangladesh and many other third world countries attracts the attention of scholars and policy makers to investigate the root causes as well as comparative situation analysis to micro and macro levels. Parity between men and in every sphere is a desirable situation and women education is being conceived and propagated to achieve such goals. Thus women education is coming into front line in the discouraged of development in Bangladesh and in other third world countries.

Traditional socio-cultural practices circumscribe women's opportunities in education, skill development, employment and participation in the overall development process. Women are also being desired from ideal point of view in the decision making process which is very important in the context balanced development of the country. Thus women education becomes the key element in defined the process development in the third world countries. According the UNO is pressing on women's rights.

Women education appears as one of the most pressing issues in the present world. Consequently, the government of Bangladesh has formulated 'National Policy for Advancement of Women' and it has declared women's education as essential for national development. If we think of a balance growth of our country women's education is a must. From this view point it is very important to study the nature of women in Bangladesh.

In this study there will be a try to find out a gender disparity of proposed area. The empowering agencies for women are conceptualized by the category of GOs and NOGs programs. The central purpose of this research is to analyze the impact of women's education in our society. In this context,

the study has a broader field to search the impact of women education in the aspects of Bangladesh.

1.2 Statement of the problem

Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense it is equivalent to what social scientists term socialization or enculturation. Children the Renaissance Florentines or the middle classes of Manhattan– are born without culture, molding their behavior in the ways of adulthood, and directing them towards their eventual role in the society.

In the most primitive cultures there is often little formal learning. Little of what one would ordinary call school for classes or teachers; instead, frequently, the entire environment and all activities are viewed as school and classes, and many or all adult act as teachers. As societies grow more complex, however the quantity of knowledge to be passed on the generation to the next becomes more than anyone person can know; and hence there must involve more selective and efficient means of cultural transmission. The outcome is formal education– the school and specialist called the teacher.

As society become over more complex and schools become evermore institutionalized, educational experience becomes less directly related to daily life. Less a matter of showing and learning in the contest of the

workday world, and more abstracted from practice, more a matter of distilling, telling and learning thing out of context.

This concentration of learning in a formal atmosphere allows children to learn far more of their culture than they are able to do by merely observing and imitating. As society gradually attaches more and more importance to education, it also tries to formulate overall objective, content, organization, and strategies of education.

Literature becomes laden with advice on the rearing of the younger generation. In short, there develop philosophies and theories of education. This article deals with the evaluation of the formal teaching of knowledge and skills in all parts of the world and with the various philosophies that have inspired the resulting diverse system. A further discussion of educational theory can be found in the article *Philosophies of the Branches of knowledge*.

The teaching profession and the function and methods of teacher are treated in teaching. Women who form almost half of the population in Bangladesh, majority of them are neglected and are denied from their right in every sphere of society. The idea of gender equality has emerged base on human rights. Human right is to be seen as pivot measure for any country. Human development report of UNDP shows that third world countries are very much gender-sensitive.

At present, women education movement plays a vital role all over the world. Pan for Action to women education as taken in Beijing Conference. Now the

slogan 'No development without women is heard everywhere'. Thus women education and development becomes synonymous in our country.

This study has explored the agencies and factors which play effective role to women and discuss the nature of impact women in our country. The research highlights the basic education of women and ways and means to promote their status in the society.

1.3 Conceptual Frame Work

1.3.1 Education

'Educate' means to bring and instruct to teach, to train. Education etymologically has come out from the two linguistic assertions. E.ex. and ducere due. This E.ex and 'Ducere due' words denote 'pack the information in and draw the talents out'. This basic conception correlates the reality of information and talents. Some opines that 'Education' has come out from the Latin word 'Educare' which means "to bring up or to nourish". Some others opine that 'Education' has come out from Latin word "Educere" which means "To draw out or to lead out".

Again others opine that 'Education' has originated from Latin word "Educatium" which means "Teaching". It would be better to define education in this way, "Education is an art or a process or a concept which stimulate to know anything, positive or negative, but intention must be positive and pragmatic, resulting well or bad or both".

The definition gives following salient features. 1) It is an art or a process or a concept, 2) It stimulate to know anything, 3) Its aims and objectives must be positive and pragmatic, 4) The thing to be learn may be positive or negative, 5) result may be good or bad or both.

1.3.2 Defining Women

Women encyclopedia Britannica defines women as; women are the plural form of noun woman. It is a common noun of the opposite sex of male, begetting issues (children). They extended their hand to the political activities of a family. They may be engaged in different social activities or profession but they play an important role of maintaining family affairs side by side with the head of the family. They are the second important opposite sex next to man. Though they are usually confined with household activities but they keep a close attachment with out side world. They also work as an agent of political activities.

In the present research, by women we mean the adult female population of the country, above 18 years old, having the write to vote and eligible to contest election. They are a large portion of total population and usually deprived of proper education us the national as well as the local level.

1.3.3 Women Education and Empowerment

There is no suspicion that objectives are called in PRP. But suspicion stay in this matter of that it will do or not and it's a matter of important that it will do work properly. It is very necessary to supervise that step have been taken.

Those are establishing different activities and submit a report about the advancement of work by supervising a team from out of them. During working time, if any problem arise then the process of solution find out by a research. It is necessary to remember not only end of project but also evaluate the act from first to last and the result will come out; empowerment and education are related organically.

If the education is not certain then the empowerment would not ensure. Like that education would not sustain without rights of empowerment. It should give prominence how ensure education and empowerment at a time and policy compilation separately.

1.3.4 Gender Discrimination in Education

Education makes person conscious in his or her rights, responsibilities, and obligations with respect to himself or herself to family, to society and largely to the nation. Traditionally, low priority has been given to female education in our society and virtually all girls use to marry early in rural areas.

It is believed that after marriage the girls will go to their husbands residence and will do the household work and hence general education would not be effective for them. One the other hand, it has been observed that the profit motive attitude is working behind the parents or guardians to give preference for education to boys than to girls keeping in view to get return in their old age.

The government has already been put emphasis on women education with some incentives but their dropout rate especially at the secondary level is high due to the practice of early marriage. The number of girl students is increasing but still it is negligible.

1.4 Literature Review

The main purpose of literature is to identify the hiatus or knowledge gap in the field of proposed research. With this end in view, a researcher should review all the pioneer works already done in the proposed field of research. Researcher should select those literatures for review which are relevant, reliable and representative (Abedin 2003-04).

To find out the gaps of the related researches, the researcher has already reviewed some necessary books, journals and articles of other researchers. Some examples are given below.

In the book “Whither Women’s Studies in Bangladesh” Mahmuda Islam has given her important comment on the issue of women empowerment. Empowerment of women is the key aim off all Women-in-Development efforts. Development program can not be framed in the vacuum. Empowerment of women, therefore, hinges on broadening the base of knowledge which is power.

The researcher tried to explore the relationship between education and women empowerment. But the researcher did not mention the problems of education of women in the country.

In the article “Women in Agriculture” by Hannan, Ferdouse H & Nazrul Islam tried to flourish the contribution of women. They carefully mentioned the importance of women’s’ contribution in the improvement of agriculture of the country. But no where they toll about the education and it’s necessary in women’s life.

In the study “Women’s Studies in Asia and the Pacific, 19836”, Weatergaad has tried to identify the gaps in women studies; but these gaps are relative to time and human vision.

As situation changes new issues crop up and as new thinking arises, new gaps will be created. Moreover, we cannot complacent about any area of studies as being fully covered. The study is important to under stand the situation of women’s’ education in the Asia and the Pacific but it did not give any instruction of the problems of women’s education properly.

In the article “Women and Poverty alleviation” Ahmed, Parveen has flourished the changes of Income-earnings as related to the changing status of village women in Bangladesh. But education has made women enable to cope with the new technology and paves the empowered is not mentioned in this study.

Besides, the present study has reviewed some books like ‘Women and the Rural Informal Credit Market in Bangladesh, BIDS 1989, by Mhbubur Rahman.

Impact of Grameen Bank on the situation of poor rural women, BIDS, 1986, by Rahman, Rashidan Islam. Womens Income Earning Activities and family Welfare in Bangladesh, UNICEF, Dhaka, 1981, by Qadir, Sayeda Rowshan etc.

These literatures have increased the knowledge of present research. The researcher has taken understanding many important issues concerned to women's problems in Bangladesh. The review of literature has also helped in inserting the data according to the need of the research. The researcher found no directly related research or article to the present study. So, the point demands itself to be an important issue of research work and it would be time befitting for the country.

1.5 Objectives of the Study

In contrast to previous research on women education in female sector in Bangladesh, this study is intended to bring out detailed information on the nature and problems of women education in my study area. It attempts to highlight the positions and socio-economic conditions of women in education, work and society. Special focus is given to the family's economic background from which women educations originate. To accomplish every research study the researcher has to undertake a plan preparation with one or more objectives. My research study is not out of that. I do have some special purpose in this study. The special objectives to my study are to observe the overall situation of "Problems and prospects of women education in Bangladesh: A Study on Sadar Upazila, Chapainawabgonj District." This work has there fore been designed to realize the following fundamental objectives:

1. To know the historical background of women's education;
2. To explore how the teenage marriage affects the dropout from the education of the girl students;
3. To find out the problems of women education in Bangladesh;
4. To provide an overview on the existing status of women's education in Bangladesh;
5. To know the personal and socio-economic background of women's and their family's;

It is believed that the findings of this study will contribute to a holistic understanding of the problem of women education. It is expected that the findings will assist in developing programs for reduction and prevention of the problem by providing information on behalf of women's. It is also foreseen that they will assist in rising public awareness of this social problem and will contribute to legal reform to result in more effective laws in the future.

1.6 Hypothesis

In Bangladesh women education, problem of women education and violence against women is a real fact at present. Achieving the goal of women education and non-discrimination is yet too far.

Thus on the basis of standard knowledge the possible result of the study may be as follows:

- i) The very causes of the hindrance in overall development and violation of women's rights, problem of women's education, as well as discrimination and violence against women in Bangladesh. Bangladesh is the deficiency of education and ignorance less attention of the state in respect of women education and adverse attitude of the male members towards women.
- ii) Education, particularly women education for the people especially for women is one of the most important tools for reducing, retraining and eliminating such discrimination and violence and promotion and protection of women's rights and increase the rate of women education.
- iii) Extending education, particularly women's education all possible spheres can change the social backdated attitude simplify the difficulties to many elements?

1.7 Rationale of the Study

In rural of the Bangladesh many of the women even do not get chance to enroll at the school level. But those who get chance for enrolment at the secondary level many of them discontinue their study due to compel to early age at marriage which is associated with the socio-economic factors of the girls. So far the researcher knowledge goes there have not been any significant study on women education and its impact on dropout of the girl students at the secondary level in rural Bangladesh.

In the circumstances, this research work is pioneer one. Consequently, the findings of this study will be able to contribute to the knowledge of planners, policy makers, curriculum planners, and administrators to chalk out an appropriate, meaningful and realistic policy to prevent teenage marriage as well as dropout of the girls students at the secondary level in rural Bangladesh and which ultimately help to involve them in development program with the mainstream of population.

1.8 Limitations of the Study

The study will remain confined within the problem of women education. It will go to study the impact of women education. So, it has been designed to study the impact using some indicators.

These are family income-earnings, expenditures, condition of health, housing, sanitations, education of the off springs, family structure, size etc. alone with the physical, socio-cultural, environmental situations making a

comparison between literate and illiterate women. It was too difficult to collect data from the study area as it was restricted for the women to deal with the unknown person.

It was time consuming for the researcher to collect data from the respondents. All women were not willing to give real data as it was the question of their personal matter. Yet the researcher tried to overcome all obstacles with the guideline and good suggestions of the sincere and expert supervisor.

1.9 Preparation of Questionnaire

According to the goal of this research problem a questionnaire was made. Data has been collected through individual questionnaire. The questionnaire was designed considering the following characteristics.

1. Number of questions in the questionnaire should be limited;
2. Respondents should adequately be assumed that his identity will not be against his interest.
3. Avoid long and confusing questions and formulate simple and short questions;
4. Start with easy questions then slowly put the difficult ones;

Because maintaining ones of its sequences are essential in the questionnaire for the research work.

To avoid unnecessary trouble and hazardous situation, pre testing of the schedule were done and modification of the contents of the schedule were made in the light of pre-testing. A draft questionnaire was first prepared and pre-testing of the same was completed. It was then finalized for field survey by eliminating the anomalous and inconsistencies present in the draft

questionnaire. question are arranged in logical sequence and all questions relating to one aspect are grouped under one sub-head. While designing the questionnaire, attention was given to the wording of the questions so that the respondents found it simple and under stand easily.

Justification of the study

Women can play a vital rate in the balanced socio-economic development of a country. But it is not possible if the women are not aware about their educations and rights. So it is important to identify the barriers and reasons that make women deprive from education about them selves, society and her country. And it is also important to analyze the role of women for the development of nations. A number of studies have already been done on “women” issues separately. But very significant numbers of research were conducted on ‘women education’. So the role of women’s education in increasing the awareness of women in Bangladesh is a potential field of research.

1.10 Historical Perspective of Women’s Studies in Bangladesh

1.10.1 Genesis of Women's Studies

Origin of the women's studies in Bangladesh goes back to the late fifties when a male researcher conducted a survey on the employment position of the middle class Muslim women and the obstacles retarding their entry in the labor market . Sample was drawn from three categories of women: those already in employment, potential employees and housewives. The survey was conduct in 1958 under the study programmed of the Dhaka University socio- Economic Research Board. However, 1950s did not see further progress in women's studies.

1.10.2 Women's Studies in Sixties

A number of isolated studies were conducted during the 60s between 1963-1966 by individual researchers, such as McCarthy (1963), Shirley Linden Baum (1964), Mahmuda Islam (1965), Tahrunnessa Abdullah (1966). McCarthy in her thesis entitled, Bengali village women who were the linkage between development institute and their village as mediators; because they meditate between two systems - the traditional values and norms of the village and the molding ideals of the institutes. Shirley Linden Baum's study "Women and the Left Hand: social status and symbolism in East Pakistan" focused on the highly conscious separation of male and female domains in social, ritual and legal situations and even in daily speech. Mahmuda Islam surveyed the attitude of women towards employment. The study was based on samples drawn from Dhaka city. Most renowned study of the period "Village Women as I saw Them" by Tahrunnessa Abdullah, is a factual description of the life of rural women in Bangladesh based on the author's personal observation on and association with women in twenty villages of Comilla district.

During the 60s subjects dealt with by the research were either life process of rural women or employment of middle class urban women. As regards general studies, Tahrunnessa Abdullah gave description of women's living pattern including their work, while Linderbaum focused on male domination. On the other hand, as regards women's employment, middle class educated women were taken into consideration. Rural women's employment was not yet an issue. As regards methodology of the studies, researchers of the 60s used personal interview or observation on and participation with the population under study. Studies were conducted by national as

foreign researchers. These studies did not attempt to raise any particular issue; but mostly confined themselves to a picturesque description of the prevailing situation. Women's subordination, lack of women dignity and their unequal situation leading to their oppression, their invisibility from socio- economic life these issues were not raised nor specifically discussed. In other words, the various aspects of the women in development were absent.

1.10.3 Women's Studies in Seventies

During 1970s research on women expanded and diversified. Numbers of publications increase significantly; more than 100 works were produced covering a wide range of areas which could be categorized as general study, status of women in family and society, women and work, women's organization and programmes for women.

However, such classification is not exclusive as some studies cut across the line. Of the large number of literature produced, only a few were in depth study based on elaborate methodological framework. Most of them were either papers and articles read at seminars and conferences or mimeograph meant for restricted circulation. As regards subject matter of study, methodology and perception of issues, seventies may be seen as two periods: early period from 70-75 and late 70s.

However, there is some overlapping during the first half, the studies were of descriptive nature on the areas like role and status of women in the family and society. Studies by Shirley Linderbaum and Sandra and Laura Zeidenstein may be cited here. Shirley's study entitled, "The social and

economic status of Women in Bangladesh "was published in] 1975. It was a mimeograph dealing with the changes in the life of Bangladesh women and in the time lag of eight years. In this context, it also focused on the sustainability of the traditional pattern of female employment. During the same period Sondra and Laura Zeidenstein in their study (1973), "Observations on the status of Women in Bangladesh" attempted to assess the then efforts to improve the status of women. They also analyzed the situation of women in rural and urban Bangladesh based on visits to different women's programs and personal interviews with professionals and educated women including university student.

Both the studies were based on personal observation and visit to programmes designed for the women during post liberation war. Though they drew first hand information from the field, yet the studies were neither in depth nor did they raise issues emerging from the situation prevailing in the newly liberated Bangladesh. However, the researchers attempted to highlight the gaps in the programme designs and obstacles on the way of making them viable. A general study comprising all aspects of Women's life was done by Women for Women: A Research and Study group.

The book entitled " Women for Women Bangladesh 1975" was a collection of research papers presenting facts about women. It was a step towards greater awareness of the problems of women's role in the post -harvest rice processing. She brought out the economics of bari - based rice processing and emphasized the need for generation of employment for rural women in bari-based technology. This issue i.e. role of women in post -harvest processing women's work was analyzed

later during mid 70s onwards by others e.g. Von -Harder, Ellen Sattar, Saleha and Greely , Abdullah Faruk , Khalada Salahuddin, Peri Halpern and others. One important feature of the early 70s is that most of the works were initiated by the non- Bangladesh researchers.

During the later half of the 70s, series of studies emerged covering a wide range of areas, namely, women's role in agriculture, invisibility from socio- economics community life, women in family and society, women and education, women and fertility. Since 1975 the focus of research was, to a great extent, shifted from a preoccupation with women's role in the family, household and the society to their participation in economic sphere, fertility behavior and contraceptive use and their education. Initially, studies on women's work and economic activities documented female contribution to productive work in the field of agriculture and Para - agriculture; in this context, researchers raised the issue of invisibility of women's work and argued for recognition of their work as productive. Ellen Sattar in he study, "Village Women's work" (1975), systematically described in detail women's daily chores from morning till evening keeping in view the seasonal variations. The study was based on the homestead survey of a village in Bangladesh.

Gudrun Martious Von-Harder in study entitled "Women Role in Rice processing" (1975) analyzed various activities of women in rice processing and particularly focused on the female agricultural labor in post harvest activities activities. Khalada Salahunddin in her paper (1976) described her observation on occupational patterns of women in Bangladesh her social factors hindering the full of development of their productive capacities. Different productive and reproductive task of women also

documented in the book "Jhagrapur: poor Presents and Women in a Village in Bangladesh" by Arens and Van Beurden (1977). The researchers lived in the village and collected data through participation and observation. The study discussed the system of purdah as a means of female oppression. Shapan Adrian, Rushidan Islam and Dhaka University Village study Group (1976) argued that the whole issue of the status and emancipation of women rest on their relation with the means of production and consequent role in production organization. It also revealed that women in rural Bangladesh work hard without social recognition.

The paper further argued that development for women was bound up with the progressive transformation of the social order of rural Bangladesh. The issue of non - recognition of women's work was persistently raised by researchers. Women heavy workload was emphasized by researchers. Abdullah Faruk and M. Ali (1977) conducted a survey on time use of the people, both men and women and found that women spent longer time for productive work than their husbands, and the larger the size of the family.

The beaver was the burden on the housewives. Kamaluddin Ahmed et. al. conducted another survey in 1978 on "Spare Time For Rural Women" with the objective of finding out the seasonal and monthly spare time of rural women in order to explore the possibilities of utilizing the time . More detailed study on time allocation was carried out by Barkat-E- Khuka. The study was conducted in one village in Commilla (1976) through observation of 34 houses. It was revealed that 58% of the time spent on total work was contributed by women and 42% by men. However, men

spent most of time in direct income generating activities, where as women spent most of the time in maintenance of the household. On the other hand, Khoda also observed a relationship between farm size and time spent on productive activities by women. Mead Cain et.al. (1977) also found a relationship between farm size and the time worked by the male and the female. The study was based on 24 hours time budget for males and females of 114 households in one village in Myrnsensing. Chain raises the issue of patriarchy and explained the rigid sexual division of labor with reference to the power of the patriarchy. Another study published as mimeo by Saleha Khatun and Gita Rani (1977), "Bari- based Post - Harvest Operations and Livestock care with traditional technology while at the same time doing the domestic chores.

Another important aspect that came up for research in the late 70s was technology issue. Most researchers' emphasis the need for appropriate technology for women's use. In view of the prevailing labor intensive technology used in female work, question of simple or appropriate technology was raised. UNICEF initiated studies to explore the possibility of finding new technology for rural women. In the context Elizabeth O' Kelly brought out two reports- "Simple Technologies for Rural Women in Bangladesh". First report (1977) recommended new techniques and simple hand operated machines for rural women to ease their heavy work load and the second report (1978) focused on social problems and probable social impact of introducing new technologies for the rural women in Bangladesh. Side by side issues like fertility behavior, contraceptive use and women's education also drew attention of the researchers. Studies on fertility were preliminary concentrated on the review of family planning programmes.

Most of the literature on the subject were programme -specific short papers; there was little attempt to relate the micro finding to the micro situation in the country. A few studies, however, Rafiqul Huda Chowdhury attempt to examine the relationship between female labor force participation and fertility and education and fertility. In a series of paper presented at different conference, Huda (1976-1977) argued that education, especially female education, is inversely related to fertility and has positive association with the practice of contraception.

He also identified an inverse relationship between women's participation in agricultural labor force and fertility behavior. Mead Cain in his Village fertility Study (1978) concluded that high fertility and large number of surviving children are economically "rational propositions" to rural parents. Mead Cain based his findings on a two years field research in a village in Bangladesh. A few researchers looked at the problem of maternal morality. Lincoln Chen et.al study on "Maternal morality in rural Bangladesh"(1974) present the level of maternal morality, identifies the probable causes of death and examines the relationship of maternal death to selected demographic variables. Within the board framework of maternal mortality, health risk of teenage pregnancies was also studied. Douglas Huber and Atiqur Rahman khan in her study "Health Risk of Teenage Pregnancies and Early Marriage in Bangladesh" (1978) gave information about risks of teenage pregnancies and recommended rising the age of marriage to avoid teenage pregnancy and their by improving the health and nutrition of young women and their future children. It is noted that though a large volume of literature on fertility and family planning was produced in the late 70s health and nutrition aspects did not receive adequate coverage till 1980s.

Another issue that received considerable attention of the researchers during the period was education. Comprehensive study entitled "Women and education" was conducted by Women for Women: Research and study group. The book dealt with various aspects of education and female status such as primary, secondary, higher education, non-formal education and also rural women's education. The study was based on secondary sources. However, attempt was also made to cite cases from the field. Shamima Islam conducted a series of studies on women and education during the period of 1975-1979. One of her studies entitled "Women's Education in Bangladesh Needs & Issues" (1977) made an overview of the condition of female education from primary to university level. Published as a mimeograph, it also attempts to identify the needs and the issues for the development of female education in Bangladesh and brought out existing gaps in knowledge in the field. Most of her others studies were produced either as a paper for seminar or a book.

Using the available sources, Shamima Islam examined major issues like unbalanced enrolment and drop-out between sexes, rural urban imbalance and curricular imbalance. Ellen Sattar did a comparative study of socio-economic background, attitude and problems of male and female student of Dhaka University. Her report entitled "Socioeconomic Survey of Dhaka University Students" was published in 1975.

A quantitative content analysis of school text books was attempted by Sultana Krippendorff in 1977. The purpose of the study was to ascertain the ideas attitudes about women that children learn from Bengal Readers for Class III to Class X.

During the late 70s few general studies on women's status and role were produced. Susan Fuller Alamgir wrote her book " Profile of Bangladesh Women: Selected aspects of Women's Role and Status in Bangladesh" in 1977. The book discussed legal and social status of women in Bangladesh with special focus on legal rights of inheritance , marriage and divorce in Islam , Hinduism and Christianity. It also specifically highlighted rural women's profile for which information was collected through questionnaire interview. Salma Sobhan's study of Legal Status of Women in Bangladesh (1978) evaluated legal right of Bangladesh women with reference to which law has been responsible for low status of women.

Most important and comprehensive study on women was conducted by Women for Women in 1979. The book, situation on Women in Bangladesh, 1979, was a joint effort of Women for Women from many angles: demographic, social, economic, legal, health nutritional.

In terms of the quality and diversity of the literature relating to women, 1970s especially late 70s has been significant. A special thrust towards women's studies was to a great extent given by the International Women's Year. Realization about the need for generation of data on women and analysis of women's situation among enlightened and concerned researchers provided further stimulus for women's studies. Moreover, international assistance for researches on women issues becomes quite generous. Many donor agencies showed interest in Women in Development as a priority area for their support. Moreover, institutional support also became increasingly available. Undeniably, a

significant role was played by Women for Women: Research and Study Group. It may be mentioned that Women for Women was formed by a small group of like minded women academics in 1973 with the objective of generating information and data on women.

1.10.4 Women's Studies in the Eighties

Many themes of 1970s continued persist in the 80s. For example, invisibility of women's work and need for proper valuation of their work continued to received focus. The studies on this subject looked at women workers from different angles. Parven Ahmed (1980) in her study, "income earning as Related to the Changing Status of Village Women in Bangladesh ", examined the hypothesis that women who earned an income would achieve an improved status of life. Mohiudin Ahmed's study (1983) was about the situation of rural women in Bangladesh who engage themselves in different types of remunerative occupations , but can not reach the much coveted power (as the writer calls it) to determine their material conditions of existence.

Gerard J. Gill and Wahida Sultana (1982) focus on women's role in farm production and resource management in Bangladesh. In their study "Women's Labours in Rural Bangladeshi. Abdul Halim and Florence McCarthy (1982) described some of the socio - economic characteristics of the female laborers in the Bangladesh village. Their findings included the fact that female laborers get fewer wage than the male laborers. During the early 80s jahan Ara Huq conducted several short studies on rural women's participation in different kinds of agricultural, Para agricultural and horti- cultural activities. She used both primary and secondary data.

Towards late 70s women were brought into earthwork under Food For Work Programme. Obviously, such unconventional role of women received attention of researchers in the 80s. Elizabeth Marum (1981) investigated the socio- economic background of the female workers doing earth -moving under For Work Programme. She attempted to evaluated work -related problems of women and to measure project officials' perceptions about women workers. Florence McCarthy (1981) attempted to record the nature and extent of village women's involved from the time paddy reaches the household to the time it is stored or sold; secondly, the extent to which post-harvest processing varies with different type of village families. Florence McCarthy and Shelley Feldman in their study entitled "Rural Women discover New Source of capitalist penetration in Bangladesh and its consequence on the rural women. The issue of income earning activities and status was highlighted in much other family welfare.

In Bangladesh, programmes for women were introduced immediately after liberation, with the objective of rehabilitating the war-affected women. Later on, the coverage of the programmes was extended to the destitute women. Several evaluations were carried out from time to time to assess the impact and sustainability of these programmes. Some of the studies looked at the credit issue Tahrunesse Abdullah and Sondra Zedensten (1982) in their book," Village Women of Bangladesh: Prospects for Change" described and evaluated an effort to increase income of rural households through establishment of selfgoverned credit cooperatives for village women. Martha Chin in her book "A Quiet Revolution: Women in transition in Rural Bangladesh" (1986) analyzed and

evaluated the efforts of one of the credit projects to reach rural poor women with the objective of increasing their material and social resource.

A number of studies to evaluate the impact of Grameen bank were undertaken during mid 80s. One of the studies is "Impact of Grammen Bank on the Situation of poor Rural Wmen" by Rashidan Islam Rahman (1986). In this context the book Joriman and Others: Face of Poverty edited by Mohammad Yunus (1984) documents 16 case histories of poor women to show that it is possible to change the life of the poor for the better, if proper intervention is designed .

Md. Quddus et. al (1983) attempt to identify the extent to which rural women are defined as a specific target group in major on-going rural development programmes. They also reviewed rural women's participation in firm and non-farm production as well as household maintenance and reproductive tasks particularly related to socio- economic group among the disadvantage rural women. Women's Selection, Planning and Evaluation Cell, Ministry of Agricultural and Forest brought out two publications in 1981; namely, "Contribution of Rural Women to the Production and Processing of Crops in Bangladesh " and Daily Work of Village Women in Bangladesh " the former one presents detailed list of crops in which rural women are involved in production and processing; the later on records the daily activities of the rural women. The study "A Quiet Violence: View from a Bangladesh Village by Hartman and Boyce (1983) documents women's work within the broad spectrum of their life situation.

During mid 80s a few detailed studies focused on homestead Agricultural production , such as "Resource Untapped An Exploration into Women's Role in Homestead Agricultural Productive system" by F. Harman (1986), Women's Contribution to Homestead Agricultural Production System Research Site, Kalikapur, Ishwardi, Patina" by M. Islam and D. Ahmed (1988). In the recent time, most comprehensive and elaborate study entitled "Women's Role in Agricultural:

Present trends and Potential for Growth "was conducted by Safilios-Rothschild and Simeen Mahmud (1989). They emphasize women's role in field production.

This study disclosed the revealing findings that the sexual division of labor is not as rigid as documented in earlier studies and women participate in work in field agriculture like transplanting paddy plant, planting jute, tobacco, women and also harvesting. Another study by R. M. Ahsan et. al. (1986) "Role of Women in agriculture" focused on time use of rural women. It documented very long working hours for rural women and found that the total time worked in direct and indirect economic activities is highest among the landless. Rushidan Islam Rahman's study: The Wage Employment Market for rural Women in Bangladesh"(1986) is a thorough in depth studies on rural wage laborers. She recorded longer working hours for the poor women and highlighted the importance of the female earning the house economy of the poor.

Studies on the productive and reproductive roles of women emphasized the invisibility of their contribution. But very few of these studies dealt with the issue of measuring this contribution - how to determine the economic value of women's household work and reflect them in national income. In

recent years, attempt is being made to focus this issue. Among other, Shamim Hamid has raised the issue in her study, "Women's Non-Market Work and the GDP Accounting" (1989).

During the 1980's, there was farther elaboration of a number of issues and greater intensity of the research works. A wide spectrum of issues, like use of methodology for women's health and reproductive rights, women in politics, received attention. The book "Exploring the Otherhalf", edited by Shamim Islam (1982), consisting of 14 paper by field researchers experienced in women's studies, highlight two important issues; namely, choice between quantitative and qualitative data for women's studies in Bangladesh and inadequacy of western techniques in Bangladesh. During this period, a number of studies were conducted on women's health with specific focus on reproductive health. Mahamuda Islam book entitled "Women, Health and Culture" (1985) makes an in depth analysis of the cultural values connected with feminine health and presents health issues of women from the culture context.

Another study, "Folk Medicine and Rural Women in Bangladesh" by Islam (1981) surveys the indigenous health care services used by women. Shamima Islam in her book "Indigenous Abortion Practitioner in Rural Bangladesh" presents case studies of folk abortionists. Vibeke Jorgensen (1983) in her book, poor Women and Health in Bangladesh: Pregnancy and Health" describes women's health in connection with pregnancy.

She concentrates on the poorest Muslim women of the landless and marginal farmer households. Therese Blanchet (1986) in her anothropogical study describes birth practice in detail, perceptions and

norms of behavior during pregnancy and after birth and the work and status of the Muslim dai (Traditional Birth Attendant.) She attempt to find out the ways in which norms of ritual purity and purdah express class differences and affect the role performance and status of the dai. A general study covering reproductive behavior in the context of sex socialization was conducted by Aziz and Maloney (1985). They described the psychological development and gender role expectations in the different life stages and related these to sexual and reproductive behavior.

Introduction of new technology like mechanized rice -mills which tented to displace female labor from paddy husking generated considerable debate 80s. The researchers express concern over the impact of rice -mills on income and employment of rural poor women engaged at the household levels for paddy processing in the traditional method. At the macro level, a number of estimates of female labor displacement were calculated by Q.K Ahmed (1985) those who took part in the debate of new technology and female labor displacement include Jasim U Ahamed (1982):

The impact of new paddy post-harvest Technology change in agriculture on Rural Women in Bangladesh. Khalada Salahuddin argued for a policy to restrict the spread of mechanical female labor displacing devices. Jahan Ara Huq and Mahmud Islam (1988) discussed the technology issues relating to women in broad perspective. A number of studies look at the impact of the introduction of modern crop technology including HYV paddy and associated packages of irrigation and fertilizer on women's work in postharvest operations. Halim and Ali (1986) in the study, "The Effect of Rice Based Cropping System Research on Women in

Bangladesh" discussed the impact of HYV on female labor. Two other studies on Irrigation Technology by Chowdhury et.al. And Mahhuda Islan (1989) came to the finding that introduction of large scale irrigation projects significantly changed the work load of women due to higher yield.

Both the studies were conducted to evaluate the socio- economic impact of the Chandpur irrigation programme in Bangladesh. Mahmuda Islam reported that many women complained of extra work load that restricted the mobility of women. On the other hand,

During later part of 80s, the manner in which women are depicted and presented in the media came up for scrutiny. A number of short papers were produced and a national convention on the theme of Women and Media was organized by Women for Women, but in depth study on the issue is yet to be undertaken.

Though women have been agitating for their integration with the mainstream economic activities, they continued to be side- lined till the Third Five Year Plan. Women researchers and organizations took up the matter during the deliberations on framing of the Fourth Five Year Plan. In this connection, Women for Women produced a position paper entitled Mainstream Women in the Fourth Five Year Plan. The issue of women and national planning has since become a topic of discussion by individual / group in various forums. demand for paid female labor increase less than for men, because part of the extra was done by the unpaid family women labor who was therefore subjected to exploitation. Women in the political process were focused, though inadequately, in the late 80s. Najma

Chowdhury conducted a study entitled "Women's Presence in Politics at National Level" while Rowshan Qudir and Mahmuda Islam (1980) studies women in political process at the local level. Another issue that came up for discussion during mid 80s was violence against women. Latifa Akter and Israt Shamim (1985) Catalogued violence against women from secondary sources. Shamim Islam and Zakia Begum's study, "Women: Victims of Violence 1975-84" was published in 1985. It studied case published in one news paper in Bangla language, and outline the magnitude and trends over a period between 1975 and 1984.

Towards the late 80s Salma Khan's book "The Fifty Percent: Women in Development and Policy in Bangladesh" focused on some important policy issues without broad perspective of women and development. The book provided educative information and data about women's dimension without the national perspective.

In the 80s changes took in the life styles of the women. Though they were still not integrated in to the main stream development activities, changing socio-economic factor were having impact on the women. One such impact is migration. One in depth micro level study on the impact of female migration on the women left back home was cross cultural study sponsored by ESCAPE. The study aimed at identifying the repercussions of male migrations on the female members of the family who remained at the village home while the male members worked and lived in the towns. Shapan Adrian in his paper 'Birds in a case: Institutional Change and Women's Position of women in recent years with reference to a number of critical "parametric" shifts at the macro-level.

Poverty - stricken distressed women setting up themselves as bread winners of the household have been focused during the late 80s. Shamim Islam in her study, " Invisible Labor Force: Women in Poverty in Bangladesh" presented 10 small cases of poverty stricken women. Hosnara Kamal also presented series of case single women in her book " Paribarer Akok Daitte Nari" (1989) (Women in Charge of Household).Mahmuda Islam's book , ' Women Head of household : Strategies for Survival" (1991) narrate the survival mechanism of female heads household who are the poorest of the poor . Naila Kabeer (1989) discussed the increase of female headed household with reference to poverty. In this context the issue of prostitution also came up for study. Prostitution in Bangladesh has been found to be linked with poverty. The study on prostitution by Zerina Rahman and H.K. Arefeen entitled "Patita Nari" (1989) was conducted to ascertain the nature and causes of prostitution and the life process of prostitutes.

Chapter-Two

Research Methodology

2.1 Methods of Research

Methodology is one of the most important strategies of any social science research without which it is very difficult to conduct a research properly. Generally, methodology means a way of solving the research problems systematically.

It is a system of rules, principles and procedures that helps to conduct scientific investigation. It also helps to determine the ways of conducting a research by using appropriate method or methods. Methodology differs from one research to another depending on the nature of the research. However, it is necessary to apply suitable method or methods to carry out the research properly depending on the research problems.

Research in common parlance refers to a search for knowledge. It is a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of specific investigation.

Methodology is a plan of proposed research work. To design is to plan; that is, designing is the process of making decisions before the situation arises in which the decision has to be carried out.

Methodology is the philosophy of the general principle which will guide research. It is the overall approach to studying our topic and includes issues we need to think about such as the constraints dilemmas and ethical choices within our research.

The operative value of a method is related not only to the problem which is being analyzed but also to the alternative tools that may become useful in course of analysis.

Methods of sociological research may vary from approach to approach towards the study of social phenomena.

The methodology helps the research to visualize clearly the difficulties and inconveniences of the research. It is on this basis that the research can appreciate the whole study structure as also the operations, the place and importance of the successive steps that he will be required to take in the total scheme.

A researcher should state the methods of his research. He should define the methods first then give the justifications of the selection of concerned methods. He should tell how the selected methods would be fit to attain the set objectives of research. The methods also include the sample design of the study. It also states about the techniques or tools of data analysis.

Social survey method has been adopted to collect basic information from the field. The nature of the study refers to the social survey and is related to social phenomenon.

Survey means viewing and interpreting things rigorously and comprehensively. Social survey and social research are interdependent. They both deal with social phenomenon and the methods and techniques used are the same. Social planning can become possible with the help of social research.

A control over society is possible only when we have a complete knowledge of the organization and working of society and its various institutions, their inter-relationship and the motivations that guide human behavior.

2.2 Sources of Data

Data required for social science according to P.V Young may be classified into two groups viz. documentary and field sources. The former refers to the published or unpublished materials already collected. Field sources include living persons who have worked with the social group. Data was collected from the primary and secondary sources of materials.

The task of data collection begins after a research problem has been defined and research plan chalked out. While deciding about the method of data collection to be used for the study, the researcher should keep in mind two types of data viz. primary and secondary. The primary data are those, which are collected afresh and for the first time, and thus happen to be original in character.

The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. The researcher would have to decide which sort of data he would be using for his study and accordingly he will have to select one or the other method of data collection. Both primary and secondary data have been used in this study.

2.2.1. Primary Source

We collect primary data during the course of doing experiments in an experimental research but in case we do research of the descriptive type and perform surveys, whether sample surveys or census surveys, then we can obtain primary data either through observation or through direct communication with respondents in one from or another or through personal interviews and questionnaire.

Primary information has been collected through one set of questionnaire and interview method has been used to collect data from the respondents. Collection of data through questionnaire and interview is quite popular, particularly in case of big enquiry.

It is being adopted by private individuals, research workers, private and public organizations and even by governments. In this method a questionnaire is sent to the persons concerned with a request to answer the questions and return the questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms.

2.2.2 Secondary Source

Among documentary sources the first place may be given to books written by different experts. These books are of two types those deals with theory and those concerns with description of phenomena (R. Cauvery, 2005).

In this study, the secondary sources have been included various necessary books, articles, journals, historical accounts, officially published data, research work of other researchers, public documents and electronic sources.

2.3 Selection of the Study Area

Sadar Upazila of Chapai Nowabgonj has purposefully been selected as a study area for the proposed study with the intention that the most of the literate people are respected domiciled here. 10 institutions have been selected on a single random basis. As good as 200 sample have been drawn both from literate and non-literate families residing in the study area.

A comparison has been made to assess the role of formally educated and non-educated persons in respect of income-earnings, expenditure, life style and standard of living of both the sections along with the family size, structure, education of their off springs, health, hygiene, sanitation etc. side by side the role of both the groups have been assessed in respect of changing environmental conditions.

2.4 Chapai Nawabgong District at a Glance

The area of Chapai Nawabgong district is 1744.33 sq.km. and population density is 3313 per sq. km. It is bounded by west Bengal of India on the north. South and West, Rajshahi and Naogaon districts on the east. The district lies under Barin dtract and consists of Diaras and Charlands. The

region consists of Barin dtract, Diara and charlands. Total population of this district is 1419534; 50.12% of them is male and 49.88% is female; Muslim 94.27%; Hindu 4.68%, Christian 0.23% and others 0.82%. Literacy rate is 19% (Banglapeadia, 2003). The districts consists of 4 municipalities, 33 wards, 134 mahallas, 5 Upazila, 45 Union perished, 830 mouzas and 1136 villages. The main occupation of Chapai Nowabgong district are agriculture which is 34.07%; agriculture laborer 24.31%; wage laborer 5.39% construction 2.57%, commerce 16.6%; service 4.01% ant others 13.05%. Among the peasants, 35% are landless, 44% marginal, 27% intermediate and 4% rich; cultivable land per head 0.07 hectare. The main crops of the district are paddy, jute, sugar cane, wheat, betel leaf, oil seeds and pulses. Communication facilities of this district are 286.12 km roads in pucca, semi pucca is 200681 km, and railways 51.20 km and water ways 69 nautical mile. Silk mill, textile mill, cold storage and aluminum factory etc are main manufactories of this district. Main export of this are mango, jackfruit, betel leaf, sugarcane date molasses, silk sari, copper, bell-metal and brass work. Chapai Nawabgong district there are 1 sador hospital, 5 upazila health complex, health and 45 family planning centre, 1 chest disease and TB clinic, 1 Diabetic hospital (private), 1 heart foundation (private), 1 maternity care and child welfare centre (Banglapedia-2003). Educational statistics: In Chapainawabgong there have 654 Primary Schools, 370 Govt., 283 Non Govt. and 1 Community. Colleges 52, Madrasha 134 and High School 239.

2.5 Sampling Procedure

Sampling is the easiest method of social investigation. To Goode and Hatt 'a sample is smaller representation of large whole. The purpose of sampling is to draw inferences concerning the universe.

Sampling is a method of obtaining data about the population by investigating only a representative portion of them.

The method consisting of the selecting for study, a portion of the universe with a view to drawing conclusions about the universe or population is known as sampling.

In the context of collecting data for this research, sample has been taken randomly and data have been collected from the respondents through questionnaire.

Random sampling is known as chance sampling or probability sampling where each and every item in the population has an equal chance of equal inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected.

2.6 Sample Size

Generally the number of items or units included in the sample is technically called the sample size. However the size of the sample is governed by the consideration of the availability of time, resources and personnel; and of the specific purpose of a particular research.

The sample size of the study is 100 married and 100 unmarried women of the study area.

2.7 Techniques of Data Collection

Research is a systematic enquiry seeking facts through objective, verifiable methods in order to discover the relationship among them and to reduce from them broad principles or laws. Techniques of data collection for research are many. These are documentary, observation, schedule, questionnaire and interviewing.

For primary source, the data have been collected through questionnaire from the respondents. Other methods like; interview and Observation, have been used.

2.8 Data Process and Analysis

In research, the term data is used to mean information or facts which are assembled, processed and interpreted for the solution of a problems.

Data processing is a crucial stage in research. Only by such a careful and systematic processing, the data will lend itself for statistical treatment and meaningful interpretation and conclusion.

Data themselves do not speak or mean any thing. They should be arranged in such manner that they convey some messages. For forming the basis of valid inferences, the collected data must undergo the process of classification and tabulation. Processing of data is necessary for their clear presentation.

The data, after collection, has to be processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. This is essential for a scientific study and for ensuring that we have all relevant data for making contemplated comparisons and analysis.

After collecting data and information from the study area through questionnaire and interview these have been carefully reviewed, classified, tabulated and analyzed. Collected data have been presented in tables. These tables have been prepared in order to show percentages.

The data have been analyzed and presented in an orderly and systematic way of some statistical techniques. Additionally, the computer tools as Statistical Package for Social Science (SPSS) and MS word program have been followed.

Chapter—Three

Women Education Program in the Development of Bangladesh

3.1 Prelude

Education has been declared a fundamental human right in the United Nations charter. The role of education is significant in gradual development of human beings and (displaying modern society) in manifestation of modern society.

In national management, to ensure national economic development, human resource development is an inevitable condition at present. There is no alternative education to learn the huge population of Bangladesh human resource.

The importance of women education is unbounded in human resource development. Half of the total population is women in a developing like Bangladesh. They conduct all the household chores along with rearing children.

In spite of the adversities and various difficulties, women have played an important role in national development. The role of women has been admired in politics, economics, socials laws, culture, religion etc. Even though, it seems that the women are lagging behind. There is no alternation of women education in national development (considering the overall socio-economic condition of Bangladesh.)

Different factors such as women's partnership, women's employments, women's legal rights and women's equal rights in decision making depend on women education. In fact, to bring about development by turning the women community to human resource in Bangladesh, women should be turned educated.

3.2. The Contribution of Educated Women in Human Civilization

In Ancient times, social systems, behaviors, rules and regulation were the indivisible part of the overall environment of daily life and livelihood of human beings. Generally both male and female had to struggle ceaselessly to live in that dreadful nature.

The process to human beings by himself was assailed far. So, because of that type of civilization among all male and female, the environment to explore the merit quality, skills of women at that time was independent and spontaneous. The women got the opportunity to establish and express themselves as human beings. As a result no fantasy or opportunity was allowed to classify human beings, to create any discrimination between male and female. For example, in the verdict age, co-ordination was familiar. At that time girls could arrange sacrificial ceremony.

Then the idea of an ideal marriage was "a holy/bond" to enable the couples to be the combined shares of the property. Among the scholars of that time there were women like lopamudra, sikranivabarani, gosh and so on. From the overall introductory list, it is known that, in the implementation of songhita shakha proti shakha and so on, there were twenty women. From

this report, it is clear that, in Ancient India, the girls could enjoy an unbarred opportunity in formal education and practicing relationship. But in the following years, through the changes of relationship between blooming of the productive power and production, different classes arise in the society.

From the historical and anthropological point of view it is observed that, the intelligence and strategy of women have played an advanced role to bring human civilization. To enjoy a civilized way of life, the necessity of food , clothes and shelter inevitable elements, In ancient societies, women have show the human being the way of bright light of civilization by implement the strategies in agricultural wearing clothes, building materials and using earthen pot.

The civilization that was brought about in agriculture, agricultural tools, by women but in changing condition they are ignored, neglected, oppressed and exploited in the political, economic and social level Furthermore, they are confined in the chains of discrimination from all sides.

Where the invention of technologies that means men learnt to use technology in production them with the support of a little use physical labour, they were able to produce huge crops and from the ownership of that huge sum of crops, male domination has been started. Angles say "the extinction of the domination of the mother is the greatest historical defeat of the women". The male also occupied the ownership of the household. The dignity of women degrades. They become the slave of the sensuality of men and children producing machines.

The men captured the women and gradually they occupy the overall position of family and social life. Discrimination is brought about between the position men and women to preserve the individual property and to ascertain the original inheritor.

Being the desired animal women were inspired at home along with the establishment of rights over women, the necessity of preserving the chastity of women because as an emergent factor in the male dominated society. Beside women were adorned with some activities such as honest, bound to religion and so on.

The practice of imprisonment over women was established as a law in the male dominated society. In the flow of establishing different social customs, women were not remained as human beings; they turned to inanimate objects that lack hope, desire, feelings. In a particular time the men made a very hard way of life for women in the guise of religion.

In line with this, from the ancient slave practice to the modern capitalist social system, men establishing a flawless dictatorship in assimilating the social and national management. On the other hand, gradually women are becoming powerless, properties and dignity less.

To make a human being dispirited, the easiest way is to disable his brain that means to create a bar on the way of consciousness about the knowledge gained through education. So, with the view to enforce and imprison women into corner, different illegal but establish norms and culture were taken into task to disturb the way to gain education by women.

At the beginning of the last century women education was completely prohibited. It was beyond the imagination that the girl would study.

In spite of having clear words about women education in religion, at the beginning of the 19th century the reception of education by women had been completely prohibited by the misinterpretation of religion and its explanation.

The only duty of the women was to do the household chores and rearing children and though it was in door, behind the curtain. There lied only one reason to do those malpractices and that was to establish the control over the women by men.

The contemporary male dominance paid much effort to plant the seeds of superstition in simple heart of women very strategically. Such as if the girls got education husband would die, they would not obey the parents, wouldn't look after the in laws, wouldn't care for the religions norms and hell would be a must for her and so on. The girls were kept deprived of education by establishing these deceptions as social and moral values.

3.3 Education for the Development of Human Resource

The importance of human is unbounded for the development of the socio-economic condition of a country. The improved human resource enhances the development of a nation.

Education plays the in general role in developing human resources. The more the people of a country are educated, the more the country is developed.

For a long time, the economists think that, materialistic capitalism is the only root of economics development. According to there views, in economic development capital plays a metaphysical role. In the present world, human resource is more influential than material capitalism in building a capital.

Because the storing and diversification of material capital mainly depends on the basis of human resource\ capital.

In a recent research it is proved that, the contribution of human resource in the economic development of country stronger than the investment in industrialization. According the famous economist Theodore T.Schulz, "The yearly benefit is got from the investment in different stages of education- 35% in primary level, 10% in secondary level and 11% in college level." In a recent understanding on tendency over the international agricultural research the general scholar G .E schuh informed that, 25% to 100% benefit is possible from the investment in agricultural research.

According to classical economists like Adam smith, David Ricardo, Marshal,etc., education is such a field that moved the capital by building skilled manpower.

In the researches Ivan Ilych, Paolon freiry Zina Bomen and Arnold have shown that in those countries where the rate of education is over 90/ only there the per capital income is over \$ 500 .

On the 2nd of January 1999, Nobel Laurite Amartya sen towards the teachers in Delli : Elementary education is a central component of any kind of economic development. Economic powers such as Japan had high levels of education before they advanced towards industrial development.

Being advanced in one stage about one hundred years ago Rabindranath Tagore told, "The broad way to resolve all of our problems is education." In another place Tagore said that there had been no way to see education differently. And if the progress in life means the goal of development, education should be emphasized.

Education is the most important weapon in the development of human Resource. Education help to human being illuminated in the light of knowledge, help to flourish the potential of mind and physic, creates values and builds a scientifical mentality.

3.4 The Significance of Women Education in Development

There is no alternative of women education in the world to establish equality, development and peace. So, education has been remarked as total felicitation and base of development for women's social and professional in Nairobi forward looking strategies (NFLS). Education is the strongest medium of social activity in creating new dimension of views towards

women and in adopting the partnership in different activities and in expressing her thought.

If the working opportunity is done by enhancing the rate of women education, the socio-economic condition of that country is possible to increase. Because by this process:

1. The change of social infrastructure and
2. The change of economic infrastructure is possible. Because, if the social infrastructure is changed,
 - a. Empowerment of women
 - b. To change in women by making those aware about the social superstition are possible.
3. If the economic is changed then:
 - a. The rate of dependents will reduce
 - b. Attainment will increase in thing and care that wears the value of life-style will be improved
 - c. Saving will rise that will enhance the development investment.

Beside the mentions causes, the importance of women education is uppermost in declining the inequality between men and women and the attainment of self dependency of women economically in today's Bangladesh. So, in NFLS, it is proposed that special measure must be

adopted to amend women education and to make her with the reality of the developing world.

One of the major conditions of socio-economic development is education. In the constitution of Bangladesh it has been received specially. About half of the total population is women. To keep the women apart from education means to deprive this huge population from their own right for which the flow of social development is disturbed also. As, half of the total population is women, in all the levels of Bangladesh "Education for all" program has been launched to remove poverty, malnutrition and so on. From the remote part, the rate of education in Bangladesh is low and comparatively it is low for the women. In spite of skipping up the scope of dignity for women, the importance of women education can't be ignored in the field of development.

3.5 The Condition of Women Education in Bangladesh

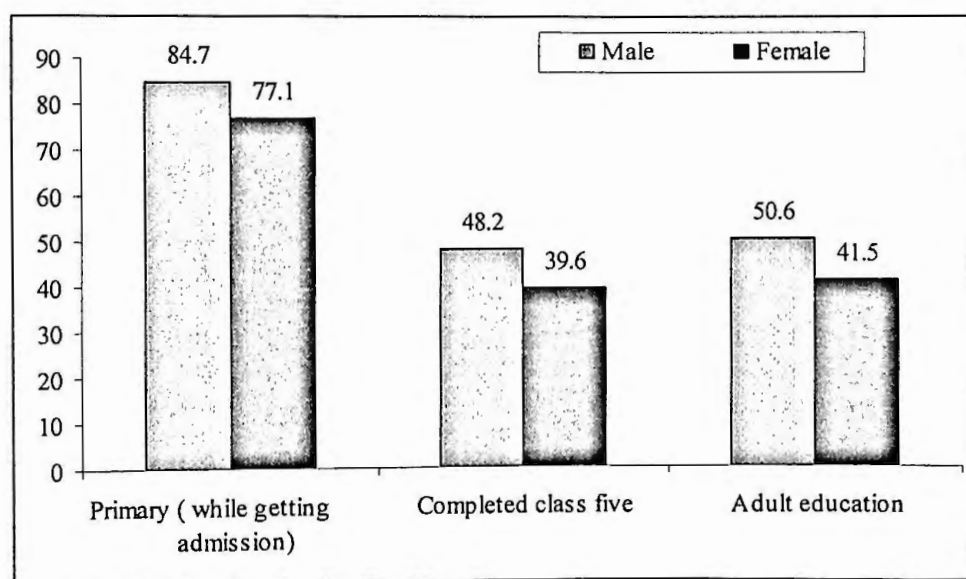
The right to get education is by birth and basic right. About this right it has been mention in the 17th section (132 sub-section) in the constitution that "The state shall adopt effective measures for the purpose of (i) establishing a uniform, mass oriented and universal system of education and...., (ii) removing illiteracy within such time as may determined by the law" Though the equal rights of education is acknowledged according to this section of the condition of Bangladesh, the real picture is different.

Half of the total 13 cores of people are women. If the education of 1997 has been taken into regard along with the analysis of male- female education rate, it seems that

Table—1: The Condition of Women Education in Bangladesh

Stage of education	Male	Female
Primary (while getting admission)	84.7	77.1
Completed class five	48.2	39.6
Adult education	50.6	41.5

Source: Statistical Bureau of Bangladesh, Report of Health and Geometric- 1977, P-380.



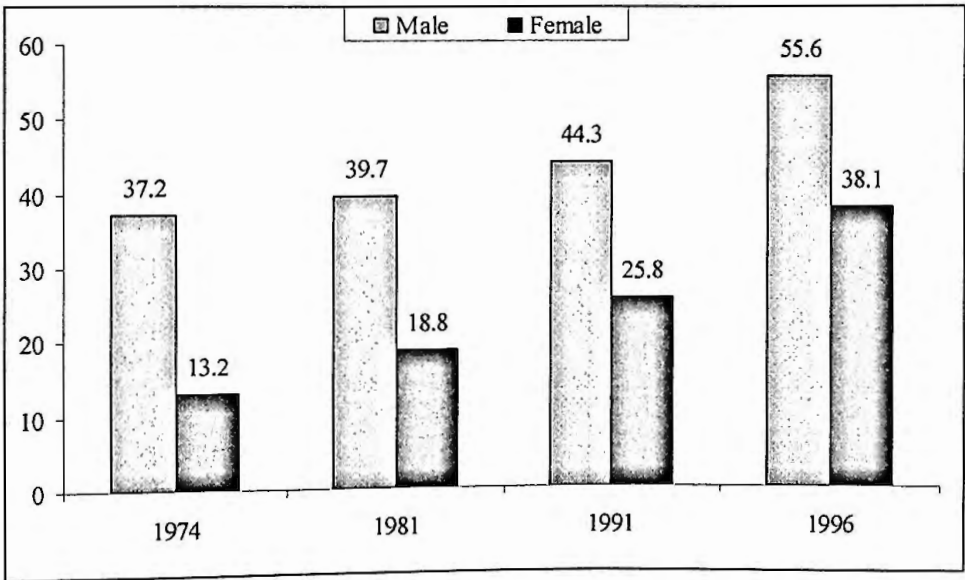
At the time of admission, 84.7% male where 77.1% is female, in class five 48.2% where 39.7% is female and in adult education 50.6% is male and 41.5% is female.

In the field of education women are lagging behind in a large scale in comparison with the male counterparts. If the approximate literacy rate of the adult men and women are taken into regard, it is seen that, ration was 37.2:13.2 in 1974, 39.7:18.8 in1981, 44.3:25.8 in 1991 and 1996 it increased up to 55.6: 38.1.

Table—2: National Data of Women Education

Year	National	Rate in percentage	
		Male	Female
1974	25.8	37.2	13.2
1981	29.2	39.7	18.8
1991	35.3	44.3	25.8
1996	47.3	55.6	38.1

Source: BANBAIS-2006



Another picture of the education system in Bangladesh is that, the participation of women in education is low but the rate of dropout is quite high. The girl student start coming to school from childhood because of the

different violent activities in society again start dropping out with the race of time.

In a statistics it has been shown that, through the rate of women education in primary level is 44%, in the secondary level it reduces up to 11% and in higher education the participation of women is hopeless. According to a data from UNICEF, the literacy rate of the female is 40% below than the male counterparts especially who are aged 15 or more.

In spite of participation of girls in the elementary level at a large scale, in the secondary level is only one thirds and in the higher secondary level it is one-forty (UNICEF: the children of Bangladesh and their rights 1997, P -54/55).

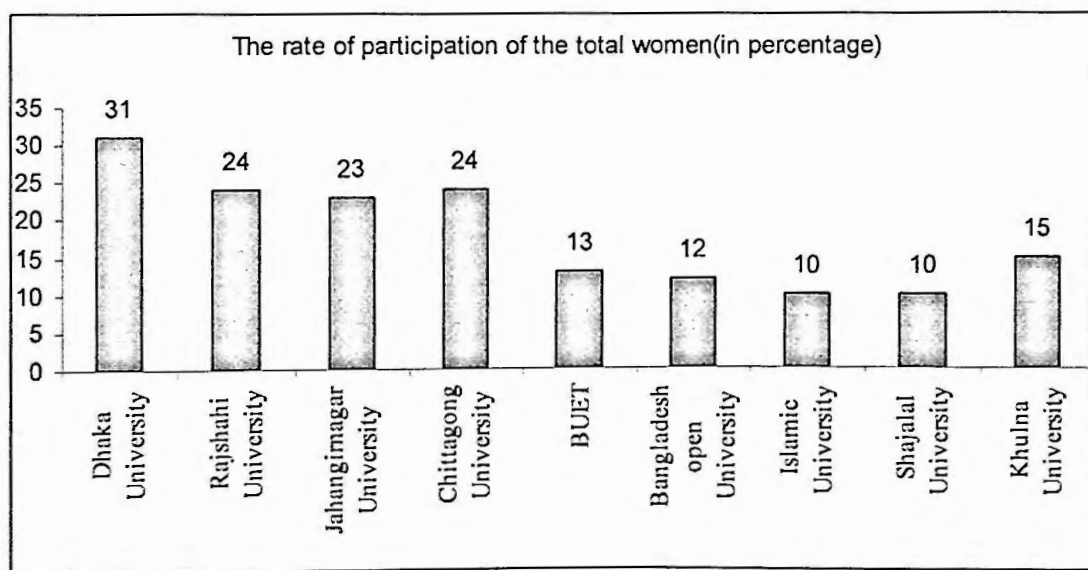
In a recent study it has been seen that, the participation of the girl's students in the University level is only 20% .It has been reduced up to 10% in technical, medical and other vocational institutes.

The number of women is very low in higher education. Though the rate of female education has improved enough the last decades, their increasing participatory rate in higher education is low. It will be clear from the numbers of the girl students studying at different universities.

Table—3: The Rate of Women Education in Higher Level

University	The rate of participation of the total women(in percentage)
Dhaka University	31
Rajshahi University	24
Jahangirnagar University	23
Chittagong University	24
BUET	13
Bangladesh open University	12
Islamic University	10
Shajalal University	10
Khulna University	15
Total	23.7

Source: UGC, 1996



3.6 Women Education in Bangladesh -Historical Background.

National idealism, values, culture and the picture of social life style are reflected in the education system of a nation. Women education is brought into light of our country in the 20th century. Nawab faizunnessa felt the emergence of spreading education for the first time. The Begum Rokya started her pinning movement with her pens for women education economic solving of women. She paved the way for the Muslim girls to earn education by establishing Shakhawat Memorial School at kolkata. Long before this occasion, the girls from Hindu & Christian communities used to go to school and received higher education.

The first Muslim women politician Zobeda khatan Chowdhatri was admitted into class two at Eden Girls School in 1906. She did not find any Muslim girl in the above class. She got some in the junior classes. She herself didn't continue education there.

Then we have come to know about fazilatunnesa who the first Bengal Muslim women awarded M.A. The girls started to entered into schools in a large scale since 1940. Then girl's school and Women College are founded in every district. Then Dhaka University and Dhaka Medical College were the place to receive higher degrees. But there were also a few students.

After the dividation in 1947, the condition of female education was not so helpful. The girls were supposed to go to school in a very conservative

dressings. That condition continued for a long period. The condition didn't improve until the end of 50th decade.

It influence still prevails in our society, for which we find the huge different between the rate of education of boys and girls. (Table-2) Now we are at the beginning of the 21st century. Now a day the matter of women rights and dignity is prioritized all over the world. The declaration of 1975 as an international women's years in Mexico, 1976-85 is celebrated as women decade, four global women's conference, etc have accelerated the steps of establishing women rights and dignity.

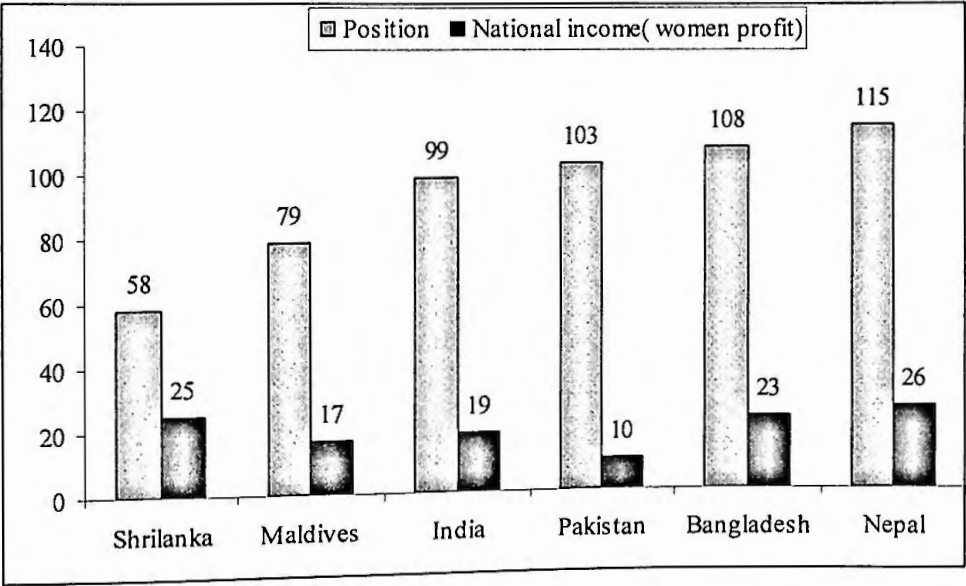
It is the high time to realize that, without the participation of women in present developing activities without economic solvency and freedom no nation can go ahead. Through implementing this target, a large part of women can be made human resource by self employment and in this way it necessities the advancement of national development.

The role of women is inevitable in gaining self-dependency in a developing country like Bangladesh. It is not only in the economic sphere rather it is for the social development also. Due to the low rate of women education it becomes unable to adjust a large number of labors in Bangladesh economy. As a result, it lags behind considering the scale of management in comparison with the south Asian countries.

Table—4: The Comparative Discrimination Picture between Male and Female in South Asia.

Country	Position	National income (women part)	Life cost (male& female)	Rate of education (male& female in percentage)
Shrilanka	58	25	74:70	86:93
Maldives	79	17	61:63	92:93
India	99	19	60:60	35:64
Pakistan	103	10	63:61	22:48
Bangladesh	108	23	56:56	24:48
Nepal	115	26	53:54	13:39

Source: UNDP, Human Development Report, 1993.



In a report from UNESCO(1993) it is seen that, the rate of women education in Bangladesh is lower among the most nine populous developing countries in the world (Philippines, Mexico, Vietnam Brazil ,Indonesia , China, Nigeria, India and Bangladesh).The matter of women education is very

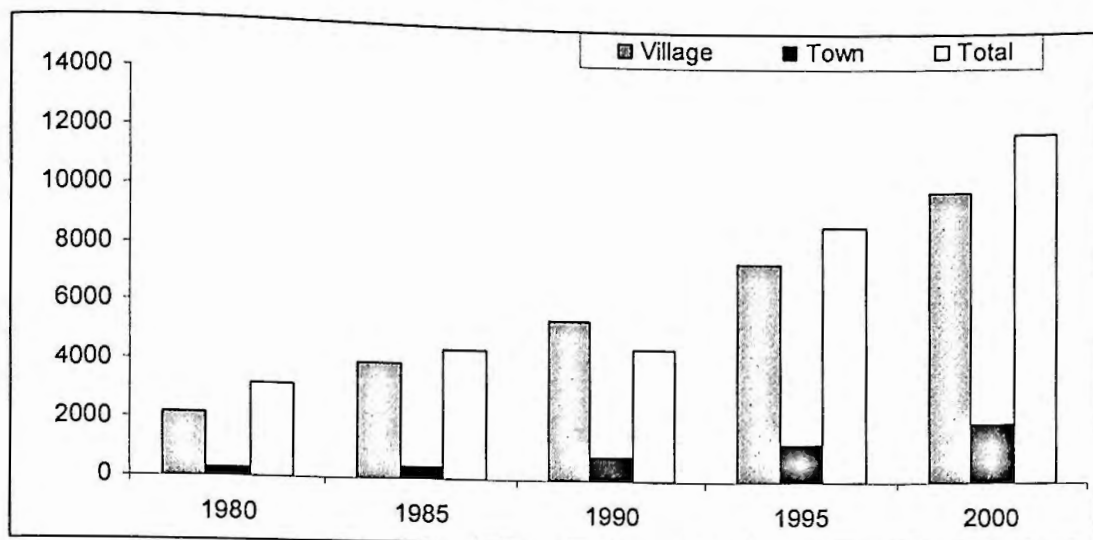
significant in the socio-economic context of Bangladesh. There is knowing alternative of women education to enhance the economic development by creating self-employment of women.

But now a day's only 4.9% women in our country are engaged in income works through recognized employment opportunities. In a statistics of 1991, it has been noticed that, in the non-military field there are only 9.04% percent women are there in industry level. 4.9% women in cities and 30% in villages are domestic workers to earn only for feeding. In government administration there are only 2% women. Though in garments factories there are 80% women, there wages are comparatively lower than the male counterparts. An observation taken in 1980, it is observed that 56% male and 45% women in village are engaged in self employment. Until 2000, World Bank made a study on the rate of participation of women in labor which has been stated in table-

Table—5: The Presence of Bangladeshi Women in Labour

Year	Village	Town	Total	participati on in labor
1980	2198	312	3230	11.0
1985	4009	406	4506	13.5
1990	5585	849	4634	16.6
1995	7644	1329	8973	20.4
2000	10141	2069	12202	25.0

Source: BANBAIS-2006



From the above mentioned information table provided by world Bank, it becomes clear that ,the participation of women in labor is 11% in 1980; in 1985 it is 13.5%; in 1990 it is 16.6% and up to 2000 it is 25%. It has also mentioned that the participation of women in economic files have increased from 3.2 billions to 12.2 billion during1980 to 2000. But it is also correct that the participation of women in professionalism is really low. There are several sectors where there is no single women's participation.

On the other hand, women's participation is more satisfactory than the men in those work fields where those works are not evaluated financially. In fact, due to the backwardness of women education, this situation happens. However, no study has been taken on the implementation of the survey by the World Bank.

3.7 The Undertaken Effort to Spread Women Education in Bangladesh:

Development has a close relation with education. No civilization can sustain without education. So, only education is our carrier, our guide and our hope to push us up according to the desire from our all sorts of problems. So it can be said that, the importance of education in national life is multi-dimensional and wide spread.

Bangladesh is one of those countries that have played an advanced part in creating the extended view of acquiring education worldwide that is really involved with women education.

After the independence war of Bangladesh, limited activities began to launch to develop women education, to establish the dignity of women and to reduce the discrimination between male and female. In this regards that activities had been undertaken from the 1st to 5th five year planning by the Govt. have been stated below:

First Five Year Planning (1973-78)

It is acknowledged at the 1st five year planning that, the rate of women illiteracy is high and the rate of drop out girls is dangerous, for this reason, some measures had been taken in a decision to stop the dropping out of the girls and it is designed that 55% if the total girls who are supposed to be aged of a primary student must be admitted until 1978.

But after the planning it was seen that no such planning had been approved or implemented during that period.

Two Year Planning (1978-80)

This planning aimed at establishing a planning school in each Thana (sub-district).

Second Five Year Planning (1980-85)

During the 2nd five year planning (1980-85), it has been acknowledged that there were a lot of inconsistencies between boys and girls regarding drop out and education and for this statement some measure had been taken. For example, buildings women's college, increasing hostel facilities, enrolling women's teachers managing scholarship, etc had been undertaken.

Third Five Year Planning (1985-90)

In this planning some entrepreneurship have been undertaken such as providing scholarship to girls, increasing girl's schools and Women Colleges and to appointing female teachers.

4th Five Year Planning (1990-95)

In this planning the issue of women development had been prioritized and to adjust it with the main stream the following aims had been ascertained:

- a. To increase the participation of women in education,

- b. Health, agriculture, business, service and other field.
- c. To improved the rate of girl's education up to 30%
- d. To increase the opportunity for girls of self-employment,
- e. To eliminate poverty regarding women
- f. To create awareness about women's self-existence.

Govt. had undertaken proper steps to implement the above aims. In 1994 women and children affairs ministry, 1996 national women organization and to create division in women affairs is nothing but the examples. Thus govt. has undertaken different co- enthusiastic activities such as in primary and high school, 60% appointment for the women compulsory primary education and education for all projects, education for food, activation of sub-scholarship and to faster non- formal education along with details project for women education at first and increase in the budget financially.

As a result, women education has been accelerated comparing with the former periods and its flow is still continuing.

5th Five Year Planning (1997-2002)

Bangladesh govt. has acknowledge different project by putting importance on the issue of advancement in women education .Such as-

- a. Universal elementary education
- b. Mass education
- c. Education for food project

- d. The project of sub-scholarship and enabling planning system for boys (class 6 to class 10)
- e. To establish a high school for girls in each sub-district/ Thana.
- f. The project appointing female teachers at non- govt. girls school in village.
- g. If the daughter is the only child of the parents, her education is brought to be totally free up to Degree level.

3.8 Some Notable Agenda and its Effects

From the above mentioned agenda, particular of them are describe here along with their effects.

3.8.1 Primary Education for all.

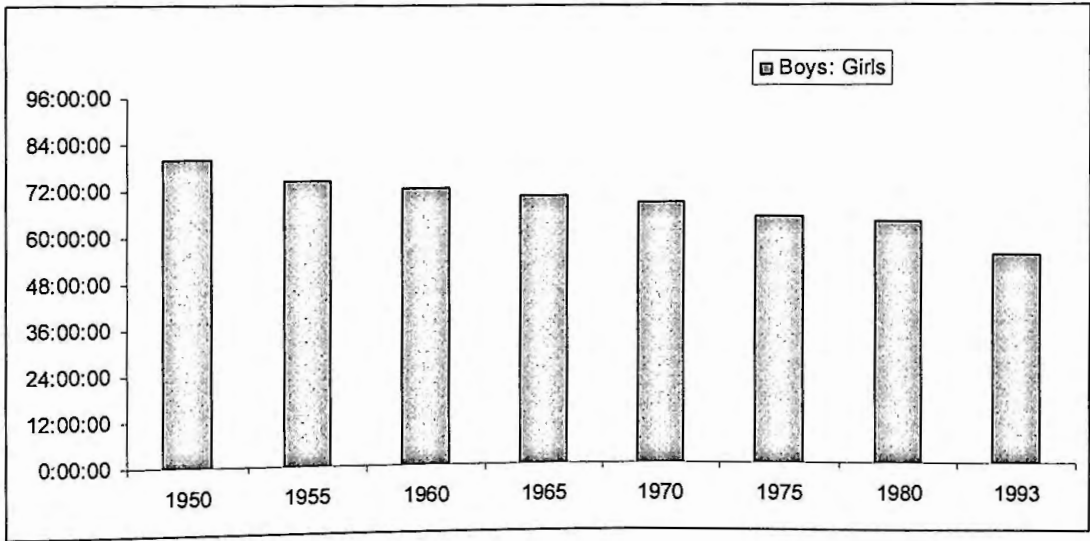
Along with the global importance on women education, Bangladesh govt. has emphasis on women education especially primary education has been prioritized. At present, after all the declaration of primary education for all, compulsory primary education project and to ensure primary education for all in Bangladesh has been put importance. I n 1992, Govt. has only establish primary and mass education development under the supervision of the prime minister to gain the target of primary education for all.

In this context, the participation of women in primary education has been improved in comparison with the past that has been cited in the following table.

Table—6: The Ration of Boys and Girls in Primary Schools.

Year	Boys: Girls
1950	80:20
1955	74:26
1960	72:28
1965	70:30
1970	68:32
1975	64:36
1980	63:37
1993	54:46

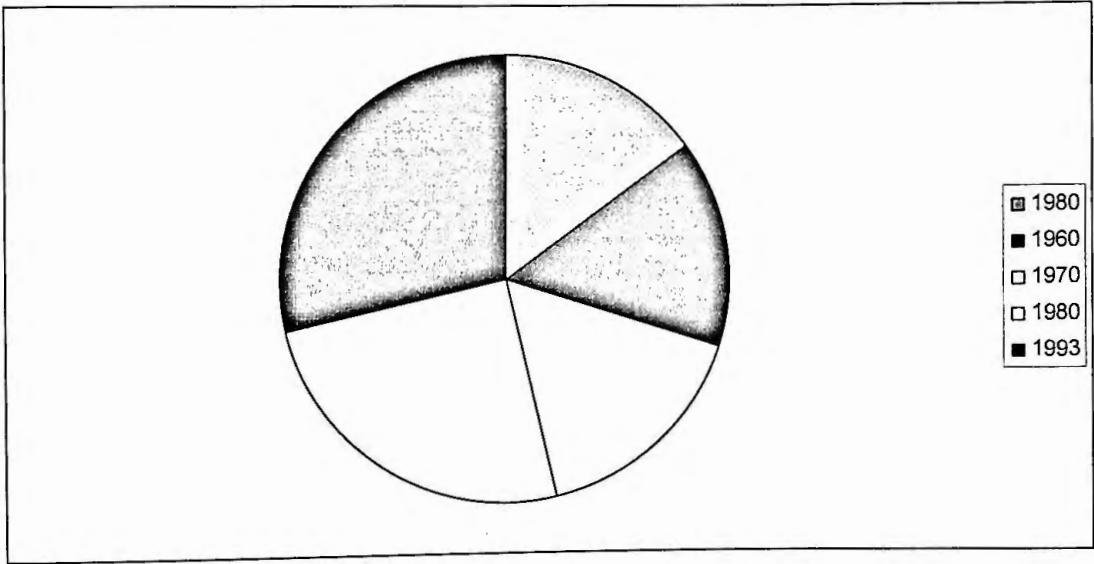
Source: Monthly University campus, February, 1995.



Table—7 Number of Boys and Girls in Primary School in Different Sessions.

Year	School	Boys	Girls	Total student
1980	26,352	19,64,414	4,85,022	24,49,436
1960	26,684	24,78,828	9,54,479	34,33,307
1970	28,731	34,53,053	16,20,211	50,73,264
1980	43,936	61,82,031	30,37,280	82,19,313
1993	50,341	70,34,952	59,82,318	1,30,17,270

Source: Monthly University campus, Feb, 1995



Table—8: The follow of Increase of the Teachers, Boys / Girls and School in Primary Level.

The scope of change	1987	1990	1994	The follow of increase from 1987-1994
1. Number of primary school	43,992	45,783	66,168	33.51
a. Boys	43,669	45,408	64,614	32.41
b. Girls	327	303	1,552	79.93
2. Number of teachers	1,88,369	2,00,056	2,42,252	22.24
a Male teacher	1,58,186	1,60,183	1,74,256	9.22
b. Female teacher	30,183	39,873	67,996	55.61
3. Number of boys / girls	11,263	12,345	15,585	27.73
a Boys	6,378	6,912	8,080	21.06
b Girls.	4,885	5,433	7,505	34.91
4. Number of boys in each school	256	270	229	11.97

Source: Statistics pocket book-1995, page-489

The changes, that have been taken place in the different stages of primary education in Bangladesh, become clear from table 4.5 & 6. Here it starts with the increased of number of primary school, increasing number of boys, girls and teachers and has the tendency of increasing boys/girls unstable suspense.

The different tendencies such as the number of girls school (78.93%) increased number of girls students (34.91%) and the number of female teachers (55.61%) proves that, different entrepreneurship and projects taken by the Govt. are proved very much effective.

The scholarship for girls (class vi-x) and full free studentship in National level:

It is the second biggest project undertaken by the government in spreading education. With a view to ensure the participation of qualified women in work place through the spread of education in the secondary level, to enrich the rate of women education, protecting child marriage, creating bar on the increasing birth rate, to affiliate women in socio-economic development activities in a large scale, to manage self-employment projects in a view to alleviate poverty and to increasing the dignity of women, Govt. has received sub-scholarship and full free studentship.

Projects for implementation since 1994 with the financial aids from (IDA, NORAD & GOB through four different projects mainly FSEP& SEDP) in 460 sub-districts/ Thana of the country. The female students will get the benefit of scholarship as well as free scholarship for three conditions. Again has adjusted three more conditions for getting that. The reasons behind adding those conditions are:

- a. To attend 75% classes so that the girl student become attentive to lesson.
- b. To gain 45% number in final education that means to improve the evaluation.
- c. To remain unmarried up to S.S.C so that it may control the population growth, it may alleviate poverty and to create self-employment.

About 13350,00 students are enjoying the scholarship and free studentship at different government, non-government schools and madras's in 460 thanas .Sub scholarship and full free studentship project run by the Government has become a very important factor now a days .

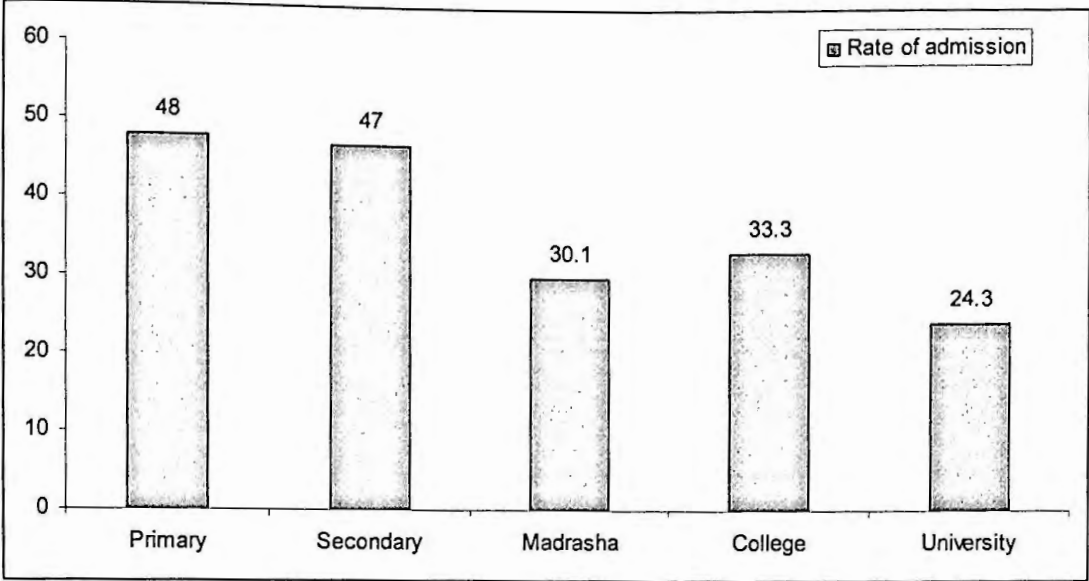
Though it is impossible to bear the education expanses of the poor girl students by the government a mare financial help to those girl students can bring them to schools that paves the way to spread education and helps to remove the discriminatory treatment in comparison with the male education.

This project has played some positive part in different fields and turns to prior project of the government. The different aspects of its members are mentioned below:

Table—9: The Advancement in Girl's Admission.

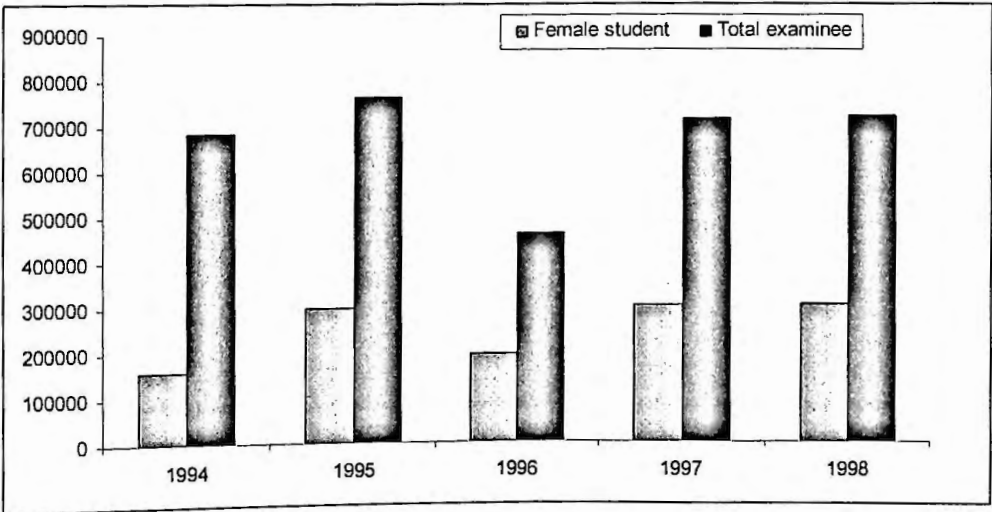
Institution	Rate of admission
Primary	48.0
Secondary	47.0
Madrasha	30.1
College	33.3
University	24.3

Source: Education Watch-2006



Table—10: Number of Students Participated in Boards

Year	Female student	Total examinee
1994	1,58,612	6,85,831
1995	3,01,146	7,65,135
1996	1,96,781	4,64,267
1997	3,03,824	7,16,864
1998	3,07,860	7,22,300



If table 7&8 have been analyzed it becomes clear that a lot number students has been increased and in 1995&1997 the increase of girl student is mentionable.

Besides, it is also mentionable, that, in 1994 only in class six that means at the entry point the number of new students were 3,07,095 that has gradual empowerment and in 1995 it becomes 3,43,866, in 1996 it is 4,39,733 and in 1997 it becomes 4,71,310 and the gradual rate of increase is 18%. It is also noticeable that 1994, the total number of girl students were 4,54,645(class vi-class ix),9,02,370 (vi, vii , ix & x) in the session of 1998 the number raise up to 21,00,000 from where it becomes clear that there had been 20% improvement the admission in the secondary level .

The optimizing has been express in Investing in people (The world Bank in action, 1995) the success of boys students, sub-scholarship and pay free by Bangladesh Govt. that "A survey of parents had cited tuition, textbook and transport costs, boys teasing of girls and inadequate clothing as main constrains to sending girls to secondary school, though some parents realized that an education and increase their prospects for self-sufficiency in life".

But to continue this project the speech delivery in the socio- economic context of Bangladesh has been adjust in this way that , " The program is continuing awareness building activities as well as providing teachers , revising the curriculum , introducing occupational skills training ,providing books and equipment ,and constructing and repairing class room ,latrines & tube-wells".

3.8.2 To Include Women Development in National Policy

Half of the total population of Bangladesh is women like other countries of the world. The government has declared national women development policies with 14 manifestation in 1997 considering the over participation of women national development. Among them education and training were manifested prominently. The enclosures are---

- a. Follow the active and clear policies with a view to increase the rate of education, to remove the discrimination between male and female education rate and work opportunity.
- b. To make the best effort in removing illiteracy within the next 10 years specially putting emphasis on women and children learning and training .
- c. To establish a primary school in each and every village of Bangladesh.
- d. To take initiation for making education up to class xii for girls.
- e. To undertake formal and informal education and training for women and to strengthen it a view to long lasting development and gain growth.
- f. To ensure the equal rights of both women and girl children , to remove of all type of inequality in education, to make education for all, to alleviate illiteracy along with the increase in education rate, and to take measure for the continuation of girls in schools.
- g. To include something in the overall textbook on the equality of men and women with a view to create opportunities of lifelong education.

3.8.3 Women Education in National Policy of Education, 1997

In 1997 , it has been ascertained one of the target that the removal of discrimination between male and female in regardless of religion, nation caste ,etc. in the approved national policy of education under the leadership of Professor Shamsul Haq .Here education has been divided into different part where as women education was one of them too.

It has been started here that , the aim of women education is to aware and determine women, to make women careful of there equal rights, to encourage and make the women skill to direct the country from all spheres, to ensure the participation of women in the socio- economic development of the country and to alleviate poverty , to change the economic development through self - employment, to encourage about the set up of a happy and peaceful family and to create such type of views and self- determination in women so that they can take the proper steps to stop oppression against women and against dowry . It has been said here also---

- a. To increase the opportunity of education for girls.
- b. In the textbooks, there must be the surety of better & progressive presentation of women and their equal rights.
- c. To implement the appointment of 60% female teacher in primary schools.
- d. Vocation education should be ensuring for the drop out girl students

3.8.4 The Mentionable Characteristics of Women Education in Bangladesh

Government had undertaken different programs to spread education among women till now from the liberation period. Multidimensional endeavors had been noticed in the non-government level too. If these are analyzed, some mentionable sides of women education noticed---

1. Bangladesh has become independent for 38 years- but the basic right titled "Education" has been implemented from an immoral view and chaotic. Until today no government becomes able to implement any government policy for the proper implementation of education program. For this reason, women education has been directed chaotically by the governance of different government.

2 .Recently government has increased the budget in the education in comparison with the past years with a view to accelerate the present condition of female education along with Universal primary education and education for all program but this comparatively this budget is very low with the developed countries (where 5% of the national income is spent for education.).

In this context, it has been said statistically that, 1.83% of the national income is spent in the education sector and 0.67% of the national income have been spent in the primary education. The national expenditure in the education sector in 1992 among the SAARC countries - Bangladesh 8.7%,taka India 11.5% (Rupee), Maldives 13.6% (Rupee) ;Nepal 13.2%

(Rupee); Srilanka 7.8% Rupee. So it is clear that Bangladesh is in the lowest position in regard to educational budget.

3. If the 1st, 2nd, 3rd, and 4th five year planning for the development of women education undertaken by government are studied, it becomes clear that, failure prevails over success in gaining the target. So those planning were not so much fruitful in reducing the educational discrimination between male and female and to enhance in participation of women in national development.

4. In spite of the inevitability of advancement for women in all spheres of scientific technical education, only 5% of the total student's presence is noticed in scientific, technical and vocational institutions in Bangladesh. Only 14% of the total women are found in agricultural and other professional educational organization. It is needless to say that, the condition is pessimistic.

5. Though 60% female teacher's have been appointed according to the declared policy of the govt., it is still less then the male counterparts in different stages of education systems, statistically the ratio of percentage of this discrimination in primary school is 2.56:1, in college level it is 3.86:1 & in degree level it is 4.65:1 .The discrimination between male and female teacher's in medical, engineering technical & vocational institutions is very remarkable the infrastructural condition.

6. In the existing school, collages & other institutions is not satisfactory to create interest among the learners. In spite of the effort of the govt. there are

many primary school in the village where there are no chairs, Benches, blackboard, even walls & playground; as there are no facilities such as individual toilet for girls, safe drinking water, common room, games room or playground, it creates barriers for the girl students in their regular studies.

7. Gender discrimination remains also in the monthly educational expenses. If the amount spent in education sector is taken in to regard, it becomes clear that 25tk spent for a boy, where as 11tk is spent for a girl. Amazingly, it is less than the half of a boy.

8. Different non-government; national & foreign organizations are coming forward along with the activities of the govt. for female education The evaluation & success of this organization are better than that of the govt. programs.

3.8.5 The Evaluation of Women Education Program in Bangladesh.

No such remarkable research work has been launched on female education program in Bangladesh. Some research works have been at different times on the basis of different issues. Female education program, in the light of the statistics provided by govt. & non- govt. levels as well as from those research reports, has been evaluation in the following --

In a research it has been found that, after the declaration of the compulsory primary education both for male and female in 1991, the percentage of presence both for boys and girls is equal.

In this stage no society or guardian different between boys & girls. But at the secondary level that means when a girl reaches at the age of 11 or 12, the importance of her education has been reduced. The number of girls admitted in the secondary level was one third of the total students until 1990.

In a research it has been seen that, 15% girls who are getting the honorary scholarship are not getting 45% number in examination; 18% do not remain present in 75% classes and 14% are getting married of before the SSC examination.

It has been found also that after the beginning of the honorary scholarship not only the number of girl students has been increased in the secondary schools, the number of secondary schools has also been decreased from class (xi) to class (x). Apparently, the society seems to be aware enough of the value of female education. But in reality 50% of them are not taking part in S.S.C examination.

The reason behind the in advancement in higher education for girls is the socio- economic condition. Where the woman of the scholarship has been got, the student life of a poor girl ends.

The school that got the tuition fee for the girls has no responsibility to that girl. The parents who could continue the education of their girl freely further more , could get some women's fail to take the responsibility of the expenses of their daughters S.S.C examination .Though 250 taka has been given for each girl student who are enlisted in the honorary scholarship, the schools are paid six or seven times as the coaching fee. As a result the poor parents take the decision of their daughter's future.

They start finding a good husband for the daughter rather than her a servant. The guardians also remain anxious of the security of their teen-aged daughters. Many parents do not want to send their daughters to the S.S.C exam centers far from home, when they are living in such a society where girls are not safe indoors from acid violence, from being raped in their way to schools. The expense is needless to say, so, it can be said that, many schools have been set up to promote the rate of education among girls. But seeing the presence of girls, it must not be said that, the value of women has increased in society or their position has changed. Several problems can be mentioned about the female education program in Bangladesh considering the above mentioned issues, veil, poor performance of the guardians in household chores, child-marriage, barrier in job fields for the educated women, dowry system, the view to making the educated girls with universal ideology, lack of empowerment opportunities, lack of interests among guardians for their daughters education, male dominance in policy making, lack of sufficient budget, lack of coherence in national and non-governmental programs, lack of women in related information and research, lack of enough educational institutions for women and enough female teachers, lack of necessary educational instruments and facilities, male dominance in textbook, lack of creative activities outside the textual reference, lack of interest of the female teachers to do their profession duty and so on.

Chapter—Four

Problems of Women Education in the Study Area

4.1 Prelude

There are some problems of women education in the study area. Women are deprived to get proper education all over Bangladesh. In the study area, the researcher has tried to find out the main problems of women education. The following problems were found against women education.

4.2 Shortage of Women Educational Institutions

In the study area the total population is about 200. According to the rule of the establishment of educational institution, per 100 population, 01 institution should be needed but in the study area there have 0.65 institutions in the study area of the requirement.

The table shows the institutional statistics in the study area.

Table—11: The Institutional Statistics in the Study Area.

Primary schools		High school (Combined)		Girl’s school		College		Girl’s College		Total Institutions
Govt.	Non-govt.	Govt.	Non-govt.	Govt.	Non-govt.	Govt.	Non-govt.	Govt.	Non-govt.	Govt. & Non-govt.
129	75	02	64	01	15	02	13	01	00	302

Source: Field data

The table shows that Girl’s school is comparatively less than combined schools and other institutions in the study area.

4.3 Family Restriction

Most of the families in the study area are Muslim. So, it is restricted for the girls to go to school. The table shows the family restriction for the girls students.

Table—12: Family Restriction Status in the Study Area

Total respondent	Restricted families	Number of victims	Rate of adolescent from higher studies
200	45(22.5%)	48	24%

Source: Field data

The table shows that 22.5% family having restriction for the girls to go to school under the study. The rate of victim of family restriction is 24%. So the higher education was threatened by the family restriction.

4.4 Distance of the Institutions

Most of the institutions are situated in the distance places. So it is difficult for the girls to go to school for the lack of safety. Guardians are not willing to send their children to school. The following table shows the picture of the distance of those institutions in the study area.

Table—13: Distance of the Institutions in the Study Area.

Total institutions	Distance from 01—02 kilometers	Distance from 03—04 kilometers	Distance from 05—06 kilometers
302	120	90	92

Source: Field data

The table shows that 39.73% educational institutions are situated 01—02 kilometers away from student's house. 29.80% institutions are 03—04 kilometers and 30.46% institutions are 05—06 kilometers far away from the student's house in the study area.

4.5 Religious Legislation

In the study area some girls are victim of religious legislation as well as social legislation. Some guardians consider that girls do not need higher education. So, women were victimized of social and religious legislation and their study had been stopped. The table below has shown the picture of the religious legislation of the study area.

Table—14: Religious Legislation in the Study Area

Total respondents	Number of victim of Religious legislation	Percentage of victim
200	26	13%

Source: Field data

The table shows that 13% girls could not achieved higher education for the religious legislation in the study area. Some guardians do not understand the real meaning of the religion. So, they stopped the study of their girls.

4.6 Early Marriage

Early marriage is one of the major problems in the study area for women education. Guardians think that girls are their burden. So, they always try to marry them. The following table shows the early marriage status of the women in the study area.

Table—15: The Status of Early Marriage

Total respondents	No. of victim of early marriage	Percentage of victim
200	35	17.5%

Source: Field data

The table shows that 17.5% girls are victimized in early marriage in the study area. So, they are deprived to have higher education and it has been stopped their education for ever for early marriage.

4.7 Gender Discrimination

In the study area it was found that some families discriminate male and female children acutely. Most of the girls are deprived from getting education and other social facilities. The following table indicates the picture of discrimination between girls and boys under the study.

Table—16: Status of Gender Discrimination in the Study Area.

Total respondents	No. of discriminated women	Percentage of discriminated women
200	55	27.5%

Source: Field data

The table shows that 27.5% women were deprived to get education in the study area. Gender discrimination begins at birth of a female child in a family in our country. The study was not exceptional of the tradition. So, a remarkable number of women are victimized the severe gender discrimination.

4.8 Ignorant Guardians

The study has found some guardian is ignorant and for this reason some guardians are not willing to send their female child to the educational institutions. The table below will depicts the pen picture of the situation of ignorance of the guardians in the study area.

Table—17: Status of Ignorant of the Guardians

Total respondents	No. of ignorant guardians	Percentage of ignorant guardians
200	65	32.5%

Source: Field data

The table shows that 32.5% guardians of the women are ignorant. They have no knowledge of the high thought and the importance of education and out

world or have no knowledge of the developed countries. So, most of the women remain uneducated in the study area.

4.9 Lack of Social Awareness

Though some NGOs are doing awareness work among the guardian, they do not want to send their female child to educational institutions. They thought that women education is not essential. So, for their lack of awareness some women remained uneducated in the study area. The table shows the lack of awareness of the guardian in the study area.

Table—18: Lack of Social Awareness of the Guardians.

Total respondents	No. of guardian who have not awareness of education	Percentage of guardians who have not awareness of education
200	28	14%

Source: Field data

The table shows that 14% guardians have no knowledge about the importance of education in the study area. They are not aware about the role of their female child in building up the nation or making the country develop. So, for the lack of awareness about the importance of education women in the study area have been deprived to get higher education.

Chapter—Five

Socio-economic Background of Women in the Study Area

5.1 Prelude

Socio-economic condition plays an important role in the expansion of education. The socio economic conditions of the respondents of the study area have been shown in the following tables.

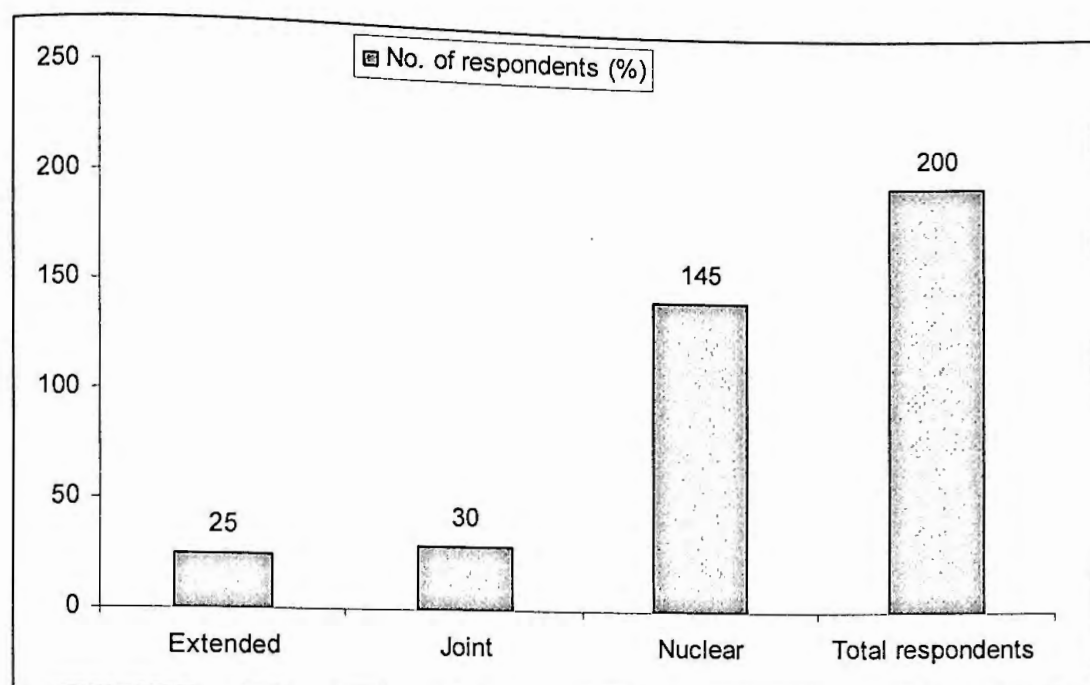
5.2 Family Structure

The following table reflects the family structure of the women in the study area.

Table-19: Family Structure of the Respondents

Family structure	No. of respondents (%)	
Extended	25	(12.5%)
Joint	30	(15%)
Nuclear	145	(72.5%)
Total respondents	200	(100%)

Source: Field data



The table shows that in the study area there are 12.5%, 15% and 72.5% families residing in extended, joint and nuclear families. The average rate of nuclear families was found more than the number of joint and extended families in the study area.

5.3 Family Size

The family size of the primary school teachers in the study area is given in the following table.

Table-20: Family Size of the Respondents

Ranges of family member	No. of women (%)	
01-02	85	(42.5%)
03-04	70	(35%)
05-06	30	(15%)
07-08	15	(7.5%)
More than 08	00	(00%)
Total respondents	200	(100%)

Source: Field data

The table shows that among the respondents, maximum families are consisted of 05—06 members. They have to maintain 05—06 members' families. Only 42.5% women having 01—02 members which mean either unmarried or a couple without child.

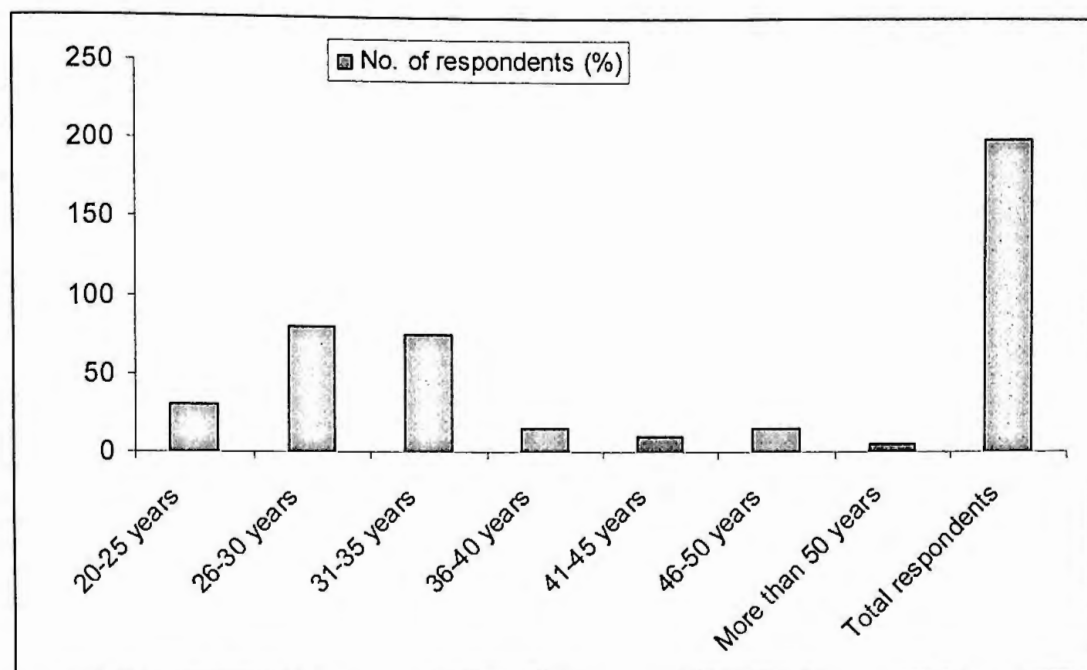
5.4 Age Distribution

The age distribution of primary school teacher can be found in the following table.

Table-21: Age Distribution of the Respondents.

Age group	No. of respondents (%)	
20-25 years	30	(15%)
26-30 years	80	(40%)
31-35 years	75	(37.5%)
36-40 years	15	(07.5%)
41-45 years	10	(05%)
46-50 years	15	(07.5%)
More than 50 years	05	(02.5%)
Total respondents	200	(100%)

Source: Field data



The table shows that the age level of the women in the study area. The highest age level was recorded above 50 years (2.5%). The maximum number of women was at the 26—30 years old.

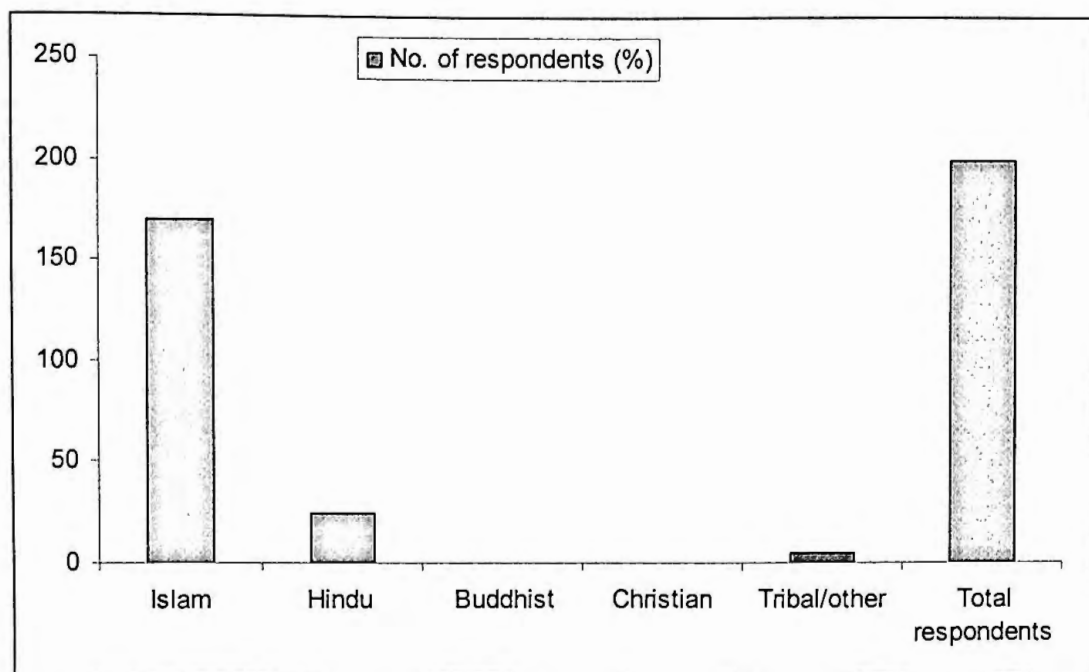
5.5 Religious Status

The religious status of the respondents has been shown in the following table.

Table—22: Religious Status of the Respondents

Religion	No. of respondents (%)	
Islam	170	(85%)
Hindu	25	(12.5%)
Buddhist	00	(00%)
Christian	00	(00%)
Tribal/other	05	(2.5%)
Total respondents	200	(100%)

Source: Field data



The table shows that the percentages of Muslim, Hindu and others are 85%, 12.5% and 2.5% among the respondents in the study area. No Buddhist and Christian teachers were found in the study area. Only 2.5% tribal (Mostly Santals) respondents were found. The percentage of Muslim was recorded higher than other religions.

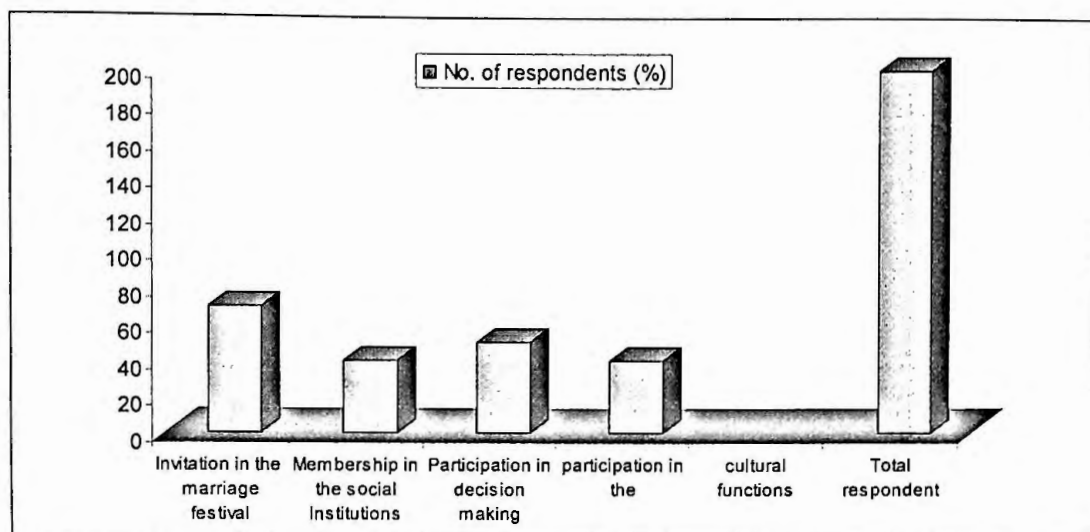
5.6 Family Acceptance

The family acceptance of respondents is given in the following table.

Table—23: Social Acceptance of the Respondents

Parameters	No. of respondents (%)	
Invitation in the marriage festival	70	(35%)
Membership in the social institutions	40	(20%)
Participation in decision making	50	(25%)
participation in the cultural functions	40	(20%)
Total respondent	200	(100%)

Source: Field data



The table shows that the percentages of social acceptance of respondents were 35%, 20%, 25% and 20% in respect of invitation in the marriage festivals, membership of the social institutions, participation in decision making and participation in the cultural functions. Overall social was found neither significant nor satisfactory. But in respect of participation in cultural activities and decision making the percentage has been increased than before in the study area.

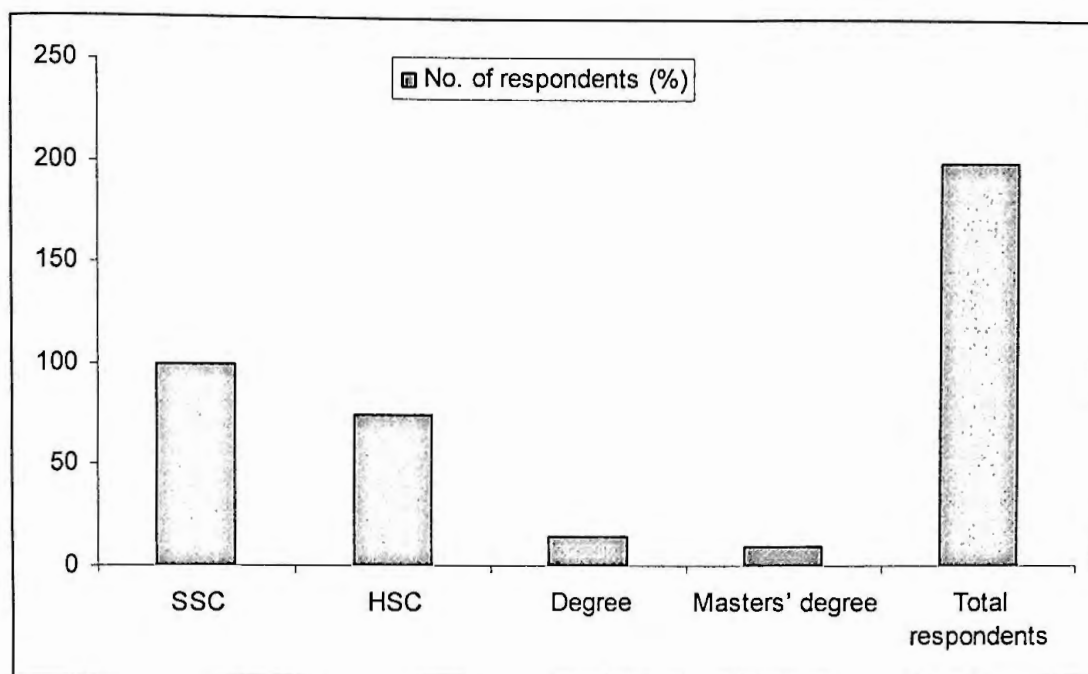
5.7 Educational Qualification

The academic qualification of the respondents is given in the following table.

Table—24: Educational Qualifications of the Respondents.

Level of education	No. of respondents (%)	
SSC	100	(50%)
HSC	75	(37.5%)
Degree	15	(7.5%)
Masters' degree	10	(05%)
Total respondents	200	(100%)

Source: Field data



The table shows that 50%, 37.5%, 07.5% and 05% respondents having SSC, HSC, Degree and Masters' degree in the study area. Maximum respondents having the SSC level education. A few numbers of higher educated respondents (05%) were in the study area.

5.8 Job Status of the Respondents

The following table shows the job status of the respondents.

Table—25: Job status of the respondents.

Total respondents	Having job	Not having job (%)
200 (100%)	35 (17.5%)	165 (82.5%)

Source: Field data

The table shows that only 17.5% respondents have job but 82.5% respondents did not have any job in the study area.

5.9 Economic Status of the Respondents in the Study Area

Economic development is the pre-requisite of sorts of development. It is supposed to be considered that women lead their life in economic hardship as they are not engaged in earning activities. They are engaged in doing some household works.

In calculating the economic status of respondents some parameters have been taken into consideration. These are land, farm, pond, garden etc.

5.10 Landed Property

Landed property of the respondents is given in the following table.

Table—26: landed Property of the Primary School Teachers.

Amounts of land (Acres)	No. of respondents (%)	
01—02	90	(45%)
03—04	55	(27.5%)
05—06	35	(17.5%)
06—Above	20	(10%)
Total respondents	200	(100%)

Source: Field data

The table shows that each and every respondents having at least one acre of landed property. The maximum respondents hold between 01—02 acres while a few (10%) holding 06 and above.

5.11 Farms

Status of farms is given in the following table.

Table—27: Farms of the Respondents

Type of farm	Having (%)	Not having (%)
Poultry (Hen)	15 (7.5%)	185 (92.5%)
Cattle	185 (92.7%)	15 (7.5%)
Total respondents	200 (100%)	

Source: Field data

The table shows that only 15% respondents having poultry farms for commercial cultivation. In the rural agro based families, it is commonly found in every house to have cattle of different kinds like cows, goats, and pigeon and so on.

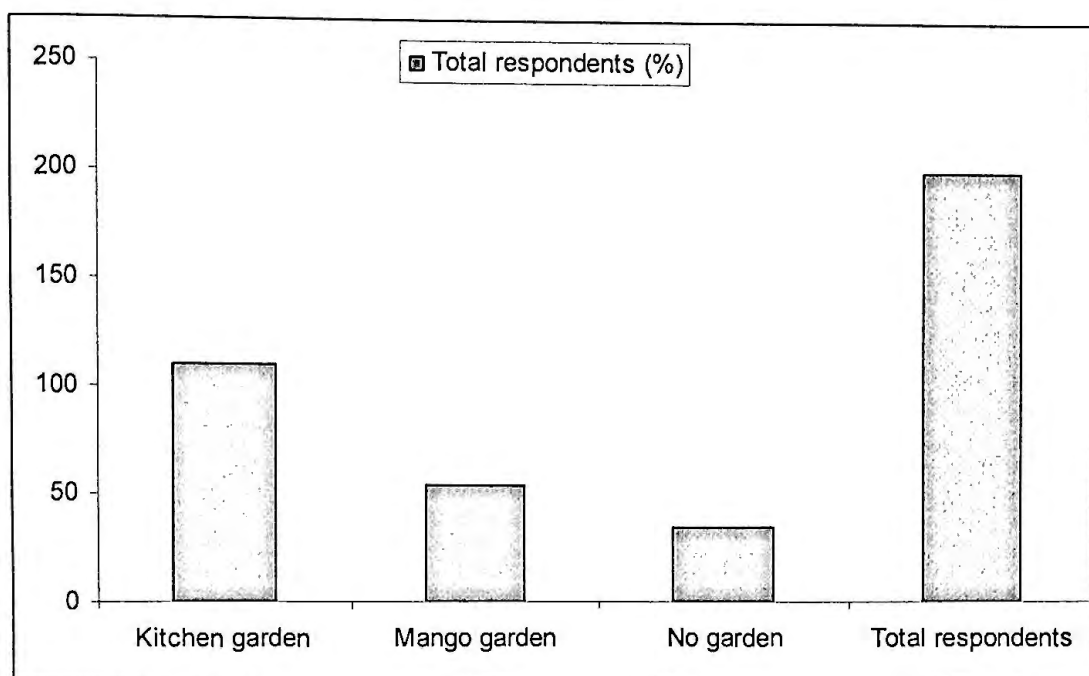
5.12 Garden

Status of garden has been given in the following table.

Table—28: Garden of the Respondents

Type of garden	Total respondents (%)
Kitchen garden	110 (55%)
Mango garden	55 (27.5%)
No garden	35 (17.5%)
Total respondents	200 (100%)

Source: Field data



The table shows that 55% respondents has kitchen garden and 27.5% has mango garden and 17.5% respondents did not have any garden. However, most of the houses having small size kitchen and mango garden for their own utilization.

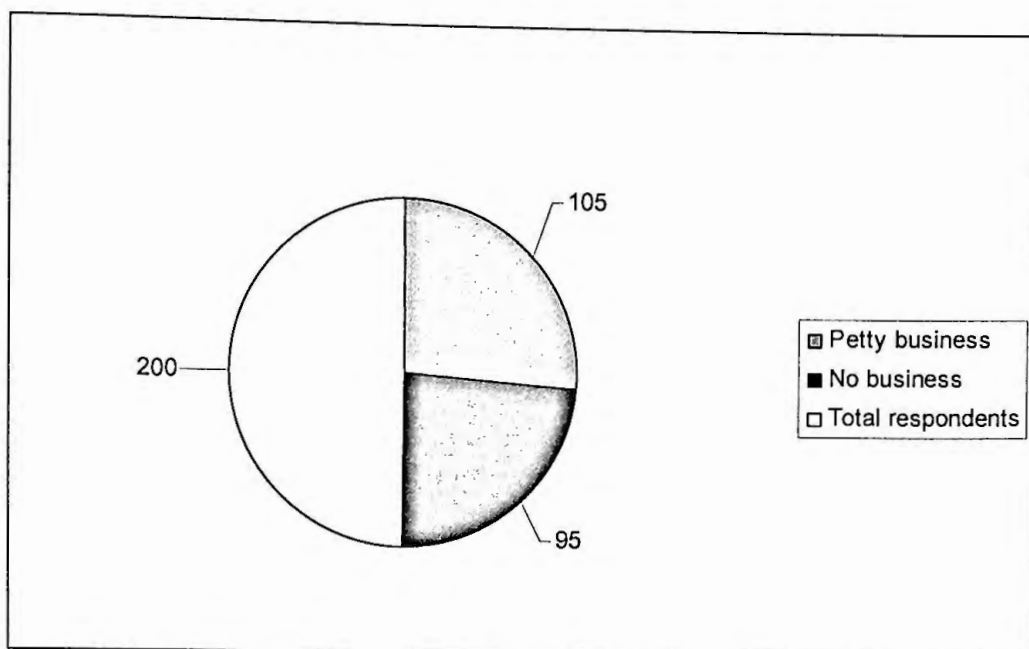
5.13 Business Status

In the study area some respondents have petty business which has been shown in the following table.

Table—29: Business status of the Respondents

Type of business	No. of respondents (%)	
Petty business	105	(52.5%)
No business	95	(47.5%)
Total respondents	200	(100%)

Source: Field data



The table shows that 52.5% respondent have small business as against 47.5% did not have any business in the in the study area. Petty business means grocery and stationary shops.

5.14 Income Earning Status

The following tables have shown the income-earning status of the respondents.

Table—30: Income Earnings of (From service)

Income source	Monthly average income
Salary	Tk.1,800/-
Total respondents	200 (100%)

Source: Field data

The table shows that every respondents draw monthly average Tk. 1,800/- Salary includes basic scale with house rent, medical allowance, annual bonus, Tiffin allowance and recreational allowance etc.

The following tables have shown the income-earning status of the respondents.

Table—31: Income Earnings of the Respondents (From Business)

Income source	Monthly average income
Business	Tk. 1,200/-
Total respondents	200 (100%)

Source: Field data

The table shows that every respondents earn monthly average Tk. 1,200/- from petty business.

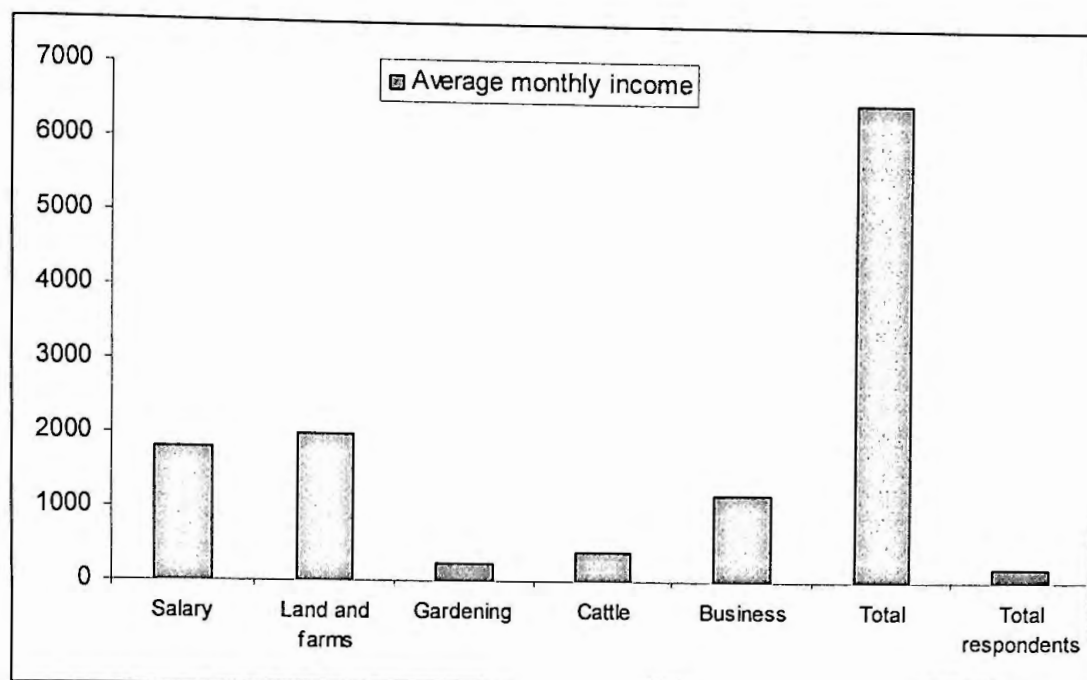
5.15: Total Income-Earnings of the Respondents

The following table shows the total income-earning of the respondents.

Table—32 Total Income-Earnings of the Respondents

Income sources	Average monthly income
Salary	Tk. 1,800/-
Land and farms	Tk. 2,000/-
Gardening	Tk. 2,50/-
Cattle	Tk. 4,00/-
Business	Tk. 1,200/-
Total	Tk. 6,550/-
Total respondents	200 (100%)

Source: Field data



The table shows that total monthly average income of a respondents was Tk. 6,550/-.

5.16 The Expenditure Status of the Respondents

The table shows the average monthly expenditure of the respondents in the study area.

Table—33: Expenditure Status of the Respondents.

Heads of the expenditure	Monthly average expenditure
Fooding purpose	Tk. 3,000/-
Clothing	Tk. 4,50/-
Education	Tk. 1,500/-
Health care	Tk. 7,00/-
Others	Tk. 5,00/-
Total	Tk. 6150/-
Total respondents	200 (100%)

Source: Field data

The table shows that total monthly average expenditure of a respondents was Tk. 6,150/-. Other heads of expenditure include expenditure in social festival including marriage ceremony, home repairing, recreation, hospitality etc.

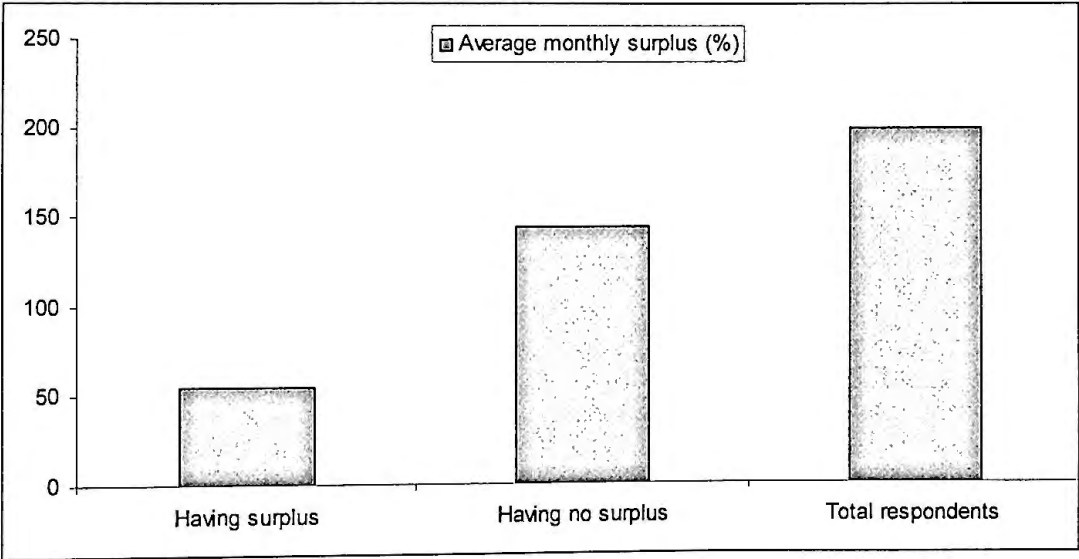
5.17 Surplus

The table shows the surplus income of the respondents in the study area.

Table—34: Surplus Income of the Respondents (Monthly).

Surplus	Average monthly surplus (%)	
Having surplus	55	(27.5%)
Having no surplus	145	(72.5%)
Total respondents	200	(100%)

Source: Field data



The table shows that 27.5% respondents have surplus income. On the other hand, 72.5% respondents did not have surplus income in the study area.

5.18 Surplus Amount of the Respondents

Surplus amount of the respondents is given in the following table.

Table—35: Amount of Surplus (Monthly)

Surplus amount	No. of respondents (%)
5,00/--1,000/-	25 (12.5%)
1,001/--1,500/-	15 (7.5%)
1,501—2,000/-	05 (2.5%)
2001/--2500/-	04 (02%)
2501/ --3 ,000/-	04 (02%)
3001/--Above	02 (01%)

Source: Field data

The table shows that maximum respondents have surplus between 5, 00/—1,000/-. Only a few (01%) have Tk. 3,001/- surplus in the study area.

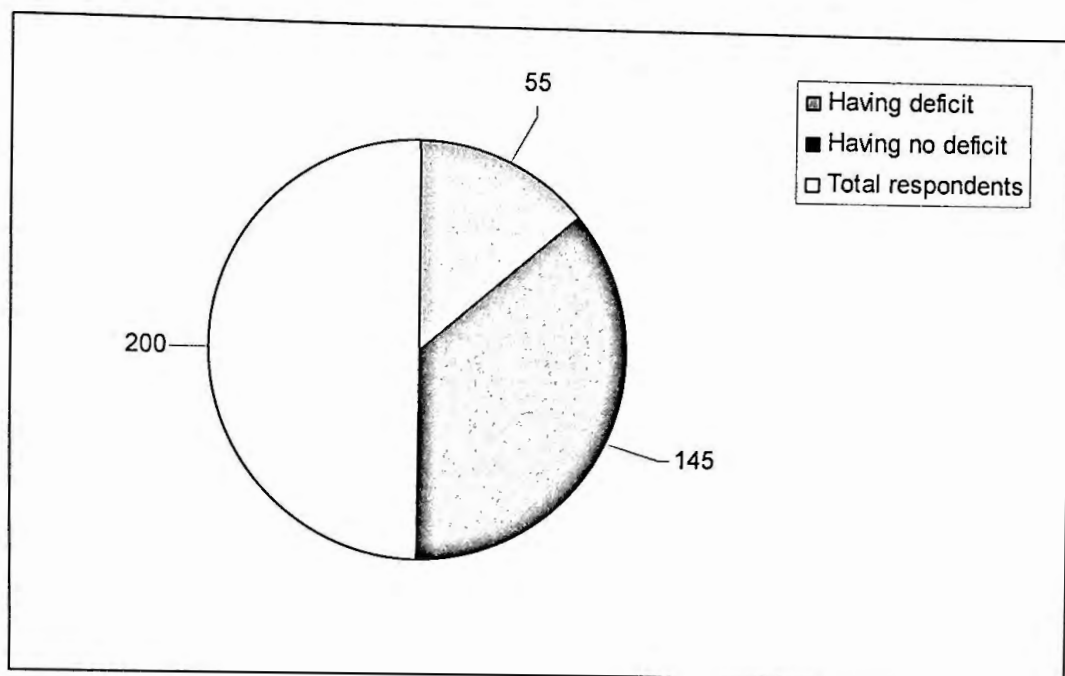
5.19 Deficit

The table shows the income deficit of respondents in the study area.

Table—36: Income Deficit of the Primary School Teachers (Monthly)

Deficit	No. of respondents (%)
Having deficit	55 (27.5%)
Having no deficit	145 (72.5%)
Total respondents	200 (100%)

Source: Field data



The table shows that 27.5% respondents have income deficit and 72.5% did not have income deficit in the study area.

5.20 Monthly Average Deficit of the Respondents.

The table shows monthly average deficit of the respondents in the study area.

Table—37: Amount of Deficit (Monthly)

Deficit amount	No. of respondents (%)	
5,00/--1,000/-	25	(12.5%)
1,001/--1500/-	15	(7.5%)
1,501/--2000/-	10	(05%)
2,001--Above	05	(2.5%)

Source: Field data

The table shows maximum deficit was found between Tk.5, 00/-- Tk. 1,000/-. Only a few respondents have between Tk. 2,001—above income deficit in the study area.

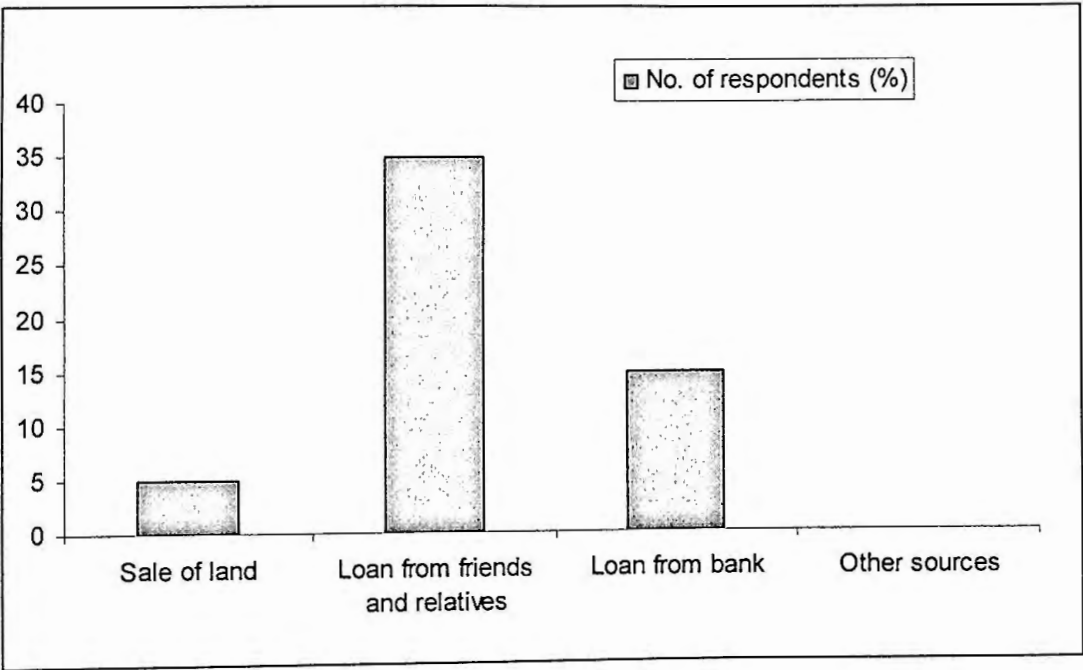
5.21 Deficit Mitigation Strategies

The table shows the deficit mitigation strategies of the primary school teachers.

Table—38: Deficit Mitigation Strategies of the Respondent.

Deficit mitigation strategies	No. of respondents (%)	
Sale of land	05	(2.5%)
Loan from friends and relatives	35	(17.5%)
Loan from bank	15	(7.5%)
Other sources	00	(00%)

Source: Field data



The table shows that maximum respondents mitigate their deficit by taking loan from friends and relatives. Of course, some respondents have to mitigate deficit by taking loan from bank.

Chapter— Six

Findings, Summary, Recommendations and Conclusion

6.1 Findings

Conducting the research some problems of women education have been found in the study area. There were some causes responsible for women education. In this study it had been found that women were not self centered and able to carry out their study for not being proper consciousness of their guardians.

Women were neglected in the study area. The enrollment ratio between male and female students was far difference. Drop out rate of the female students was higher than male students in the study area. Only 40% poor female students have the opportunity to get stipend though 95% students did not have ability to manage educational expenses. So, stipend project was not so effective for the female students. It should be extended within very short time so that enrolment ratio can be increased.

6.2 Summary

At present, women education is one of the most important and burning issues of our country and all over third world countries. To ensure women's right their participation in all development in this sphere bears great importance to all, especially to women. Because without their proper education in all spheres of life. It is very difficult to improve the condition of women.

It is mentionable that as women of our country are lagging behind in respect of education, employment, politics, etc. Their education and overall development are yet to get momentum. It is expected that women's education in developing agenda including politics from grass root level may have positive influence on establishing their equal right and enhancing their other status.

In Bangladesh women are an in expensive, neglected and abundant source. Because it is believed that they are less than male. Expected result will come in this regard only when women will be able to express there needs, demands and expectation in the formulation of planning through complete women education. Hence, to face the challenge of new millennium, it is necessary to ensure their education for the development of country. The Government of Bangladesh has already introduced many provisions of women education and their job sectors. It is as well important to know all the people that it is not possible to develop without participation and ensuring their education.

In this context, the present dissertation tried to investigate the issues related to women's education. Most of the respondents of the present study were girl student, i.e.; between 10-19 years of age. Some of them were married; it was found that married girls had to face various social problems in

education. Consequently, married women were found more interested in education. Those women who are interested in education after married but it is not possible for their husband's less education.

The study also shows that with education Guardian members were found to better tendencies to send their girls in school or collage. It may be expected that the more the Guardian will be educated, the more the girl's education will be increased. So educated Guardian can be considered a very significant prerequisite in women education. It was found in the study that among the respondents, maximum families are consisted of 05-06 members they have to maintain 05-06 members families. Only 42.5% women having 01-02 members which mean either unmarried or a couple without child.

Finding show that the respondents were generally more or less insolvent economically. This tendencies to indicate their accessibility in to the earning process. Data regarding respondent, fathers and husband's education indicate that the majority came from insolvent families. It was found in the study that each and every respondents heaving at least one acre while a few (10%) holding 06 and above. So it is very hard to maintain educational cost of their children. The respondents of this study considered that increase of stipend to play significant role in enhancing the level of women education in development activities.

The study found that 90% respondents want to complete their education but their economical status was scanty. Women members opined that financial solvency helped them to ensure their girls education. Usually, insolvency of families are considered as one of the important factors for all development even also women education. It was found that many Guardians stopped their children education due to financial solvency. Although their children were meritorious. In our country, Guardian thinks that women education is not

essential. If they can read and write it is enough for them. As a result before complete their education Guardian anxious for their daughter marriage. So, their education hampered. It was found that in spite of many limitations. Women had the interest and sincerity to perform their education properly. Although, most of the General women are not conscious about education. They reported that as a result of not awareness proper women education they could not have adequate knowledge.

The findings of the study show that women education in rural areas is lower than urban areas. Though, most of the women live in rural areas. In regard to the roles played by women education findings show that there have many problems in women education which are faced trouble against women education. Such as, Shortage of women educational institutions, Family restriction, Distance of institutions, Religious legislations, early marriage, Ignorant Guardians etc. It has been found in the present study that early marriage is of the major factor for drop out Girls education from the institution. It destroys the life of girls. As a result many girls deprive from their education.

From the analysis of preceding chapters on women education and their role performances. It can be concluded that women education is increasing day by day to acquire their rights and to create consciousness for the development of their socio-economic conditions. They have got the opportunity to break the age-old traditional values of purdah system and utilize the enhance of participating in outdoor activities. By joining different arena women are trying to ensure their mobility as well. However in this study several problems in women education are identified. There are certain rooms for further improvement in women education, the study finding reveals.

6.3 Recommendations

Having discussed the concept of women education in relation to women a few recommendations may be put forth for improving the lot of women in this respect:

1. In Bangladesh at least 60% of female are illiterate. They can neither read nor write. They are not aware of their rights and are not exposed to outside world. It is necessary to change the present education policy formal - non-formal and design some more liberal policies which will generate confidence among female towards educations.
2. Skill training can build up spirit of self-reliance and solidarity among women. It can also raise awareness and generate confidence.
3. Information is lacking at both national and local levels about the acute problems women face in access to education, health care, nutrition, water, sanitation, employment, finance, shelter, contribution of women in settlement, difficulties which are faced by them in family and national development. Therefore, information and communication system should be so geared to give priority to their needs and potentials.
4. Dept. of women's affairs, ministry of rural affair, etc. should work as noble agencies to ordinate women education in national level.
5. Education must be easy and open for women education.
6. To innovate scholarship courses for girls.
7. To appoint more female teachers in educational institution.

8. To increase women participation in health, education, agriculture, industry and development sector.
9. To avoid the narrow view about women.
10. To build the women skilled and self- employed.
11. To make discrimination free learning and training in science and technological field.
12. To increase the expenditure for women education.
13. To bring research and evaluation for women education.
14. To create opportunity of self- empowerment by making the women human resource
15. To increase the participation in ministry, offices, different government and non - government organization, donor organization and social institutions.
16. To facilitate the girls in communication and hostel management.
17. To offer necessary benefit in schools and having enough infrastructure.
18. To bring learning to make the relation easier between boys and girls.
19. To manage teachers training on a large scale so that the teachers may know the current factors.
20. To have the authority over the educational institution academically and administratively.

21. Aiming at creating an environment for education, systems should be developed through arranging meeting, seminar, and other workshops so that the society may become aware of the importance of education and to enhance the participation in activities of development of the institution.
22. The policies and activities of the managing committee in non - govt. schools should be formalized so that the environment of education remains.
23. To ensure the participation of women in international and Regional forums.
24. To ensure the security of women along with the removal of violence against them.
25. To ensure equal partnership of both male and female in empowerment.
26. To eliminate the discrimination and ensure the equality in working sector to establish peace and development.
27. To co- operate local, national, regional and international levels along with different govt. and non- govt. enterprise that are involved in implementing women education.
28. Beside the regular lessons, some extra curriculum activities and benefits should be ensured to make to educational institutions attractive.
29. To build such type of educational formula that can eliminate all type of barriers to the education of the pregnant and virgin mother.
30. For the benefit of the working mothers specially during office period , some measures should be taken from the govt. or non- govt. side so that

they can go to work keeping their children at different day care center or at any nursing home.

31. To make the education up to degree completely free for women so that they can acquire the minimum qualification to get jobs.

32. To advertise largely through all the different media such as newspaper, radio, television on the necessity of women education and so on.

33. While concluding it can be said that let us help nature to help us so that it can serve our needs adequately. Nature has made both male and female without any distinction. Therefore, male people do not have any right to stop realization of the rights of women. Let us help them to come up, grow and help in nation's development. Let every flower enjoy the air it breathes.

6.4 Conclusion

In conclusion we can not say that a magnificent success has been achieved in the development sector of Bangladesh through the spread of women education. But the position of women has changed a bit. Comparatively the familial barriers have also lessened. Now a day, girls are working at industries specially girls feel interest gradually by gaining education.

It must be noted that, poverty has a positive influence to break down the social barriers for women and to take part in economic activities in our society. If the girls from poor families become income generated, the family will be benefited. The real conditions influence social values and norms very much.

Necessity can do what statement can't. This necessity is necessary for the progress of women in Bangladesh. So, it seems to be remained static. The participation of women of women in jobs is attracting. Garment factory that is built with the labour of women has become the main source of foreign currency.

Women are contributing their own in the development activities of Bangladesh. For the development of human resource, women education has a great role and it has been cleared from the previous discussion. The birth control system has been innovated in the sixties in Bangladesh but it was not hopeful enough due to lack of female education. In the context of Bangladesh, half of the total population is woman and most of them are not involved in the development activities.

Not only this, women are responsible for conducting the household chores specially rearing children. Because, children are the future of a nation and a child never becomes literate if the mother is not educated. Women can play a vital role not only in the family level, but also in the national level if the girls are made properly educated and empowered. Through education a woman can be conscious of her position in the society and her responsibilities to the country. So, if development comes through making women community to human resource, women must be made educated.

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Questionnaire

Title of the Research

PROBLEM AND PROSPECT OF WOMEN EDUCATION IN BANGLADESH: A STUDY ON SADAR UPAZILA CHAPAINAWABGONJ DISTRICT

Name of the Researcher: Md. Soriful Islam

1. Name of the respondent.....
2. Age.....years
3. Which class do you read in?.....
4. How is the condition of women education in Bangladesh do you think?
☐ Good ☐ Best ☐ So So
5. Do you think is there any obstacle of women education in Bangladesh?
☐ Yes ☐ No
(If yes), what type of answer is it?
☐ Lack of Government patronization ☐ Poverty
☐ Unconsciousness about education ☐ Early Marriage
6. Do you come to school regularly? ☐ Yes ☐ No
(If no) what type of answer is it?
7. How is the environment of your institution?
☐ Good ☐ Bad ☐ So on ☐ Best.
8. Do you think that you are getting proper facilities of education as a girl?
☐ Yes ☐ No.
(If no), what type of answer is it?
9. Whose role is important in sending the children to school do you think?
☐ Father ☐ Mother ☐ Other.

10. Whose role is important in women education in Bangladesh do you think?

☐ Government ☐ Parents

☐ Women association ☐ other.

11. How was the condition of women education before independence in Bangladesh?

☐ Good ☐ General

☐ Bad ☐ Not satisfactory.

12. Do you think early marriage is obstacle in women education?

☐ Yes ☐ No ☐ Some thing.

13. What do you think the drop out of girls from educational institution?

☐ There exists ☐ No ☐ Other.

14. Is there any hindrance in women education do you think?

☐ Yes ☐ No.

(If yes), what type of cause?

15. What do you think the future of women education in Bangladesh?

16. How much opportunity you have as a girl for education?

☐ Good ☐ Medium ☐ Not satisfactory.

17. How do you evaluate the existing condition of women Education?.....

18. Which means is better for women education?

☐ Madrasha ☐ Girls Institution ☐ Co-educational institution.

19. Does religion affects hindrance women education in any way?

☐ Affects ☐ No ☐ Do not comment.

20. Whose role is prior for broadcasting women education?

☐ Government ☐ NGO ☐ Women association ☐ Other.

21. Is there any discrimination between male and female of women education from family side? ☐ Yes ☐ No.
22. Do you have satisfaction in women education in Bangladesh?
☐ Yes ☐ No.
23. How do you evaluate women education?
☐ Means of education
☐ Reduce discrimination ☐ other
24. How much interest the muster of your family you are living having education? ☐ Good ☐ Very good ☐ So on
25. What is your opinion in women education of Bangladesh in post liberation? ☐ Good ☐ Acceptable ☐ Not acceptable.
26. Marital status: ☐ Married ☐ Single ☐ Divorced
☐ Widowed ☐ Separated
27. Early marriage affects your education in any way?
☐ Yes ☐ No ☐ Some thing.
28. Is there any difference between male and female teachers in terms of teaching? ☐ Yes ☐ No ☐ No comment.
29. Are you eager to continue your studies without stipend?
☐ Yes ☐ No
30. Do you think co-education is a bar in women education?
☐ Yes ☐ No